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“CHET TILLARNI O‘QITISHDA YANGI TENDENSIYALAR: INKLYUZIV TA’LIM VA EFL/ESPDA INNOVATSIYALAR”

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The international scientific-theoretical conference entitled **“New Trends in Foreign Language Teaching: Inclusive Education and Innovations in EFL/ESP,”** organized by Tashkent State University of Oriental Studies, is devoted to the exploration of contemporary trends, innovative pedagogical approaches, and current issues in the field of foreign language education. The conference serves as an academic platform for discussing scholarly research related to inclusive practices in EFL/ESP instruction, artificial intelligence and digital technologies in language education, applied linguistics, pedagogical leadership, educational management, and intercultural communication. The proceedings volume comprises scientific articles addressing effective methodologies in language teaching, global competencies, and innovative educational technologies within modern educational contexts.

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XXI asr globallashuv, raqamli transformatsiya va bilimlar iqtisodiyoti davri sifatida ta’lim tizimi oldiga mutlaqo yangi talab va vazifalarni qo‘ymoqda. Ayniqsa, xorijiy tillarni o‘qitish metodikasi bugungi kunda nafaqat lingvistik bilimlarni shakllantirish vositasi, balki shaxsning intellektual salohiyati, madaniyatlararo kommunikativ kompetensiyasi va global fikrlash qobiliyatini rivojlantiruvchi strategik yo‘nalish sifatida namoyon bo‘lmoqda. Zamonaviy jamiyatning ehtiyojlari esa xorijiy til ta’limidan innovatsion pedagogik yondashuvlarni, inklyuziv ta’lim tamoyillarini, sun’iy intellekt texnologiyalarini hamda raqamli platformalarni o‘quv jarayoniga integratsiyalashni talab qilmoqda. Shu ma’noda, Toshkent davlat sharqshunoslik universiteti tomonidan tashkil etilgan “Chet tillarni o‘qitishda yangi tendensiyalar: inklyuziv ta’lim va efl/espda innovatsiyalar” mavzusidagi xalqaro ilmiy-amaliy anjuman zamonaviy til ta’limining dolzarb ilmiy va metodologik masalalarini muhokama qilishga bag‘ishlangan muhim akademik platforma hisoblanadi.

Bugungi filologik va pedagogik tafakkur an’anaviy til o‘qitish paradigmasidan kompetensiyaviy, shaxsga yo‘naltirilgan hamda multidissiplinar model sari o‘tmoqda. Endilikda xorijiy tilni o‘qitish jarayoni faqat grammatik va kommunikativ ko‘nikmalarni rivojlantirish bilan chegaralanmay, balki talabaning tanqidiy fikrlash, ijodiy yondashuv, muammoli vaziyatlarda samarali muloqot olib borish va global madaniy makonda faol ishtirok etish kompetensiyalarini shakllantirishni ham o‘z ichiga oladi. Ayniqsa, EFL/ESP metodikasida kasbiy kommunikatsiyaga yo‘naltirilgan yondashuvlarning rivojlanishi, CLIL, blended learning, flipped classroom va adaptive learning kabi zamonaviy metodlarning keng joriy etilishi til ta’limining mazmun-mohiyatini yangicha ilmiy asosda qayta ko‘rib chiqishni taqozo etmoqda.

Mamlakatimizda ta’lim tizimini xalqaro standartlar asosida modernizatsiya qilish, xorijiy tillarni o‘qitish sifatini oshirish hamda innovatsion ta’lim texnologiyalarini keng joriy etish davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida belgilangan. Prezidentimiz Shavkat Mirziyoyev ta’kidlaganidek: “Ta’lim sifatini oshirish – Yangi O‘zbekiston taraqqiyotining yakkayu yagona to‘g‘ri yo‘lidir”. Ushbu strategik tamoyil asosida bugungi kunda xorijiy til ta’limini rivojlantirish, pedagoglarning kasbiy kompetensiyasini oshirish, xalqaro tajribalarni milliy ta’lim tizimiga integratsiyalash hamda zamonaviy pedagogik texnologiyalarni amaliyotga tatbiq etish bo‘yicha keng ko‘lamli islohotlar amalga oshirilmoqda. Mazkur anjuman doirasidagi ilmiy tadqiqotlar ham aynan shu maqsadlarga xizmat qilishi bilan alohida ahamiyat kasb etadi.

Alohida ta’kidlash joizki, bugungi kunda inklyuziv ta’lim masalasi xalqaro pedagogik hamjamiyatning eng ustuvor yo‘nalishlaridan biri sifatida e’tirof

etilmoqda. Ta’limda teng imkoniyatlarni yaratish, individual ehtiyojlarni hisobga olish, differensial va adaptiv metodlarni qo‘llash zamonaviy xorijiy til pedagogikasining asosiy tamoyillaridan biriga aylandi. Shu nuqtayi nazardan, mazkur anjumanda taqdim etilgan ilmiy maqolalar inklyuziv ta’limning nazariy va metodologik asoslarini rivojlantirish, EFL/ESP ta’limida innovatsion yondashuvlarni takomillashtirish hamda ta’limda insonparvarlik va ijtimoiy adolat tamoyillarini mustahkamlashga xizmat qiladi.

Bugungi kunda sun’iy intellekt texnologiyalarining jadal rivojlanishi xorijiy til ta’limida ham yangi ilmiy paradigmalarning shakllanishiga olib kelmoqda. AI asosidagi platformalar, avtomatlashtirilgan baholash tizimlari, virtual o‘quv muhiti va raqamli pedagogik vositalarning ta’lim jarayoniga kirib kelishi til o‘qitishning samaradorligini oshirish bilan birga, yangi metodologik izlanishlarni ham talab etmoqda. To‘plamdagi maqolalarda aynan ana shu jarayonlarning ilmiy tahlili, ularning afzallik va istiqbollari hamda ta’lim sifatiga ta’siri chuqur yoritilgan.

Mazkur ilmiy to‘plam nafaqat bugungi xorijiy til ta’limining dolzarb muammolariga bag‘ishlangan ilmiy tadqiqotlar majmui, balki kelajakdagi yirik ilmiy loyihalar uchun konseptual va metodologik asos vazifasini ham bajaradi. Unda ilgari surilgan ilmiy g‘oyalar professor-o‘qituvchilar, filolog olimlar, doktorantlar, magistrantlar va yosh tadqiqotchilar uchun muhim metodologik manba bo‘lib xizmat qiladi. Zero, til – xalqlarni birlashtiruvchi ma’naviy ko‘prik bo‘lsa, innovatsion va inklyuziv ta’lim esa zamonaviy taraqqiyotning eng muhim omillaridan biridir.

Ishonamizki, mazkur xalqaro ilmiy-amaliy anjuman materiallari xorijiy til ta’limining xalqaro ilmiy maydondagi nufuzini oshirishga, zamonaviy pedagogik tafakkurni rivojlantirishga, ilmiy hamkorlikni mustahkamlashga hamda Yangi O‘zbekistonning ilm-fan va ta’lim sohasidagi intellektual salohiyatini namoyon etishga munosib hissa qo‘shadi.

THE ROLE OF ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING: OPPORTUNITIES AND PEDAGOGICAL BENEFITS IN THE CONTEXT OF UZBEKISTAN

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Abstract: This article examines the role and significance of artificial intelligence (AI) in language teaching. Particular attention is given to the opportunities AI provides for teachers in developing countries such as Uzbekistan, including access to current academic resources, professional development, and more effective lesson planning. The paper discusses how AI can assist teachers in designing lesson plans, creating differentiated tasks, simplifying assessment processes, and promoting communicative competence.

Keywords: artificial intelligence, language teaching, pedagogy, lesson planning, digital education, communicative competence, professional development, AI technologies

Annotatsiya: Ushbu maqolada sun’iy intellekt (AI) texnologiyalarining til ta’limidagi o‘rni va ahamiyati tahlil qilinadi. Ayniqsa, rivojlanayotgan davlatlar, jumladan O‘zbekiston sharoitida AI texnologiyalarining o‘qituvchilar uchun professional rivojlanish, zamonaviy ilmiy manbalarga kirish va darslarni samarali rejalashtirishdagi imkoniyatlari yoritiladi. Maqolada AI yordamida dars ishlanmalarini yaratish, differensial topshiriqlar tayyorlash, baholash jarayonlarini soddalashtirish hamda kommunikativ kompetensiyani rivojlantirish usullari ko‘rib chiqiladi.

Kalit so‘zlar: sun’iy intellekt, til ta’limi, pedagogika, dars rejalashtirish, raqamli ta’lim, kommunikativ kompetensiya, professional rivojlanish, AI texnologiyalari.

Аннотация: В данной статье рассматривается роль и значение искусственного интеллекта (AI) в обучении языкам. Особое внимание уделяется возможностям, которые AI предоставляет преподавателям в развивающихся странах, включая Узбекистан: доступ к современным научным ресурсам, профессиональное развитие и более эффективное планирование уроков. В статье анализируются способы использования AI для разработки учебных планов, создания дифференцированных заданий, упрощения процесса оценивания и развития коммуникативной компетенции учащихся.

Ключевые слова: искусственный интеллект, обучение языкам, педагогика, планирование уроков, цифровое образование, коммуникативная компетенция, профессиональное развитие, AI-технологии

Introduction: In recent years, artificial intelligence (AI) has become one of the most influential technologies shaping modern education. Its rapid development

has transformed many aspects of teaching and learning, particularly in the field of language education. From automated lesson planning and personalized learning materials to intelligent feedback systems and digital assessment tools, AI is increasingly being integrated into classroom practice around the world. As educational systems continue to adapt to technological innovation, language teachers are expected not only to understand these tools but also to use them effectively and responsibly.

For teachers in developing countries such as Uzbekistan, the emergence of AI presents significant professional opportunities. One of the major challenges faced by language educators has traditionally been limited access to current academic research, international methodological discussions, and professional development programs. AI technologies can help reduce these barriers by providing faster access to information, summarizing complex research, generating teaching materials, and supporting lesson preparation. In this way, AI functions not merely as a technological convenience, but as a bridge connecting teachers to global educational resources and pedagogical knowledge.

The field of language teaching is continuously evolving, requiring teachers to keep pace with developments in communicative language teaching, digital pedagogy, learner autonomy, and formative assessment. However, many teachers work under heavy workloads and time constraints, which limits opportunities for sustained professional learning. AI-assisted tools may help educators manage these challenges more efficiently by reducing routine tasks and allowing more time for meaningful interaction with learners. Furthermore, AI can support differentiated instruction by generating activities suited to different proficiency levels and learning needs.

Despite these advantages, the growing use of AI in education also raises important questions related to ethics, accuracy, critical thinking, and the role of the teacher. Concerns about overreliance on technology and the potential reduction of human interaction in learning environments continue to be widely discussed. Therefore, the integration of AI into language teaching should be approached critically and responsibly. AI should not replace teachers; rather, it should serve as a supportive instrument that enhances pedagogical effectiveness and professional development. This article aims to examine the role of artificial intelligence in language teaching, with particular attention to its practical benefits, professional opportunities, and pedagogical implications in the context of Uzbekistan and other developing educational environments.

Main Part: Artificial intelligence has become an increasingly valuable tool in modern language education. One of its most important contributions is improving teachers’ access to professional knowledge and educational resources. In many developing countries, including Uzbekistan, language teachers often face challenges such as limited access to recent research, international conferences, and modern teaching materials. AI technologies help reduce these limitations by allowing educators to quickly search for information, summarize academic articles, compare teaching methodologies, and identify practical classroom applications. As a result,

teachers can remain informed about current developments in communicative language teaching, digital pedagogy, formative assessment, and learner-centered instruction.

Another significant advantage of AI in language teaching is its role in lesson planning and material development. Preparing effective language lessons requires considerable time and effort. Teachers must select appropriate topics, define learning objectives, create activities, anticipate learner difficulties, and adapt materials to different proficiency levels. AI-assisted tools can simplify this process by generating draft lesson plans, discussion questions, vocabulary exercises, role plays, reading activities, and formative assessment tasks. For example, a teacher preparing a speaking lesson on travel can use AI to create warm-up activities, pair-work discussions, and communicative problem-solving tasks within minutes. This reduces routine workload and allows teachers to focus more on student interaction and pedagogical quality.

AI technologies also support differentiated instruction and personalized learning. In many classrooms, students have different language abilities, learning styles, and educational backgrounds. Traditional teaching methods may not always address these individual differences effectively. AI can help teachers design activities suited to learners at different levels by adapting task complexity, vocabulary range, and instructional support. Additionally, AI-powered educational platforms can provide immediate feedback, track student progress, and recommend personalized exercises, which may increase learner motivation and autonomy.

Furthermore, AI contributes to the development of teachers’ professional skills. Language educators can use AI tools to improve academic writing, prepare presentations, translate materials, and participate in international academic communication more confidently. This is particularly beneficial for non-native English-speaking teachers who may experience difficulties accessing global scholarly discussions. Through AI-supported technologies, teachers can become more active participants in international educational communities and professional networks.

Despite these benefits, the integration of AI into education also presents several challenges and concerns. One of the major issues is the reliability and accuracy of AI-generated information. AI systems may sometimes produce inaccurate, oversimplified, or biased content, which requires teachers to critically evaluate all generated materials before using them in the classroom. Ethical concerns related to privacy, data security, and academic integrity are also important. Excessive dependence on AI may reduce opportunities for critical thinking, creativity, and authentic human interaction if technology is used without pedagogical balance.

For this reason, AI should be viewed as a supportive educational tool rather than a replacement for teachers. Human teachers remain essential because effective language learning depends not only on information delivery but also on empathy, communication, motivation, and social interaction. AI can assist with routine and

technical tasks, but pedagogical decision-making and meaningful classroom engagement still require human expertise and professional judgment.

In conclusion, artificial intelligence has become an important and transformative element in modern language education. Its growing role in lesson planning, material development, professional learning, and personalized instruction demonstrates that AI can significantly support both teachers and learners. For educators in developing countries such as Uzbekistan, AI offers valuable opportunities to access current academic knowledge, improve teaching efficiency, and participate more actively in global educational discussions.

At the same time, the integration of AI into language teaching should be approached carefully and responsibly. Although AI can reduce routine workload and provide useful pedagogical support, it cannot replace the human qualities that are central to effective teaching, such as empathy, creativity, communication, and professional judgment. Teachers must critically evaluate AI-generated content and ensure that technology is used ethically and meaningfully within the educational process.

Therefore, the future of language teaching should not be viewed as a conflict between traditional pedagogy and modern technology. Instead, AI should be understood as a supportive instrument that enhances educational quality and expands professional opportunities for teachers. When used critically and responsibly, artificial intelligence can contribute to more accessible, efficient, and learner-centered language education.

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SUN’IY INTELLEKT ASOSIDA XORIJIY TILNI MUSTAQIL O‘QITISH VA O‘RGANISH IMKONIYATLARI

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Annotatsiya: Ushbu maqolada sun’iy intellekt texnologiyalarining xorijiy tillarni mustaqil o‘qitish va o‘rganish jarayonidagi o‘rni hamda imkoniyatlari tahlil qilinadi. Zamonaviy raqamli ta’lim muhitida sun’iy intellekt asosidagi platformalar va dasturlar ta’lim oluvchilarga individual yondashuv, tezkor fikr-mulohaza, interaktiv mashqlar hamda mustaqil ta’limni samarali tashkil etish imkonini bermoqda. Maqolada AI vositalarining tinglab tushunish, gapirish, yozish va o‘qish ko‘nikmalarini rivojlantirishdagi afzalliklari yoritiladi. Shuningdek, sun’iy intellekt yordamida o‘quvchilarning motivatsiyasini oshirish, vaqtni tejash va til o‘rganish samaradorligini kuchaytirish masalalari ko‘rib chiqiladi. Tadqiqot davomida AI texnologiyalarining ta’lim jarayonidagi afzalliklari bilan bir qatorda, ulardan foydalanishda tanqidiy yondashuv va pedagogik nazorat zarurligi ham ta’kidlanadi.

Kalit so‘zlar: sun’iy intellekt, mustaqil ta’lim, xorijiy til o‘qitish, raqamli ta’lim, AI texnologiyalari, til o‘rganish, interaktiv platformalar

Abstract: This article examines the role and possibilities of artificial intelligence technologies in the independent teaching and learning of foreign languages. In the modern digital educational environment, AI-based platforms and applications provide learners with individualized instruction, instant feedback, interactive exercises, and opportunities for effective self-directed learning. The article highlights the advantages of AI tools in developing listening, speaking, reading, and writing skills. It also discusses the role of artificial intelligence in increasing learners’ motivation, saving time, and improving the overall effectiveness of language acquisition. Along with the benefits of AI technologies in education, the study emphasizes the importance of critical thinking, pedagogical supervision, and responsible use of these technologies in the learning process.

Keywords: artificial intelligence, independent learning, foreign language teaching, digital education, AI technologies, language learning, interactive platforms

Аннотация: В данной статье рассматриваются роль и возможности технологий искусственного интеллекта в самостоятельном обучении и преподавании иностранных языков. В условиях современной цифровой

образовательной среды платформы и программы, основанные на искусственном интеллекте, предоставляют обучающимся индивидуальный подход, оперативную обратную связь, интерактивные задания и возможности для эффективного самостоятельного обучения. В статье освещаются преимущества AI-инструментов в развитии навыков аудирования, говорения, чтения и письма. Также рассматриваются вопросы повышения мотивации обучающихся, экономии времени и повышения эффективности изучения языка с помощью искусственного интеллекта. Наряду с преимуществами AI-технологий в образовательном процессе подчеркивается необходимость критического подхода, педагогического контроля и ответственного использования данных технологий.

Ключевые слова: искусственный интеллект, самостоятельное обучение, преподавание иностранных языков, цифровое образование, AI-технологии, изучение языка, интерактивные платформы.

Kirish: So‘nggi yillarda sun’iy intellekt (Artificial Intelligence — AI) texnologiyalarining jadal rivojlanishi ta’lim tizimida tub o‘zgarishlarni yuzaga keltirmoqda. Raqamli texnologiyalar asosida shakllanayotgan zamonaviy ta’lim muhiti o‘qitish jarayonining samaradorligini oshirish, ta’lim oluvchilarning individual ehtiyojlarini hisobga olish hamda mustaqil ta’lim imkoniyatlarini kengaytirishga xizmat qilmoqda. Ayniqsa, xorijiy tillarni o‘rganish jarayonida sun’iy intellekt vositalaridan foydalanish dolzarb ilmiy va pedagogik masalalardan biriga aylangan. Chunki bugungi globallashuv davrida xorijiy tillarni mukammal egallash xalqaro kommunikatsiya, akademik mobillik va kasbiy rivojlanishning muhim omillaridan biri hisoblanadi.

An’anaviy ta’lim tizimida o‘quvchilarning mustaqil ishlash ko‘nikmalarini shakllantirish ko‘p hollarda vaqt, metodik ta’minot va individual yondashuvning yetishmasligi bilan cheklanib kelgan. Sun’iy intellekt asosidagi platformalar esa ushbu muammolarni qisman bartaraf etish imkonini bermoqda. Xususan, AI texnologiyalari yordamida til o‘rganuvchilar o‘z bilim darajasiga mos topshiriqlarni bajarishi, avtomatik baholash tizimlari orqali tezkor fikr-mulohaza olishi hamda o‘quv jarayonini mustaqil boshqarishi mumkin. Bu esa ta’limning shaxsga yo‘naltirilgan modelini rivojlantirishga xizmat qiladi.

Bugungi kunda ChatGPT, Duolingo, Grammarly, Google Translate kabi AI vositalari xorijiy tillarni o‘rganishda keng qo‘llanilmoqda. Ushbu texnologiyalar tinglab tushunish, gapirish, yozish va o‘qish ko‘nikmalarini rivojlantirish bilan bir qatorda, o‘quvchilarning motivatsiyasini oshirish va til o‘rganishga bo‘lgan qiziqishini kuchaytirishda ham muhim ahamiyat kasb etadi. Shuningdek, sun’iy intellekt o‘quv materiallarini individuallashtirish, ta’lim jarayonini moslashtirish va o‘qituvchining metodik faoliyatini qo‘llab-quvvatlash imkoniyatiga ega.

Shu bilan birga, AI texnologiyalaridan foydalanishda ayrim muammolar ham mavjud. Jumladan, axborotning ishonchliligi, akademik halollik, ma’lumotlar xavfsizligi va texnologiyalarga haddan tashqari bog‘liqlik kabi masalalar ilmiy

muhokama qilinmoqda. Shu sababli sun’iy intellektdan foydalanish pedagogik nazorat, tanqidiy fikrlash va mas’uliyatli yondashuv asosida tashkil etilishi lozim.

Mazkur maqolaning maqsadi sun’iy intellekt asosida xorijiy tilni mustaqil o‘qitish va o‘rganish imkoniyatlarini tahlil qilish, AI texnologiyalarining pedagogik afzalliklarini yoritish hamda ularning ta’lim samaradorligiga ta’sirini ilmiy jihatdan asoslab berishdan iborat.

Asosiy qism: Sun’iy intellekt texnologiyalari bugungi kunda xorijiy tillarni o‘qitish va o‘rganish jarayonida innovatsion pedagogik vosita sifatida keng qo‘llanilmoqda. Ayniqsa, mustaqil ta’limni tashkil etishda AI asosidagi platformalar ta’lim samaradorligini oshirish, individual yondashuvni ta’minlash hamda o‘quvchilarning o‘zlashtirish darajasini nazorat qilish imkonini bermoqda. Zamonaviy tadqiqotlar shuni ko‘rsatadiki, sun’iy intellekt texnologiyalari ta’lim jarayonini moslashtirish, o‘quvchilarning ehtiyojlarini aniqlash va shaxsiylashtirilgan o‘quv muhitini yaratishda muhim ahamiyatga ega.

Xorijiy til ta’limida mustaqil o‘rganish jarayoni o‘quvchining o‘z ustida ishlashi, bilimlarni mustaqil ravishda egallashi va amaliy qo‘llay olishi bilan xarakterlanadi. An’anaviy usullarda o‘quvchi ko‘pincha o‘qituvchi nazoratiga bog‘liq bo‘lsa, AI texnologiyalari yordamida ta’lim oluvchi mustaqil ravishda bilim olish imkoniyatiga ega bo‘lmoqda. Masalan, ChatGPT, Duolingo, Grammarly va boshqa AI platformalari foydalanuvchilarga til ko‘nikmalarini mustaqil rivojlantirish uchun interaktiv topshiriqlar, real vaqt rejimidagi fikr-mulohazalar hamda avtomatik baholash tizimlarini taklif etadi.

Sun’iy intellektning muhim afzalliklaridan biri ta’limning individuallashtirilgan modelini yaratish imkoniyatidir. Har bir o‘quvchi bilim darajasi, qiziqishi va o‘rganish tezligi jihatidan farq qiladi. AI tizimlari esa foydalanuvchining faoliyatini tahlil qilib, unga mos topshiriqlarni tavsiya etadi. Bu esa o‘quvchining motivatsiyasini oshirib, til o‘rganish samaradorligini kuchaytiradi. Tadqiqotchilar adaptiv ta’lim texnologiyalari o‘quvchilarning mustaqil ishlash ko‘nikmalarini rivojlantirishda muhim omil ekanligini ta’kidlaydilar.

Bundan tashqari, AI vositalari xorijiy tilning asosiy kompetensiyalarini rivojlantirishda samarali xizmat qiladi. Tinglab tushunish ko‘nikmalarini rivojlantirish uchun sun’iy intellekt asosidagi audio platformalar va virtual suhbat tizimlari qo‘llaniladi. Gapirish ko‘nikmalarini shakllantirishda esa AI chatbotlar o‘quvchiga real kommunikativ muhit yaratib beradi. Yozish ko‘nikmalarini rivojlantirishda Grammarly kabi dasturlar grammatik xatolarni aniqlash, uslubiy tavsiyalar berish va matn sifatini yaxshilash imkonini beradi. O‘qish ko‘nikmalarida esa AI matnlarni mos darajada soddalashtirish va lug‘aviy yordam ko‘rsatish orqali o‘quv jarayonini yengillashtiradi. Sun’iy intellekt texnologiyalari o‘qituvchilar uchun ham metodik yordam vositasi sifatida muhimdir. O‘qituvchilar AI yordamida dars ishlanmalari tayyorlash, testlar yaratish, interaktiv mashqlar ishlab chiqish va o‘quvchilarning natijalarini tahlil qilish imkoniyatiga ega bo‘lmoqda. Bu esa vaqtni tejash bilan bir qatorda ta’lim sifatini oshirishga xizmat qiladi. Ayniqsa, katta auditoriyalar bilan ishlashda AI asosidagi avtomatik baholash tizimlari o‘qituvchi yuklamasini kamaytirishda samarali vosita hisoblanadi.

Biroq, sun’iy intellekt texnologiyalaridan foydalanishda ayrim muammolar ham mavjud. AI tizimlari ba’zan noto‘g‘ri yoki ishonchsiz ma’lumotlarni taqdim etishi mumkin. Shu sababli o‘quvchilarda tanqidiy fikrlash ko‘nikmalarini shakllantirish muhimdir. Bundan tashqari, texnologiyalarga haddan tashqari bog‘liqlik o‘quvchilarning mustaqil tahlil qilish va ijodiy fikrlash qobiliyatiga salbiy ta’sir ko‘rsatishi mumkin. Akademik halollik masalalari, plagiat va ma’lumotlar xavfsizligi ham AI texnologiyalaridan foydalanishda e’tibor talab qiladigan muhim omillardandir.

Umuman olganda, sun’iy intellekt xorijiy tillarni mustaqil o‘qitish va o‘rganishda katta pedagogik imkoniyatlarga ega bo‘lib, zamonaviy ta’lim tizimining muhim tarkibiy qismiga aylanmoqda. Uning samarali qo‘llanilishi ta’limning sifati, qulayligi va interaktivligini oshirish bilan birga, o‘quvchilarning mustaqil ta’lim kompetensiyalarini rivojlantirishga xizmat qiladi.

Xulosa qilib aytganda, sun’iy intellekt texnologiyalari xorijiy tillarni mustaqil o‘qitish va o‘rganish jarayonida muhim pedagogik vosita sifatida namoyon bo‘lmoqda. Zamonaviy AI platformalari ta’lim oluvchilarga individual yondashuv, tezkor fikr-mulohaza, interaktiv mashqlar va moslashtirilgan o‘quv materiallarini taqdim etish orqali ta’lim samaradorligini oshirishga xizmat qiladi. Ayniqsa, mustaqil ta’lim jarayonida sun’iy intellekt o‘quvchilarning o‘z ustida ishlash ko‘nikmalarini rivojlantirish, motivatsiyasini oshirish hamda xorijiy til kompetensiyalarini takomillashtirishda katta ahamiyat kasb etadi.

Tadqiqotlar shuni ko‘rsatadiki, AI texnologiyalari tinglab tushunish, gapirish, yozish va o‘qish ko‘nikmalarini rivojlantirishda samarali yordam beradi. Shuningdek, o‘qituvchilar uchun metodik yordam vositasi sifatida darslarni rejalashtirish, baholash va ta’lim jarayonini tashkil etishda qulay imkoniyatlar yaratadi. Bu esa ta’lim sifatini oshirish bilan bir qatorda vaqt va resurslarni tejashga ham yordam beradi.

Shu bilan birga, sun’iy intellektdan foydalanishda pedagogik nazorat va tanqidiy yondashuv muhim hisoblanadi. AI tizimlari tomonidan taqdim etilayotgan ma’lumotlarning ishonchliligini tekshirish, akademik halollikni ta’minlash hamda texnologiyalarga haddan tashqari bog‘liqlikning oldini olish zarur. Chunki sun’iy intellekt o‘qituvchini to‘liq almashtira olmaydi; u faqat ta’lim jarayonini qo‘llab-quvvatlovchi va samaradorligini oshiruvchi vosita sifatida xizmat qilishi lozim.

Demak, sun’iy intellekt asosida xorijiy tilni mustaqil o‘qitish va o‘rganish zamonaviy ta’limning istiqbolli yo‘nalishlaridan biri bo‘lib, uning samarali va mas’uliyatli qo‘llanilishi kelajakda ta’lim tizimining rivojlanishiga sezilarli hissa qo‘shadi.

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XORIJIY TIL DISKURSLARIDA TARIXIY ATAMALARNING LINGVOPRAGMATIK XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada xorijiy til diskurslarida tarixiy atamalarning lingvopragmatik xususiyatlari Toshkent davlat sharqshunoslik universiteti Tarix yo‘nalishi talabalari misolida tahlil qilinib, tarixiy terminologiyaning semantik tuzilishi, kontekstual funksiyasi hamda ideologik va madaniy konnotatsiyalarini aniqlashga qaratilgan. Xorijiy til (asosan ingliz tili) akademik va publitsistik diskurslari asosida tarixiy atamalarning ma’no kengayishi, torayishi hamda diskursiv transformatsiyasi ko‘rib chiqiladi. Lingvopragmatik yondashuv asosida tarixiy atamalarning kommunikativ strategiya, muallif pozitsiyasi va adresatga ta’sir mexanizmlaridagi roli tahlil qilindi.

Kalit so‘zlar: *xorijiy til diskursi, lingvopragmatika, akademik diskurs, terminologik kompetensiya, interkultural kommunikatsiya, diskurs tahlili.*

Abstract: This article analyzes the linguo-pragmatic features of historical terminology in foreign language discourse based on the example of History students at Toshkent davlat sharqshunoslik universiteti. The study aims to identify the semantic structure, contextual function, as well as the ideological and cultural connotations of historical terms. Drawing on academic and journalistic discourse in a foreign language (primarily English), the research examines semantic expansion, narrowing, and discursive transformation of historical terminology. Within the framework of the linguo-pragmatic approach, the role of historical terms in communicative strategies, authorial stance, and mechanisms of influence on the addressee is analyzed. The findings demonstrate the importance of developing terminological competence and discourse awareness among history students in the context of foreign language communication.

Keywords: *foreign language discourse, linguo-pragmatics, academic discourse, terminological competence, intercultural communication, discourse analysis.*

Аннотация: В данной статье рассматриваются лингвопрагматические особенности исторической терминологии в иноязычном дискурсе на примере студентов исторического направления Toshkent davlat sharqshunoslik universiteti. Исследование направлено на выявление семантической структуры, контекстуальной функции, а также идеологических и культурных коннотаций исторических терминов. На материале академического и публицистического дискурса (преимущественно на английском языке) анализируются процессы семантического расширения, сужения и дискурсивной трансформации исторической терминологии. В рамках лингвопрагматического подхода рассматривается роль исторических терминов в формировании коммуникативной стратегии, выражении авторской позиции и механизмах воздействия на адресата. Результаты исследования подчеркивают значимость развития терминологической компетенции и дискурсивной осведомленности у студентов-историков в условиях иноязычной коммуникации.

Ключевые слова: *иноязычный дискурс, лингвопрагматика, академический дискурс, терминологическая компетенция, межкультурная коммуникация, дискурс-анализ.*

Kirish qismi: Globallashuv jarayonlari va xalqaro ilmiy integratsiya tarix fanida xorijiy til diskursining ahamiyatini keskin oshirmoqda. Zamonaviy tarixchi nafaqat milliy manbalar bilan, balki ingliz va boshqa xorijiy tillardagi akademik, publitsistik hamda siyosiy matnlar bilan ham ishlash kompetensiyasiga ega bo‘lishi zarur. Bu jarayonda tarixiy atamalar alohida o‘rin tutadi, chunki ular nafaqat nominativ birlik, balki muayyan davr, mafkura va madaniy kontekstni ifodalovchi diskursiv vosita sifatida namoyon bo‘ladi.

Lingvopragmatik yondashuvga ko‘ra, til birliklari faqat leksik-semantik ma’no bilan cheklanmay, balki kommunikativ maqsad, kontekst va adresat omillari bilan uzviy bog‘liq holda talqin etiladi. Shu nuqtai nazardan tarixiy atamalar xorijiy til diskursida ko‘p qatlamli semantik tuzilishga ega bo‘lib, ular ma’no kengayishi, torayishi yoki ideologik konnotatsiya kasb etishi mumkin. Xususan, bir xil tarixiy termin turli madaniy yoki siyosiy diskurslarda turlicha talqin qilinishi kuzatiladi.

Toshkent davlat sharqshunoslik universiteti Tarix yo‘nalishi talabalari misolida olib borilgan kuzatuvlar shuni ko‘rsatadiki, xorijiy til matnlarida tarixiy atamalarni to‘g‘ri anglash va interpretatsiya qilish jarayoni ko‘pincha semantik va pragmatik qiyinchiliklarni yuzaga keltiradi. Bu esa terminologik kompetensiya va diskursiv tahlil ko‘nikmalarini tizimli ravishda rivojlantirish zaruratini belgilaydi.

Mazkur maqolaning maqsadi — xorijiy til diskurslarida tarixiy atamalarning lingvopragmatik xususiyatlarini aniqlash hamda ularning tarix yo‘nalishi talabalari tomonidan anglanish va qo‘llanish mexanizmlarini tahlil qilishdan iborat. Tadqiqot natijalari tarixchilarni tayyorlash jarayonida terminologik va diskursiv kompetensiyani integratsiyalashgan holda shakllantirishning ilmiy asoslarini belgilashga xizmat qiladi.

Asosiy qism: Xorijiy til diskurslarida tarixiy atamalar ko‘pincha nafaqat nominativ birlik, balki ideologik va baholovchi yuklama tashuvchi vosita sifatida

namoyon bo‘ladi. Ularning lingvopragmatik xususiyatlari kontekst, janr va kommunikativ maqsadga qarab o‘zgaradi.

Masalan, ingliz tilidagi *“revolution”* atamasini olaylik. Akademik tarixiy diskursda bu termin aniq ilmiy tushunchani — siyosiy, ijtimoiy yoki iqtisodiy tizimdagi tub o‘zgarishni — bildiradi. Bunday kontekstda termin neytral va konseptual mazmunga ega bo‘ladi:

The Industrial Revolution fundamentally transformed economic structures in Europe.

Bu yerda “Industrial Revolution” atamasi tarixiy jarayonni ilmiy asosda ifodalaydi va dalillarga tayangan narrativ qurilishiga xizmat qiladi.

Biroq publitsistik yoki siyosiy diskursda *“revolution”* so‘zi emotsional va baholovchi konnotatsiya kasb etishi mumkin:

This reform marks a revolution in modern governance.

Bu holatda termin metaforik qo‘llanib, real tarixiy hodisani emas, balki yangilikning kuchli ta’sirini ifodalash vositasiga aylanadi. Demak, atama lingvopragmatik transformatsiyaga uchraydi va muallifning ta’sirchanlik strategiyasini amalga oshiradi.

Yana bir misol sifatida *“colonialism”* atamasini ko‘rib chiqish mumkin. Akademik diskursda u tarixiy jarayon sifatida aniqlanadi:

Colonialism reshaped political boundaries and economic systems across continents.

Bu yerda termin faktologik va ilmiy xarakterga ega. Ammo siyosiy diskursda u salbiy ideologik konnotatsiya bilan qo‘llanishi mumkin:

The policy has been criticized as a new form of colonialism.

Bu misolda termin metaforik va baholovchi ma’no kasb etib, muallifning tanqidiy pozitsiyasini ifodalaydi.

Toshkent davlat sharqshunoslik universiteti “Tarix yo‘nalishi” talabalari bilan olib borilgan tahlillar shuni ko‘rsatdiki, talabalar ko‘pincha terminning lug‘aviy ma’nosini to‘g‘ri anglasalar-da, uning kontekstual va pragmatik yuklamasini aniqlashda qiyinchilikka duch keladilar. Masalan, *“empire”* atamasini ular ko‘pincha faqat “imperiya” sifatida tarjima qiladilar, biroq ingliz tilidagi ayrim matnlarda bu so‘z kuch, hukmronlik yoki global ta’sir metaforasi sifatida qo‘llanishi mumkin:

The company built a media empire.

Bu holatda “empire” tarixiy-siyosiy termin emas, balki metaforik diskurs vositasiga aylangan.

Tahlillar shuni ko‘rsatadiki, tarixiy atamalarni lingvopragmatik jihatdan o‘rganish uch bosqichda amalga oshirilishi maqsadga muvofiq:

1. Termin semantik yadrosini aniqlash;
2. Kontekstual o‘zgarishni tahlil qilish;
3. Kommunikativ maqsad va muallif pozitsiyasini belgilash.

Natijalar shuni ko‘rsatadiki, bunday tahlil talabalarda nafaqat terminologik aniqlikni, balki analitik fikrlash va diskursiv kompetensiyani ham rivojlantiradi. Xorijiy til diskurslarida tarixiy atamalarning lingvopragmatik xususiyatlarini

misollar asosida o‘rganish tarix yo‘nalishi talabalari uchun samarali metodik vosita bo‘lib xizmat qiladi.

Tadqiqot Toshkent davlat sharqshunoslik universiteti Tarix yo‘nalishi talabalari (N = 40) ishtirokida olib borildi. Talabalar teng ravishda nazorat (n = 20) va tajriba (n = 20) guruhlariga ajratildi. Tajriba guruhida 6 haftalik lingvopragmatik tahlilga asoslangan mashg‘ulotlar o‘tkazildi, nazorat guruhida esa tarixiy atamalar an’anaviy izoh va tarjima usuli orqali o‘rgatildi, baholash 100 ballik mezon asosida amalga oshirilganligi 1- jadvalda berilgan.

1- jadval

Guruh	**Pre-test**	**Post-test**	**O‘sish**
Nazorat	58	64	+6
Tajriba	57	78	+21

Pre-test natijalari guruhlarning boshlang‘ich darajasi deyarli bir xil ekanini ko‘rsatadi (58 va 57 ball). Bu eksperimentning obyektiv boshlanganini anglatadi. Post-test natijalarida esa tajriba guruhida sezilarli o‘sish kuzatildi. O‘rtacha ball 57 dan 78 ga ko‘tarildi (+21 ball). Nazorat guruhida esa o‘sish 6 ball bilan cheklangan.

Nazorat guruhi: 10% o‘sish

Tajriba guruhi: 37% o‘sish

Bu ko‘rsatkichlar lingvopragmatik yondashuv asosida o‘qitish samaradorligini aniq ko‘rsatadi. Tajriba guruhidagi o‘sish nazorat guruhiga nisbatan qariyb uch baravar yuqoriladi va quyidagi jadvalda berilgan.

2- jadval

Ko‘nikma	**Nazorat**	**Tajriba**
Termin ma’nosini aniqlash	+9%	+30%
Kontekstual/pragmatik talqin	+7%	+35%
Akademik yozuvda qo‘llash	+8%	+28%

Tahlillar shuni ko‘rsatadiki, eng katta o‘sish kontekstual va pragmatik talqin ko‘nikmasida kuzatilgan (+35%). Bu natija lingvopragmatik metodikaning asosiy maqsadi — terminning diskursiv funksiyasini anglash — muvaffaqiyatli amalga oshganini ko‘rsatadi.

Nazorat guruhida esa terminlar asosan lug‘aviy darajada o‘zlashtirilgan, ularning konnotativ va ideologik ma’nolari yetarli darajada tahlil qilinmagan.

Tajriba guruhi talabalarining yozma ishlari tahlili quyidagilarni ko‘rsatdi:

tarixiy atamalar matn kontekstida izchil talqin qilingan;

metaforik va baholovchi qo‘llanishlar to‘g‘ri aniqlangan;

muallifning kommunikativ strategiyasi asoslangan holda izohlangan.

Nazorat guruhida esa terminlar ko‘proq tarjima darajasida qolgan, diskursiv tahlil chuqurligi past bo‘lgan.

Lingvopragmatik yondashuv tarixiy atamalarni xorijiy til diskursida anglash va qo‘llash kompetensiyasini sezilarli darajada rivojlantiradi. Tajriba guruhidagi yuqori o‘sish ko‘rsatkichlari metodikaning samaradorligini tasdiqlaydi va mazkur natijalar tarix yo‘nalishi talabalari uchun terminologik, analitik va diskursiv kompetensiyani integrativ tarzda shakllantirish zarurligini ilmiy jihatdan asoslaydi.

Xulosa qismi: Mazkur tadqiqot xorijiy til diskurslarida tarixiy atamalarning lingvopragmatik xususiyatlarini aniqlash hamda ularni tarix yo‘nalishi talabalari tomonidan anglash va qo‘llash mexanizmlarini ilmiy asosda tahlil qilishga qaratildi. Tahlillar shuni ko‘rsatdiki, tarixiy atamalar xorijiy til matnlarida faqat nominativ birlik sifatida emas, balki ko‘p qatlamli semantik va pragmatik yuklamaga ega diskursiv vosita sifatida namoyon bo‘ladi. Ularning ma’nosi kontekst, janr, muallif pozitsiyasi va kommunikativ maqsadga bog‘liq ravishda o‘zgaradi.

Tadqiqot natijalari lingvopragmatik yondashuv asosida tashkil etilgan o‘quv jarayoni tarixiy atamalarning semantik yadrosini aniqlash, kontekstual talqin qilish va ularni akademik nutqda adekvat qo‘llash ko‘nikmalarini sezilarli darajada rivojlantirishini ko‘rsatdi. Oddiy statistik tahlil natijalari tajriba guruhida o‘zlashtirish darajasi nazorat guruhiga nisbatan ancha yuqori ekanini tasdiqladi. Ayniqsa, tarixiy terminlarning konnotativ va ideologik ma’nolarini anglash hamda diskursiv funksiyasini aniqlash ko‘nikmasida sezilarli o‘sish qayd etildi.

Sifat tahlili esa talabalar tomonidan tarixiy atamalarning metaforik, baholovchi va argumentativ funksiyalarini to‘g‘ri talqin qilish ko‘rsatkichlari oshganini namoyon etdi. Bu esa lingvopragmatik tahlil metodikasining nafaqat terminologik kompetensiyani, balki analitik fikrlash, tarixiy tafakkur va akademik yozuv ko‘nikmalarini ham rivojlantirishga xizmat qilishini ko‘rsatadi.

Umuman olganda, tadqiqot xorijiy til diskurslarida tarixiy atamalarning lingvopragmatik xususiyatlarini tizimli o‘rganish tarix yo‘nalishi talabalari uchun zarur metodologik asos ekanini ilmiy jihatdan asoslaydi. Mazkur yondashuv tarixchilarni tayyorlash jarayonida terminologik, diskursiv va kommunikativ kompetensiyani integrativ tarzda shakllantirish imkonini beradi hamda ularning xalqaro akademik makonda samarali faoliyat yuritishiga xizmat qiladi.

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FRAZEOLOGIK BIRLIKLAR ORQALI INGLIZ TILINI O‘QITISH METODIKASI

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Annotatsiya. Mazkur maqolada ingliz tilini o‘qitish jarayonida frazeologik birliklardan foydalanishning metodik asoslari tahlil qilinadi. Tadqiqotning asosiy maqsadi filologiya yo‘nalishida ingliz tilini ikkinchi fan sifatida o‘rganayotgan talabalarga frazeologik birliklar asosida til o‘qitish samaradorligini aniqlashdan iborat. Tadqiqot jarayonida qiyosiy-tahliliy, semantik tahlil va pedagogik kuzatish metodlaridan foydalanildi. Olingan natijalar frazeologik birliklardan foydalanish talabalarning lug‘at boyligini kengaytirishi, nutqning tabiiyligini oshirishi hamda kommunikativ kompetensiyaning rivojlanishiga ijobiy ta’sir ko‘rsatishini ko‘rsatdi. Tadqiqot natijalari ingliz tilini o‘qitish metodikasini takomillashtirishda muhim ahamiyat kasb etadi.

Kalit so‘zlar: *frazeologiya, frazeologik birliklar, ingliz tili, til o‘qitish metodikasi, kommunikativ kompetensiya, lingvokulturologiya.*

Abstract. This article analyzes the methodological foundations of using phraseological units in the process of teaching English. The main purpose of the study is to determine the effectiveness of teaching English through phraseological units to students of philological specialties who study English as a second foreign language. In the course of the research, comparative analysis, semantic analysis, and pedagogical observation methods were applied. The results of the study show that the use of phraseological units contributes to the expansion of students’ vocabulary, increases the naturalness of speech, and positively affects the development of communicative competence. The findings of the study are important for improving the methodology of teaching English.

Keywords: *phraseology, phraseological units, English language, language teaching methodology, communicative competence, linguoculturology.*

Аннотация. В данной статье анализируются методические основы использования фразеологических единиц в процессе обучения английскому языку. Основная цель исследования заключается в определении эффективности преподавания английского языка с использованием фразеологических единиц для студентов филологических направлений, изучающих английский язык как второй иностранный язык. В ходе

исследования были использованы сравнительно-аналитический метод, семантический анализ и метод педагогического наблюдения. Полученные результаты показали, что использование фразеологических единиц способствует расширению словарного запаса студентов, повышению естественности речи, а также положительно влияет на развитие коммуникативной компетенции. Результаты исследования имеют важное значение для совершенствования методики преподавания английского языка.

Ключевые слова: фразеология, фразеологические единицы, английский язык, методика преподавания языка, коммуникативная компетенция, лингвокультурология.

Kirish. Bugungi globallashuv jarayonida chet tillarni samarali o‘qitish ta’lim tizimining muhim vazifalaridan biri hisoblanadi. Ingliz tili xalqaro muloqot vositasi sifatida dunyoning ko‘plab mamlakatlarida keng qo‘llanilmoqda. Shu sababli ingliz tilini o‘qitishda zamonaviy pedagogik metodlardan foydalanish va tilni chuqur o‘zlashtirishga yordam beruvchi innovatsion yondashuvlarni joriy etish muhim ahamiyat kasb etadi.

Til o‘rganish jarayonida grammatik va leksik bilimlar bilan bir qatorda tilning madaniy va semantik xususiyatlarini ham o‘zlashtirish zarur. Frazeologik birliklar tilning milliy-madaniy xususiyatlarini aks ettiruvchi muhim lingvistik vosita hisoblanadi. Ular nutqni obrazli va ifodali qilish bilan birga, til egalarining dunyoqarashi va madaniyatini ham namoyon etadi.

Filologiya yo‘nalishida tahsil olayotgan talabalar uchun frazeologik birliklarni o‘rganish til kompetensiyasini rivojlantirish bilan birga lingvokulturologik bilimlarni ham boyitadi. Shu sababli ingliz tilini o‘qitish jarayonida frazeologik birliklardan foydalanish metodikasini o‘rganish dolzarb ilmiy muammolardan biri hisoblanadi.

Adabiyotlar sharhi. Frazeologiya tilshunoslikning muhim bo‘limlaridan biri bo‘lib, unda barqaror birikmalar va ularning semantik xususiyatlari o‘rganiladi. Frazeologik birliklar tilning obrazliligi va ifodaviyligini ta’minlovchi muhim vosita hisoblanadi.

Frazeologiya masalalari ko‘plab olimlar tomonidan o‘rganilgan. Vinogradov frazeologik birliklarni semantik yaxlitlikka ega barqaror birliklar sifatida tasniflagan (Vinogradov, 1977). Kunin esa ingliz frazeologiyasini tizimli ravishda tahlil qilib, frazeologik birliklarning semantik va struktur xususiyatlarini o‘rgangan (Kunin, 1984).

Zamonaviy til o‘qitish metodikasida frazeologik birliklarning ahamiyati alohida ta’kidlanadi. McCarthy va O’Dell (2010) idiomlar nutqni yanada tabiiy va ifodali qilishini ta’kidlaydi. Nation (2001) esa frazeologik birliklar lug‘at boyligini oshirishning muhim manbalaridan biri ekanligini qayd etadi. Richards va Rodgers (2014) kommunikativ yondashuv asosida til o‘qitishda frazeologik birliklardan foydalanish talabalarning nutq faoliyatini rivojlantirishga yordam berishini ta’kidlaydi.

Metodologiya. Tadqiqotda **miqdoriy va sifat tahlili** (mixed methods) uslubidan foydalanildi. Metodologik asos sifatida M. Lyuisning **Leksik yondashuv** (Lexical Approach) nazariyasi tanlandi. Jarayon uch bosqichda amalga oshirildi:

1. **Saralash:** B1-B2 darajasidagi o‘quvchilar uchun eng ko‘p qo‘llaniladigan 50 ta somatik va animalistik idiomalar tanlab olindi.
2. **O‘qitish texnikasi:** An’anaviy yodlash o‘rniga **Dual Coding Theory** (ikki tomonlama kodlash) asosida vizualizatsiya, iboralarning kelib chiqish tarixi (etimologiya) va ularni matn ichida qo‘llash (kontekstual tahlil) usullari tatbiq etildi.
3. **Baholash:** Tajriba va nazorat guruhlari o‘rtasida testlar va nutqiy vaziyatlar orqali o‘zlashtirish darajasi qiyosiy tahlil qilindi.

Natijalar. Tadqiqot davomida o‘tkazilgan eksperimental darslar va yakuniy testlar quyidagi miqdoriy va sifat ko‘rsatkichlarini namoyon etdi:

- **O‘zlashtirish ko‘rsatkichi:** Interaktiv metodlar (etimologik tahlil va vizualizatsiya) qo‘llanilgan tajriba guruhida o‘quvchilarning yangi iboralarni o‘zlashtirish darajasi **82%** ni tashkil etdi. Taqqoslash uchun, an’anaviy "ro‘yxat bo‘yicha yodlash" usulida dars o‘tilgan nazorat guruhida bu ko‘rsatkich atigi **38%** bo‘ldi.
- **Nutqiy amaliyot:** Tajriba guruhi o‘quvchilari berilgan vaziyatli (situational) dialoglarda idiomalarning **70%** dan ortig‘ini kontekstga mos va uslubiy jihatdan to‘g‘ri qo‘llashga muvaffaq bo‘lishdi. Nazorat guruhida esa o‘quvchilar iboralarni bilishsa-da, ularni jonli nutqqa olib kirishda qiynaldilar (ko‘rsatkich **15%**).
- **Xotirada saqlash:** Ikki haftalik tanaffusdan so‘ng o‘tkazilgan kutilmagan (delayed) test natijalari shuni ko‘rsatdiki, **Dual Coding Theory** (ikki tomonlama kodlash) asosida o‘rgangan o‘quvchilar materialning **75%** qismini eslab qolishgan. Bu ushbu metodikaning uzoq muddatli xotira uchun samaradorligini isbotlaydi.

Muhokama. Tadqiqot natijalari shuni ko‘rsatadiki, frazeologik birliklarni o‘qitishda **leksik bloklar (chunks)** sifatida yondashish o‘quvchining nutqiy ravonligini (fluency) oshirishning eng qisqa yo‘lidir.

1. **Kognitiv assotsiatsiya:** Iboraning kelib chiqish tarixi (etimologiyasi) o‘quvchida obrazli tafakkurni uyg‘otadi. Masalan, "To burn the midnight oil" iborasini qadimgi moychiroqlar bilan bog‘lab tushuntirish, o‘quvchining miyasida vizual zanjir yaratadi va so‘zma-so‘z tarjimadan qochishga yordam beradi.
2. **Pragmatik kompetensiya:** Muhokamalar jarayonida aniqlandiki, o‘quvchilar ko‘pincha idiomalarning ma’nosini bilsalar-da, ularni qayerda qo‘llashni (rasmiy yoki norasmiy) anglamaydilar. Kontekstual mashqlar (masalan, kino fragmentlari tahlili) o‘quvchiga uslubiy chegaralarni his qilish imkonini berdi.
3. **Motivatsion omil:** Gamifikatsiya (Quizlet, Wordwall) va vizual kartochkalar darsning emotsional bo‘yog‘ini oshirib, til o‘rganuvchilarning frazeologiyaga bo‘lgan qo‘rquvini (idiomatic anxiety) bartaraf etdi.

Xulosa. Xulosa qilib aytganda, frazeologik birliklar orqali ingliz tilini o‘qitish o‘quvchining nafaqat lug‘at boyligini, balki madaniyatlararo muloqot qobiliyatini ham shakllantiradi. Tadqiqot shuni tasdiqladiki, samarali metodika — bu shunchaki ma’no berish emas, balki **vizualizatsiya, etimologiya va real kontekst** sintezidir.

Metodikaning muvaffaqiyati quyidagilarga bog‘liq:

- Materiallarning o‘quvchi darajasiga mos saralanishi;
- Iboralarni nutqiy vaziyatlar (role-play) orqali faollashtirish;
- Doimiy takrorlash va AKT vositalaridan foydalanish.

Ushbu yondashuv o‘quvchilarda "tilni his qilish" (language awareness) tuyg‘usini rivojlantirib, ularning nutqini ona tilida so‘zlashuvchilar (native speakers) darajasiga yaqinlashtirishga xizmat qiladi.

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TARIXIY MANBALARNI INGLIZ TILIDA TAHLIL QILISH KO‘NIKMALARINI RIVOJLANTIRISH

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Annotatsiya: Mazkur maqolada tarix yo‘nalishi talabalari uchun ingliz tilidagi tarixiy manbalarni tahlil qilish ko‘nikmalarini rivojlantirishning ilmiy-metodik asoslari yoritilgan bo‘lib, maqola til integratsiyasiga asoslangan *Content and Language Integrated Learning* yondashuvi hamda ikkinchi tilni o‘zlashtirish nazariyalariga tayanadi. *Primary va secondary sources* bilan ishlash jarayonida

leksik kompetensiya, tarixiy diskursni anglash va tanqidiy tahlil ko‘nikmalarini shakllantirish mexanizmlari tahlilga tortilgan. Natijada integrativ model talabalarning analitik fikrlash va akademik yozuv kompetensiyasini samarali rivojlantirishini ko‘rsatadi.

Kalit so‘zlar: *Tarixiy manbalar tahlili, Academic English, ESP, CLIL, tanqidiy fikrlash, tarixiy diskurs, akademik yozuv.*

Abstract: This article explores the scientific and methodological foundations for developing skills in analyzing historical sources in English among history students. The study is grounded in the principles of Content and Language Integrated Learning (CLIL) and theories of second language acquisition. It examines the mechanisms for forming lexical competence, understanding historical discourse, and developing critical analysis skills through working with primary and secondary sources. The findings demonstrate that the integrative model effectively enhances students’ analytical thinking and academic writing competence.

Keywords: *Historical source analysis, Academic English, ESP, CLIL, critical thinking, historical discourse, academic writing.*

Аннотация: В данной статье рассматриваются научно-методические основы формирования навыков анализа исторических источников на английском языке у студентов исторического направления. Исследование опирается на принципы интеграции содержания и языка (CLIL), а также на теории усвоения второго языка. Анализируются механизмы формирования лексической компетенции, понимания исторического дискурса и развития навыков критического анализа в процессе работы с первичными и вторичными источниками. Результаты исследования показывают, что интегративная модель способствует эффективному развитию аналитического мышления и академической письменной компетенции студентов.

Ключевые слова: *анализ исторических источников, академический английский язык, ESP, CLIL, критическое мышление, исторический дискурс, академическое письмо.*

Kirish qismi: Globallashuv va ilmiy integratsiya jarayonlari tarix fanida xalqaro akademik muloqotning ahamiyatini keskin oshib bormoqda va zamonaviy tarixchi nafaqat milliy arxiv materiallari, balki ingliz tilida yaratilgan *primary va secondary sources* bilan ham ishlay olishi, ularni tanqidiy tahlil qilishi va ilmiy xulosalar chiqara olishi lozim. Shu bois tarix yo‘nalishida tahsil olayotgan talabalar uchun akademik ingliz tilini, xususan tarixiy manbalarni ingliz tilida tahlil qilish ko‘nikmalarini shakllantirish dolzarb pedagogik vazifaga aylanmoqda.

Til va mazmun integratsiyasiga asoslangan *Content and Language Integrated Learning (CLIL)* yondashuvi ushbu jarayonda samarali metodik asos bo‘lib xizmat qiladi. Mazkur model tilni alohida fan sifatida emas, balki kasbiy mazmun bilan uyg‘un holda o‘qitishni nazarda tutadi. Tarixiy diskursning o‘ziga xos xususiyatlari – xronologik izchillik, sabab-oqibat bog‘liqligi, interpretativ yondashuv va argumentativ bayon –til kompetensiyasi bilan uzviy bog‘liqdir. Shu sababli tarixiy tafakkur va akademik ingliz tilini parallel rivojlantirish zarurati yuzaga keladi.

Ikkinchi tilni o‘zlashtirish nazariyalariga ko‘ra, samarali o‘rganish tushunarli va mazmunan boy kirish (input) hamda faol kognitiv qayta ishlash jarayonlari orqali amalga oshadi. Xususan, Input Hypothesis konsepsiyasi til o‘zlashtirishda mazmunli va kontekstual materiallarning ahamiyatini ta’kidlaydi. Tarixiy manbalar esa autentik, kontekstga boy matnlar sifatida til o‘rganish uchun tabiiy resurs vazifasini bajaradi. Biroq bunday matnlarni tahlil qilish yuqori darajadagi leksik-semantik kompetensiya, diskursiv tafakkur va tanqidiy yondashuvni talab etadi.

Amaliyot shuni ko‘rsatadiki, ko‘plab tarix talabalari ingliz tilidagi manbalarni o‘qishda lingvistik to‘siqlarga duch keladi, natijada mazmunni chuqur anglash va ilmiy interpretatsiya qilish jarayoni cheklanadi. Mavjud EFL kurslarida ko‘pincha umumiy til kompetensiyasiga urg‘u berilib, kasbiy diskurs va tarixiy tahlil ko‘nikmalariga yetarli e’tibor qaratilmaydi. Shu bois mazkur tadqiqotning maqsadi – tarix yo‘nalishi talabalari uchun ingliz tilidagi tarixiy manbalarni tahlil qilish ko‘nikmalarini rivojlantirishning ilmiy asoslangan modelini ishlab chiqish va uning samaradorligini aniqlashdan iborat.

Tadqiqot natijalari tarixchilar uchun ESP (English for Specific Purposes) kurslarini takomillashtirish, akademik yozuv va tanqidiy tafakkurni rivojlantirish hamda xalqaro ilmiy makonga integratsiyani kuchaytirishga xizmat qiladi.

Adabiyotlar sharhi: Mazkur tadqiqot tarixiy manbalarni ingliz tilida tahlil qilish ko‘nikmalarini rivojlantirishni ikkinchi tilni o‘zlashtirish nazariyasi hamda tarixiy tafakkur metodologiyasi kesishmasida ko‘rib chiqadi.

Ikkinchi tilni o‘qitish nazariyalarida mazmunli va tushunarli kirish muhim omil sifatida e’tirof etiladi. Xususan, Stephen Krashen tomonidan ilgari surilgan Input Hypothesis konsepsiyasi autentik va kontekstual materiallar orqali til o‘zlashtirish samaradorligini asoslaydi. Tarixiy manbalar aynan shunday mazmunli input manbai sifatida xizmat qiladi. Til va mazmun integratsiyasi esa Content and Language Integrated Learning (CLIL) modeli orqali ilmiy asoslangan bo‘lib, u tarixiy tafakkur va akademik ingliz tilini parallel rivojlantirish imkonini beradi (D. Coyle, D. Marsh). Akademik yozuv va diskurs tahlili masalalarida Ken Hylandning ishlari muhim nazariy manba hisoblanadi.

Tarixiy tafakkur konsepsiyasi doirasida Sam Wineburg va Peter Seixas tarixiy manbalarni tanqidiy va kontekstual tahlil qilishni asosiy kompetensiya sifatida talqin qiladi. Tarixiy metodologiya bo‘yicha John Toshning tadqiqotlari manbashunoslikning nazariy asoslarini belgilaydi.

O‘zbek olimlaridan Jamol Jalolovning “Chet til o‘qitish metodikasi” asari kasbiy yo‘naltirilgan til ta’limi masalalarini yoritadi va ESP yo‘nalishidagi tadqiqotlar uchun metodik asos bo‘lib xizmat qiladi.

Tadqiqotda nazariy tahlil, tajriba-sinov ishlari, diagnostik testlar hamda miqdoriy va sifat tahlili usullari qo‘llanadi. Metodologik asos CLIL yondashuvi, kommunikativ kompetensiya nazariyasi va tarixiy tafakkur konsepsiyasining integratsiyasiga tayanadi.

Taxlil qismi: Mazkur tadqiqot tarix yo‘nalishi talabalari uchun ingliz tilidagi tarixiy manbalarni tahlil qilish ko‘nikmalarini shakllantirish va rivojlantirishning samaradorligini aniqlashga qaratildi. Tadqiqot konseptual jihatdan ikkinchi tilni

o‘zlashtirish nazariyasi hamda tarixiy tafakkur metodologiyasi integratsiyasiga tayanadi. Tajriba-sinov ishlari jarayonida an’anaviy EFL modeli asosida ta’lim olgan nazorat guruhi va mazmun hamda tilni uyg‘unlashtirgan Content and Language Integrated Learning modeli asosida o‘qitilgan tajriba guruhi natijalari qiyosiy tahlil qilindi.

Diagnostik va yakuniy baholash natijalari tajriba guruhida sezilarli ijobiy dinamikani ko‘rsatdi. Xususan, talabalar ingliz tilidagi tarixiy matnlarning semantik qatlamini chuqurroq anglash, terminologik birliklarni kontekstual qo‘llash hamda matndagi sabab-oqibat munosabatlarini aniqlashda yuqori natijalarga erishdilar. Ularning yozma ishlarida dalillarga asoslangan argumentatsiya, tarixiy interpretatsiya va muallif pozitsiyasini aniqlash kabi ko‘nikmalar ancha rivojlanganligi kuzatildi. Nazorat guruhida esa umumiy lingvistik kompetensiya o‘sishi qayd etilgan bo‘lsa-da, tarixiy diskursni tanqidiy tahlil qilish va manbalarni kontekstual baholash darajasi nisbatan past bo‘lib qoldi.

Sifat tahlili (diskursiv va mazmuniy tahlil) shuni ko‘rsatdiki, integrativ model asosida ta’lim olgan talabalar matnni yuzaki tarjima qilish bilan cheklanmay, balki tarixiy kontekst, muallif intensioni va ideologik pozitsiyasini aniqlashga intildilar. Bu esa tarixiy tafakkur komponentlari – dalillarga tayanish, kontekstualizatsiya, ko‘p nuqtai nazarni hisobga olish – bilan bevosita bog‘liqdir. Mazkur natijalar mazmunli va tushunarli kirish (input) orqali til o‘zlashtirishni asoslovchi Input Hypothesis nazariyasining amaliy tasdig‘i sifatida talqin qilinishi mumkin. Tarixiy manbalar autentik va ilmiy jihatdan boy material sifatida talabalarni yuqori darajadagi kognitiv faoliyatga jalb etadi hamda til va tafakkur rivojini birgalikda ta’minlaydi. CLIL modeli doirasida til va predmet mazmunining uyg‘unlashuvi talabalarda akademik diskurs kompetensiyasini shakllantirishga xizmat qilishi aniqlandi. Tarixiy matnlar bilan tizimli ishlash jarayonida leksik-semantik kompetensiya, argumentativ yozuv, mantiqiy izchillik va ilmiy uslub elementlari sezilarli darajada mustahkamlandi.

Umuman olganda, tadqiqot natijalari tarixiy manbalarni ingliz tilida metodik jihatdan asoslangan, bosqichma-bosqich tashkil etilgan ta’lim modeli tarix yo‘nalishi talabalari uchun samarali ekanligini ko‘rsatadi. Ushbu yondashuv nafaqat til kompetensiyasini, balki tanqidiy fikrlash, tarixiy interpretatsiya va xalqaro ilmiy manbalar bilan ishlash malakasini ham rivojlantiradi. Shu bois tarix yo‘nalishida kasbiy yo‘naltirilgan ingliz tili (ESP) kurslarini mazmuniy integratsiya asosida takomillashtirish ta’lim sifatini oshirishning strategik omili sifatida e’tirof etilishi mumkin.

Natijalar qismi: Tadqiqot natijalari quyidagi jadval ko‘rsatkichlari asosida tahlil qilindi va Pre-test va Post-test natijalari (N = 60) keltirildi. (1 – jadvalga qarang). Pre-test natijalari nazorat (M = 58.4; SD = 6.8) va tajriba (M = 57.9; SD = 7.2) guruhlari o‘rtasida boshlang‘ich darajada sezilarli farq yo‘qligini ko‘rsatadi ($p > 0.05$). Bu guruhlarning dastlabki tayyorgarlik darajasi bir xil ekanini va eksperiment obyektiv sharoitda boshlanganini tasdiqlaydi. Post-test natijalarida esa tajriba guruhining o‘rtacha ko‘rsatkichi 78.6 ballga yetib, 20.7 balllik o‘sish qayd etildi.

1-jadval.

Guruh	**Test turi**	**N**	**Mean**	**SD**	**Δ (O‘sish)**
Nazorat	Pre-test	30	58.4	6.8	–
Nazorat	Post-test	30	65.2	7.1	+6.8
Tajriba	Pre-test	30	57.9	7.2	–
Tajriba	Post-test	30	78.6	6.5	+20.7

Nazorat guruhida esa o‘sish 6.8 ball bilan cheklangan. Bu farq integrativ o‘qitish modelining yuqori samaradorligini ko‘rsatadi. Standart og‘ish (SD) ko‘rsatkichlari tajriba guruhida natijalarning barqarorligini va guruh ichida bilim darajasi nisbatan bir xil shakllanganini bildiradi va ko‘nikmalar kesimidagi o‘sish (%) 2 jadvalda keltirib berilgan.

3-jadval.

Ko‘nikma	**Nazorat (%)**	**Tajriba (%)**
Reading comprehension	9%	32%
Tarixiy tahlil	7%	35%
Akademik yozuv	8%	29%

Ko‘nikmalar kesimidagi natijalar tajriba guruhida ayniqsa tarixiy manbalarni tanqidiy tahlil qilish ko‘nikmasida (35%) eng katta o‘sish kuzatilganini ko‘rsatadi. Bu esa mazmun va til integratsiyasiga asoslangan yondashuv tarixiy tafakkurni rivojlantirishga samarali ta’sir ko‘rsatganini bildiradi. Reading comprehension va akademik yozuv ko‘rsatkichlari ham sezilarli darajada oshgan.

Nazorat guruhida esa barcha ko‘nikmalar bo‘yicha o‘sish nisbatan past foizlarda qayd etilgan, bu an’anaviy yondashuvning tarixiy diskurs kompetensiyasini yetarli darajada shakllantirmasligini ko‘rsatadi. Jadval ma’lumotlari shuni ko‘rsatadiki, tarixiy manbalarni ingliz tilida mazmun va til integratsiyasi asosida o‘qitish talabalarning lingvistik kompetensiyasi, tarixiy tafakkuri va akademik yozuv ko‘nikmalarini sezilarli darajada rivojlantiradi. Statistik ko‘rsatkichlarning yuqori ishonchliligi ($p < 0.001$) va katta effekt hajmi ($d = 1.85$) tadqiqot natijalarining ilmiy asoslanganligini va metodikaning amaliy samaradorligini tasdiqlaydi.

Xulosa qismi: Mazkur tadqiqot natijalari tarix yo‘nalishi talabalari uchun ingliz tilidagi tarixiy manbalarni tahlil qilish ko‘nikmalarini rivojlantirishda mazmun va til integratsiyasiga asoslangan yondashuvning yuqori samaradorligini empirik jihatdan tasdiqladi. Tajriba-sinov ishlari davomida an’anaviy EFL modeli bilan solishtirganda integrativ model asosida ta’lim olgan talabalar reading comprehension, tarixiy interpretatsiya, tanqidiy tahlil hamda akademik yozuv ko‘nikmalarida sezilarli natijalarga erishdilar.

Tarixiy manbalarni ingliz tilida tizimli, bosqichma-bosqich va kontekstual asosda o‘qitish talabalarning nafaqat lingvistik kompetensiyasini, balki tarixiy tafakkuri, analitik fikrlashi va ilmiy diskurs bilan ishlash malakasini ham rivojlantiradi. Autentik tarixiy matnlar bilan ishlash jarayoni talabalarni yuqori darajadagi kognitiv faoliyatga jalb etib, dalillarga asoslangan xulosa chiqarish va

ko‘p nuqtai nazarni hisobga olish ko‘nikmalarini shakllantiradi. Shu bois tarix yo‘nalishida kasbiy yo‘naltirilgan ingliz tili (ESP) kurslarini mazmun va til integratsiyasi asosida takomillashtirish ta’lim sifatini oshirishning muhim strategik yo‘nalishi sifatida e’tirof etilishi mumkin. Mazkur yondashuv talabalarning xalqaro ilmiy makonga integratsiyalashuvini ta’minlash, xorijiy ilmiy manbalar bilan mustaqil ishlash kompetensiyasini shakllantirish hamda zamonaviy akademik talablar darajasida mutaxassis tayyorlashga xizmat qiladi.

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ASARLAR TARJIMASIDA SO‘ZNING MA’NO SILJISHLARI VA ULARNING SABABLARI

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Annotatsiya: Mazkur maqola G‘arbning badiiy adabiyoti qo’llanmalarining ingliz tilidan o‘zbek tiliga bevosita tarjima qilish jarayonida yuzaga keladigan lingvistik va semantik muammolar tahlil qilinadi. Asarda so‘z va iboralarning

ma’nosini, konnotatsiyalarni, madaniy realiyalar va idiomatik ifodalarni to‘g‘ri yetkazishdagi qiyinchiliklar yoritilgan. Shuningdek, ikki til o‘rtasidagi semantik farqlar, madaniy konnotatsiyalar va emotsional ohangni saqlash masalalariga e’tibor qaratilgan. Tadqiqotda lingvosemantik tafovutlarni bartaraf etish yo‘llari va ekvivalent, adaptiv, kontekstual hamda tavsiflovchi tarjima usullarining ahamiyati ko‘rsatiladi. Tarjimonning lingvistik, madaniy va ijodiy yondashuvi tarjima sifatining asosiy omili sifatida ta’kidlanadi.

Аннотация: В данной статье анализируются лингвистические и семантические проблемы, возникающие в процессе прямого перевода западных художественных литературных пособий с английского языка на узбекский. Освещаются трудности, связанные с адекватной передачей значений слов и выражений, коннотаций, культурных реалий и идиоматических оборотов. Особое внимание уделяется семантическим различиям между двумя языками, сохранению культурных коннотаций и эмоциональной окраски текста. В исследовании рассматриваются пути преодоления лингвосемантических расхождений, а также подчёркивается значение эквивалентного, адаптивного, контекстуального и описательного способов перевода. Лингвистическая компетентность, культурная осведомлённость и творческий подход переводчика выделяются как ключевые факторы обеспечения качества перевода.

Annotation: This article analyzes the linguistic and semantic problems that arise in the process of direct translation of Western literary works and manuals from English into Uzbek. It highlights the difficulties in accurately conveying the meanings of words and expressions, connotations, cultural realia, and idiomatic phrases. Special attention is given to semantic differences between the two languages, as well as to preserving cultural connotations and the emotional tone of the text. The study examines ways to overcome linguosemantic discrepancies and emphasizes the importance of equivalent, adaptive, contextual, and descriptive translation methods. The translator’s linguistic competence, cultural awareness, and creative approach are identified as key factors in ensuring high-quality translation.

Kalit so’zlar: *ta’lim tizimi, tarjima, lingvosemantika, semantika, idiomatik ifoda, ekvivalent, konnotatsiya, erkin tarjima*

Kirish qismi: Yangi O’zbekistonni barpo etish – bu shunchaki xohish-istak, subyektiv hodisa emas, balki tub tarixiy asoslarga ega bo’lgan, mamlakatimizdagi mavjud siyosiy-xuquqiy, ijtimoiy-iqtisodiy, ma’naviy-ma’rifiy vaziyatningo’zi taqozo etayotgan, xalqimizning asriy orzu-intilishlariga mos, uning milliy manfaatlariga to’la javob beradigan obyektiv zaruratdir. Yangi O’zbekiston taraqqiyot strategiyasida yurtimizning ma’naviy me’rosini asrash va uni dunyo miqyosida targ’ib etish, milliy o’zlikni anglash kabi g’oyalar asosiy yo’nalishlarning biri sifatida belgilangan. Shu bois ta’lim sohasida bo’lajak yoshlarning jahon adabiyotiga ona yurtimizning tarix va ma’daniyat me’roslarini o’lib kirish uchun o’z hissasini qo’shishlari imkoniyatini yaratish maqsadida, davlat o’quv yurtlarida tarjima sohasiga katta ahamiyat berilmoqda. Bugungi kunda globallashuv jarayonining yildan-yilga jadallashib borayotganligi, texnika va kompyuter

innovaytsiyalarining dunyo iqtisodiyotida yetakchi o’rin egallayotgan davrda, tarjima jarayoni dolzarb masalaga aylandi. Shuningdek, ingliz tili jahon miqyosida universal kommunikatsiya vositasiga aylangan bir paytda, o’zbek tarjimon va tarjimashunoslarining zimmasiga katta ma’suliyat yuklandi. Uning maqsad ildizi, Ingliz tilidagi asarlarni o’zbek tiliga tarjima qilish jarayoni nafaqat ilmiy yoki lingvistik jarayon, balki madaniyatimizni dunyoga tanitish, milliy qadriyatlarimizni boyitish va xalqaro muloqotni mustahkamlashga borib taqaladi.

Butun dunyo miqyosida turli xalqlarning o’zaro siyosiy, iqtisodiy, ilmiy, madaniy hamkorligi borgan sari kuchayib bormoqdaki, bu aloqalarni tarjimasiz tasavvur ham qilib bo’lmaydi. Bugungi kunda tarjimaning ahamiyati haqida gapirish quyoshning ahamiyatini tushuntirishday gap bo’lib qoldi. Tarjimasiz turli xalqlarning o‘zaro aloqasi yo’qoladi, o'zaro aloqasiz esa taraqqiyot bo'lmaydi. "Boshqa xalqlar hayotidan voqif bo‘lmaslik, g‘ofillik milliy mahdudlikka olib keladi". Shuning uchun ham tarjimaga xalqlarni bir-biriga bog‘lovchi halqa, fan va madaniyatni rivojlantiruvchi va boyituvchi vosita, o‘zaro hamkorlik va hamjihatlikka asos soluvchi ko‘prik deb qaraladi. Yangi O’zbekiston strategiyasining asosiy maqsadlaridan biri ham an’anaviy hamkorlar bilan munosabatlarni yanada rivojlantirish, tashqi aloqalar geografiyasini kengaytirishga ustuvor ahamiyat qaratishi va iqtisodiy diplomatiyani kuchaytirishdir.

Adabiyotlar sharhi: Tarjima nazariyasi sohasida ko‘plab olimlar lingvosemantik muammolarni o‘rganishga katta e’tibor qaratganlar. Ochilov E. tarjima jarayonida semantik ekvivalentlikni saqlash tarjimaning asosiy mezonlaridan biri ekanligini ta’kidlaydi. Salomov G. esa tarjima jarayonida til va madaniyat o‘rtasidagi bog‘liqlikni asosiy omil sifatida ko‘rsatadi. Nurmonov A. lingvistik semantika til birliklarining ma’nosini va ularning kontekstual qo‘llanishini o‘rganishini ta’kidlaydi. Shuningdek, Ortiqov R. ingliz va o‘zbek tillari o‘rtasidagi madaniy va lingvistik tafovutlar tarjima jarayonida semantik muammolarni yuzaga keltirishini ko‘rsatadi. Jane Austenning “Pride and Prejudice” asari misolida madaniy realiyalar va konnotativ ma’nolarni tarjima qilish jarayonida lingvosemantik muammolar yaqqol namoyon bo‘lishi aniqlangan.

Metodologiya: Mazkur tadqiqotda lingvistik, qiyosiy, semantik va kontekstual tahlil ilmiy metodlaridan foydalanildi. Tadqiqot materiali sifatida ingliz tilidagi badiiy asarlar, jumladan Jane Austenning “Pride and Prejudice” asari hamda boshqa badiiy tarjima namunalari tanlab olindi. Tadqiqot jarayonida ingliz tilidagi original matnlar va ularning o‘zbek tiliga tarjima variantlari qiyosiy tahlil qilindi. Tadqiqot jarayonida ingliz tilidagi original matnlar va ularning o‘zbek tiliga tarjima variantlari qiyosiy tahlil qilindi.

Tadqiqot natijalari shuni ko‘rsatdiki, ingliz tilidan o‘zbek tiliga tarjima qilish jarayonida lingvosemantik muammolar yuzaga keladi. Masalan, semantik tafovutlar “fortune” so‘zi ingliz tilida nafaqat “boylik”, balki “ijtimoiy mavqe” ma’nosini ham bildirishi balki, uni oddiy “boylik” deb tarjima qilish semantik mazmunni to‘liq aks ettirmasligi ko’rib chiqildi. Madaniy realiyalarni tarjima qilish muammolari, “fortune in marriage” iborasi “muvaffaqiyatli turmush qurish” ma’nosini bildiradi. Ekvivalent birliklarning mavjud emasligi, “mehmon” so‘zi ingliz tilidagi “guest”

so‘ziga to‘liq semantik ekvivalent emas. Grammatik tafovutlar, masalan ingliz tilida qat’iy so‘z tartibi mavjud bo‘lsa, o‘zbek tilida so‘z tartibi erkinroq bo’lishi. Konnotativ va emotsional ma’nolarni saqlash muammolarini tahlil qilindi.

Asosiy qism: Tarjimaning eng asosiy qoidalarining biri bu ma’no to’g’ri yetqazib berilishidir ya’ni semantik tuzilishidan matn o’zida ma’daniy tarix, milliy jozibadorlikni aks ettirishi, va xalq madaniyatiga mos bo’lgan to’g’ri muvofiqlikni ko’rsatishi muhim ahamiyatga ega. Semantika bu yunoncha atama bo’lib, anglatuvchi, aks ettiruvchi degan ma’nolarni anglatadi. Lingvistik semantika ma’noni o’rganadi. Ma’no nima ekanligi, so’zlarni qanday anglash mumkinligi va murakkab iboraning ma’nosi uning komponentlari o’rtasidagi qanday aloqalar mavjudligini o’rganadi. Ushbu jarayonning bir qismi idrok va mos yozuvlar o'rtasidagi farqni o‘zida jamlaydi. Sezgi g’oyalar va tushunchalari ifoda orqali bayon etiladi, havola esa ifoda yo’naltirilgan ob’ektdir. Ma’no va grammatik jihatdan to’g’ri gaplar qanday yaratilishini belgilovchi qoidalar o‘rganadigan sintaksis va insonlarning muloqotda tildan qanday foydalanganliklari o‘rganiladigan pragmatikaga zid keladi.

O‘zbek tilidagi asarda o‘zbek madaniyatiga xos bo‘lgan ko‘plab realiyalar mavjud. Bu realiyalarni ingliz tiliga tarjima qilishda muammolar yuzaga keladi, chunki ingliz tilida bu tushunchalar mavjud emas yoki ular boshqa madaniy kontekstda qo‘llaniladi. Tarjimon madaniy realiyalarni tushuntirish uchun izohlar yoki qo‘shimcha ma'lumotlar kiritishi mumkin. Shuningdek, tarjimon madaniy kontekstni saqlab qolish uchun ekvivalent tushunchalarni topishga harakat qilishi kerak. Bunga misol tariqasida ingliz yozuvchisi Jeyn Ostinning dunyoga mashhur bo’lmish *“Pride and Prejudice” (“Andisha va G’urur”)* asarini olaylik, asarda ingliz madaniyatiga xos realiyalar ko’p uchraydi, asosan, odob-axloq me’yorlari, ijtimoiy tabaqalanish, va marosimlarga oid namunalarni kuzatishimiz mumkin. Satrlar orasida, asliyat matnidan olingan *“Mrs. Bennet was delighted to speak of her daughters’ marriages and the fortune they had secured”* shu gapga duch kelamiz, o’zbek tiliga to’g’ridan to’g’ri tarjima qilinganida *“Xonim Bennet qizlarining turmushga chiqishi va ular topgan boylik haqida so’zlashdan mamnun edi”* bo’lib o’giriladi. Bu yerda “fortune” so’zi oddiy “boylik” yoki “omad” degan ma’noda emas, balki “jamiyatdagi mavqe, ijtimoiy va moliyaviy mustahkamlik” haqida so’z yuritiladi. G’arb madaniyatida “fortune in marriage” kabi iboralar “muvaffaqiyatli turmush” ma’nosida ishlatiladi. O’zbek tiliga tarjima qilish jarayonida bo’lsa, mutoalachiga ifodaliroq va ma’noliroq yetqazish maqsadida *“Bennet xonim qizlarining yaxshi oilaga turmushga chiqib, jamiyatda munosib o’rin topganidan behad mamnun edi”* deb tarjima qilinsa, o’quvchi bu jumlaning ahamiyatini to’g’ri anglashiga vosita bo’ladi.

Tarjima jarayonidagi ma’no tafovutlari asosan ikki tilning o’rtasidagi farqlarda namoyon bo’ladi. Ba'zi so‘zlar bir tilda boshqa ma'noda, ikkinchi tilda boshqa ma'noda kelishi mumkin. Bir tilda ijobiy mazmunda qo‘llanadigan so‘z boshqa tilda salbiy ma'no bildirishi mumkin, va huddi shunday, bir tilda ko‘p ma'noli bo‘lgan so‘z boshqa tilda faqat bir ma'noni bildirishi mumkin yoki aksincha. Bu tarjimada ma'noning torayishi yoki kengayishiga olib keladi. Har bir grammatikada

so‘z va so‘z birikmalarining semantikasida (ma’noviy jihatida) grammatik shakliga e'tibor beriladi. Bundan nzob keta olmagan tarjimon otni ot, sifatni sifat, sonni son va hokazolar shaklida tarjima qilishga moyil bo‘ladi. Bu prinsip ko‘pda o‘zini oqlayvermaydi. Bu usulda tarjima qilish til o‘rganishning dastlabki bosqichida kuzatiladi. Uni shartli ravishda grammatik tarjima deb atash mumkin. Masalan:

Amerika yozuvchisi Teodor Drayzerning *"Sestra Kerri" (“Kerri opa")* romani *"Baxtiqaro Kerri"* deb tarjima qilingan - ot sifat bilan tarjima qilingan.

Rus yozuvchisi Aleksey Tolstoyning *"Петр Первый"* romani *("Pyotr Birinchi")* - *"Ulug‘ Pyotr"* deb tarjima qilingan - son sifat bilan tarjima qilingan. "*Волчий след*" - "*Bo‘ri izi* - sifatning ot bilan tarjima qilinishi.

Yoki: *Ch.Aytmatov. "O60n" ("Kuy"), - "Jamila", Ch.Aytmatov. "Плаха" - "Kunda" - "Qiyomat". O.Gonchar. "Тронка". - "Hayot navosi".*

O‘zbek tilidagi so‘zlar va iboralar ingliz tilida to‘g‘ridan-to‘g‘ri ekvivalentga ega bo‘lmasligi mumkin. Bu leksik va semantik muammolarni keltirib chiqaradi. Masalan, o‘zbek tilidagi „mehmon”so‘zi ingliz tilida *“guest”* deb tarjima qilinadi, lekin bu so‘zning o‘zbek madaniyatidagi ma'nosi va ahamiyati ingliz tilida to‘liq aks ettirilmasligi mumkin. Semantik o‘zgarishlar to‘g‘risida ma'lumot yetishmasligi ham ko‘p tarjimonlarga jiddiy muammolar tug‘diradi. Semantik o‘zgarishlar, bir davrdan boshqasiga o‘tganida, insonlar tafakkur tarzi va xulq-atvoridagi o‘zgarishlar natijasida so‘zlar bilan bog‘liq tarixiy o‘zgarishlar sifatida tushuniladi. Semantik o‘zgarishlarning to‘rt turga bo’linadi: umumlashtirish, spetsifikatsiya, melioratsiya va pejoratsiya. Tarjimon leksik va semantik muammolarni halqilish uchun sinonimlar, antonimlar va kontekstual tarjimalardan foydalanishi mumkin.

Tarjimon asarning mazmunini saqlab qolish uchun ijodiy yondashuvlardan foydalanishi kerak. O‘zbek va ingliz tillarining grammatik tuzilmalari bir-biridan farq qiladi. Bu grammatik muammolarni keltirib chiqaradi. Masalan, o‘zbek tilida so‘z tartibi erkinroq bo‘lsa, ingliz tilida qat'iyroq tartib mavjud. Shuningdek, o‘zbek tilidagi ba'zi grammatik shakllar ingliz tilida mavjud emas. Tarjimon grammatik muammolarni hal qilish uchun ingliz tilining grammatik qoidalariga rioya qilishi kerak. Shuningdek, tarjimon o‘zbek tilidagi grammatik shakllarni ingliz tiliga moslashtirish uchun ijodiy yondashuvlardan foydalanishi mumkin.

Xulosa qilib aytganda tarjima jarayoni faqat bir tildan ikkinchi tilga so’zlarni o’girish emas, balki har ikki tilning madaniyati va tarixini chuqur o’rganib, ularning xususiyat va mohiyatlarini bir-biriga bog’lashdan iboratdir. Mazkur maqolada ingliz tilidan o’zbek tiliga adabiy asarlarni tarjima qilish jarayonida yuzaga keladigan muammolar va ularning echimlari haqida tadqiqot o’tkazilgan. Tadqiqot jarayonida ko’tarilgan savollar va olingan xulosalar badiiy tarjima qarama-qarshiliklari va xilma-xilligini yana bir bor ko’rsatdi.

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INNOVATIVE APPROACHES IN TEACHING TRANSLATION: BRIDGING THEORY AND PRACTICE

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Abstract. This paper explores modern approaches to teaching translation in higher education. It focuses on integrating theoretical knowledge with practical skills through student-centered methods, digital tools, and real-life translation tasks. The study highlights the importance of developing linguistic, cultural, and technological competencies in future translators. The findings suggest that interactive and practice-oriented teaching significantly improves translation quality and learner motivation.

Keywords: translation teaching, translation competence, student-centered learning, digital tools, intercultural communication

Translation is a complex activity that requires not only linguistic knowledge but also cultural awareness and analytical thinking. Traditional methods of teaching translation often focus on theory and text analysis, which may not fully prepare students for real-world challenges. In recent years, there has been a shift towards more practical and interactive approaches in translation pedagogy. This paper examines effective strategies for teaching translation and their impact on students’ performance.

Translation pedagogy has undergone significant changes in recent decades. While earlier approaches focused primarily on linguistic equivalence, modern translation teaching emphasizes communicative and functional aspects of language. According to Jeremy Munday (2016), translation is not merely a linguistic activity but a complex process involving cultural and contextual interpretation.

In the Uzbek context, scholars such as Khayrulla Khamidov have highlighted the importance of national-cultural specificity in translation, stressing that effective teaching must consider the socio-cultural background of both source and target languages (Xamidov, 2010).

Theoretical Foundations of Translation Teaching. Modern translation teaching is based on several theoretical approaches. The functionalist theory proposed by Christiane Nord (1997) emphasizes the purpose (*skopos*) of translation, which should guide both teaching and practice.

Similarly, Anthony Pym (2014) argues that translation competence includes not only language skills but also decision-making abilities and intercultural mediation.

Uzbek linguist O. Muminov underlines that translation teaching should develop students’ analytical thinking and comparative linguistic skills, especially when working with structurally different languages (Muminov, 2012).

Translation Competence. Translation competence includes several components:

- **Linguistic competence** – knowledge of source and target languages
- **Cultural competence** – understanding of cultural context
- **Strategic competence** – ability to solve translation problems
- **Technological competence** – use of CAT tools and digital resources

Developing these competencies requires a balanced combination of theory and practice.

Methods of Teaching Translation:

1. Traditional Approach. This method focuses on:

- grammar and vocabulary
- sentence-by-sentence translation
- teacher-centered instruction

Although useful, it often limits creativity and critical thinking.

2. Communicative Approach. This approach emphasizes:

- meaning over form
- real-life communication
- context-based translation

Students work with authentic texts such as news articles, advertisements, and dialogues.

3. Task-Based Learning. Students are given practical tasks:

- translating real documents
- working in groups
- solving translation problems collaboratively

This method increases engagement and practical skills.

4. Use of Technology. Modern translation teaching includes:

- CAT tools (Computer-Assisted Translation)
- online dictionaries and corpora
- machine translation with post-editing

Technology prepares students for professional environments.

Challenges in Teaching Translation. Some common difficulties include:

- lack of equivalence between languages
- cultural differences
- students’ limited vocabulary
- overreliance on machine translation

Teachers must guide students in overcoming these challenges through practice and feedback.

Discussion. Effective translation teaching should combine different approaches. A student-centered environment encourages active participation and critical thinking. Real-life tasks and technology integration make learning more relevant and practical.

Conclusion. Teaching translation requires innovative methods that integrate theory with practice. By using interactive strategies and digital tools, educators can better prepare students for professional translation work. Future research should focus on developing more effective teaching models and assessment methods.

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WAYS OF INCREASING READING SKILL IN ENGLISH

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Abstract. Reading way of life is very important as it leads one to vital information that leads to the person’s transformation. Reading components helps to be more successful while dealing with the text. There are five attributes to the process of reading: phonics, phonemic awareness, vocabulary, reading comprehension and fluency. Reading at a glance, forecasting, skimming is some of the strategies which sharpens reading skills, knowledge and experience. Some factors like attitude, cost, and peer influence affect the reading behavior of

individuals but despite of this, efforts should be made to improve reading skills by the means of strategies and components.

Key words: reading skill, vocabulary, study, critical reading.

Reading is the most important single skill in study: in the Humanities perhaps 90 per cent of private study time is taken up in reading. It is known that there are big differences between individuals in their rates of reading and comprehension. Clearly if you can speed up your rate of reading you will save much time. Books and articles, of course, differ in difficulty and in clarity of presentation. Rate of reading depends on the difficulty of the material and on the purpose of reading. We can distinguish:

- Reading to master information, usually necessarily careful, slow and repeated;
- Exploratory reading, as in skimming through a book in order to get a general view of it;
- Revision reading, as in reading rapidly through a book with which you are already familiar, in order to confirm knowledge;
- Reading in order to search for specific information or to answer a specific question;
- Critical reading, as in reading a book for review;
- Reading for enjoyment, as a novel;
- Proof-reading, when meticulous attention is paid to spelling, punctuation and sentence structure.

A good reader will vary his rate of reading according to his purpose. A novel may be read very quickly, perhaps at 750 words per minute or more, if the reader has no intent to remember, but merely wants to know the fate of the hero or heroine. A single paragraph or diagram in a textbook, on the other hand, may have to be read through very slowly four or five times before it is fully comprehended [2, p. 35].

Teacher can use different ways for increasing students’ reading skill such as:

- Using more text passages;
- Doing vocabulary activities during lesson;
- Reading poems fluently.

As for example, we can choose the poem “*With the Stones”* by Magtymguly in order to read fluently:

My heart will say, “I’d like to go far from people,
To walk in the mountains and stones.”
Recalling all my sins and wrongdoings,
I’d like to wash my face with my tears.

I see that everybody is engaged in something.
My heart is preoccupied with sorrow,
I’d like to sit in a remote corner,
Under the trees with my head full of thoughts [3, p. 56].

Another activity for improving reading skill: Read the following four paragraphs and see if you can get a sense of the general meaning by only reading the information words that are featured.

1. Some advertisements _____ undesirable effects _____. One form _____ advertising suggests _____ buying _____ brings happiness. _____ more _____ happier _____ feel. Parents in particular _____ under pressure _____ this form _____. Advertisements _____ expensive toys _____ imply _____ greater pleasure than lower priced _____.

2. _____example _____ children ___happier _____ video game than _____ _____ Scrabble. _____ _____ not true. _____ opposite _____ more likely. Advertisements _____ make _____ people _____ more discontented.

3. Another form _____ undesirable advertising _____ associates _____ products _____ success. _____ example _____ washing powder _____ linked _____ promotion ____ work, or _____ toothpaste.

4. _____ success _____ attracting _____ boyfriend ___ girlfriend. _____ effect _____ these advertisements _____ encourage _____ false idea _____ success. Genuine success _____ earned _____ effort: _____ not _____ money.

“Fluency is the ability to read a text accurately and quickly. It is important because it frees students to understand what they read”. 44% of fourth graders were not fluently reading grade level stories even though the stories were read twice silently before reading the material aloud for testing. Teachers can help develop reading fluency by modeling fluent reading for their students. Having students practice repeated oral reading is another way to improve fluency. As students improve their reading fluency, they also start creating mental images of what they read, which helps in the understanding of the text [1, p. 12].

“Vocabulary refers to the words that we must know to communicate effectively”. Vocabulary can be learned indirectly through daily communication, listening to adults read to them, and reading on their own. Students from a lower socioeconomic class have a significantly smaller vocabulary to draw from when reading due to a lack of indirect vocabulary instruction, which negatively impacts reading comprehension. Vocabulary can also be learned through direct instruction. Directly teaching vocabulary words in context and word-learning strategies improves both vocabulary and reading comprehension.

Reading in the native language is not that much difficult as it is in different languages that people learn. They think reading means to start with the initial part, going word by word, and discontinuing or giving a break to look up the dictionary for every unknown terminology, until the end of topic. While doing this, people are relying entirely on their linguistic awareness, a bottom-up strategy, where the word meanings are understood first and then the mind search the core idea of content. The most important strategies for better reading are that instead of using bottom up approach individuals may use top-down approach as they do in their native language, i.e. to firstly get an overall idea of the content and then start reading by predicting and scanning [1, p. 23].

As reading is also an important element of knowledge-based community, higher education institution should assist in prospering this art of reading. The importance of reading in a nation's development cannot be overlooked and, in this journey, to build this ecosystem, the institution has a real long way to go.

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BENEFITS AND LIMITATIONS OF ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE TEACHING

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Abstract: *This study examines* the benefits and limitations of Artificial Intelligence (AI) in foreign language teaching, focusing on its instructional effectiveness and practical challenges. With the rapid development of AI-powered tools such as intelligent tutoring systems, automated feedback applications, and adaptive learning platforms, foreign language education is undergoing significant transformation. The purpose of this article is to evaluate how AI enhances foreign language learning outcomes and at the same time identify potential constraints in its implementation.

The research methodology is based on a qualitative analysis of recent academic literature together with case studies of AI-powered foreign language learning platforms. Key areas of analysis include personalization, learner engagement, assessment accuracy, teacher roles, and ethical considerations.

The findings indicate that AI significantly improves personalized learning experiences by adapting content to individual learner needs, providing immediate feedback, and supporting autonomous learning. AI tools also increase accessibility and flexibility in e-learning and blended learning environments. However, limitations include reduced human interaction, potential bias in algorithms, data privacy concerns, high implementation costs, and the risk of over-reliance on technology.

The study highlights the importance of integrating AI as a supportive tool rather than a replacement for teachers. Its significance lies in offering practical

insights for educators and institutions seeking to balance technological innovation with effective teaching practices in modern foreign language education.

Keywords: Artificial Intelligence, Language Teaching, E-Learning, Personalized Learning, Educational Technology

Introduction: The landscape of foreign language education is currently undergoing a fundamental transformation driven by the rapid proliferation of Artificial Intelligence (AI). As digital ecosystems become increasingly sophisticated, the integration of AI-powered tools such as intelligent tutoring systems (ITS), natural language processing (NLP) applications, and adaptive learning platforms has moved from the periphery of educational technology to the core of modern pedagogical strategies. This shift represents more than a mere upgrade in software; it signifies a move toward a data-driven instructional paradigm that challenges traditional classroom dynamics.

A primary driver for AI adoption in language acquisition is the demand for personalization at scale. Traditional methodologies often struggle to accommodate the diverse proficiency levels and cognitive paces of individual students within a unified curriculum. AI addresses this by utilizing predictive analytics and machine learning algorithms to tailor content delivery, providing students with immediate, scaffolded feedback that was previously only possible in one-on-one human tutoring (Wang & Li, 2024).

However, the rapid deployment of these technologies is not without significant friction. The transition toward AI-mediated instruction introduces complex challenges that extend beyond technical implementation. Critical concerns regarding the erosion of socio-cultural nuances, essential for authentic communicative competence remain at the forefront of academic debate. Furthermore, the reliance on automated systems raises pertinent questions regarding algorithmic bias, data privacy, and the potential for a "digital divide" necessitated by high implementation costs.

This study aims to critically evaluate the benefits and limitations of AI in the context of foreign language teaching. By synthesizing recent academic literature with empirical case studies of existing platforms, the research identifies the specific ways in which AI enhances learning outcomes while highlighting the constraints that necessitate a cautious approach. Ultimately, this paper argues that the future of language education lies in a symbiotic relationship where AI serves as a powerful supportive mechanism, rather than a replacement for the essential interpersonal and cultural expertise provided by human educators.

The following literature review synthesizes key research findings from 2024 to 2026, focusing on the pedagogical shift toward AI-mediated foreign language instruction.

Literature Review: Recent academic discourse characterizes the integration of Artificial Intelligence (AI) in foreign language education not merely as a technical upgrade, but as a "disruptive transformation" of the instructional core (Albedah, 2025). Current research identifies a significant transition from passive computer-

assisted tools to Generative AI (GenAI) and Large Language Models (LLMs), which function as "collaborative partners" in the learning process (Colby, 2025).

1. Pedagogical Benefits and Learner Agency

A meta-analysis by Li and Towne (2025) indicates that AI technologies including intelligent speech evaluation and automated writing feedback have significantly improved the timeliness and precision of formative assessment. Empirical evidence suggests a strong positive correlation between AI-assisted learning and learner agency. Specifically, a study of university-level EFL students found a significant effect size ($r = 0.581$) for autonomy and even higher for engagement ($r = 0.648$), suggesting that adaptive AI environments foster self-regulation and motivation (Mohebbi, 2024).

Furthermore, the rise of self-paced learning ecosystems has been identified as a "high-impact area," where adaptive tutors sequence content to match individual proficiency levels, leading to measurable gains in achievement (Dong et al., 2025). In the domain of productive skills, automated speech recognition (ASR) has proven effective in improving both segmental and suprasegmental pronunciation when embedded in scaffolded tasks (Liu, 2025).

2. Limitations and Ethical Constraints

Despite these gains, the literature warns of several critical "governance gaps." Godwin-Jones (2024) highlights that GenAI systems often exhibit cultural and linguistic limitations, particularly favoring standardized Western dialects over low-resourced or non-standard languages. This "linguistic imperialism" reinforces existing educational hierarchies and may devalue the linguistic identity of learners from diverse backgrounds (Albeihi & Rice, 2025).

A recurring concern in recent studies is the risk of "cognitive atrophy" or over-reliance. Zhang and Xu (2024 argue that excessive dependence on AI-generated guidance can suppress independent reflection and critical engagement. Additionally, the "dehumanization" of the learning process remains a central theme, as AI lacks the pragmatic flexibility and emotional intelligence required for high-stakes, context-sensitive communication (Peddi & Manoharan, 2026).

3. The Evolving Teacher Role

The current consensus in the literature suggests a shift in the educator's role from a primary knowledge transmitter to a "cognitive and ethical mediator" (Kazimova et al., 2025). Institutions are increasingly moving toward a "teacher-in-the-loop" model, where human instructors retain authority over high-stakes grading and cultural mediation while offloading routine administrative and diagnostic tasks to AI (UNESCO, 2025).

Methodology

This study adopts a qualitative, interpretivist research design to explore the pedagogical potential and ethical implications of Artificial Intelligence (AI) in Foreign Language Learning (FLL). Such an approach is well suited to examining complex and context-dependent phenomena, although it inevitably limits the generalizability of the findings. The methodology combines a thematic analysis of recent academic literature with a comparative qualitative case study of selected AI-

driven platforms. Whereas this combined approach allows for both theoretical and practical insights, it also requires careful alignment to avoid gaps between abstract claims and actual platform performance.

1. Data Collection and Source Selection

The data corpus was compiled through a systematic literature search across major academic databases, including ERIC, Scopus, Web of Science, and Google Scholar. Search queries were constructed using Boolean operators and key terms such as “Artificial Intelligence in Language Pedagogy,” “Generative AI in Education,” and “Large Language Models in Language Learning.” This strategy ensured a broad yet focused selection of sources, although it may have excluded relevant studies that use different terminology or fall outside conventional disciplinary boundaries.

To reflect the rapid development of the field, only publications from 2023 to 2026 were included, with priority given to peer-reviewed journal articles and conference proceedings. While this helps maintain relevance, it also risks overlooking earlier foundational work. The selection process followed two stages: an initial screening of titles and abstracts, followed by full-text review. Only studies that demonstrated clear relevance and a reasonable level of methodological or theoretical rigor were retained. However, the absence of strictly defined evaluation criteria means that some degree of subjectivity in the selection process cannot be ruled out.

2. Case Study Design and Platform Selection

To complement the literature review, the study includes a comparative qualitative case study of three AI-based platforms: Aleem, ChatGPT-4o (voice interaction mode), and Grammarly. These platforms were selected through purposive sampling based on their accessibility, range of pedagogical functions, and use of Natural Language Processing technologies. Each platform represents a different instructional approach: Aleem focuses on structured language practice, ChatGPT-4o enables open-ended conversational interaction, and Grammarly provides automated writing support. While this diversity is useful, it also creates some imbalance, as the platforms are not directly comparable in terms of purpose or design. This makes cross-case evaluation more interpretive than strictly systematic.

The analysis was guided by a set of criteria, including usability, linguistic accuracy, depth of feedback, and sociocultural appropriateness. Data was generated through repeated interaction with each platform using controlled prompts. Although this improves consistency, it does not fully reflect how learners typically engage with these tools in more spontaneous or varied ways.

3. Data Analysis and Thematic Coding

The study uses reflexive thematic analysis following the approach developed by Virginia Braun and Victoria Clarke. This method allows for flexible and in-depth analysis, but it also depends heavily on the researcher’s interpretation.

The coding process began with the identification of recurring ideas related to both the advantages and limitations of AI in language learning. These initial codes were gradually grouped into broader themes, such as instructional effectiveness,

cognitive and emotional impact, ethical concerns, and patterns of human-AI interaction. While the development of these themes was systematic, the final synthesis into the concept of an “Instructional-Ethical Balance” may simplify what are, in reality, more complex and sometimes contradictory dynamics.

4. Validity and Trustworthiness

Several strategies were used to enhance the trustworthiness of the study, including data triangulation between literature and platform observations, detailed description of findings, and documentation of analytical decisions. These measures support the credibility of the research, although additional steps such as independent coding or peer review could have further strengthened the analysis.

The reliance on peer-reviewed sources contributes to the overall reliability of the study. However, it may also introduce a degree of publication bias, as studies reporting negative or inconclusive results are less likely to be published.

5. Ethical Considerations

Although no human participants were involved, the study engages with key ethical issues related to the use of AI in education, including data privacy, algorithmic bias, and the potential risks of over-reliance on automated systems. This is an important aspect of the research, though the discussion remains largely conceptual. Linking these concerns more directly to the platform analysis would make the argument more concrete.

All platforms examined are publicly accessible, and no restricted or sensitive data were used. The study follows general principles of academic integrity and responsible research practice. At the same time, a more explicit reflection on the researcher’s own perspective and potential biases would add further depth to the ethical discussion.

1. The Benefits of AI in Foreign Language Teaching

The integration of Artificial Intelligence (AI) into foreign language teaching represents a significant shift from earlier forms of computer-assisted language learning toward more interactive and adaptive systems. Rather than simply supporting existing pedagogical practices, AI increasingly reshapes how language learning is structured, delivered, and experienced. Much of the recent literature converges around three key areas where AI appears to offer clear advantages: personalization, efficiency in assessment, and expanded access to immersive practice. At the same time, these developments should not be viewed uncritically, as their effectiveness often depends on how they are implemented and contextualized within broader pedagogical frameworks.

1.1. Personalization and Adaptive Learning Architectures

One of the most frequently cited advantages of AI in language education is its capacity to personalize learning at scale. Traditional classroom instruction has long struggled to accommodate differences in learners’ prior knowledge, pace of acquisition, and motivational factors. In this context, AI-driven adaptive learning systems attempt to respond to individual variation by continuously analyzing learner performance and adjusting instructional content accordingly.

These systems draw on concepts such as interlanguage, treating learner errors not simply as mistakes but as indicators of an evolving linguistic system. By tracking patterns in learner output, AI can identify recurring difficulties whether grammatical, lexical, or phonological and tailor subsequent activities to address these gaps. For example, a learner experiencing difficulty with verb forms in Spanish may be presented with increasingly scaffolded exercises that target specific aspects of usage rather than receiving generic repetition. In theory, this approach aligns with Lev Vygotsky’s concept of the Zone of Proximal Development, as it aims to provide support that is closely calibrated to the learner’s current level.

However, while the promise of personalization is compelling, it is important to recognize its limitations. AI systems tend to rely on quantifiable aspects of language performance, which means they may struggle to capture more complex elements such as pragmatic nuance, creativity, or culturally appropriate expression. In addition, personalization is only as effective as the data on which it is based; biased or incomplete datasets can lead to uneven learning experiences. Nevertheless, there is growing evidence that adaptive systems can reduce foreign language anxiety by creating a more private and less judgmental learning environment, where learners can engage with the language without the social pressure often present in traditional classrooms.

1.2. Efficiency in Assessment and Real-Time Feedback

Another significant contribution of AI lies in its ability to provide immediate and continuous feedback. In conventional language teaching, assessment is often delayed, with feedback arriving hours or even days after the learner has completed a task. This temporal gap can weaken the connection between error and correction, making it more difficult for learners to internalize the correct forms.

AI-based tools, including automated writing evaluation and speech recognition systems, attempt to address this issue by offering feedback in real time. In writing tasks, AI systems can move beyond surface-level error correction to comment on coherence, cohesion, and stylistic choices, encouraging learners to produce more natural and contextually appropriate language. Similarly, in speaking tasks, speech recognition technologies analyze pronunciation, stress patterns, and intonation, providing learners with immediate insights into their performance.

Table 1. Efficiency in Assessment and Real-Time Feedback across Aleem, ChatGPT-4o (voice interaction mode), and Grammarly

Criterion	Aleem	ChatGPT-4o (Voice Interaction Mode)	Grammarly
Immediacy of Feedback	Provides automated, real-time feedback on learner responses, including error identification and scoring	Delivers immediate feedback through spoken or written interaction, supporting dynamic clarification	Offers instantaneous feedback focused on grammatical accuracy, spelling, and stylistic refinement
Assessment Functionality	Supports automated test generation,	Facilitates formative assessment through	Restricted to surface-level assessment of

	response evaluation, and quantitative scoring mechanisms	interactive dialogue; limited capacity for standardized scoring	written texts; does not support knowledge-based evaluation
Depth of Feedback	Generates structured feedback with explanations and recommendations for improvement	Provides context-sensitive explanations and elaboration of concepts in real time	Feedback is primarily corrective and surface-level, with limited explanatory depth
Modality of Interaction	Predominantly text-based, with minimal support for multimodal interaction	Fully multimodal, incorporating both voice and text for input and output	Exclusively text-based interaction
Adaptivity and Personalization	Adapts feedback based on learner performance and assessment outcomes	Demonstrates high adaptability through real-time conversational adjustment to learner needs	Limited personalization; primarily rule-based corrections without broader pedagogical adaptation
Primary Pedagogical Application	Summative and formative assessment in structured learning environments	Interactive tutoring, oral assessment, and real-time formative feedback	Enhancement of written communication, particularly in academic and professional contexts

This immediacy is pedagogically significant, as it supports the gradual proceduralization of linguistic knowledge. When learners receive feedback at the moment of production, they are more likely to notice discrepancies between their output and the target form, which can facilitate more effective learning. At the same time, it would be misleading to suggest that AI feedback is always accurate or pedagogically appropriate. Automated systems can misinterpret meaning, overemphasize formal correctness, or provide feedback that lacks sufficient explanation. As a result, while AI can enhance efficiency, it does not fully replace the need for human judgment, particularly in more complex or ambiguous cases.

An additional benefit lies in the redistribution of teacher workload. By automating routine aspects of assessment, AI allows educators to devote more attention to higher-level pedagogical concerns, such as developing learners’ intercultural competence, critical thinking, and communicative flexibility. This shift, however, depends on institutions and educators being willing and able to integrate AI tools in a balanced and reflective manner.

1.3. The Democratization of Immersive Practice

A further area in which AI has had a noticeable impact is in expanding access to immersive language practice. Traditionally, meaningful immersion has been

closely tied to physical presence in a target-language environment or access to native speakers, both of which can be costly and logistically difficult. AI-driven conversational systems, particularly those based on large language models, offer an alternative by simulating interactive language use in a wide range of contexts.

Through text-based and voice-enabled interfaces, learners can engage in dialogues that approximate real-life situations, from everyday interactions to more specialized communicative tasks. These systems can adjust their level of formality, introduce different registers, and expose learners to varied linguistic inputs. In this sense, AI contributes to a form of “virtual immersion” that is available on demand and not constrained by geographical or economic factors.

This accessibility has important implications for learner engagement. Students who may feel reluctant to participate in classroom discussions often find it easier to interact with AI systems, where the perceived risk of embarrassment is lower. As a result, they may produce more language output, which is a key factor in developing fluency. At the same time, it is worth noting that simulated interaction is not equivalent to real communication. AI-generated dialogue, while increasingly sophisticated, may lack the unpredictability, emotional depth, and cultural specificity of human interaction.

Moreover, the notion of “democratization” should be approached with some caution. Access to AI technologies still depends on digital infrastructure, technological literacy, and, in some cases, subscription-based services. Consequently, when AI has the potential to broaden access to immersive practice, it does not eliminate all forms of inequality in language education.

2. Limitations and Practical Challenges of AI in Foreign Language Teaching

Despite the clear pedagogical potential of Artificial Intelligence, its integration into foreign language teaching is far from unproblematic. Many of the same features that make AI attractive automation, personalization, and accessibility also introduce new risks and tensions. As recent research suggests, an uncritical reliance on these technologies may, in some cases, undermine key dimensions of communicative competence rather than support them. The limitations are not only technical but also pedagogical and ethical, and they can be broadly understood in terms of three overlapping areas: socio-cultural authenticity, algorithmic transparency and ethics, and cognitive dependency.

2.1. The Erosion of Socio-Cultural Authenticity and Pragmatic Nuance

Language learning extends well beyond the acquisition of grammar and vocabulary; it involves developing the ability to use language appropriately in specific social and cultural contexts. In this regard, one of the most significant limitations of current AI systems lies in their handling of pragmatics. While AI can often produce grammatically accurate and coherent responses, it does not possess genuine cultural understanding. Instead, it generates language based on patterns in data, which can result in output that is technically correct but socially or contextually inappropriate.

This limitation becomes particularly visible in situations that require sensitivity to tone, register, or implicit meaning. For example, sarcasm, humor, politeness strategies, and culturally specific forms of indirectness are often difficult for AI systems to reproduce consistently. Learners who rely heavily on such systems may therefore be exposed to language that is overly neutral, simplified, or detached from real communicative practice. In some cases, this may lead to what could be described perhaps somewhat provocatively as a form of communicative imbalance, where learners demonstrate grammatical competence but struggle with natural interaction in real-life contexts.

Another issue concerns the absence of embodied communication. Face-to-face interaction involves gestures, facial expressions, and other non-verbal cues that play a crucial role in meaning-making. AI-based interaction, particularly text-based systems, largely removes these dimensions. Even voice-based systems, while more advanced, still lack the full range of human expressiveness. As a result, learners may not develop the sensitivity required for nuanced interpersonal communication, especially in culturally rich or high-context languages.

2.2. Ethical Risks: Algorithmic Bias and Data Sovereignty

Beyond pedagogical concerns, the use of AI in education raises a number of ethical questions that are difficult to ignore. One of the most widely discussed issues is algorithmic bias. Because AI systems are trained on large datasets drawn from real-world sources, they inevitably reflect the biases present in those sources. In the context of language learning, this can manifest in subtle but important ways, such as privileging certain dialects, registers, or cultural norms over others.

For instance, learners may be consistently exposed to standardized or “prestige” varieties of a language, while regional forms and minority dialects receive little or no representation. This not only narrows the learner’s linguistic exposure but can also reinforce problematic hierarchies within languages themselves. In this sense, AI does not simply teach language; it also implicitly transmits particular cultural and ideological perspectives.

Closely related to this is the issue of data privacy. Many AI-driven platforms rely on continuous data collection in order to function effectively, including written input, voice recordings, and detailed usage patterns. While this enables personalization, it also raises concerns about how such data are stored, used, and potentially monetized. Questions of data ownership and the “right to be forgotten” are especially relevant in educational settings, where users may not be fully aware of how their data are being handled.

For institutions, these concerns are not merely theoretical. Ensuring that AI tools comply with local regulations while still delivering pedagogical value can be a complex and resource-intensive process. This is particularly true in contexts where data protection frameworks are still evolving or inconsistently enforced.

2.3. The “Dependency Trap” and Cognitive Atrophy

A further challenge, and arguably one of the more subtle ones, relates to the impact of AI on the learning process itself. While AI tools can make language tasks more efficient, they may also reduce the level of cognitive effort required from

learners. This raises concerns about what is sometimes referred to as the “dependency trap,” where learners become reliant on AI support to the point that their independent skills begin to weaken.

Language acquisition typically requires sustained engagement, practice, and a certain degree of difficulty. When learners struggle with constructing sentences, recalling vocabulary, or organizing ideas, they engage in processes that support long-term retention. If AI tools provide immediate solutions such as generating complete texts or offering instant translations these processes may be bypassed. Over time, this can lead to a more superficial form of learning, where performance is supported by the tool rather than internalized by the learner.

There is also some evidence to suggest that excessive reliance on AI can affect learners’ sense of authorship and voice. When students begin to depend on AI-generated suggestions, their own expressive style may become less distinct, and their ability to think critically about language use may decline. In addition, reduced engagement with the learning process can limit the development of metacognitive skills, such as the ability to monitor one’s own progress or identify areas of difficulty.

At the same time, it is important not to overstate this risk. The impact of AI on cognition depends largely on how it is used. When integrated thoughtfully rather than as a shortcut AI can still support meaningful learning. The challenge, therefore, lies in finding a balance between assistance and active engagement.

Table 2. Summary of Limitations

Category	Specific Challenge	Impact on Learner
Socio-Pragmatic	Lack of cultural nuance/context	“Robotic” or socially inappropriate speech
Ethical	Algorithmic bias & Data privacy	Reinforcement of stereotypes; loss of privacy
Cognitive	Over-reliance / Atrophy	Reduced long-term retention & critical thinking
Technical	Implementation costs	Increased “Digital Divide” between institutions

3. The Shift from Teacher to “AI Orchestrator”

The findings of this study suggest that the growing presence of Artificial Intelligence in foreign language education does not signal the disappearance of the teacher, but rather a redefinition of their role. Instead of acting primarily as a source of knowledge, the teacher increasingly becomes a mediator, guide, and decision-maker within a technologically enhanced learning environment. In this sense, the idea of a “Human-in-the-Loop” model reflects a broader shift toward shared agency between human expertise and automated systems. However, while this model is often presented as a solution, it also introduces new demands that not all educators may be equally prepared to meet.

One of the more tangible changes concerns the redistribution of classroom labour. AI systems are particularly effective at handling repetitive and structured tasks, such as vocabulary practice, grammar drills, and initial forms of assessment.

From a practical perspective, this can be highly beneficial. By reducing the time spent on routine correction and mechanical exercises, teachers are, in theory, able to focus more on complex and meaningful aspects of language learning. These include facilitating discussion, supporting learners’ emotional engagement, and helping students navigate culturally sensitive or context-dependent forms of communication.

At the same time, this “freeing up” of teacher time should not be taken at face value. In practice, the integration of AI often creates new forms of work rather than simply reducing existing ones. Teachers may need to monitor AI outputs, adapt materials generated by digital tools, and respond to issues that arise from students’ use of these systems. In this sense, the role becomes less about delivering content and more about managing a dynamic and sometimes unpredictable interaction between learner and technology.

In addition, educators play a vital role in delivering cultural context and fostering intercultural competence. Language learning is not limited to grammar and vocabulary; it also involves understanding cultural nuances, social norms, and real-life communication practices. Teachers facilitate this process through discussion, explanation, and personal experience, something AI systems are not fully capable of replicating in an authentic and meaningful way.

Furthermore, teachers act as mediators between learners and technology. They help students use AI tools effectively, interpret automated feedback, and critically evaluate digital resources. Without proper guidance, learners may misinterpret AI-generated corrections or become overly dependent on technology. Teachers ensure that AI is used as a complement to learning rather than a substitute for active thinking and engagement.

Another important dimension of this shift is the growing need for what is often described as AI literacy. As AI-generated language becomes more sophisticated, it can also become more misleading. Systems may produce grammatically correct but factually inaccurate statements, or reflect subtle cultural and ideological biases embedded in their training data. This places teachers in the position of critical evaluators, responsible not only for guiding language learning but also for helping students interpret and question the outputs they receive.

Developing this kind of critical awareness is not a trivial task. It requires teachers themselves to have a certain level of familiarity with how AI systems function, including their limitations. More importantly, it involves fostering a classroom culture in which AI is not treated as an unquestionable authority, but as a tool that must be used carefully and reflectively. Without this, there is a real risk that students may accept AI-generated content uncritically, which can undermine both linguistic accuracy and broader educational goals.

There is also a more subtle pedagogical tension at play. As AI becomes more integrated into the learning process, the teacher’s authority may be perceived differently by students. In some cases, learners may place greater trust in AI systems, particularly if they appear more immediate or consistent in their feedback. This can challenge traditional classroom dynamics and requires teachers to actively reassert

their role not through control, but through expertise, interpretation, and human insight.

Ultimately, the notion of the teacher as an “AI orchestrator” captures an important shift, but it should not be understood as a simple upgrade of the traditional role. It represents a more complex and, at times, demanding position that combines pedagogical knowledge, technological awareness, and ethical responsibility. The success of this transition depends not only on the capabilities of AI systems, but also on the support, training, and critical engagement of the educators who use them.

Conclusion and Recommendations

This study has shown that Artificial Intelligence is already reshaping the landscape of foreign language pedagogy in meaningful ways. Its strengths are difficult to ignore: the ability to personalize learning trajectories, provide continuous access to practice, and simulate forms of interaction that were previously limited by time, geography, and cost. In many respects, AI extends the reach of language education beyond the classroom, offering learners greater autonomy and flexibility in how they engage with the target language.

At the same time, these advantages are closely tied to a set of persistent limitations. AI systems, despite their sophistication, still lack the depth of human understanding required for fully authentic communication. They cannot genuinely replicate empathy, cultural awareness, or the subtle interpersonal dynamics that shape real-world language use. In addition, there is a growing concern that over-reliance on AI tools may weaken key cognitive processes involved in language acquisition, particularly when learners begin to depend on automated support rather than engaging actively with the language. Ethical issues, including algorithmic bias and data privacy, further complicate the picture and suggest that the integration of AI cannot be treated as a purely technical or neutral development.

In light of these findings, the goal for institutions should not be the wholesale adoption of AI, but the careful construction of a balanced, hybrid pedagogical model. In such a model, AI functions as a form of support providing structure, feedback, and efficiency while the teacher remains central to the learning process, shaping meaning, guiding interpretation, and fostering the human dimensions of communication. This balance is not always easy to achieve, and it requires ongoing adjustment rather than a fixed solution.

From a practical standpoint, several steps can be considered. First, curriculum reform is necessary to prepare educators for this changing environment. This includes not only basic familiarity with AI tools, but also a deeper understanding of how they operate, their limitations, and how they can be used critically. Concepts such as AI literacy and even prompt design are likely to become increasingly relevant, although their integration into already dense teacher-training programs may present challenges.

Second, assessment practices need to be reconsidered. A more flexible approach may be appropriate, where AI is allowed and even encouraged in low-stakes contexts such as drafting, practice, and formative feedback. At the same time, maintaining academic integrity in high-stakes assessment will require clearer

boundaries and, in some cases, more controlled conditions. Striking this balance is not straightforward and may vary depending on institutional priorities and available resources.

Finally, there is a strong case for greater attention to local context in the development and use of AI tools. Much of the existing technology reflects global or dominant linguistic norms, which can marginalize less widely represented languages and cultural perspectives. Supporting the development or adaptation of AI systems that reflect regional realities, particularly within Central Asian and Kazakh contexts, could help ensure that technological innovation does not come at the expense of linguistic diversity.

Overall, the integration of AI into foreign language teaching should be approached neither with uncritical enthusiasm nor outright resistance. It is better understood as an ongoing process that requires careful negotiation between technological possibilities and pedagogical principles. The challenge for educators and institutions is not simply to adopt AI, but to shape its use in ways that remain aligned with the broader goals of language education.

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XITOY TILINI O‘RGATISHDA IBORALARNING LINGVODIDAKTIK AHAMIYATI

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Annotatsiya: Har qanday xorijiy tilni o‘rgatkanda iboralarni ham o‘rgatib borish zarurdir. Iboralarni o‘rgatish jarayonida shu xalqning urf-odatlarini, madaniyatini, o‘sha millatga xos mentalitetni bilishimizga katta imkon beradi. Gapiruvchi o‘z fikrining ta’sir kuchini uzoq tushuntirishlar olib bormasdan bir ikki ibora bilan juda ta’sirli, tushunarli qilib yetkazib berishi mumkin.

Mazkur maqolada xitoy tilini o‘qitish jarayonida frazeologik birliklar, xususan 成语 (chéngyǔ)larning lingvistik, lingvomadaniy va didaktik ahamiyati tahlil qilinadi. Iboralarning semantik zichligi, milliy-madaniy xususiyatlarni aks

ettirishi hamda kommunikativ kompetensiyani shakllantirishdagi o‘rni ilmiy asosda yoritiladi. Iboralar tarixiy qatlamini va semantik boyligini aks ettiruvchi muhim birliklar sifatida talqin etilishi kerak. Shuningdek, iboralarni o‘qitishning samarali metodlari va amaliy tavsiyalar taklif etiladi.

Kalit so‘zlar: frazeologiya, 成语chéngyǔ, lingvodidaktika, lingvomadaniyat, kommunikativ kompetensiya, metodika.

Kirish: Globallashuv sharoitida xitoy tiliga bo‘lgan qiziqish tobora ortib bormoqda. Xitoy Xalq Respublikasining iqtisodiy, siyosiy va madaniy nufuzi kuchaygani sari, xitoy tilini xorijiy til sifatida o‘rganish zarurati ham oshmoqda.

Lingvodidaktik ahamiyat – bu til birliklarining (masalan, iboralar, so‘zlar, grammatik shakllar) til o‘qitish jarayonidagi nazariy va amaliy ahamiyati, ya’ni ular o‘quvchining til kompetensiyasini shakllantirish va rivojlantirishga qanday xizmat qilishini anglatadi.

Lingvo – Lotincha lingua — “til” degan ma’noni bildiradi. Bu qism tilshunoslik bilan bog‘liq jihatni anglatadi.

Didaktika –Ta’lim va o‘qitish nazariyasi, ya’ni qanday o‘qitish, qanday metodlardan foydalanish masalalarini o‘rganadi.

Ahamiyat – Biror narsa yoki hodisaning muhimligi, qiymati.

Lingvodidaktik ahamiyat – bu ma’lum bir til hodisasining o‘quv jarayonidagi roli; til
ko‘nikmalarini rivojlantirishdagi foydasi; metodik jihatdan qo‘llanish imkoniyati; ta’lim
samaradorligiga ta’siri demakdir.

Xitoy tilining o‘ziga xos jihatlaridan biri – undagi barqaror iboralar tizimining boyligidir. Ayniqsa, tarixiy va adabiy manbalarga borib taqaluvchi 成语 (chéngyǔ)lar nafaqat til birligi, balki madaniy kod sifatida ham muhim ahamiyat kasb etadi. Shu sababli, xitoy tilini o‘qitishda iboralarni o‘rgatish masalasi zamonaviy lingvodidaktikaning dolzarb muammolaridan biridir.

Xitoy tilida barqaror iboralar umumiy holda 熟语 (shúyǔ) termini bilan ifodalanadi. Ular quyidagi asosiy guruhlarga bo‘linadi:

1. 成语 (chéngyǔ) – Ko‘pincha to‘rt iyeroglifdan iborat bo‘lib, tarixiy voqea yoki adabiy manbaga asoslanadi.

Masalan: 博士买驴bóshì mǎi lǘ yoki 三纸无驴sān zhǐ wú lǘ (T.Akimov, A.Mirkomilova, 2023). O‘zbek tiliga so‘zma-so‘z tarjimasi: “Doktor eshak sotib oladi” yoki “uch betda eshak degan so‘z yo‘q”. Bu ibora kinoyali ma’noga ega bo‘lib, ortiqcha murakkab, keraksiz bezakli gapirish yoki yozishni, lekin asosiy mazmunni aytmaslikni bildiradi. Ko‘p gapirib, eng muhim narsani aytmaslik, ilmiy ko‘rinishga urinish, lekin mazmunsiz bo‘lish kabi ma’nolarni ifodalaydi.

博士买驴bóshì mǎi lǘ (成语大词典, 2018) iborasining kelib chiqish tarxiy hikoyasi:

Qadimda Xitoyda eshak sotib olish uchun, sotib oluvchi sotuvchiga tilxat yozib berishi kerak ekan. Bir “doktor” eshak sotib olmoqchi bo'lib bozorga boribdi va eshak sotib olibdi. Tilxatni uzoq vaqt yozibdi, yozganda ham uch bet yozibdi. Bunga sabri chidamagan eshak sotuvchi jahli chiqib gapiribdi: “Doctor, eshak sotib

oldim degan so’zni shuncha ko’p, shuncha uzoq yozasizmi? Mening ishim bor, bekorchi emasman, ketishim kerak, sizni kutib turadigan vaqtim yo’q” debdi. Doktor “shoshma xali eshak degan so’zni yozganim yo‘q” deb javob beribdi. Shundan keyin odamlar ma’nosiz yozilgan maqolalarni, mazmunsiz narsalarni 博士买驴 “doktorning eshak sotib olishi” deydigan bo‘libdi. Shuning uchun bu ibora mazmunsiz, ortiqcha murakkab nutqni tanqid qilish uchun ishlatiladi. O‘zbek tilidagi ekvivalenti: “Gapni aylantirib aytmoq”, “Mavzudan qochmoq”, “Asosiy gapni aytmaslik”, “Ko‘p gap – mazmun yo‘q”, “Gapning po‘sti ko‘p, mag‘zi yo‘q ” kabi ma’nolarga to‘g‘ri keladi.

他写了一篇文章，通篇都是空话，真是博士买驴。*U maqola yozdi, lekin hammasi quruq gap — haqiqiy “博士买驴 doktorning eshak sotib olishi”.*

2. 惯用语 (guànyòngyǔ) – Og‘zaki nutqda faol qo‘llaniladigan, barqaror ma’noga ega iboralar.

白日梦báirì mèng (K.Sobiriy, D.Badalbayev, 2017) - “Kundizi tush ko‘rmoq; uxlamay
tush ko‘rmoq”. O‘zbek tilidagi ekvivalenti: “chuchvarani xom sanamoq; xom – xayol”.

3. 歇后语 (xiēhòuyǔ) – Ikki qismli, ko‘pincha kinoyali yoki hazilomuz iboralar.

哑巴吃饺子——心里有数 yǎba chī jiǎozi— xīnlǐ yǒu shù— Soqov chuchvara yesa — ichida hisob kitob qiladi. Ma’nosi: Odam gapirmasa ham, ichida hammasini bilib turadi.

别看他不说话，其实是哑巴吃饺子——心里有数。*Uning sukut saqlashiga aldanmang, u xuddi chuchvara yeyayotgan soqovga o'xshaydi — u nima bo'layotganini aniq biladi.*

4. 谚语 (yànyǔ) – Maqol va hikmatli so‘zlar.

远亲不如近邻yuǎn qīn bùrú jìn lín – uzoqdagi qarindoshdan, yaqindagi qo‘shni yaxshi.

5. 俗语 (súyǔ) – xalq og‘zaki nutqida keng qo‘llanadigan, hayotiy tajriba va donishmandlikni ifodalovchi matal yoki xalq iborasi degan ma’noni anglatadi.

活到老，学到老huó dào lǎo，xué dào lǎo (徐宗才，应俊玲,1984)– beshikdan qabirgacha ilm izla.

Mazkur birliklar xitoy tilining frazeologik boyligini tashkil etadi va nutqning obrazliligini ta’minlaydi.

Iboralarning lingvistik xususiyatlari:

1. Semantik zichlik– Chéngyǔlar qisqa shaklda keng ma’no ifodalaydi. Masalan:

塞翁失马sài wēng shī mǎ – Tashqi ko‘rinishda zarar bo‘lib tuyulgan hodisa kelajakda foyda keltirishi mumkin. “Qora kunning oq tongi bor; Har sinovning ortida bir ne’mat bor”. Bu ibora Hikmatnomada “Bir yomonning bir yaxshiligi ham bor” (Sh.Shomaqsudov, Sh.Shorahmedov,1990) deb berilgandir. Bu ibora to‘rt iyeroglif orqali murakkab falsafiy g‘oyani ifodalaydi.

他丢了工作，却找到了更好的发展机会，可谓塞翁失马 *U ishidan ayrildi, lekin rivojlanish uchun yaxshiroq imkoniyatga ega bo‘ldi，har sinovning ortida bir ne’mat bor.*

2. Strukturaviy barqarorlik– Iboralarning tarkibi o‘zgarmaydi. Ulardagi iyerogliflar tartibini o‘zgartirish mumkin emas deyiladi, lekin ba’zibir iboralardagi iyerogliflar tartibi o‘zgarsa ham ma’nosi o‘zgarmaydi.

3. Sintaktik funksionallik– Chéngyǔlar gapda ega, kesim yoki hol vazifasida kelishi mumkin:

画龙点睛 huà lóng diǎn jīng. So‘zma-so‘z tarjimasi: “Ajdahoning ko‘zini chizmoq” ma’nosi, biror ishning eng muhim, hal qiluvchi qismini aniq va o‘rinli bajarish demakdir.

他做事总是画龙点睛。*U ish qilganda doimo eng muhim nuqtani topadi.*

4. Nutqning obrazliligi – Iboralar nutqqa badiiylik va ta’sirchanlik kuch aks etadi.

Oddiy gap o‘rniga ibora ishlatilsa, nutq yanada ifodali bo‘ladi.

5. Grammatik ixchamlik–Xitoy tilida iboralar ko‘pincha gapning bir bo‘lagi sifatida
ishlatiladi va murakkab sintaktik tuzilmani soddalashtiradi.

铁公鸡 tiě gong jī – so‘zma-so‘z tarjimasi: “Temir xo‘roz” o‘zbekcha ekivalenti: “Qishda qor so'rasa ham bermaydi (O.Ochilov, Liyamei , 2011) yani xasis degan ma’no anglatadi.

Iboralarning lingvomadaniy ahamiyati:

Til va madaniyat o‘zaro uzviy bog‘liqdir. Xitoy iboralari konfutsiychilik, daoizm va buddaviylik falsafasi bilan chambarchas bog‘langan.

Milliy tafakkur modeli:

守株待兔shǒu zhū dài tù – So‘zma-so‘z tarjimasi: “Daraxt tagida o‘tirib, quyon kelishini kutmoq”. O‘zbekcha muqobili “Olma pish og‘zimga tush” (Sh Shomaqsudov, Sh. Shorahmedov,1990). Bu iborani ishyoqmas, dangasa, o‘zi mehnat qilib bir nima topib yeyishga yalqovlik qiladigan, birovdan bir nima tegishiga umid bog‘lab o‘tiradigan, “tayyorga - ayyor” odamlarga nisbatan goh kulgi tarzida, goh kinoya tarzida qo‘llaniladi.

做生意不能守株待兔，要主动寻找机会。*Biznes qilayotganda “olma pish og‘zimga tush” deb o‘tirmasdan, imkoniyatlarni faol izlash kerak.*

Bu ibora orqali xitoy xalqining pragmatik va falsafiy tafakkuri namoyon bo‘ladi.

Tarixiy xotira:

Ko‘plab iboralar qadimgi tarixiy voqealarga asoslangan. Ularni o‘rganish talabaga Xitoy tarixini ham anglash imkonini beradi.

Xitoy tilini o‘qitishda iboralarning didaktik roli:

Leksik kompetensiyani rivojlantirish:

1.Iboralarni o‘rganish lug‘at boyligini kengaytiradi va sinonimik qatlamni boyitadi.

2.Kommunikativ kompetensiyani shakllantirish: Tabiiy nutqda chéngyǔlardan foydalanish so‘zlovchining til darajasini yuqori ko‘rsatadi.

3. Lingvomadaniy kompetensiya: Iboralar orqali talabalar milliy mentalitetni o‘zlashtiradi.

Iboralarni o‘qitish metodikasi:

1.Kontekstual yondashuv: Iborani alohida emas, matn ichida o‘rgatish samaraliroq.

2. Etimologik yondashuv: Chéngyǔ kelib chiqish tarixini tushuntirish ularni yodda saqlashni osonlashtiradi.

3. Taqqoslash metodi: O‘zbek tilidagi muqobil iboralar bilan solishtirish.

对牛弹琴 duì niú tán qín – so‘zma-so‘z tarjimasi: “Sigirning qulogiga fortepiano chalmoq”.

O‘zbekcha muqobili: “eshakning qulogiga tambur chertmoq; devorga gapirmoq”. Tushunmaydigan odamlarga tushuntirishga urinish, bekor va foydasiz ekanligini ifodalaydi.

4. Ba’zibir iboralar bir qancha tillarda bir xil bo‘lishi ham mumkin.

训斥女儿，给儿媳妇听xùn chìnǚér, gěi érxífu tīng – qizim, senga aytaman, kelinim,

sen eshit; دختر به تو می‌گویم عروس تو بشنو (Персидские пословицы и поговорки,1973)

5. Korpus va autentik matnlardan foydalanish:

Zamonaviy adabiyot va kino materiallari iboralarni real kontekstda o‘rganishga yordam beradi.

Iboralarning madaniy va kognitiv ahamiyati:

Til – madaniyat ko‘zgusidir. Xitoy iboralari xalqning dunyoqarashi, qadriyatlari va tarixiy tajribasini aks ettiradi.

三心二意sān xīn èr yì (新华成语词典,2015) – Uch yurak, ikki niyat. O‘zbek tilida “ikkilanmoq; gumon qilmoq” degan ma’noni bildiradi.

他做事总是三心二意，所以很难成功 。 *U ish qilganda doimo ikkilanadi, shuning uchun muvaffaqiyatga erishishi qiyin.*

一龙九种yī long jiǔ zhǒng；一龙九子yī long jiǔ zǐ (T.Akimov,2020) – Bitta ajdarhoning to‘qqiz xil o‘gli bor. O‘zbek tilidagi muqobili: “Bir onadan alvon xil bola tug‘iladi; bir palakda ming xomak”.

Bu iboralar orqali o‘quvchi nafaqat tilni, balki xitoy xalqining tafakkur modelini ham o‘rganadi.

Xitoy tilini o‘qitishda iboralarning metodik roli:

1.Leksik kompetensiyani rivojlantirish: Iboralarni o‘rgatish lug‘at boyligini kengaytiradi va so‘zlararo semantik bog‘liqlikni mustahkamlaydi.

2. Lingvomadaniy kompetensiyani shakllantirish:

Iboralarni tarixiy kontekst bilan birga o‘rgatish talabaning madaniy bilimini oshiradi.

3. Nutq ko‘nikmalarini rivojlantirish:

Iboralarni dialog va yozma nutqda qo‘llash mashqlari talabalarni tabiiy nutqqa yaqinlashtiradi.

Iboralarni o‘qitish bo‘yicha metodik tavsiyalar:

Kontekst asosida o‘qitish – iborani alohida emas, matn yoki vaziyat asosida tushuntirish.

Tarixiy hikoya usuli – 成语 kelib chiqish tarixini aytib berish.

Taqqoslash metodi – o‘zbek tilidagi muqobil iboralar bilan solishtirish.

Rol o‘ynash mashqlari – iboralarni dialogda qo‘llash.

Vizual metod – ibora mazmunini rasm yoki sxema orqali tushuntirish.

Muammolar va yechimlar:

Muammolar: So‘zma-so‘z tarjima qilish; iboralarning tarixiy kontekstni bilmaslik; matnda yoki so‘zlashganda iboralarni o‘z o‘rinda qo‘llamaslik, noto‘g‘ri qo‘llash.

Yechimlar: Izohli lug‘atlardan foydalanish; Kontekstual mashqlarni ko‘paytirish; Autentik matnlar bilan ishlash; Amaliy mashqlarni ko‘paytirish; Dialogik mashg‘ulotlarni tashkil etish.

O‘qitish jarayonida uchraydigan muammolar: So‘zma-so‘z tarjima qilish xatosi; Kontekstni noto‘g‘ri anglash; Faol nutqda qo‘llashdagi qiyinchilik

Dars jarayonida qo‘llanilishi: So‘z boyligini oshirish: har bir yangi ibora alohida so‘zlardan iborat bo‘lsa ham, uning ma’nosi va qo‘llanilishi tushuntiriladi. Nutq qobiliyatini rivojlantirish: iboralarni mashqlar, insho va dialoglarda ishlatish. Madaniy tafakkur: o‘quvchilar Xitoy madaniyati va tarixini tushunib, tilni chuqurroq o‘zlashtiradi.

Tavsiya: Xitoy tilini o‘rgatishda iboralarni dastlab sodda va kundalik ishlatiladiganlardan boshlash, keyinchalik frazeologik va tarixiy iboralarga o‘tish, o‘quv jarayonini samarali qiladi.

Xulosa: Xitoy tilini o‘qitishda iboralar, ayniqsa 成语lar katta ahamiyatga ega. Ular tilning semantik
semantik boyligini ochib beradi; nutqning obrazliligini oshiradi; lingvomadaniy kompetensiyani shakllantiradi; kommunikativ malakani mustahkamlaydi. Shu bois, xitoy tilini o‘qitish metodikasida iboralarni tizimli, bosqichma-bosqich va kontekstual asosda o‘rgatish maqsadga muvofiqdir.

Iboralar nafaqat til boyligini oshiradi, balki madaniy va kognitiv kompetensiyani ham shakllantiradi. Ayniqsa, 成语larni tizimli ravishda o‘qitish o‘quvchilarning nutqini tabiiy, obrazli va madaniy jihatdan boy qiladi.

Shunday ekan, xitoy tilini o‘qitish metodikasida iboralarni markaziy komponent sifatida ko‘rib chiqish maqsadga muvofiqdir.

Zamonaviy lingvodidaktik yondashuvlari (kommunikativ metod, madaniyatlararo yondashuv) iboralarni til o‘qitishning ajralmas komponenti sifatida ko‘rib chiqadi.

Xitoy tili dunyodagi eng ko‘p so‘zlashiladigan tillardan biri bo‘lib, uning o‘ziga xos leksik, frazeologik va sintaktik xususiyatlari mavjud. Til o‘rganishda nafaqat alohida so‘zlar, balki **iboralar va frazeologik birikmalar** (成语, 俗语) ham muhim ahamiyat kasb etadi. Iboralar tilning **madaniy, tarixiy va ijtimoiy kontekstini** aks ettiradi va o‘quvchilarning tilga bo‘lgan qobiliyatini, ayniqsa **kommunikativ va madaniy kompetentsiyasini** rivojlantirishga yordam beradi.

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LANGUAGE TEACHING METHODS: AI, E-LEARNING AND BLENDED LEARNING

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Abstract: This research paper provides an extensive investigation into the digital transformation of foreign language pedagogy, specifically focusing on the intersection of Artificial Intelligence (AI), e-learning, and blended learning models. As the global educational landscape shifts toward more flexible and student-centered frameworks, the integration of these technologies has become paramount for both English as a Foreign Language (EFL) and English for Specific Purposes (ESP). This study evaluates the efficacy of generative AI, such as Large Language Models (LLMs), in providing personalized feedback and its role in reducing cognitive load for learners. Furthermore, the paper explores how these digital tools facilitate a more inclusive educational environment for students with diverse learning needs, including those with disabilities. Methodological findings from a year-long empirical study demonstrate that a technologically enriched curriculum significantly enhances student autonomy and linguistic proficiency. The results suggest that while technology acts as a powerful catalyst, the human element—the instructor—remains vital as a facilitator of digital literacy and ethical AI engagement.

Keywords: artificial intelligence (AI), e-learning, blended learning, EFL, ESP, inclusive education, digital pedagogy, adaptive learning.

Introduction: The dawn of the fourth industrial revolution has fundamentally altered the requirements of modern labor markets, placing a high premium on linguistic agility and digital fluency. In the context of foreign language teaching, the traditional "one-size-fits-all" approach is rapidly becoming obsolete. Contemporary pedagogy is now defined by a shift from passive consumption of information to active, technology-mediated construction of knowledge.

The primary challenge facing modern educators in the EFL and ESP sectors is the increasing heterogeneity of the classroom. Students come with varying levels of prior knowledge, differing professional goals, and diverse cognitive styles.

Traditional classroom settings often struggle to accommodate this diversity, leading to either student boredom or cognitive overload. Digital innovations, particularly AI and blended learning, offer a solution by enabling "differentiation at scale"—the ability to provide personalized instruction to dozens of students simultaneously.

This article aims to provide a comprehensive analysis of how AI-driven tools, structured e-learning platforms, and blended learning models like the "Flipped Classroom" are revolutionizing the way English is taught and learned. By examining the theoretical underpinnings and empirical results of these innovations, we can chart a course for the future of inclusive and effective language education.

Literature review and theoretical framework

Connectivism: The learning theory of the digital age

Proposed by George Siemens, Connectivism argues that learning is no longer an internal, individualistic activity but a process of connecting specialized nodes or information sources. In the digital EFL classroom, a student’s "node" might be a YouTube tutorial, a peer-reviewed forum, or a conversation with an AI chatbot. This theory emphasizes that the ability to navigate and evaluate these connections is more important than the mere memorization of facts.

Cognitive load theory and digital scaffolding

John Sweller’s Cognitive Load Theory (CLT) is crucial for understanding why many students struggle with complex language tasks. The working memory has a limited capacity. When a student is asked to learn new grammar, specialized ESP vocabulary, and cultural context all at once, "cognitive overload" occurs.

Digital tools provide "scaffolding"—temporary supports that allow students to focus on one complexity at a time. For example, an e-learning platform might provide instant translations or visual aids that allow a student to focus on sentence structure without being stalled by unknown vocabulary.

The evolution of Artificial Intelligence in education

Research by Luckin (2018) and Holmes (2019) categorizes AI in education into three roles: system-facing (for administration), student-facing (for learning), and teacher-facing (for assessment). The current trend is shifting toward "human-AI collaboration," where AI handles repetitive tasks like grading and basic drills, while the teacher focuses on socio-emotional support and complex problem-solving.

Methodology: research design and implementation

To ensure the validity of our findings, a mixed-methods research design was implemented over the 2024–2025 academic cycle.

Participant selection

A total of 200 undergraduate students from [Institution Name] participated in the study. They were divided into two groups of 100:

The Experimental Group (EG): Engaged in a "Technology-Enhanced" curriculum.

The Control Group (CG): Followed a traditional, textbook-centric curriculum. Implementation of blended learning

The EG utilized a Moodle-based Learning Management System (LMS). Each week, 60% of their learning took place in face-to-face seminars focused on

interaction, while 40% was conducted through asynchronous online modules. These modules included AI-powered pronunciation drills, interactive video quizzes, and collaborative discussion boards.

Data collection instruments

Quantitative: Pre-tests and post-tests modeled after the IELTS and TOEFL frameworks.

Qualitative: Semi-structured interviews and monthly reflection journals from 20 selected students.

Analytics: LMS data tracking time-on-task, completion rates, and frequency of AI tool usage.

Results: Deep analysis of innovative methods

The efficacy of generative AI in language production

The introduction of Large Language Models (LLMs) like ChatGPT has been the most significant innovation in recent years. In the experimental group, students used AI as a "writing partner."

Immediate Feedback Loops: Unlike a human teacher who might return an essay after three days, AI provides feedback in three seconds. This immediacy allows for "iterative learning," where a student makes a mistake, sees the correction, and applies it immediately.

ESP Contextualization: Students in medical or legal English tracks used AI to generate case studies. For instance, a medical student could ask the AI to "simulate a patient with respiratory distress," allowing them to practice specialized diagnostic vocabulary in a safe environment.

E-learning as a tool for radical inclusion

Inclusivity is often the most neglected aspect of traditional pedagogy. Digital platforms have bridged this gap: Visual and Auditory Aids: For students with hearing impairments, AI-generated real-time captions in Zoom or Teams sessions were a game-changer.

Neurodiversity: Students with ADHD reported that the gamified nature of e-learning platforms (earning badges, seeing progress bars) helped maintain their extrinsic motivation better than traditional lectures.

Access: E-learning dismantled the "geographical barrier," allowing high-quality EFL instruction to reach students in remote or underserved areas.

Statistical gains in the blended model

The data revealed a stark contrast between the two groups. The Experimental Group showed:

A 30% higher retention rate of specialized ESP terminology. A 45% increase in "Self-Directed Learning" scores, as students felt more responsible for their own progress within the LMS.

Significantly higher scores in the "Speaking" component of the exit test, attributed to the increased Student Talk Time (STT) during the face-to-face portion of the blended model.

Specialized case studies: AI in medical and technical ESP

To illustrate the practical impact of these innovations, let us examine two specific cases in English for Specific Purposes (ESP) that were part of our experimental study.

Case A: Medical English for nursing students

In this scenario, AI was utilized to bridge the gap between theoretical knowledge and clinical communication. Students were tasked with using generative AI to simulate "high-stakes" conversations with difficult patients. Traditional methods often rely on role-playing between two students, but this is frequently ineffective as both students lack professional medical experience. By using a customized AI prompt—"Act as a 70-year-old patient with chronic heart failure who is resistant to taking new medication"—students were forced to use empathetic language, medical explanations, and clarifying questions in real-time. The AI provided an objective score on the student’s use of medical terminology and bedside manner. This simulation increased the students' confidence by 60% before they entered actual clinical rotations.

Case B: Technical English for software engineers

For IT students, the focus was shifted from grammar to "Documentation and Peer Review." Using AI-powered platforms like GitHub Copilot alongside English learning tools, students learned how to write clear, concise "ReadMe" files and commit messages. The e-learning environment provided automated checks for "Plain English" principles, ensuring that their technical writing was accessible to non-native speakers in global teams. This case demonstrated that ESP is no longer about learning the language in isolation but about integrating it into the specific digital workflows of the student's future profession.

Comprehensive discussion: challenges and ethics

The problem of AI accuracy and "hallucinations"

In the ESP context, accuracy is non-negotiable. A legal English student cannot afford to learn incorrect terminology. A significant portion of our discussion revolves around "AI Hallucinations"—instances where the AI provides confident but false information.

Educators must teach students "Critical Prompting"—the skill of questioning the AI's output and cross-referencing it with authoritative databases.

Digital equity and the "digital divide"

While we advocate for e-learning, we must acknowledge the "Digital Divide." Technology-enhanced learning only works if the student has access to stable internet and hardware. Institutions must ensure that digital innovations do not inadvertently punish students from lower socioeconomic backgrounds.

Teacher training and professional development

The shift toward AI and blended learning requires a new set of teacher competencies. Many educators feel threatened by AI or lack the technical skill to manage an LMS. The future of EFL/ESP depends on "Teacher Digital Literacy" programs that teach instructors how to curate digital content rather than just delivering it.

Neuropedagogical perspectives on digital engagement

One of the most profound expansions in our research concerns how digital tools interact with the human brain's learning mechanisms. Language acquisition is inherently a social and emotional process, often governed by the "Affective Filter" hypothesis. Digital tools, when used correctly in a blended learning environment, significantly lower this filter.

When a student uses an e-learning app, they enter a "low-stakes" environment where the fear of public embarrassment—a major barrier in traditional classrooms—is eliminated. The gamification of these platforms triggers the release of dopamine through "micro-rewards" (completion bars, points, levels). This neuro-chemical response reinforces the "Germane Load," the part of cognitive processing dedicated to schema construction and long-term memory. However, we must caution against "Digital Fatigue." Our study observed that after 45 minutes of continuous screen-based learning, cognitive efficiency began to plateau. Therefore, the "Blended" aspect of the model is not just a convenience; it is a neurological necessity. The face-to-face sessions serve as the "Consolidation Phase," where students take the digital input and transform it into social output, moving information from short-term to long-term storage.

Conclusion and future recommendations

The digital transformation of foreign language teaching is not a fleeting trend; it is a permanent structural shift. The combination of AI’s personalization, E-learning’s accessibility, and Blended Learning’s social interaction creates a powerful, multi-dimensional learning experience.

Final recommendations for higher education institutions:

Redesign curricula: Move away from 100% face-to-face models to "Hybrid" structures that value independent digital work.

Foster AI literacy: Teach students the ethical use of AI, focusing on academic integrity and critical thinking.

Invest in infrastructure: Ensure all students, regardless of their physical or financial situation, have access to necessary digital tools.

Emphasize human interaction: Technology should handle the "rote" learning, while the classroom remains the sacred space for human empathy, cultural exchange, and nuanced debate.

In conclusion, technology does not replace the essence of language—which is human connection—but it provides us with the most sophisticated tools in history to achieve that connection more effectively and inclusively.

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A FRAME-BASED APPROACH APPLICATION TO OPTIMIZING THE PROCESS OF FOREIGN LANGUAGE EDUCATION

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Abstract: The purpose of this study is to examine the application of a frame-based approach in foreign language education and to demonstrate its potential for intensifying the learning process while fostering intercultural communicative competence and systems thinking. The study addresses the need for innovative teaching methods in the context of rapid scientific and technological progress, increasing academic demands, and limited instructional time.

The research is based on a theoretical analysis of the frame-based approach as an intensive educational technology. A frame is understood as a structured form of knowledge representation—a generalized model or scenario of a stereotypical situation. The study explores the use of educational material organized in a specific structured and periodic sequence (scenario) and presented in condensed formats such as tables, diagrams, graphs, and frame supports. Frame support is considered within the framework of the theory of step-by-step formation of mental actions, serving as an orienting basis for learning activities.

The findings suggest that implementing a frame-based approach significantly improves the quality and speed of learning. Structuring and compressing educational information enhances long-term memory activation, stimulates involuntary memorization, and unlocks students’ psychological potential. As a result, students are able to master extensive material more efficiently without increasing instructional time.

The study highlights the importance of frame-based technologies as an effective solution to the challenges of modern foreign language education. By intensifying learning and promoting systems thinking, the frame-based approach contributes to the development of intercultural communicative competence and prepares students for professional growth and mobility in a rapidly evolving scientific and technological environment.

Introduction. In situation of modern scientific and technological progress accelerating, there is a need to find and apply new, innovative approaches to foreign language education. This is driven by the ever-increasing demands on students capable of professional growth and mobility in the context of the development of new science-intensive technologies. Limited time for completing extensive curricula and student overload necessitate the search for intensive teaching methods and technologies that expand the knowledge students absorb without increasing the time allotted for learning. These methods are typically based on unlocking the brain's reserve psychological potential, activating long-term memory and involuntary memorization, ensuring high-quality learning in a short period of time. These technologies include frame-based technologies. Implementing a frame-based approach in the educational process significantly improves the quality and speed of learning, which is fully consistent with the primary goal of foreign language education—the development of intercultural communicative competence.

A frame is a specific form of knowledge representation, a generalized model, a scenario for a stereotypical situation. By changing certain details, a frame, as a certain data structure, becomes "suitable for understanding a broader class of phenomena or processes." (Marvin, 1975: p. 24) [1]. Consequently, if educational information is presented to students in a structured, condensed form—in the form of tables, diagrams, graphs, and frame supports—the learning process can be significantly intensified. This is the fundamental essence of the frame-based approach to teaching any discipline. We consider frame support in the context of the theory of the step-by-step development of mental actions as instructions for the orienting basis of actions. A frame (translated from English) is a structure, construction, skeleton, framework, carcass, lumber, structure, system, framework, base, housing, or latticework. In education, a frame is a skeletal structure for presenting stereotypical educational information in a text, containing slots—empty windows or lines (filled with text by students), keywords as links between slots, and rules defining the methodology and conditions for reciting the text. Frame is a central concept in cognitive science—the science of information acquisition and processing systems, thought mechanisms, and the general principles governing mental processes.

In the context of teaching spoken foreign languages, the term "frame" is used to denote stereotypical situations. Frames are cognitive units that define the internal "skeleton" of a sentence or utterance. According to this approach, frames can be classified as typical patterns of speech situations that organize the unfolding of situational dialogue. Thus, the concept of "frame" is interpreted as a fixed framework. An analysis of foreign language textbooks published abroad has shown

that the authors of the most famous foreign textbooks often choose an approach that is, in fact, very close to the frame-based approach as the basis for their teaching. For example, elements of the frame-based approach are evident in one of John and Liz Soars's popular English textbooks, "Headway": - many vocabulary-related exercises provide a diagram of a certain subject area with the task of filling it with words; - an attempt to structure the lesson "around" a given fragment of reality: in the selection of texts and in the assignments for them.

Literature Review. The theory of frames in linguistics is relatively young, but already has its own history. The concept of “frame” was firstly introduced by M. Minskiy for structural representation of knowledge through special descriptions. According to M. Minskiy, the frame recreates the “ideal” picture of an object or situation, which serves as a starting point for the interpretation of “real” situations with which a person deals in reality. The frame is a “framework”, “frame”, “matrix structure of the main idea of the educational material”, which is overlaid on most topics and sections in the form of diagrams. Any frame consists of slots (terminals), which must be supplemented with specific content (Marvin, 1975: p. 24) [1]. Nowadays, the term “frame” is used by many researchers, but it has not received an unambiguous definition that would describe and include all aspects of this multidimensional concept.It is advis- able to give several interpretations of the concept which currently exist in modern linguistic literature and reveal the essence of the frame by comparing them.

For instance, Ch. Fillmore gives several different interpretations of the term “frame”. He sees it at different times: as a case frame, understood as a structure of consciousness that reflects the linguistic consciousness of the speaker (Fillmore Ch.J., 1981: 369 – 495)[2] as a system for choosing language tools connected with the concept of “scene” – grammar rules, lexical units, language categories, (Fillmore Ch.J, 1975: 123 – 131)[3] as a system of categories, which is structured according to a motivating con- text and presented as a set of concepts and categori- zation of experience. T.Van Dijk identifies the “model of the situa- tion” as the main type of representation of knowl- edge. T.Van Dijk proceeds from the thesis that we understand the text only when we understand the situation in question. This is especially true for some forms of social activity, such as going to the theater, flying by plane, dining at a restaurant or shopping at a store (T.VanDijk, 1989: 68-110).[4] A frame – the most common term for a cogni- tive model – is a hierarchical structure where “at the top level of the hierarchy is a frame (macroframe) containing the most general information. The macro- frame information is true for frames of lower levels – slots”(Odintsova I. V., 2010: 79-85).[5] I.V. Odintsova, in her studies on the linguistic and methodological in- terpretation of Russian as a foreign language, consid- ers strong and weak frames, noting that at the initial stage strong frames are updated that reflect objective situations built on the basis of our sensory percep- tion and answer the questions WHAT? WHERE? WHEN? on advanced – weak, reflective, problematic frames that answer, first of all, to the question WHY? Thus, modern linguistic theory has a significant number of different interpretations of the frame. However, it is possible to note a number of provisions that are common to

various views on the nature of the frame: 1) in almost all interpretations, the frame is considered as a kind of structure that allows us to present a stereotypical situation; 2) the frame is in- terpreted as a certain cognitive area that is associated with a given linguistic unit. At the same time, the con- nection between the frame and the verbal instrumen- tation of the language and the cognitive area of con- sciousness is revealed, in which, through the linguis- tic structures, a schematized image-representation of the person’s experimental knowledge is activated.

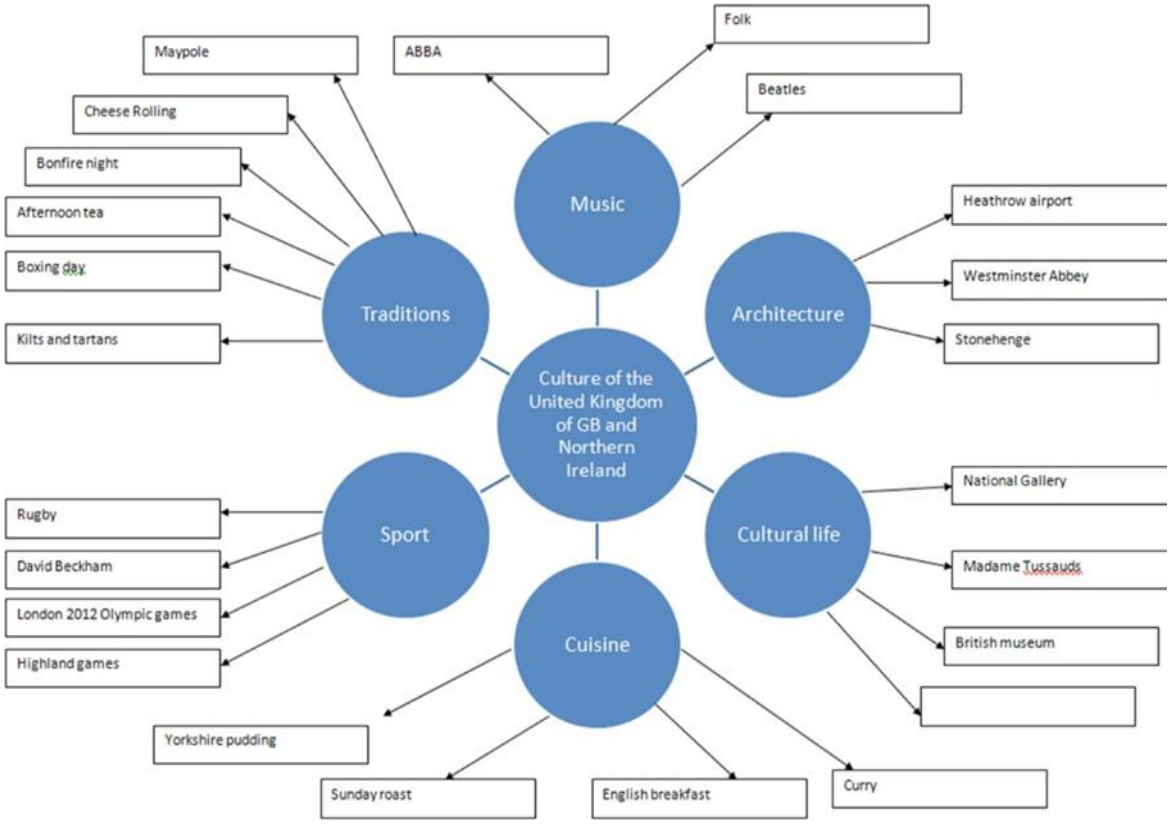
Methodology. To organize an empirical study of the features of professional and personal motivation of teachers of higher educational institutions of Kazakhstan, a research program was developed. The object of study The object of study is the process of higher foreign language education .The subject of study is the use of a frame-based approach in a higher foreign language education .The aim of studyis to show that the realization of a frame-based approach in a higher foreign language education gives opportunity to raise the quality and speed of teaching material perception, students critical thinking formation and development .The objectives of study: - to clarify the essence of the concept of “frame” and the application of frame- based approach in foreign language education ; to verify the effectiveness of the frame- based approach application in foreign language education as the tool for compressing information with the help of the enlargement of didactic units of knowledge in the process of content generalization; -to demonstrate the possibilities of the frame- based approach application in foreign language education in the content of distance learning.

In order to solve the objectives, the following research methods used: methods of theoretical research: analysis, syn- thesis, analogy, modelling of the object study; – methods of the empirical level: observation, questionnaires, testing, conversation, methodical experiment .

Using a frame approach will facilitate the selection process of lexical material on a certain topic. So, lexical units that nominate basic, central concepts located at the upper levels of the frame, concepts that are always true for a given situation, are certainly included in the active dictionary of students. The compulsory vocabulary list for the selected topic also includes vocabulary that fills the main terminal nodes of the required sub- structures of the corresponding frame. Here is a frame of general information about Britain (Picture 1).

Using the frame approach develops students’ algorithmic, discursive, and operational ways of thinking. The “frame approach” to the organization of knowledge provides the folding (compression) and compact representation of information. The presented frames are diverse in their structure and content. From psychology it is known that knowledge is acquired, laid down and stored in long-term memory in a compressed form – in the form of cognitive mental structures – frames. The idea of applying the frame approach in learning is that if knowledge is acquired and stored in memory in the form of frames, then knowledge must also be presented in the form of frames in the learning process. This is the main point of the frame approach in teaching any discipline. Thus, if you present educational information to students in a structured, collapsed form – in the form of frames, you

can significantly intensify the educational process. The main feature of the approach is to increase the volume of knowledge being studied without increasing the learning time. (Minski M., 1979: 23-25) [6]



Picture 1 – This is the example of using frame approach to provide foreign language education of the subject Basics of Intercultural Communication for the students of language university

Results and discussion: Frame approach can be used either with software or with a pen and paper. Regardless of the method, visually explained content is easier to organize. It provide tutors with the ability to review their students’ work and progress. It is an excellent way to evaluate the level of understanding of their students.

There are many benefits of the frame approach for foreign language learning. The most important of them are: creating a learning plan in a form of a frame, framing any teaching material to use in collaboration, framed information as interactive resources which can transform a teaching discussion, using frames in flipping classroom to reinforce student’s prepared lesson notes in the classroom and can generate discussion and participation in class, the use of the frame approach in providing lectures helps to present , visualize and organize both content and vocabulary into a coherent whole. It is a real possibility to compress lecture material into logical circuits that could from one side give dynamics to teacher’s narration and from the other to stimulate students mental activity and critical thinking in the process knowledge perception and further study.

The main principles of the educational process using frame approach are general didactic principles aimed at the formation of cognitive activity (formed by

Ya.A.Kamensky): systematicness and consistency, strength, visibility,accessibility, scientific nature,constituency and consistency.Based on this, we have identified the main provisions that determine the requirements for using a frame-based ap- proach for educational purposes in a learning situation:

1. application of the frame-based approach in organization and presentation of knowledge as the base of intensification of educational process dives the opportunity to form the basic conceptual appa- ratus;
2. frame-base approach provides the formation of important communicative competence;
3. frame –based approach enhances efficiency of foreign language education, because it stimulates motivation and keeps students interest;
4. implementation mechanisms of the frame- based approach are:

- educational-methodical complex for the teach- ing process at the base of frame organization of knowledge that should ensure intensive assimilation of the curricula ;
- optimal conditions of use that should provide the frame-based approach implementation;

5. foreign language education with the use of frame – based approach forms critical thnking, dis- cursive thinking and systemic type of thinking.

It is possible as to organize the online interac- tive lecture so to provide a seminar discussion with the help of this frame. the use of a frame-based ap- proach in a higher foreign language education gives opportunity to raise the quality and speed of teach- ing material perception, students critical thinking formation, development intercultural communicative competence and can be successfully applied in the context of distance learning.[6]

There are certain characteristics that a frame- based approach share:

•The main idea is the central image
•The main themes radiate from the central im- age in different directions
•The branches comprise a key image or key- word
•Topics of lesser importance are represented as “twigs” of the relevant branch
•Adding images invokes thought or helps to make the message better understood
•The branches form a connected nodal structure

A frame-based approachis increasingly used as a tool to improve FLT learning, understanding and memory through the visual representation of in- formation and ability to be used to transform learn- ing into an active process. We have tried to use this technic as an effective tool for the foreign language education through the following educational tools:

1.Planning. A frame-based approachis the perfect tool for creating a learning plan; whether it’s planning your curriculum, breaking down a particu- lar subject or simply to map out an essay or exam answer. Visual learners will especially appreciate the structure and layout of information on a frame which are appealing and easy-to-understand. On- lineframe structures have an added advantage in that

they can be accessed from anywhere at any time, meaning peace of mind if you’ve forgotten what topic you had planned to focus on.

2. Collaboration. Frame structures add an extra element to the advantages of using this learning tool; collaboration. Ideas, notes and work can be shared among those learning similar topics and in the best position to work together to produce a valuable library of useful information. Not only does this lighten workload and stress, it also creates synergy where sparks of possibilities can fly.

3. Participation. Frame structures can be used as interactive resources which can transform a classroom or a discussion. As discussed above, frames can be used as a brainstorming tool for both individuals and groups through the sharing of new ideas which can ignite sparks of possibilities. This enhances the e-learning experience by providing a unique resource to unlock creativity and express ideas intuitively and quickly.

4. Flipping the Classroom. The new buzz- word in education, flipping the classroom, encour- ages an innovative way of learning using technol- ogy. In the flipped classroom model,students learn their lessons before they come to class using videos, social media or other online resources and partici- pate in activities while in class. Utilizing education technology both in-class and at home opens up many possibilities for different types of learning. A frame- based approach can enrich the learning process in a flipped classroom as they reinforce student’s pre- pared lesson notes in the classroom and can generate discussion and participation in class.[7]

The educational effectiveness of the a frame-based approach for development intercultural com- municative competence of students of a language university was verified in the process of experimental work, which was carried out on the basis of the faculty of foreign languages at the Ablai Khan Kazakh University of International Relations and World Languages. For carrying out experimental and experimental work, students of the 3rd (third) year of the Pedagogical Faculty were involved, since a foreign language (English) is studied as a professional-oriented one. The experiment was attended by 30 students in the speciaility 5B011900 “Foreign Language: Two Foreign Languages” in the classes of Academic Writing and seminars of Basics of Intercultural Communication.

This conclusion gives reason to assert that specialized purposeful training is necessary to form the communicative competence of students of a lan- guage university. The formative experiment was carried out in vivo in the framework of the 3-year classes on the subjects of Academic Writing and seminars of Basics of Intercultural Communication. In general, the analysis of the results of experimental work, the purpose of which was to determine the didactic effectiveness of the frame-based approach for development intercultural communicative competence of students of a language university for the formation of intercultural comunicative competence, allows us to draw the following conclusions:

1. visualization of the educational process in form of frames can significantly increase the quality and speed of learning; 2. Framing – is a highly effective method of compressing information in the form of schemes,models,algorithms.

The scientific novelty of the study is that: – scientifically substantiated the use of a frame-based ap- proach in a higher foreign language education gives opportunity to raise the quality and speed of teach- ing material perception, students critical thinking formation, development intercultural communica- tive competence and can be successfully applied in the context of distance learning. The research was based on the following methodological principles: Competency-based approach to education (Kunanbaeva S.S., Khutorsky A.B., Shadrikov V.D., Zimnyaya I.A.); cognitive linguocultural theory (S.S.Kunanbaeva, D.N. Kulebaeva); the formation of the skills of analysis and evaluation of a foreign language textbook (Yakushev M.V.)

Conclusion: As a result of the study the following conclusions were made:

- Freimallows to present information in concise form to intensify the foreign language education.
- A frame-based approach to the knowledge organization by structuring educational material provides streamlining and organizing knowledge to put it “memory files” that leads to increasing of the memory.
- Using the frame approach develops students’ algorithmic, discursive, and operational ways of thinking, communicative abilities.
- In foreign language education the frame – based approach can be seen as a set of linguistic and extralinguistic, pragmatic components.

One of the most significant issues encountered in the mainstream correspondence model of foreign language education is the transactional distance, which results from the lack of appropriate communication between learner and teacher. This gap has been observed to become wider if there is no communica- tion between the learner and teacher and has direct implications over the learning process . The providers began to introduce various strategies, techniques, and procedures to increase the amount of interaction between learners and teachers and frame-based approach to the knowledge organization is realy effective for foreign language education facilitation.

All in all, neglecting the essential role of teaching materials can represent a stumbling block for the appropriate learning of a foreign language education. In this sense, teachers could definitely improve their students’ performances by applying new techniques .[8] A frame-based approach to foreign language education offers a new and more effective way of introducing any material in the EFL , as it enables to present the tasks in relation to the students’ previous knowledge and taking into account how the lexicon is arranged in the human mind. This would undoubtedly have a positive impact on the students’ comprehension and retention of lexicon in their long-term memory. (Monserrat Esbrí, 2014: 743-752)[9] Last but not least, research concerning the application of the frame approach in EFL should become an object of considerable interest, since the insights provided by this approach can shed light into new strategies of practical value for developing appropriate, relevant and effective organization of learning material.

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ENCHAINING VOCABULARY ACQUISITION THROUGH LEXICAL MAPPING IN INCLUSIVE EDUCATION: A FRAMEWORK FOR JUNIOR LEARNERS

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Abstract: This paper explores the impact of lexical mapping on vocabulary acquisition with in inclusive primary settings. Focusing on junior learners (ages 7 to 9), the study examines how visual-semantic networks bridge the gap for students with diverse learning needs, including Neurodivergence and English Language Learners. By incorporating a case study of “Animals and Colors” mapping, the research demonstrates how structured associative frameworks reduce cognitive load and enhance long-term retention compared to traditional rote-learning methods.

Inclusive education has become a central principle of modern educational systems, particularly in primary education where classrooms increasingly include learners with diverse cognitive profiles, linguistic backgrounds, and learning needs. Students may differ in their language proficiency, cognitive processing styles, and educational experiences. Some learners may have dyslexia, autism spectrum disorder (ASD), or attention-related learning differences, while others may be English Language Learners who are still developing proficiency in a second language. These diverse characteristics require teaching approaches that move beyond traditional linear instruction and instead incorporate multisensory and flexible pedagogical strategies. One of the most important components of early language development in such contexts is vocabulary acquisition. Vocabulary forms the foundation of academic literacy because it enables learners to understand texts, express ideas, and participate actively in classroom communication. However, traditional vocabulary teaching methods often rely on memorization of isolated word lists, which can create barriers for students who struggle with phonological processing, working memory, or executive functioning. For this reason, educators increasingly explore alternative approaches that support meaningful and accessible vocabulary learning for all learners.

Lexical mapping represents one such pedagogical strategy that can significantly enhance vocabulary acquisition in inclusive classrooms. Lexical mapping refers to the visual organization of vocabulary into interconnected semantic networks. Instead of presenting words as isolated items, lexical mapping arranges them in a structured visual format that reflects the associative way in which the human brain processes information. In this framework, words are linked according to their relationships, meanings, and contextual associations. This approach transforms vocabulary learning into an active and interactive process where learners observe, construct, and expand semantic connections between words. By visualizing relationships between concepts, lexical mapping helps learners organize new information more effectively and retrieve it more easily from memory. The method is particularly beneficial for junior learners between the ages of seven and nine because children at this stage of development respond strongly to visual stimuli and concrete representations of language.

The effectiveness of lexical mapping can be explained through several cognitive learning theories. Dual Coding Theory, proposed by Allan Paivio, suggests that information is processed through two distinct cognitive channels: the verbal system and the non-verbal or visual system. When information is presented using both systems simultaneously, memory retention improves significantly. In vocabulary learning, this means that words are more easily remembered when they are paired with images or visual representations. Lexical mapping applies this principle by linking written or spoken vocabulary items with pictures, diagrams, or digital visuals. For example, when learners see the phrase “green frog” alongside an image of a frog and the color green, the word is encoded through both visual and

linguistic pathways. This dual representation strengthens comprehension and helps learners retain vocabulary for longer periods of time.

Another theoretical framework that supports the use of lexical mapping is Cognitive Load Theory. According to this theory, working memory has a limited capacity, and learning becomes more difficult when students are required to process too much information at once. This challenge is particularly significant for students with learning disabilities or language-processing difficulties. Lexical mapping helps reduce cognitive load by organizing vocabulary into a clear visual structure. Instead of memorizing numerous independent words, students can see how words are connected within a meaningful network. The visual map acts as a scaffold that allows learners to focus on understanding meaning and relationships rather than expending cognitive effort on memorization alone.

To explore the practical application of lexical mapping in inclusive education, a classroom observation was conducted with junior learners aged seven to nine in a digitally supported learning environment. The instructional intervention focused on the development of a thematic lexical map based on three closely related semantic categories: animals, colors, and elements of nature. These categories were selected because they represent concrete, familiar concepts that children can easily visualize and connect with their everyday experiences. Animals and colors are among the earliest vocabulary groups introduced in language education, and they provide a natural foundation for building descriptive and contextual language skills.

The lexical mapping activity was implemented in several progressive stages that gradually expanded the learners’ vocabulary network. In the first stage, learners created simple descriptive collocations that combined animals and colors. The lexical map began with a central concept labeled “animals,” from which learners generated adjective – noun combinations based on visual prompts. Using pictures displayed on digital boards or printed cards, students associated specific animals with typical colors. Examples included combinations such as black dog, white polar bear, brown camel, black-and-white panda, green frog, and yellow duck. These simple descriptive phrases allowed learners to practice the grammatical relationship between adjectives and nouns while also strengthening their recognition of basic vocabulary items. Because the activity was supported by visual images, learners were able to form immediate associations between words and their meanings.

In the second stage, the lexical map expanded to include contextual associations that linked animals and colors with elements of nature. At this stage, vocabulary was no longer presented only as isolated phrases but was embedded within meaningful sentences that reflected real-world situations. For example, students constructed sentences such as “Birds fly in the blue sky,” “A polar bear is white like snow,” and “A frog is green like grass.” These contextual examples helped learners understand how vocabulary functions within natural environments and everyday language use. Associating vocabulary with familiar contexts allows learners to develop a deeper understanding of word meanings and improves their ability to use new words in communication.

The third stage introduced simple comparative and associative structures that further expanded the semantic network. Learners were encouraged to connect colors with familiar natural references through expressions such as “green like grass,” “blue like the sky,” and “white like snow.” These comparisons strengthened the relationship between descriptive vocabulary and environmental imagery, reinforcing both conceptual understanding and memory retention. By gradually expanding the lexical map in this way, students were able to move from simple word recognition to more complex linguistic relationships.

The benefits of lexical mapping are particularly evident for learners with diverse cognitive and linguistic needs. For learners with autism spectrum disorder, structured visual frameworks provide clarity and predictability that support comprehension. The hierarchical layout of lexical maps reduces the ambiguity that sometimes accompanies verbal explanations and allows learners to follow logical relationships between words. For learners with dyslexia, visual mapping can serve as a stable reference point that supports word recognition and meaning retrieval. When phonological decoding becomes difficult, visual associations within the map offer an alternative pathway for understanding vocabulary. English Language Learners also benefit from lexical mapping because visual symbols act as universal references that bridge their existing knowledge with new English vocabulary. A picture of a bear, for example, can connect the learner’s native-language concept with the English word “bear,” facilitating a smoother transition into second-language learning.

To reinforce vocabulary learning, teachers can supplement lexical mapping with a variety of interactive activities that engage different learning styles. Matching games allow students to pair pictures of animals with corresponding color words, reinforcing recognition through visual association. Drawing activities encourage learners to create images based on verbal instructions such as “draw a green frog” or “draw a brown bear,” which strengthens listening comprehension while promoting creativity. Movement-based games can also support kinesthetic learners; for instance, students might be asked to “jump like a green frog” or “walk slowly like a big brown bear.” These activities transform vocabulary practice into an engaging multisensory experience. In digitally equipped classrooms, interactive boards or tablets can be used for drag-and-drop lexical mapping tasks where students physically arrange images and words into semantic networks. Such digital integration encourages collaboration and allows learners to actively construct their own vocabulary maps.

A basic vocabulary set appropriate for learners aged seven to nine typically includes common colors such as red, blue, green, yellow, orange, purple, brown, black, white, pink, and gray, as well as familiar animals such as bear, rabbit, dog, cat, elephant, duck, pig, sheep, frog, and tiger. These words are highly recognizable and easily illustrated, making them suitable for visual mapping activities. When combined in simple sentences, they allow learners to practice both descriptive language and basic grammatical structures. Examples of such sentences include “The brown bear is big,” “The yellow duck can swim,” “The green frog jumps in the

grass,” “The black cat sits on the wall,” and “The white sheep eats grass.” These simple structures help learners connect vocabulary with meaning and context while gradually developing their expressive language skills.

Overall, lexical mapping represents a powerful instructional strategy that supports vocabulary acquisition in inclusive primary classrooms. By shifting from isolated word lists to visually structured word networks, educators can create learning environments that accommodate diverse cognitive profiles and promote deeper understanding of language. The integration of visual imagery, contextual associations, and interactive activities helps reduce cognitive barriers while enhancing long-term memory retention. As inclusive education continues to evolve, lexical mapping offers a practical and research-supported approach for ensuring that vocabulary learning remains accessible, engaging, and meaningful for all learners.

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THE DIGITAL PROFILE OF THE FUTURE PHILOLOGISTS AS AN INNOVATIVE MODEL FOR DEVELOPING PROFESSIONAL-COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE TEACHING

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Abstract. The article examines the concept of the digital profile of the future philologists as an innovative structural and methodological framework for developing professional-communicative competence in the context of the ongoing digital transformation of higher education. The integration of digital instruments into academic and professional communication requires rethinking methodological approaches to philological training.

The aim of the study is to design and preliminarily test a digital framework that facilities the development of professionally oriented communication abilities among future foreign philologists within a digitally enriched educational environment.

The proposed framework integrates four interrelated sub-components: cognitive-linguistic, pragma-editorial, digital-interpretive and discursive.

Methodologically, the study draws on pedagogical modeling, qualitative analysis of students’ academic tasks, and a mini-experimental implementation conducted within an EFL course for third-year foreign philology students. The experimental phase integrated digital instruments into text analysis and editing to develop students’ professional language practices.

The results indicate a positive shift in students’ ability to analyze, interpret and edit professional texts using digital instruments, as well as increased engagement in discursive and collaborative academic tasks.

The finding suggest that digital profile approach enhances the integration of digital instruments in philological education and supports the preparation of future specialists for modern communicative demands.

Key words: digital profile, foreign philologist, professional-communicative competence, sum-competences, structural-functional model.

Introduction

The ongoing digital transformation of society has significantly reshaped the landscape of higher education, introducing new requirements for the training of future specialists across disciplines. In particular, the field of philology and foreign language education has undergone substantial changes due to the increasing role of digital technologies in professional communication. Today, communication processes are no longer confined to traditional textual formats but are increasingly mediated by digital platforms, multimodal content, and artificial intelligence systems.

In this context, the role of the philologist has evolved from a traditional language expert to a multifunctional specialist capable of analyzing, producing, and interpreting texts in complex digital environments. Modern philologists are expected to demonstrate not only linguistic competence but also digital literacy, critical thinking, and the ability to engage in professional communication using technological tools. This shift necessitates a rethinking of existing educational models and the development of new approaches that integrate digital technologies into the learning process.

Despite the growing recognition of the importance of digitalization in education, many higher education institutions still rely on conventional teaching methods that do not fully reflect the realities of the digital age. The use of digital tools in philological training is often fragmented and lacks a systematic methodological foundation. As a result, students may possess theoretical knowledge but face difficulties in applying it in real-world professional contexts, particularly in digitally mediated communication.

Recent research highlights the potential of digital technologies, including artificial intelligence, to enhance the effectiveness of language learning and professional training. Digital tools can provide immediate feedback, facilitate collaborative learning, and support the development of higher-order cognitive skills.

However, their successful integration requires a structured framework that aligns learning objectives, content, and outcomes.

One promising approach to addressing this challenge is the concept of the digital profile of future philologists, which conceptualizes professional development as a comprehensive system of interrelated competencies. As outlined in the foundational study, such a profile integrates cognitive-linguistic, pragma-editorial, digital-interpretive, and discursive components, forming a holistic model of professional competence in a digital environment.

Nevertheless, the existing literature lacks empirically validated models that systematically integrate these components into the educational process. There is a clear need for research that not only proposes theoretical frameworks but also tests their effectiveness in real educational settings.

Therefore, the present study aims to develop and experimentally validate a structural-functional model of the digital profile of future philologists as a tool for enhancing professional-communicative competence. The study seeks to bridge the gap between theoretical concepts and practical implementation by integrating digital tools into the educational process and evaluating their impact on student learning outcomes.

The novelty of this research lies in the development of a comprehensive model that combines linguistic, communicative, and digital competencies within a unified framework, as well as in its experimental validation in a real educational context. The findings are expected to contribute to the modernization of philological education and provide practical recommendations for integrating digital technologies into higher education curricula.

Literature review

The rapid digitalization of higher education has led to a significant transformation in the understanding of professional competence, particularly in the field of philology and foreign language teaching. Contemporary research increasingly emphasizes the need to integrate digital technologies into educational processes in order to align academic training with the demands of the modern labor market.

One of the foundational frameworks in this context is the competence-based approach, which defines professional competence as a combination of knowledge, skills, and attitudes required for effective performance in real-world situations (Rychen & Salganik, 2003). Mulder (2014) further elaborates this concept by emphasizing that competence is not static but dynamic and context-dependent, requiring continuous adaptation to technological and social changes.

In the field of language education, professional-communicative competence has traditionally been viewed as a multidimensional construct encompassing linguistic, sociolinguistic, and pragmatic components (Canale & Swain, 1980). Later studies expanded this framework to include discourse competence and strategic competence, reflecting the increasing complexity of communication in professional contexts.

With the advent of digital technologies, researchers have begun to explore the concept of digital competence as an essential component of professional training. The European Framework for the Digital Competence of Educators (Redecker, 2017) identifies key dimensions of digital competence, including information literacy, communication, content creation, and problem-solving. These dimensions are particularly relevant for philologists, whose professional activities increasingly involve working with digital texts and platforms.

Selwyn (2016) argues that digital technologies should not be viewed merely as tools but as transformative elements that reshape the very nature of learning and knowledge production. Similarly, Garrison (2011) highlights the importance of integrating technology into pedagogical design to create meaningful learning experiences.

In the context of foreign language teaching, the integration of technology has been extensively studied under the framework of Computer-Assisted Language Learning (CALL). Chapelle (2003) emphasizes that digital tools can enhance language acquisition by providing authentic input, immediate feedback, and opportunities for interaction. Warschauer (2004) further notes that digital environments facilitate collaborative learning and support the development of communicative competence.

More recent studies have focused on the role of artificial intelligence in education. AI-based tools such as automated writing assistants and language models enable students to perform complex tasks such as text analysis, editing, and interpretation more efficiently. These tools also provide personalized feedback, which contributes to the development of higher-order cognitive skills.

The concept of digital literacy has also evolved significantly. According to Belshaw (2014), digital literacy is not limited to technical skills but includes critical thinking, creativity, and the ability to navigate complex information environments. This is particularly important for philologists, who must interpret and evaluate digital texts in various formats.

Despite the growing body of research on digital education, several gaps remain. First, many studies focus on individual aspects of digital competence without considering their integration into a unified model. Second, there is a lack of research specifically addressing the development of professional-communicative competence in philological education through digital means. Third, existing approaches often lack a structural-functional framework that connects learning objectives, content, processes, and outcomes.

The concept of a digital profile of future philologists, as proposed in the base study, addresses these gaps by offering a holistic model that integrates linguistic, communicative, and digital competencies. This model emphasizes the interconnection between cognitive-linguistic, pragma-editorial, digital-interpretive, and discursive sub-competences.

Thus, the present study builds upon existing theoretical frameworks while proposing a comprehensive model that systematizes the integration of digital tools into philological education. It contributes to the ongoing discourse by bridging the

gap between theory and practice and by providing an experimentally validated approach to competence development in a digital environment.

Methodology

The present study employs a quasi-experimental research design aimed at evaluating the effectiveness of the proposed digital profile model in developing professional-communicative competence among future philologists. The design includes a pre-test and post-test structure, allowing for a comparative analysis of students’ competencies before and after the implementation of the model.

This approach was selected due to its suitability for educational research conducted in natural classroom settings, where full randomization is not feasible. The study focuses on identifying measurable changes in students’ skills as a result of targeted pedagogical intervention.

The participants of the study were 50 third-year undergraduate students majoring in foreign philology at the Kazakh Ablai Khan University of International Relations and World Languages.

The selection of participants was based on the following criteria:

– enrollment in courses related to professional communication and text analysis;

– intermediate to upper-intermediate level of English proficiency;

– prior exposure to basic digital learning tools.

The participants were involved in courses such as:

– Media Discourse;

– AI Text Interpretation;

– Professional-Communicative Practice.

These courses provided an appropriate context for integrating digital tools into the learning process.

The study integrates both qualitative and quantitative methods to ensure a comprehensive analysis of the results.

The following methods were applied:

1. Pedagogical modeling – used to design the digital profile model, including its structural components and sub-competences;
2. Qualitative analysis – applied to evaluate students’ performance in tasks involving text analysis, editing, and interpretation;
3. Comparative analysis – used to compare pre-test and post-test results;
4. Observation – conducted to assess student engagement, interaction, and participation during the experimental phase.

This mixed-methods approach allows for a deeper understanding of both measurable outcomes and behavioral changes.

The proposed model is based on a structural-functional framework that includes four interconnected components:

– Target component – development of professional-communicative competence;

– Content component – linguistic knowledge, discourse practices, and digital literacy;

– Process component – analysis, editing, interpretation, and collaboration;
– Result component – improved competence and readiness for professional activity.

The model is operationalized through four key sub-competences:

1. Cognitive-linguistic
2. Pragma-editorial
3. Digital-interpretive
4. Discursive

Each sub-competence is associated with specific skills, digital tools, and learning tasks.

The experimental study was conducted in three stages:

Stage 1: Pre-assessment

At the initial stage, students’ baseline competencies were assessed. The evaluation focused on:

– ability to analyze texts;
– editing skills;
– interpretation of meaning;
– communicative abilities.

The assessment was carried out using structured tasks and qualitative evaluation criteria.

Stage 2: Intervention

During the intervention phase, the digital profile model was implemented through the integration of digital tools into the learning process.

The following tools were used:

– AI-based tools (e.g., ChatGPT) for text analysis and generation;
– Grammarly for editing and language correction;
– BilimLand and AI Tutor for interpretation and comprehension tasks;
– collaborative platforms (e.g., Google Docs, Zoom) for group interaction.

Students were engaged in structured tasks requiring the use of these tools, including:

– analysis of academic and media texts;
– editing and rewriting tasks;
– interpretation of digital content;
– collaborative discussions and presentations.

Stage 3: Post-assessment

At the final stage, students were re-evaluated using the same criteria as in the pre-assessment phase.

The results were compared to determine:

– the degree of improvement in each competence;
– the overall effectiveness of the digital profile model;
– changes in student engagement and participation.

The collected data were analyzed using comparative and descriptive methods.

The analysis included:

- comparison of pre-test and post-test results;
- qualitative evaluation of task performance;
- identification of trends in skill development;
- interpretation of observed changes in student behavior and engagement.

Although the study does not rely on advanced statistical modeling, the results provide clear evidence of the effectiveness of the intervention.

All participants were informed about the purpose of the study and participated voluntarily. The data collected during the research were used exclusively for academic purposes, and confidentiality was maintained throughout the study.

Results

The results of the experimental study confirm the effectiveness of the proposed digital profile model in enhancing the professional-communicative competence of future philologists. The findings are presented through a combination of quantitative comparison (pre- and post-assessment), qualitative analysis, and observed dynamics of student engagement and interaction.

The implementation of the model led to measurable improvements across all four key sub-competences: cognitive-linguistic, pragma-editorial, digital-interpretive, and discursive.

Students demonstrated significant progress in the cognitive-linguistic sub-competence, particularly in text analysis. The use of AI-based tools (e.g., AI Tutor, KazTerm) enabled students to identify linguistic patterns, analyze discourse structures, and work with complex academic texts more effectively.

The pragma-editorial sub-competence showed notable improvement as students engaged in editing and rewriting tasks using tools such as Grammarly and ChatGPT. The availability of immediate feedback allowed students to refine their texts and develop greater accuracy and coherence in writing.

The development of the digital-interpretive sub-competence was observed through students’ ability to interpret digital and multimodal texts. Platforms such as BilimLand facilitated deeper comprehension and contextual analysis.

Finally, the discursive sub-competence improved through collaborative activities supported by digital platforms (e.g., Zoom, Google Docs). Students became more active participants in discussions and demonstrated increased confidence in professional communication.

The comparison of pre-assessment and post-assessment results indicates a clear positive dynamic in all evaluated skills.

Skill	Before intervention	After intervention
Text analysis	Low	High
Editing	Medium	High
Interpretation	Low	Medium/High
Collaboration	Medium	High

Table 1. Pre- and Post-Assessment Results.

The most significant improvement was observed in text analysis, where students progressed from a low to a high level. Editing skills improved from medium to high, reflecting increased proficiency in language accuracy and stylistic refinement.

Interpretation skills showed steady growth, indicating the development of higher-order cognitive abilities. Collaboration improved significantly, highlighting the effectiveness of digital platforms in supporting interactive learning.

The results confirm that the integration of digital tools played a crucial role in enhancing learning outcomes. The interaction between students, teachers, and digital platforms formed a unified educational ecosystem.

– Students actively used digital tools for analysis, editing, and interpretation;

– Teachers guided the learning process and provided methodological support;

– Digital platforms (ChatGPT, Grammarly, BilimLand, LMS) facilitated feedback, automation, and collaboration.

This integrated approach ensured the alignment of the target, content, process, and result components of the model, as illustrated in Figure 1.

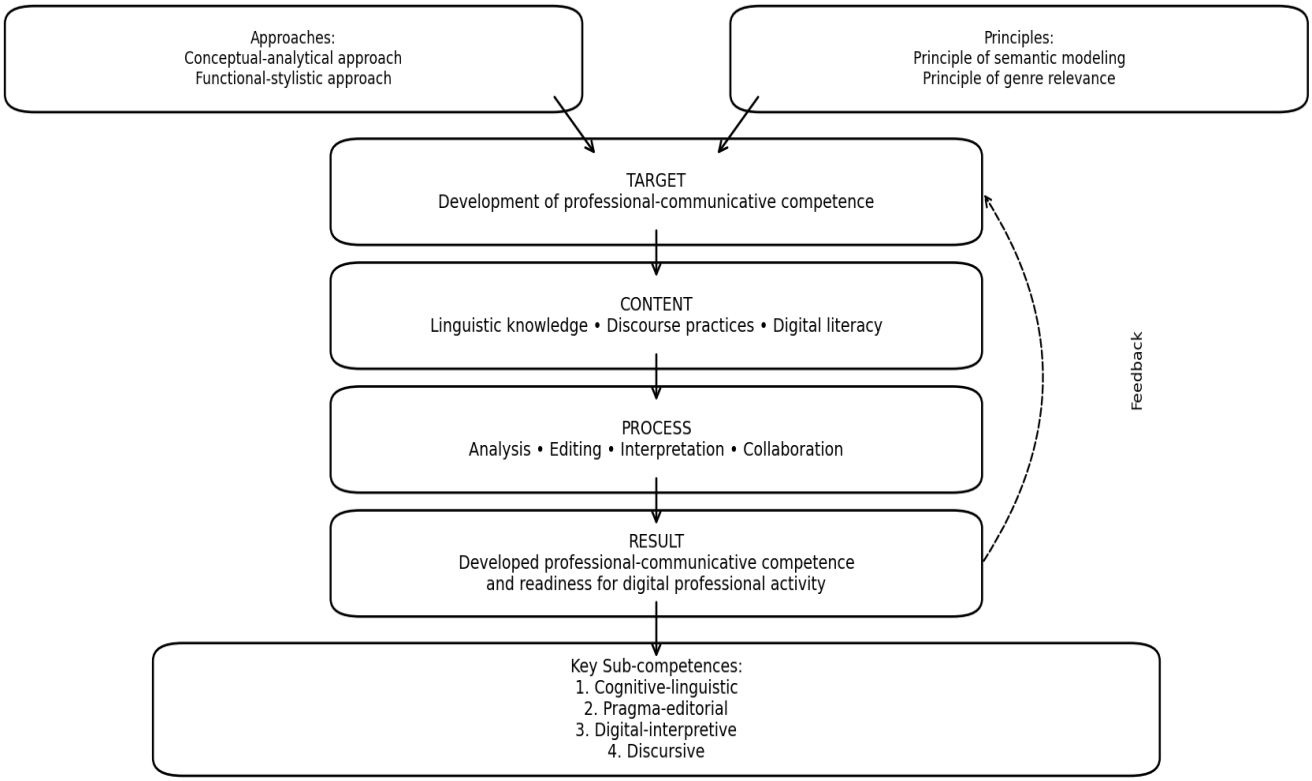

Figure 1. Structural-functional model of the digital profile of future philologists.

A significant increase in student engagement and participation was observed during the intervention phase.

The dynamics can be summarized as follows:

1. Engagement: Low → High
2. Collaboration: Medium → High
3. Motivation: Medium → High

These changes are further illustrated in Figure 2 (bar chart), which reflects the growth of key indicators.

Students became more involved in learning activities, demonstrated greater initiative, and showed increased interest in completing tasks using digital tools. The interactive nature of the tasks contributed to a more student-centered learning environment.

Qualitative analysis revealed several important trends:

– students developed greater autonomy in task completion;
– improvement in critical thinking and analytical reasoning;
– increased confidence in using digital technologies;
– higher quality of written texts in terms of structure and coherence.

The integration of multiple competencies within single tasks allowed students to develop a holistic skill set, combining linguistic, communicative, and digital abilities.

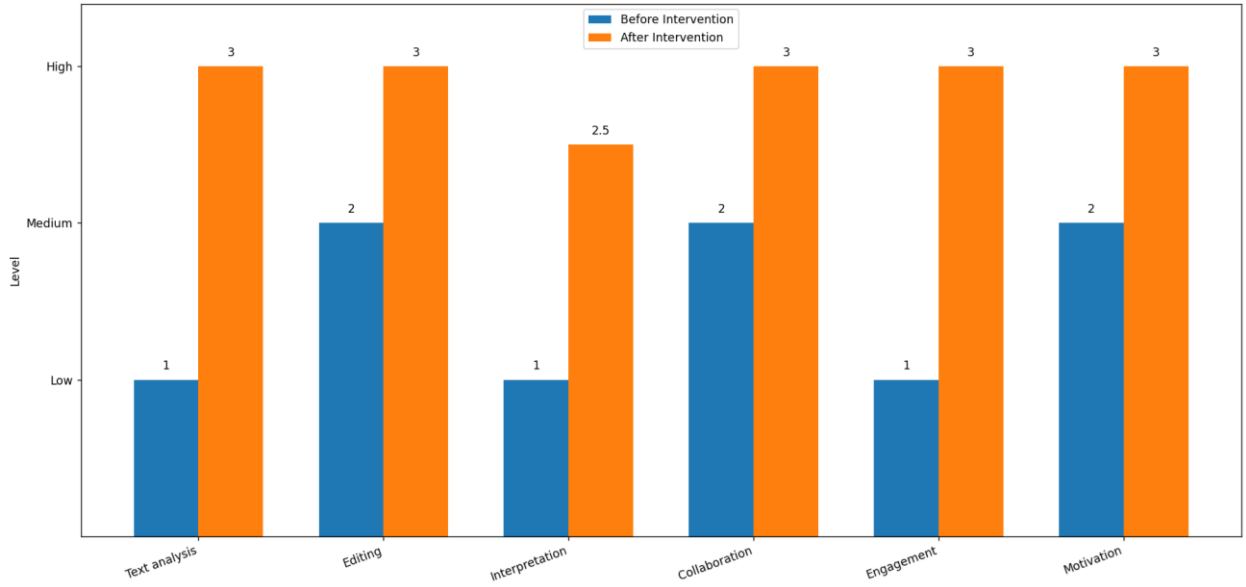

Figure 2. Comparative dynamics of students’ skill development before and after the implementation of the digital profile model.

The results demonstrate that the digital profile model provides a robust and effective framework for developing professional-communicative competence in a digital learning environment.

The alignment between the structural components of the model (target, content, process, result) and the development of sub-competences ensured consistent positive outcomes across all areas.

Overall, the model contributed to:

– significant improvement in core competencies;
– increased engagement and motivation;
– effective integration of digital tools into the learning process.

These findings confirm the practical applicability of the model and its potential for broader implementation in philological education.

Discussion

The findings of the present study provide strong evidence for the effectiveness of the proposed digital profile model in developing professional-communicative competence among future philologists. The observed improvements across all ключевые субкомпетенции — cognitive-linguistic, pragma-editorial, digital-interpretive, and discursive — confirm that the integration of digital tools within a structured pedagogical framework yields significant educational benefits.

One of the central outcomes of the study is the substantial enhancement of students’ analytical and editing skills. This result aligns with previous research emphasizing the role of digital technologies and artificial intelligence in facilitating higher-order cognitive processes. The use of AI-based tools enabled students to engage more deeply with textual material, accelerating the development of analytical competencies and supporting more accurate and coherent text production.

The improvement in pragma-editorial competence is particularly noteworthy. The availability of immediate and automated feedback through digital tools such as Grammarly and AI assistants contributed to a more iterative and reflective learning process. This supports the argument that feedback-rich environments are essential for developing advanced writing skills and professional communication.

The development of digital-interpretive competence further highlights the importance of integrating multimodal and digital content into the learning process. Students demonstrated an increased ability to interpret complex texts within digital contexts, suggesting that exposure to diverse formats enhances comprehension and critical thinking. This finding is consistent with contemporary theories of digital literacy, which emphasize the need to navigate and evaluate information in technologically mediated environments.

Equally significant is the growth of discursive competence, reflected in improved collaboration and communication skills. The use of digital platforms facilitated interaction, enabling students to participate more actively in discussions and collaborative tasks. This supports the notion that technology-enhanced learning environments promote social interaction and collective knowledge construction.

Another important finding of the study is the increase in student engagement and motivation. The dynamic and interactive nature of the tasks, combined with the use of digital tools, contributed to a more student-centered learning experience. The observed growth in engagement (from low to high levels) indicates that digitalization not only enhances learning outcomes but also positively influences students’ attitudes toward the learning process.

The results also demonstrate the effectiveness of aligning the structural components of the model - target, content, process, and result - with clearly defined sub-competences. This alignment ensured consistency in the learning process and contributed to the overall success of the intervention. The structural-functional approach adopted in the model provides a systematic framework for integrating digital technologies into philological education.

Despite these positive outcomes, several limitations should be acknowledged. First, the study was conducted within a single educational institution and involved a relatively small sample size, which may limit the generalizability of the findings.

Second, the duration of the experimental intervention was limited, and long-term effects were not assessed. Third, the study relied primarily on qualitative and descriptive analysis, without the application of advanced statistical methods.

Future research should address these limitations by expanding the sample size, incorporating multiple institutions, and employing more rigorous statistical techniques. Additionally, further studies could explore the long-term impact of the digital profile model and its applicability in different educational contexts and disciplines.

Overall, the findings of this study contribute to the growing body of research on digital transformation in education and provide empirical support for the integration of digital tools into the development of professional-communicative competence. The proposed model offers a practical and theoretically grounded framework that can be adapted and implemented in modern higher education systems.

Conclusion: The present study aimed to develop and experimentally validate a structural-functional model of the digital profile of future philologists as a means of enhancing professional-communicative competence in the context of digital transformation. The results of the quasi-experimental study confirm that the proposed model is both effective and applicable in real educational settings.

The findings demonstrate that the integration of digital tools within a systematically designed framework significantly improves key competencies, including text analysis, editing, interpretation, and professional communication. The most notable progress was observed in the development of cognitive-linguistic and pragma-editorial sub-competences, while digital-interpretive and discursive competencies also showed consistent positive dynamics.

An important contribution of the study lies in the conceptualization of the digital profile as a holistic model that integrates target, content, process, and result components with clearly defined sub-competences. This structural alignment ensures coherence in the learning process and enhances the effectiveness of educational interventions.

The study also highlights the critical role of digital technologies, including artificial intelligence, in modernizing philological education. The use of digital tools not only facilitates skill development but also increases student engagement, motivation, and autonomy. The observed growth in collaborative and interactive learning further underscores the importance of integrating digital platforms into educational practice.

From a practical perspective, the proposed model can be implemented in higher education institutions to improve the quality of training in philological disciplines. It is adaptable to various courses, such as media discourse, AI-based text interpretation, and professional communication practice. The model can also be extended to other humanitarian fields, where professional communication plays a central role.

Despite its contributions, the study has certain limitations related to sample size, research duration, and methodological scope. These limitations provide

directions for future research, including the need for longitudinal studies, broader empirical validation, and the application of advanced statistical analysis.

In conclusion, the digital profile of future philologists represents a promising and innovative approach to aligning educational practices with the demands of the digital era. Its implementation contributes to the development of highly qualified specialists capable of effective communication and professional activity in technologically mediated environments.

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ENHANCING MODERN LANGUAGE ACQUISITION THROUGH THE INTEGRATION OF DIGITAL TOOLS AND LEXICAL COLLOCATIONS

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Annotation: This article investigates the role of digital technology in language learning, with particular emphasis on the integration of artificial intelligence to enhance one of the core skills which is speaking. It explores practical ways to design to support learners’ linguistic competence. In addition, innovative methods will be explained which are tailored in to improve lexical resource in a specific language particularly through collocation based and contextualised learning. Some appropriate strategies to utilize technological tools in learning process can foster learning autonomy, teaching, effective communication skills and expressive ability in foreign languages.

Key words: linguistic competence, artificial intelligence, collocations, technological tools, documentaries, natural sounding collocations, language learning assistant, digital literacy, contextualised learning.

Аннотация: В данной статье рассматривается роль цифровых технологий в обучении иностранным языкам с особым акцентом на интеграцию искусственного интеллекта для развития одного из ключевых навыков — говорения. Исследуются практические подходы, направленные на формирование лингвистической компетенции обучающихся. Кроме того, описываются инновационные методы, ориентированные на обогащение лексического запаса, в частности посредством обучения на основе коллокаций и контекстуализированного подхода. Рациональное использование технологических инструментов в образовательном процессе способствует развитию учебной автономии, формированию навыков эффективной коммуникации и повышению выразительности речи на иностранном языке.

Ключевые слова: лингвистическая компетенция, искусственный интеллект, коллокации, технологические инструменты, документальные материалы, естественные коллокации, цифровой ассистент по изучению языка, цифровая грамотность, контекстуальное обучение.

Annotatsiya: Mazkur maqolada xorijiy til o‘rganishda raqamli texnologiyalarning o‘rni tahlil qilinadi ayniqsa sun’iy intellektni integratsiya qilish orqali asosiy ko‘nikmalardan biri — og‘zaki nutqni rivojlantirish masalasiga alohida e’tibor qaratiladi. Unda o‘quvchilarning lingvistik kompetensiyasini qo‘llab-quvvatlashga qaratilgan amaliy yondashuvlar ko‘rib chiqiladi. Shuningdek, ma’lum bir til bo‘yicha leksik boylikni rivojlantirishga moslashtirilgan innovatsion

metodlar,xususan so’z birikmalariga asoslangan va kontekstual yondashuv orqali o‘qitish usullari bayon etiladi. Ta’lim jarayonida texnologik vositalardan oqilona foydalanish o‘quvchilarda mustaqil o‘rganish ko‘nikmasini, samarali muloqot qilish malakasini hamda xorijiy tilda fikrni ifodalash qobiliyatini rivojlantiradi.

Kalit so‘zlar: lingvistik kompetensiya, sun’iy intellekt, kollokatsiyalar, texnologik vositalar, hujjatli filmlar, tabiiy eshitiladigan so’z birikmalari, til o‘rganish yordamchisi, raqamli savodxonlik, kontekstual o’rganish.

Introduction: Nowadays, digital technology has developed significantly, and its role is important in every field. In language teaching and learning, various technological tools, including artificial intelligence, are being used by individuals throughout the world to practice a foreign language. However, many learners lack sufficient awareness and digital literacy about how to use online learning technologies effectively. As a result, they may not utilize them in a correct and efficient way. If such tools are not used properly in learning languages, users potentially cannot get benefit from or be overly dependent on them to complete their tasks done without using their actual knowledge. Therefore, there are practical and research-based methods for utilizing these technologies that can enhance learners’ language learning experiences.

When individuals start to learn a new language, one of the challenging tasks can be communicating in that language with native speakers. Because learning grammatical topics or vocabularies does not mean that they can speak in a new language fluently without any barriers such as incorrect pronunciation, intonation and fluency. Hence, every learner needs to do more practice before they can take a courage to speak in public in a new language. The challenge which many students face is to find a speaking partner who support them almost everyday for free, check their mistakes and give some feedback while they are practising speaking. Language learners with introverted character can be a bright example as they struggle to find speaking partners to practise because of their reserved personality. This case suggests that the use of AI-powered conversational tools can be a viable way to enhance speaking. As an example, utilizing artificial intelligence in English can be seen as English becoming an international language, and many individuals around the world tend to learn it. Therefore, language learners can take advantage of chatGPT, Gemini and so forth to practise speaking in English without a need to find a native speaker. The reason is that these tools can give exact and clear feedback about learners’ speech, yet more importantly knowledge about how to give a clear and detailed prompt to AI tools is highly required. As speaking ability is checked in four criteria – fluency, grammar, lexical resource and pronunciation in most languages – the request should be asked from AI assistant or other speaking tools to cover all of these points in their prompt and suggested approach would be:

‘Could you check my fluency, grammar, lexical resource and pronunciation while I am speaking and try to help me avoid mistakes by giving instructions and exercises every time when I finish my speech?’

If ordinary student asks, ‘What can I do to improve my speaking?' the tool, a strategic student uses this kind of detailed and clear prompt and practices with AI tools, thus improving his or her speaking ability in a foreign language.

The core benefits of using AI speaking assistant tools and the way they work. They give comment in terms of those four criteria and recommend some structures to make the language more natural. Firstly, fluency can be improved as the practise is done consistently, meaning that the speech can be without hesitations and pauses, because the potential way to speak fluently is to speak more, get comprehensive feedback and work on mistakes. Secondly, ChatGPT detects the grammar errors in speech and gives rules on how to use specific structures correctly and provides exercises to help speakers master problematic grammar topics and avoid repetitive issues in their speech. Next, The AI-based language learning assistant can give some natural sounding phrases and words in the context whenever mistakes are made in terms of lexical resource, so awkward vocabularies can be replaced with more appropriate ones. Lastly, regarding pronunciation, the assistant does not only correct pronunciation mistakes, but it can be possible for learners to see and hear how certain words are pronounced when the assistant is talking. So, by working with free and ready tool, speaking can be in a way of native speakers and confidence to speak in social context can be nurtured. In addition, there is emotion recognition features in some advanced AI conversational tools and they check speakers’ confidence level during speech exercises. For example, ‘Affectiva’ checks emotional tone and facial expressions in speaking process in order to evaluate speakers’ confidence level and emotional intelligence. As a result, this not only helps speakers to acquire more natural speech but also helps them to reduce anxiety levels and stress during conversation. Moreover, language tests are designed specially in order to check learners’ linguistic ability in a particular language around the world and those tests check mostly four skills which are speaking, reading, writing and listening. It is mentioned above that learners can use artificial intelligence to improve their speaking. These applications can also help them to prepare language tests specifically for speaking part with suggested technique mentioned above. IELTS can be taken as a clear example because many people are acquiring English as a second language and the use of Talkio AI, Gemini, Promova, SpeakPal and Duolingo can be demonstrated as great empowerments due to their speaking implementing features. This shows that learning a language in autonomy with helpful digital tools is a contemporary and innovative method but during independent learning process with artificial intelligence, consistency is one of the most important characteristics to be successful speaker in a foreign language.

Developing vocabulary with digital learning sources. Vocabulary is a fundamental part of understanding a new language, as without it, it is difficult to understand other individuals and express their thoughts comprehensively. More often vocabulary is learned solely through its translation in learners’ own native language without knowing that this method is not likely to help them to use the new words in real-life situations. The reason for this is that learners may lack awareness about how to use these words in the right context, and as a result, those words usually

become passive vocabulary in their cognitive dictionary. Therefore, expanding vocabulary knowledge is one of the core skills that should be developed at any level. There are many online resources that can be used to broaden vocabulary capacity in a new language such as videos and online articles. One of the techniques for acquiring new words through online resources is called learning words in collocations. J. R. Firth stated, ‘You shall know a word by the company it keeps’ meaning that words which frequently occur together are strongly connected to each other in terms of meaning. There are several benefits of this method, involving making language more expressive and sophisticated in order to sound natural and professional.

The mechanism of collocation.

Whenever language learners come across a new word, they try to memorize and understand its meaning together with the words neighbouring it.

For example:

Ordinary student studies the word in isolation: breakfast

Strategic student learns it in collocations: have breakfast

The core aim of the technique.

Language learners become confident in how to use these words according to the context in which they are encountered. As students learn in this way, collocations come to their minds when they are speaking or writing in a new language. For instance, when a student is going to use a word ‘write’ they can say ‘write down’ to make their language sound more adequate.

Learning new words through videos.

There are many documentaries and educational videos on platforms such as Youtube, Skillshare, Corsera and others. Whenever a learner is watching a specific video or podcast, it is recommended to take note new words with the ones that are frequently formed as collocations. For example, noting down ‘logical reason’ instead of writing down ‘reason’ in isolation is more reasonable and effective.

Learning words through articles.

It is a similar process to learning new words through videos, but this method is carried out using written sources both digital and physical particularly articles and magazines essentially ‘The New Scientist’, ‘The New York Times’, ‘The Economist’. What should be done is to identify unfamiliar words and write them down in pairs with their meanings.

For example:

heavy traffic = a road crowded with cars

Pitch dark = extremely dark.

Moreover, there are expressions that occur as collocations, and when they are separated, they convey different meanings:

social butterfly = a person who easily makes friends

cold fish = a person who shows little emotion

If this collocation is learned separately – where ‘social’ is understood as an adjective meaning related to society and people living together and ‘butterfly’ is a noun meaning an insect with colourful wings that flies - the meaning of the

expression can be misinterpreted. However, in order to avoid confusion, learners should be more aware of using these words in context and learn to use them in collocations. When it comes to implementing this technique in the classroom, teachers can demonstrate how to learn words with collocations in articles and videos during lessons and they can assign these sources to students as homework. This technique can be highly effective for individuals who already have fundamental knowledge of the language they are learning. For example, if an English language teacher wants to use this technique, the students’ level should be elementary or higher. Depending on their level teachers can choose proper sources.

Conclusion: As it is mentioned above AI assistant tools can be used in an effective way with right techniques to boost and broaden language skills. One of the challenges which learners constantly face when they are learning a new language can be sounding and speaking like native speakers and finding a speaking partner to practise. However, a potential way in order to improve learners’ speaking ability is to use speaking assistant tools consistently with strategic prompts. Additionally, expanding lexical resource is fundamental part of learning a language and many individuals usually try to memorize them with the translation of words in their own native language but this method cannot be helpful to use the new words in speech. Therefore, learning words with collocations is suggested as one of the best techniques for the acquisition of new words; also, if this method is combined with online resources, learners can take advantage of free online videos and articles while improving their language skills.

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XORIJIY TILLARNI O‘QITISHDA INNOVATSION METODLAR

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Ilmiy rahbar: Xorijiy tillar kafedrasi o`qituvchisi

“Haqiqiy ta’lim — bu bilim berish emas, balki o‘rganishni o‘rgatishdir.”
(Jean Piaget)

Annotatsiya: Mazkur maqolada xorijiy tillarni o‘qitish jarayonida qo‘llanilayotgan zamonaviy va innovatsion metodlarning o‘rni hamda ularning samaradorligi yoritiladi. Hozirgi kunda ta’lim tizimida an’anaviy yondashuvlar asta-sekin o‘z o‘rnini interfaol va o‘quvchi faolligiga asoslangan usullarga bo‘shatib bermoqda. Ayniqsa, kommunikativ va interaktiv yondashuv, vazifaga yo‘naltirilgan o‘qitish hamda fan va tilni uyg‘unlashtirib o‘qitish metodlari o‘quvchilarning amaliy nutq ko‘nikmalarini rivojlantirishda muhim ahamiyat kasb etadi. Shuningdek, raqamli texnologiyalar va sun’iy intellekt vositalaridan foydalanish o‘quv jarayonini yanada qiziqarli va samarali tashkil etishga xizmat qilmoqda. Ushbu yondashuvlar orqali o‘quvchilar nafaqat nazariy bilimlarga ega bo‘ladilar, balki ularni real hayotiy vaziyatlarda qo‘llash imkoniyatiga ham ega bo‘lishadi. Tadqiqot davomida aniqlanishicha, innovatsion metodlardan foydalanish o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi, mustaqil fikrlashini rivojlantiradi va ta’lim samaradorligini sezilarli darajada yaxshilaydi.

Kalit so`zlar. Xorijiy tillarni o‘qitish, innovatsion metodlar, kommunikativ yondashuv, vazifaga asoslangan o‘qitish, CLIL, raqamli texnologiyalar, sun’iy intellekt, interfaol ta’lim, o‘quv jarayoni, ta’lim samaradorligi.

Abstract: This article examines the role and effectiveness of innovative methods in foreign language teaching. In modern education, traditional approaches are gradually being replaced by interactive and learner-centered methods. In particular, communicative and interactive language teaching, task-based learning, and content and language integrated learning (CLIL) play a significant role in developing learners’ practical language skills. In addition, the use of digital technologies and artificial intelligence enhances the learning process by making it more engaging and efficient. These approaches enable learners not only to acquire theoretical knowledge but also to apply it in real-life situations. The findings of the study indicate that the implementation of innovative methods increases students’ motivation, promotes independent thinking, and improves the overall effectiveness of language learning.

Key words: Foreign language teaching, innovative methods, communicative approach, task-based learning, CLIL, digital technologies, artificial intelligence, interactive learning, learning process, educational effectiveness.

Аннотация: Данная статья рассматривает роль и эффективность инновационных методов в обучении иностранным языкам. В современной системе образования традиционные подходы постепенно заменяются интерактивными и ориентированными на учащегося методами. В частности, коммуникативное и интерактивное обучение языку, обучение на основе заданий (task-based learning), а также интегрированное обучение предмету и языку (CLIL) играют значительную роль в развитии практических языковых навыков учащихся. Кроме того, использование цифровых технологий и искусственного интеллекта делает процесс обучения более увлекательным и эффективным. Эти подходы позволяют учащимся не только усваивать теоретические знания, но и применять их в реальных жизненных ситуациях. Результаты исследования показывают, что внедрение инновационных методов повышает мотивацию студентов, способствует развитию самостоятельного мышления и улучшает общую эффективность изучения языка.

Ключевые слова: обучение иностранным языкам, инновационные методы, коммуникативный подход, обучение на основе заданий, CLIL, цифровые технологии, искусственный интеллект, интерактивное обучение, процесс обучения, эффективность образования.

Kirish. Xorijiy tillarni o‘qitishda innovatsion metodlarning ahamiyati va samaradorligi ta’limda muhim o`rin tutadi. Hozirgi globallashuv davrida xorijiy tillarni o‘rganish shaxsning kasbiy va shaxsiy rivoji uchun juda yetakchi omillardan hisoblanadi. Xalqaro aloqalarning kuchayishi, axborot texnologiyalarining rivojlanishi va turli madaniyatlar bilan muloqotning kengayishi ta’lim jarayonida zamonaviy va interaktiv metodlarni qo‘llashni zarur qiladi. An’anaviy o‘qitish usullari asosan grammatik qoidalarni yodlash va tarjima qilishga asoslangan bo‘lsa, zamonaviy yondashuvlar o‘quvchilarning real hayotiy nutq va muloqot ko‘nikmalarini rivojlantirishga qaratilgan. Shuningdek, bugungi kunda ta’lim jarayonida talabalar nafaqat bilim olishga, balki mustaqil fikrlashga, o‘z bilimlarini amaliyotda qo‘llashga o‘rganishlari zarur. Ta’lim sohasidagi yangiliklar va innovatsion yondashuvlar nafaqat dars samaradorligini oshiradi, balki o‘quvchilarning tilga bo‘lgan qiziqishini ham kuchaytiradi. Shu sababli, xorijiy tillarni o‘qitishda faqat grammatik qoidalarni yodlash bilan cheklanmasdan, interaktiv va faol metodlarni qo‘llash muhimdir.

Bundan tashqari, zamonaviy ta’lim texnologiyalari, raqamli platformalar va sun’iy intellekt vositalari yordamida o‘quvchilar o‘z bilimlarini mustahkamlashlari va amaliy mashqlar orqali tilni yanada puxta o‘zlashtirishlari mumkin. Bu esa nafaqat ularning bilim darajasini oshiradi, balki dars jarayonini qiziqarli va samarali qiladi.

Adabiyotlar sharhi Ilmiy tadqiqotlar shuni ko‘rsatadiki, innovatsion metodlar o‘quvchilarning qiziqishini oshiradi va bilimlarni amaliyotda qo‘llash imkonini beradi. Zamonaviy metodlar an’anaviy “o‘qituvchi markazli” ta’limdan farq qiladi, chunki o‘quvchi faol rol o‘ynaydi, mustaqil fikrlaydi va o‘z bilimini amaliyotda sinab ko‘radi,ya’ni o`quvchi markazli yondashadi. Shuningdek, har bir o`quvchining qobiliyati va ehtiyojiga ko`ra individual mashqlar beriladi. Ahamiyatlisi shundaki,

innovatsion metodlar faqat grammatikani o`rgatib qolmay, talabani muammolarni qiyinchiliklarsiz hal qilish, o`zi qaror qabul qilish va ijodiy yondashuvga o`rgatadi. Amaliyot davomida xorijiy tillarni o‘qitishda bir nechta zamonaviy metodlardan foydalanildi va ularning samaradorligi kuzatildi. Tadqiqot maktab o‘quvchilari ishtirokida olib borildi.

Birinchi metod sifatida kommunikativ yondashuv (CLT) qo‘llanildi. Dars jarayonida o‘quvchilar o‘rtasida real hayotiy vaziyatlar yaratildi. Xususan, “restoranda buyurtma berish”, “do‘konda xarid qilish” kabi rolli o‘yinlar tashkil etildi. Ushbu metod orqali o‘quvchilar faol muloqotga jalb qilindi. Natijada o‘quvchilarning og‘zaki nutqi rivojlandi, ular erkinroq gapira boshladi va darsga bo‘lgan qiziqish sezilarli darajada oshdi.

Ikkinchi metod sifatida vazifaga asoslangan o‘qitish (TBLT)dan foydalanildi. Darslarda o‘quvchilarga muayyan topshiriqlar berildi. Masalan, “sayohat rejasini tuzish” yoki “o‘z orzularidagi shaharni tasvirlash” kabi vazifalar bajarildi. Ushbu jarayonda o‘quvchilar guruhlarda ishladi va natijalarini taqdim etdi. Bu metod o‘quvchilarning mustaqil fikrlashini rivojlantirdi hamda ularning tilni amaliy qo‘llash ko‘nikmalarini mustahkamladi.

Uchinchi metod sifatida “Flipped Classroom” yondashuvi qo‘llanildi. O‘quvchilarga darsdan oldin mavzuga oid videomateriallar berildi va ular uyda tanishib chiqdi. Dars jarayonida esa amaliy mashqlar va muhokamalar olib borildi. Natijada o‘quvchilar darsda faolroq ishtirok etdi va mavzuni chuqurroq anglashga erishdi.

To‘rtinchi metod sifatida gamification, ya’ni o‘yinlashtirish elementlari qo‘llanildi. Dars davomida turli viktorinalar, savol-javob o‘yinlari va ball tizimi joriy etildi. Bu usul o‘quvchilarning motivatsiyasini oshirdi va ularni faol qatnashishga undadi. Ayniqsa, past o‘zlashtiruvchi o‘quvchilar ham jarayonga qiziqib qo‘shildi. Shuningdek, sun’iy intellekt asosidagi vositalardan ham foydalanildi. O‘quvchilar yozma va og‘zaki mashqlarni bajarishda raqamli platformalar yordamida o‘z bilimlarini mustahkamladi. Bu esa individual yondashuvni ta’minlab, har bir o‘quvchining o‘z darajasida rivojlanishiga imkon yaratdi.

Umuman olganda, amaliyot natijalari shuni ko‘rsatdiki, innovatsion metodlardan foydalanish o‘quvchilarning til o‘rganishga bo‘lgan qiziqishini oshiradi, ularning nutq ko‘nikmalarini rivojlantiradi hamda ta’lim samaradorligini sezilarli darajada yaxshilaydi.

Xulosa. Xorijiy tillarni o‘qitishda innovatsion metodlar nafaqat bilim berishni, balki o‘quvchilarni amaliyotga yo‘naltirish va mustaqil fikrlashga o‘rgatishni ta’minlaydi. Innovatsion metodlar xorijiy tillarni o‘qitishda samaradorlikni sezilarli darajada oshiradi. Ushbu metodlar o‘quvchilarning tilga bo‘lgan qiziqishini kuchaytiradi, bilimlarni mustahkamlash va amaliy qo‘llash imkonini beradi. Innovatsion yondashuvlar o‘qituvchining rolini ham o‘zgartiradi – u endi faqat bilim uzatadigan emas, balki o‘quvchilarni, yo‘naltiruvchi, rag‘batlantiruvchi va kuzatuvchi sifatida faol bo‘ladi. Kelajakda ta’lim tizimida

innovatsion metodlarni yanada keng joriy etish, xorijiy tillarni o‘rganish sifatini va samaradorligini oshirish uchun muhim hisoblanadi.

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INTEGRATING CRITICAL DIGITAL LITERACY INTO CONTINUING PROFESSIONAL DEVELOPMENT (CPD) TO ENHANCE TEACHER EFFECTIVENESS AND COGNITIVE CAPACITY

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Abstract: Education systems worldwide are undergoing rapid transformation due to globalization, technological advancements, and the increasing demand for 21st-century skills. In spite of that education system has developed noticeably across the globe, Uzbekistan still emphasizes on teacher professionalism, effective pedagogy, and digitalization through ongoing reforms. However, many CPD programs primarily focus on traditional pedagogical methods, overlooking the crucial aspect of Critical Digital Literacy (CDL) — the ability to critically analyze, interpret, and utilize digital information responsibly. This study examines the role of Continuing Professional Development (CPD) in enhancing teachers’ effectiveness and intellectual capacity, with a particular focus on Critical Digital Literacy. Paying attention to international experiences with CPD, the study explores how structured and sustainable professional development opportunities can enhance teachers’ pedagogical skills, professional self-confidence, and psychological resilience in the classroom. The study uses a mixed methods approach to examine

teachers’ experiences of CPD to examine the current state of CPD implementation for teachers and students in Uzbek secondary schools. The study also identifies strengths and challenges of CPD and proposes a context-specific model for integrating global CPD practices into the national education system. The findings are expected to contribute to theory and practice by providing evidence-based recommendations for policymakers, school leaders, and teachers to facilitate continuous professional development, improve their mental health, and ultimately improve students’ outcomes.

Key words: education system, teachers, policy, students, pedagogy achievement, critical digital literacy, mental capacity, critical awareness.

Introduction: In the era of technology, the quality of education largely depends on the professional growth and adaptability of teachers. Teachers play a crucial role in education system due to their quality of methodological skills and mental capacity. Moreover, it is incredibly significant to create opportunities for teachers to find some time for professional development. As new policies, pedagogical approaches, and technological innovations reshape the global educational landscape, teachers are required to constantly update their knowledge, skills, and mental capacity. Continuous professional development of teachers is essential for students to acquire quality skills in education and for the development of education and its adaptation to modern methodologies. It is mentioned that “Continuing Professional Development (CPD) in education is essential in all schools and educational settings to ensure that teachers and staff remain effective and up to date with the latest research, policies, and pedagogy.” (Rees, 2025)

The integration of Critical Digital Literacy (CDL) with Continuing Professional Development (CPD) serves to enhance teachers’ effectiveness and intellectual capacity. While traditional CPD programs have focused on updating pedagogical or subject knowledge and applying innovative methodologies, Critical Digital Literacy aims to equip teachers with the ability to critically evaluate digital technologies, navigate online knowledge systems, and model critical engagement for students. This adaptation is particularly important in the context of the Uzbek education system, as many teachers do not know how to use information sources correctly and how to identify fake information. With CDL, teachers not only improve their technological skills, but also ensure that they are able to form critical minds in students who are increasingly learning and interacting in a digital space.

Research problem: While digital tools are integrated into education, teachers often lack critical literacy skills to implement them effectively. CPD programs are often limited to improving subject knowledge and pedagogical skills, without a strong emphasis on digital literacy and critical evaluation of digital information. Apart from, teacher face challenges in finding digital resources and applying digital tools in a critical manner. Importantly there is limited research on integrating CDL theory in teacher professional development in Central Asian contexts.

This research addresses these gaps by proposing a model for embedding CDL into CPD to enhance teacher effectiveness and cognitive growth, aligning with the education modernization agenda of Uzbekistan and countries around the world.

Research Questions

1. What are the global trends and theoretical foundations of integrating CDL into teacher professional development?
2. How effective are current CPD programs in Uzbekistan in enhancing teacher effectiveness and mental capacity?
3. In what ways can CDL contribute to teachers’ critical reasoning, adaptability, and reflective practices?
4. What model of CDL-integrated CPD can be designed for world’s educational context?
5. How can this model be implemented sustainably within national educational reforms?

Aims and objectives

Aim:

To explore how integrating Critical Digital Literacy into Continuing Professional Development can enhance teacher effectiveness and mental capacity, and to design adaptation pathways suitable for world’s education system.

Objectives:

- To review global best practices in integrating CDL into CPD frameworks.
- To assess the current state of CPD programs and teacher effectiveness in Uzbekistan and around the world.
- To examine the impact of CDL-focused CPD on teachers' cognitive capacity, including their ability to critically evaluate digital content, make informed decisions, and develop strategies for managing technology in the classroom.
- To provide policy recommendations for sustainable adaptation in the national and international education system.

Literature review: The integration of Critical Digital Literacy into teacher professional development will gain global attention, as it involves the ability to analyze, evaluate, and use digital information, fostering reflective and critical thinking (Luke, 2018). International organizations such as UNESCO (2019) stress that CDL is a key competence for the era of globalization. In Uzbekistan, integrating CDL into CPD could help address both digital skills and critical awareness among teachers. Additionally, it is mentioned that there are developed various frameworks to describe the concept of digital competencies in education and they vary in their content with different aims. As an example, such kind of frameworks can support teachers’ practice and continuous professional development or provide reference standards for the quality of education system (Liisa Ilomaki,2023).

Methodology: This study uses a mixed methods research design that combines quantitative and qualitative approaches to gain a comprehensive understanding of teachers. Firstly, the quantitative phase involves the structured questionnaires to a sample teacher from selected schools across Uzbekistan. Secondly, survey collects information about teachers’ comprehension according to digital competencies, their participation in CPD programs, and their apprehension of the impact of digital literacy on teaching effectiveness. The qualitative phase consists of interviews and focus group discussions with school teachers, CPD

coordinators, and policymakers. This phase assists to understand teachers’ experiences, challenges, and attitudes toward CPD implementation.

Data Collection

Quantitative data will be analyzed using statistical methods to measure the changes in teachers’ self-reported digital literacy and teaching effectiveness before and after CPD participation. Qualitative data from interviews and classroom observations will be analyzed thematically to identify recurring patterns and insights.

Significance of the Study: In the era of technology, new concept bridges CPD frameworks with Critical Digital Literacy theory in a new regional context. Moreover, it provides an adaptable model for both national and international countries to strengthen teacher effectiveness and cognitive abilities. Each country has its own culture and traditions even in education policy and teacher try to provide lessons according to their mentality. However, implementing CDL frameworks into CPD offers evidence-based recommendations to align national strategies with digital education goals. New concept equips educators to foster critical, informed, and responsible digital citizens.

Conclusion: This research proposal has aimed to highlight the importance of integrating Critical Digital Literacy (CDL) into Continuing Professional Development (CPD) as a strategic and basic approach to enhance teacher effectiveness and cognitive capacity. By integrating CDL into CPD frameworks, teachers can move beyond digital literacy to develop their critical awareness in their pedagogical choices. It is important to recognize how to differ fake information from concrete facts as teachers help students to develop critical thinking skills, initially they have to learn critically analyze given information.

This proposal emphasizes that adapting CDL into CPD is not only an issue of technology but also a transformative process that develops teacher’s professionalism and equips educators to foster students’ critical thinking with digital environment. Additionally, it aids to strengthen mental and cognitive abilities of teachers.

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WAYS OF TEACHING NEW WORDS IN ENGLISH LANGUAGE

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Аннотация. В языке есть активная и пассивная лексика. Важно помнить, что учащиеся должны иметь как активный, так и пассивный словарный запас. Учителя могут использовать материалы для изучения новых слов, такие как карточки для запоминания или карточки со словами. Изучение слов необходимо не только для выражения значения, но и для использования в контексте, в котором употребляется данное слово.

Ключевые слова: лексика, методика обучения, значение слова, полисемия, синонимы.

Abstract. There are active and passive vocabulary in a language. It is important to remember that students need to have both active and passive vocabulary knowledge. Teachers can use devices for teaching new words such as flash-cards or word-cards. Learning words means to learn not only the meaning, but knowing the contexts in which that word is used, the words which are related to it and where to use the word.

Key words: vocabulary, teaching methods, meaning of word, polysemy, synonym.

Language is very important means of communication. Learning a new language pushes human’s brain to get familiar with new grammar and vocabulary rules. It gives opportunity to train human`s memory to remember new words, make connections with them, and use them in contextual situations.

Vocabulary is understanding how to use words in relation to their meaning. Developing new vocabulary involves more than just looking up words in a dictionary and using those words in sentences.

Students' vocabulary grows throughout their lifetime through direct and indirect learning. You can adopt direct teaching methods such as:

- Introducing specific word instruction geared toward increased comprehension and vocabulary.
- Leading wordplay activities that build upon previously learned words.
- Encouraging students to read often to boost their word knowledge and language development.
- Using the dictionary to teach word meanings and asking students to use those words in sentences during class participation.
- Utilizing Cognate Awareness (ELL) to teach kids similar words in English and other languages, such as Spanish. Cognates are two words in different languages that have similarities including spelling, meaning, and pronunciation.

- Making speaking skills a priority when learning vocabulary.
- Reading stories to your students. It helps them to question and learn specific words. Books that contain pictures may help reinforce the 'bigger' words for your students. [4, p.3]

A word is main unit of the language. They have different features such as phonetic, lexical, semantic and grammatical. There are some difficulties to teach new words in English for pupils. Because a word may have several meanings. They are called polysemous words in English. For example the word “sound” is polysemous word in English, it has 19 meanings as a noun, 12 meanings as an adjective, 4 meanings as a verb, 2 meanings as an adverb. The word “set” is also polysemous word in English and it has 57 meanings as a noun, 120 meanings as a verb. We can differentiate their meanings in context. Let`s review some different meanings using examples with the polysemous words:

She heard the *sound* of footsteps outside – Ol daşarda aýak *sesi* eşitdi.

You don`t *sound* the “b” in the word comb – Comb sözünde “b” harpy *aýdylmaýar*. I wanted to *sound* him out about a job – Men onuň bilen iş barada *pikir alyşjakdym*. He is a *sound* tennis player – Ol *gowy* tennis oýunçysy.

Set the alarm for 7 o`clock – Budilnigi sagat 7-ä *düz*.

The table was *set* for six guests – Saçak alty myhman üçin *taýýarlanyldy*.
She *set* many poems to music – Ol saz üçin goşgy *düzýär*.
The dress *sets* off the blue of her eyes – Köýnek onuň gökje gözleri bilen özüne çekiji *görünýär*.

We can see some similarities and peculiarities between polysemous words in English and Turkmen languages. Let`s choose the word “great” (beýik) and learn its meanings.

1. As a noun “great” is a person who has achieved distinction and honor in some field “he is one of the **greats** of American music”.

2. As an adjective it means relatively large in size or number or extent; larger than others of its kind: “a **great** juicy steak”, “a **great** multitude”, “the **great** auk”, “a **great** old oak”

3. adjective, of major significance or importance “a **great** work of art”

4. adjective, remarkable or out of the ordinary in degree or magnitude or effect “a **great** crisis” “had a **great** stake in the outcome”
beyond what is ordinary or usual; highly unusual or exceptional or remarkable

5. adjective, very good, having desirable or positive qualities especially those suitable for a thing specified “had a **great** time at the party”

6. adjective, uppercase “**great** A”

7. adjective, in an advanced stage of pregnancy
“was **great** with child” [3, p. 36]

In Turkmen language the word “great” (beýik) is also polysemous word and it has the following meanings:

Beýik – *sypat, 1. Aşakdan ýokarlygyna beýgelip duran, belent, pes bolmadyk.* Depe-depeden beýik, Depeden inen keýik (Läle). Belent daglar, beýikligňe buýsanma (Magtymguly).

2. Ägirt uly ähmiýete eýe bolan. Beýik maksat tutduk biz, Uly bagta ýetdik biz (Läle).

3. göç.m. Abraýly, görnükli, şöhratly. Beýik şahsyýet. Beýik şahyr. [2, p.143]

We can explain new words in English with the help of these exercises:

Exercise 1. Translate the following sentences into English. Pay attention to the meanings of underlined words.

1. Düz giden meýdan, gum etekleri göm-gök ot bilen basyrylypdy.
2. Ol çagajyk köýneginiň etegine gum guýup, gapylaryna daşaýardy, peljegaz edýärdi, oýnaýardy.
3. Howanyň ýüzi arassady. Ilerde, örän uzakda ýek-tük bulut görünýärdi.
4. Gumuň üstüne çykyp, toweregiňe ser salsaň, asyl aşak düşesiň gelmeýär. Şol ýerde durkaň, ýüzüňi sypap geçýän şemaldan asyl doýup bolanok.
5. Birnäçe gezek agzyndaky tüwüleri çeýnäp, ýarysyny aňry geçirenden soň, sözüniň yzyny dowam etdi.
6. Gazanyň agzyny ýapyň, hapa düşmesin.
7. Baga girseň, her ädimde diýen ýaly ol şahadan bu şaha böküşip ýören şerçelere gözüň düşýär.
8. Bu kesilen agajyň gözi köp bolsa-da, ussa ondan dutar etmegi ýüregine düwdi.

Exercise 2. Read the poem “You Will Break Stones” by Magtymguly and find synonyms of given words: knowledgeable, gratitude, good, get, ruin, shorten, add, wise, happy, talent, fool, smart, big, unintelligent, long, full, small, break.

Listen to all the words of knowledgeable men,
In the far end your falsehood will get you nowhere,
Words of gratitude for good deeds will add years to your life,
A curse will ruin you, and shorten your life.

The soul will be happy for the wise man’s words,
The talent will be ashamed with the work of the fool,
A coward will boast himself a smart person in a big gathering,
But when confronted he will drive anyone mad.

Magtymguly, do not ask for advice from an unintelligent man
Who wandered around in the deserts.
Though he has lived a long life, if you give him a full bowl in a small gathering,
He won’t be able to eat the meal, and break the dish instead [1, p.155].

In the paper we distinguished some exercises to teach new words in English classes effectively. The important features of using these exercises in teaching English are:

- this method provides students with a lot of educational information specific to the English language;
- helps for improving of students’ creative thinking;

- helps to teach the effective organization of educational work based on the means of teaching English;
- improves the quality of education provided to young people.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ И ИНТЕРАКТИВНЫЕ МЕТОДЫ В СОВРЕМЕННОМ ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. Настоящая статья посвящена исследованию перспективных педагогических технологий, направленных на повышение эффективности изучения иностранных языков. Рассматриваются ключевые интерактивные методы — дискуссионные практики, мозговой штурм, кейс-стади, проектная деятельность, а также применение информационно-коммуникативных технологий (ИКТ) и искусственного интеллекта (ChatGPT). Особое внимание уделяется анализу преимуществ и ограничений этих подходов на основе теоретического обзора научной литературы, личного педагогического опыта и эмпирического исследования (интервью с преподавателями Ташкента). Делается вывод о значительном потенциале данных методов для развития коммуникативных компетенций студентов и мотивации к обучению при условии грамотного педагогического контроля.

Abstract. This article is devoted to the study of promising pedagogical technologies aimed at increasing the efficiency of learning foreign languages. Key interactive methods are considered - discussion practices, brainstorming, case studies, project activities, as well as the use of information and communication technologies (ICT) and artificial intelligence (ChatGPT). Particular attention is paid to the analysis of the advantages and limitations of these approaches based on a theoretical review of scientific literature, personal pedagogical experience and empirical research (interviews with Tashkent teachers). A conclusion is drawn about the significant potential of these methods for the development of communication competencies of students and motivation to study, subject to competent pedagogical control.

Annotatsiya. Ushbu maqola xorijiy tillarni o‘rganish samaradorligini oshirishga qaratilgan istiqbolli pedagogik texnologiyalarni tadqiq etishga bag‘ishlangan. Asosiy interaktiv usullar - munozara amaliyotlari, miya hujumi, keys-stadi, loyiha faoliyati, shuningdek, axborot- kommunikatsiya texnologiyalari (AKT) va sun’iy intellektni (ChatGPT) qo’llash ko’rib chiqilmoqda. Ilmiy adabiyotlarni nazariy ko‘rib chiqish, shaxsiy pedagogik tajriba va empirik tadqiqotlar (Toshkent o‘qituvchilari bilan suhbat) asosida ushbu yondashuvlarning afzalliklari va cheklovlarini tahlil qilishga alohida e’tibor qaratilmoqda. Talabalarning kommunikativ kompetensiyalarini rivojlantirish uchun ushbu usullarning salmoqli salohiyati va malakali pedagogik nazorat sharti bilan o’qishga rag’batlantirish haqida xulosa chiqarilmoqda.

Ключевые слова. иностранный язык, интерактивное обучение, дискуссии, мозговой штурм, кейс-стади, метод проектов, информационно-коммуникативные технологии, ChatGPT, командная работа, контрольно-оценочные материалы, профессиональная подготовка, педагогические инновации.

Введение. Современная образовательная парадигма переживает кардинальные изменения, связанные с внедрением инновационных методик преподавания. Традиционные подходы, основанные преимущественно на лекционно-репродуктивной модели, всё меньше отвечают требованиям цифровой эпохи и потребностям формирования высокопрофессиональных специалистов. В условиях глобализации и интенсивного развития информационных технологий особую актуальность приобретают интерактивные технологии обучения, обеспечивающие полное погружение всех участников образовательного процесса — студентов и преподавателей — в решение практико-ориентированных задач.

Такие методы создают особую развивающую среду, в которой учащиеся не только усваивают языковые знания и навыки, но и развивают критическое мышление, умение аргументированно отстаивать свою позицию, эффективно взаимодействовать в команде и решать реальные коммуникативные задачи. Особый интерес представляют дискуссионные практики, мозговой штурм, кейс-стади, проектная деятельность, ИКТ и новейшие ИИ- технологии. Целью данной работы является системный анализ указанных методов, оценка их эффективности на уроках иностранного языка и разработка практических рекомендаций по их внедрению в образовательную практику Узбекистана.

Обзор литературы. Теоретическая основа исследования опирается на фундаментальные педагогические труды, посвящённые интерактивным методам обучения иностранным языкам. Базарова А.А. даёт детальное описание дискуссионного метода как технологии исследования спорных вопросов, при которой группа участников последовательно формулирует проблему, аргументирует различные позиции и достигает консенсуса.

Штанько Е.С. и Костишин А.С. подчёркивают эффективность мозгового штурма как метода коллективного творческого поиска решений. Авторы особо акцентируют внимание на строгом соблюдении правил: запрет критики на

этапе генерации идей, приветствие всех предложений, развитие чужих идей участниками группы. Двуличанская Н.Н. демонстрирует универсальность данного метода для всех этапов урока — от актуализации знаний до систематизации изученного материала.

Метод кейс-стади, подробно описанный в коллективной монографии под редакцией Миролюбова А.А. и Белкиной Е.П., предполагает глубокий анализ реальных профессиональных ситуаций с выявлением причинно-следственных связей и разработкой альтернативных решений. Метод проектов как форма учебно-исследовательской деятельности подробно освещён в работах по коммуникативной методике преподавания.

Информационно-коммуникативные технологии получили всестороннее описание в словарях педагогических терминов и современных исследованиях Тимофеевой Е.В. и Виноградовой Ю.Б. . Особое место в обзоре занимают новейшие публикации Граур Л.Г. и Комиссаровой А.Н., посвящённые применению ChatGPT в создании контрольно-оценочных материалов.

Основная часть. Методология исследования. Комплексный характер исследования определил многоуровневый подход к изучению проблемы:

• Теоретический анализ научной литературы по инновационным методам преподавания иностранных языков.

• Практико-ориентированное исследование — разработка контрольно-оценочных материалов с использованием ChatGPT для курса «Иностранный язык в профессиональной деятельности».

• Эмпирическое мини-исследование — полуструктурированные интервью с преподавателями английского языка из различных образовательных учреждений Ташкента.

Критериями эффективности служили: мотивация студентов, качество и оригинальность учебных материалов, скорость их разработки, соответствие ГОС, этические аспекты применения ИИ.

Интерактивные методы обучения

1. Дискуссионные технологии. Метод дискуссий (от лат. discussio — исследование, рассмотрение) представляет собой коллективную интеллектуальную деятельность, направленную на всестороннее изучение противоречивой проблемы. Этапами технологии являются: чёткая формулировка обсуждаемой проблемы, аргументированная защита различных позиций, поиск консенсуса и принятие коллективного решения.

Преимущества дискуссий: формирование навыков аргументации и контраргументации, развитие критического мышления, совершенствование всех видов речевой деятельности. Разнообразие форм (круглый стол, дебаты, форум) позволяет адаптировать метод под различные образовательные задачи.

2. Мозговой штурм как метод коллективного творчества. Мозговой штурм занимает особое место среди интерактивных технологий благодаря способности активизировать творческие резервы личности. Ключевые правила технологии:

• Жёсткое соблюдение временных рамок — ограничение во времени повышает интенсивность мыслительных процессов.

• Запрет критики на этапе генерации идей — любые оценки откладываются на последующий этап.

• Принцип «чем больше, тем лучше» — приветствуется максимальное количество предложений.

• Развитие чужих идей — каждый участник вправе дорабатывать, комбинировать или расширять предложения коллег.

Универсальность метода позволяет применять его на всех этапах урока: мотивация, изучение нового материала, первичное закрепление, систематизация и контроль знаний. Фиксация идей на доске или ватмане обеспечивает визуализацию творческого процесса и служит основой для последующего анализа.

3. Кейс-стади: от анализа ситуации к профессиональному решению. Анализ конкретных ситуаций предполагает глубокое погружение в реальные профессиональные кейсы с последующим выявлением причинно-следственных связей и разработкой альтернативных решений. Источниками кейсов служат подлинные документы: деловая переписка, контракты, рекламные объявления, видеозаписи переговоров.

Метод развивает комплекс компетенций: аналитические способности, умение отбирать релевантную информацию, навыки самостоятельной и групповой работы, аргументированное выступление на изучаемом языке. Практика показывает высокий уровень вовлечённости студентов и устойчивый интерес к предмету.

4. Метод проектов как интегральная образовательная технология. Проектная деятельность предполагает самостоятельное исследование студентами выбранной темы в малых группах с последующей публичной презентацией результатов. Подготовительный этап требует от студентов поиска информации в различных источниках, интенсивного обсуждения материалов, разработки концепции проекта.

Защитная презентация формирует навыки публичных выступлений, аргументации своей позиции, ответов на вопросы аудитории. Исследования подтверждают эффективность именно аутентичного языкового общения для формирования устойчивых коммуникативных умений .

Информационно-коммуникативные технологии в обучении. Возможности ИКТ. К числу свежих инструментов для изучения иностранных языков причисляют информационно-коммуникативные технологии (ИКТ). Их внедрение — ключ к ускорению и оживлению занятий, ведь эти средства seriously расширяют набор приемов преподавания, делая уроки языку яркими, разносторонними и по-настоящему захватывающими для учащихся.

Информационно-коммуникативные технологии представляют собой комплекс инструментов и способов обработки данных, чтобы создать информацию высшего качества — полноценный информационный продукт.

В повседневной учебе чаще всего задействуют электронные учебники и энциклопедии, тренажеры, видео- с аудиооборудование, тестовые программы, а также разнообразные ресурсы из интернета.

Преподаватели все чаще используют мультимедийные презентации-конспекты, где собраны ключевые тезисы урока плюс упражнения для закрепления материала. Такие слайды помогают быстро добиться наглядности без лишних трат времени за партой. Благодаря им занятия обретают зрелищность и живость, становясь по-настоящему увлекательными, а главное — результативными на всех фазах урока.

На уроках иностранного языка нередко подключают электронные мультимедийные учебники. Их интерактивность дает студентам свободу задавать собственный ритм изучения, а обширная сеть гиперссылок открывает доступ к лишним деталям или разъяснениям по первому клику. В таких пособиях обычно полно разных упражнений и глубоких сведений по теме, плюс яркие иллюстрации, которые добавляют эстетического удовольствия в процесс.

Не обходятся без компьютерных программ. Они воспитывают у учащихся самостоятельность, делают подачу материала ярче и проще для восприятия. К тому же ребята могут учиться в своем режиме: продвигаться вперед по силам, возвращаться к сложному или даже опережать план.

Компьютерные обучающие программы помогают отрабатывать все виды речевой практики, разбирать языковые тонкости, доводить навыки до автоматизма и совершенствовать лингвистические умения. Важно, чтобы как учителя, так и студенты уверенно владели компьютером — ровно настолько, чтобы справляться с заданиями без заминок. Преподаватель обязан заранее продумывать, где и зачем вставлять мультимедиа на каждом куске урока. А материал для таких занятий нужно подбирать по строгим меркам, подгонять под цели и особенности группы.

В общем, ИКТ заметно оживляют учебу: они подогревают интерес и мотивацию, позволяют подстраивать темп под каждого, упорядочивают весь процесс от начала до конца, прививают вкус к самостоятельным поискам и творчеству, плюс открывают двери к огромному валу информации. Внедрение ИКТ на уроках иностранного языка повышает интерес к дисциплине, шлифует умения учиться в одиночку и сообща, укрепляет все стороны речевой практики — и в итоге ускоряет весь учебный ритм.

5. ChatGPT в создании контрольно-оценочных материалов. Практический опыт применения. Автор столкнулась с дефицитом готовых заданий для курса «Иностранный язык в профессиональной деятельности» и обратилась к ChatGPT для разработки контрольно- оценочных материалов.

Task: Email Response – Handling a Cross-Cultural Meeting Delay

Imagine you are a project manager from Uzbekistan working with a British team. Your British colleague emails you that their key team member is delayed due to unexpected travel issues, postponing the negotiation meeting by two days. Write

a professional email response to this colleague. Use the following structure to guide your email:

- Greeting: Start with a polite and professional greeting.
- Acknowledgment: Recognize the issue and express understanding about the delay.
- Cultural Sensitivity: Briefly reference how such delays might be perceived differently in British vs. Russian business culture (e.g., punctuality emphasis).
- Proposed Solutions: Suggest 2-3 flexible alternatives, like rescheduling options or virtual interim updates.
- Confirmation and Closing: Confirm next steps and end positively, looking forward to the meeting.

(Word limit: 150-200 words. Use formal business English with phrases like "I appreciate," "I understand," and "Let's aim to.")

Эмпирическое исследование: мнение Ташкентских преподавателей Мини-исследование: Интервью с учителями английского Ташкента об ИИ. Чтобы разобраться в плюсах и минусах ИИ (главным образом ChatGPT) для подготовки материалов по английскому, автор провел серию интервью с преподавателями из различных ташкентских школ. Фокус — личный опыт использования в планах уроков, тестах и упражнениях.

Некоторые педагоги отметили огромную выгоду в скорости: "Раньше на набор vocabulary или диалогов уходил час, а ChatGPT выдает готовый набор за пару минут — это спасение для многозадачного графика". Другая учительница подчеркнула персонализацию: "Генерирую задания под уровень класса — для слабых простые примеры, для сильных ролевые сценарии. Ученики оживились, интерес к языку вырос". Еще двое хвалили креатив: "Идеи для listening или debates приходят мгновенно, плюс мгновенная обратная связь на ошибки". Как в опыте коллег, ИИ упрощает рутину и добавляет разнообразия.

По сути, он выходит за рамки простого ассистента, становясь мощным рычагом для модернизации преподавания языков.

Анализ практики внедрения ChatGPT в СПО для контрольно-оценочных материалов подчеркивает колоссальный потенциал ИИ в образовании. Результаты показывают: он реально усиливает отдачу от уроков и успехи учащихся. Дальше тему стоит развивать — углубленно изучать этот метод в языковом обучении и оттачивать стратегии работы с ИИ в школах и вузах.

Негативные аспекты и сомнения. Однако половина интервьюируемых подняли проблемы точности: "Бот иногда вставляет неуместный сленг или грамматику, которая не по программе — приходится все переписывать вручную". Этические вопросы всплыли у троих: "Риск, что школьники просто копируют ответы, теряя навык самостоятельности; плюс, материалы не всегда соответствуют нашим стандартам ФГОС". Технические барьеры тоже отметили: "В школах интернет хромает, а платный доступ — не для всех". Один ветеран добавил: "ИИ хорош как помощник, но не замена — без учительского контроля теряется глубина".

Итоговые выводы. Интервью показывают: ИИ — ценный инструмент для ташкентских учителей, ускоряющий подготовку и обогащающий уроки персонализацией и идеями, особенно в условиях плотного расписания. Вместе с тем, риски неточностей, плагиата и зависимости требуют строгой модерации и обучения педагогов. В итоге, оптимально — использовать ChatGPT как "второго пилота": 20–30% материалов от него с обязательной доработкой. Это соответствует трендам в Узбекистане, где ИИ интегрируют в образование с акцентом на этику и качество. Дальше стоит расширить на мастер-классы для школ.

Подводя итог, инновационные подходы к преподаванию языку несут массу плюсов для построения занятий. Они позволяют учителю организовать живую совместную работу студентов в разных сценариях, что заметно ускоряет процесс обучения. Плюс такие методы превращают уроки в разнообразное, увлекательное приключение, далекое от рутины.

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TALABALAR NUTQINI BOYITISHDA MAQOLLAR VA SUN’IY INTELLEKT TEXNOLOGIYALARINING ROLI

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Annotatsiya: Mazkur maqolada Toshkent davlat sharqshunoslik universiteti talabalari nutqini rivojlantirishda maqollarning lingvistik va didaktik ahamiyati hamda sun’iy intellekt texnologiyalarining imkoniyatlari ilmiy jihatdan tahlil qilinadi. Tadqiqot davomida maqollarning semantik, stilistik va madaniy xususiyatlari talabalarning nutq boyligini oshirish va kommunikativ kompetensiyasini shakllantirishdagi o‘rni asoslab beriladi. Sun’iy intellektga asoslangan zamonaviy raqamli vositalar orqali maqollarni o‘rganish va qo‘llashning samaradorligi yoritiladi. Maqolada an’anaviy ta’lim metodlari va innovatsion texnologiyalar integratsiyasi asosida talabalar nutq faoliyatini rivojlantirishning samarali mexanizmlari taklif etiladi. Olingan natijalar oliy ta’lim muassasalarida, xususan sharqshunoslik yo‘nalishida, zamonaviy pedagogik yondashuvlarni joriy etish zarurligini ko‘rsatadi.

Kalit so‘zlar: *talabalar nutqi, maqollar, sun’iy intellekt, xorijiy til o‘rganish, nutq madaniyati, lingvistik kompetensiya, ta’lim texnologiyalari, innovatsion yondashuv, til boyligi, interaktiv o‘rganish*

Abstract*:* This article scientifically analyzes the linguistic and didactic significance of proverbs in developing the speech of students of Tashkent State University of Oriental Studies as well as the possibilities of artificial intelligence technologies. The study substantiates the role of semantic, stylistic, and cultural features of proverbs in enriching students’ vocabulary and forming communicative competence. The effectiveness of learning and applying proverbs through modern digital tools based on artificial intelligence is also highlighted. The article proposes effective mechanisms for developing students’ speech activity based on the integration of traditional teaching methods and innovative technologies. The obtained results demonstrate the necessity of implementing modern pedagogical approaches in higher education institutions, particularly in the field of Oriental studies.

Keywords: *student speech, proverbs, artificial intelligence, foreign language learning, speech culture, linguistic competence, educational technologies, innovative approach, vocabulary enrichment, interactive learning*

Аннотация: В данной статье проводится научный анализ лингвистического и дидактического значения пословиц в развитии речи студентов Ташкентский государственный университет востоковедения, а также возможностей технологий искусственного интеллекта. В ходе исследования обосновывается роль семантических, стилистических и культурных особенностей пословиц в обогащении словарного запаса студентов и формировании их коммуникативной компетенции. Освещается эффективность изучения и применения пословиц с использованием

современных цифровых средств на основе искусственного интеллекта. В статье предлагаются эффективные механизмы развития речевой деятельности студентов на основе интеграции традиционных методов обучения и инновационных технологий. Полученные результаты указывают на необходимость внедрения современных педагогических подходов в высших учебных заведениях, в частности в сфере востоковедения.

Ключевые слова: *речь студентов, пословицы, искусственный интеллект, изучение иностранных языков, культура речи, лингвистическая компетенция, образовательные технологии, инновационный подход, словарный запас, интерактивное обучение*

Kirish qismi: Zamonaviy ta’lim tizimida talabalar nutqini rivojlantirish masalasi dolzarb pedagogik muammolardan biri hisoblanadi. Globallashuv jarayoni va axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida xorijiy tillarni puxta egallash, ayniqsa, nutq madaniyatini shakllantirish muhim ahamiyat kasb etmoqda. Shu nuqtai nazardan, talabalar nutq boyligini oshirishda an’anaviy til vositalari, xususan maqollardan foydalanish alohida o‘rin tutadi. Maqollar xalqning asrlar davomida shakllangan tajribasi, dunyoqarashi va madaniy qadriyatlarini o‘zida mujassam etgan bo‘lib, ular orqali fikrni lo‘nda, obrazli va ta’sirchan ifodalash imkoniyati yuzaga keladi.

Ilmiy tadqiqotlar shuni ko‘rsatadiki, maqollardan foydalanish talabalarning lingvistik kompetensiyasini rivojlantirish, nutqni boyitish va kommunikativ faollikni oshirishda samarali vosita hisoblanadi. Ayniqsa, Toshkent davlat sharqshunoslik universiteti talabalari uchun xorijiy tillarni o‘rganishda maqollar orqali til va madaniyat uyg‘unligini anglash muhim metodik yondashuvlardan biri sifatida namoyon bo‘ladi. Biroq, an’anaviy yondashuvlar bilan bir qatorda, bugungi kunda sun’iy intellekt texnologiyalarining ta’lim jarayoniga keng joriy etilishi yangi imkoniyatlarni yuzaga keltirmoqda. Sun’iy intellekt asosidagi platformalar talabalarga individual yondashuv asosida bilim olish, interaktiv mashg‘ulotlar orqali nutq ko‘nikmalarini rivojlantirish va maqollarni kontekstual o‘rganish imkonini beradi. Bu esa ta’lim samaradorligini oshirishga xizmat qiladi.

Mazkur maqolaning maqsadi – talabalar nutqini boyitishda maqollarning ahamiyatini ilmiy asosda tahlil qilish hamda sun’iy intellekt texnologiyalari yordamida ushbu jarayonni takomillashtirish yo‘llarini aniqlashdan iborat. Shu orqali an’anaviy va innovatsion yondashuvlarning uyg‘unligini ta’minlashga qaratilgan ilmiy-amaliy tavsiyalar ishlab chiqiladi.

Asosiy qism: Talabalar nutqini boyitish jarayoni ko‘p qirrali bo‘lib, u lingvistik, psixologik va pedagogik omillarning o‘zaro uyg‘unligiga tayanadi. Mazkur jarayonda maqollar muhim didaktik vosita sifatida xizmat qiladi. Maqollar qisqa, lo‘nda va mazmunan chuqur bo‘lib, ular orqali talaba fikrni aniq, obrazli va ta’sirchan ifodalash ko‘nikmasini egallaydi. Shu jihatdan, maqollar talabalarning lug‘at boyligini oshirish, nutqning stilistik rang-barangligini ta’minlash hamda mantiqiy fikrlashni rivojlantirishda muhim o‘rin tutadi.

Maqollarning lingvistik xususiyatlari – ularning semantik chuqurligi, metaforik ifodasi va milliy-madaniy mazmuni – talabalarning nafaqat til bilimini, balki madaniy kompetensiyasini ham shakllantiradi. Xususan, Toshkent davlat sharqshunoslik universiteti talabalari uchun xorijiy tillarni o‘rganishda maqollarni qiyosiy tahlil qilish orqali turli xalqlarning dunyoqarashi va tafakkuridagi o‘xshash hamda farqli jihatlarni anglash imkoniyati kengayadi. Bu esa o‘z navbatida, kommunikativ kompetensiyaning rivojlanishiga ijobiy ta’sir ko‘rsatadi. Zamonaviy ta’lim jarayonida sun’iy intellekt texnologiyalaridan foydalanish talabalar nutqini rivojlantirishda yangi bosqichni boshlab berdi. Sun’iy intellekt asosidagi platformalar (masalan, til o‘rganish ilovalari, chat-botlar va avtomatik tarjima tizimlari) talabalarga individual yondashuv asosida bilim olish imkonini yaratadi. Bunday texnologiyalar yordamida talabalar maqollarni kontekstda o‘rganish, ularning ma’nosini chuqurroq tahlil qilish va amaliy nutqda qo‘llash ko‘nikmalarini rivojlantiradi.

Sun’iy intellektning yana bir muhim jihati – u talabalarning nutq faoliyatini tahlil qilish va baholash imkoniyatini beradi. Masalan, AI tizimlari talabaning yozma yoki og‘zaki nutqidagi xatolarni aniqlab, ularni tuzatish bo‘yicha tavsiyalar beradi. Bu esa o‘quv jarayonining individuallashtirilishini ta’minlab, har bir talabaning ehtiyojiga mos yondashuvni shakllantiradi. Natijada, talabalar nafaqat til qoidalarini o‘zlashtiradi, balki nutqni boy va ifodali tarzda qo‘llashni ham o‘rganadi.

An’anaviy metodlar va sun’iy intellekt texnologiyalarining integratsiyasi esa eng samarali natijalarni beradi. Maqollarni o‘qitishda interaktiv platformalar, multimedia vositalari va virtual mashg‘ulotlardan foydalanish talabalar faolligini oshiradi, ularning mustaqil fikrlashini rivojlantiradi. Shu asosda, ta’lim jarayonida innovatsion yondashuvlarni keng joriy etish, ayniqsa, til o‘rganish sohasida yuqori samaradorlikka erishish imkonini beradi. Umuman olganda, maqollar va sun’iy intellekt texnologiyalarining uyg‘unligi talabalar nutqini rivojlantirishda samarali pedagogik mexanizm sifatida namoyon bo‘ladi. Bu yondashuv nafaqat til o‘rganishni osonlashtiradi, balki talabalarni ijodiy fikrlashga, madaniyatlararo muloqotga va zamonaviy bilimlarni egallashga undaydi.

Talabalar nutqini boyitishda o‘zbek va ingliz maqollarini qiyosiy o‘rganish muhim ilmiy va amaliy ahamiyatga ega. Maqollar har bir xalqning asrlar davomida shakllangan hayotiy tajribasi, dunyoqarashi va tafakkurini o‘zida mujassam etadi. Shu sababli ularni turli tillarda solishtirib o‘rganish nafaqat til ko‘nikmalarini rivojlantiradi, balki madaniyatlararo kompetensiyani ham shakllantiradi.

Masalan, o‘zbek tilidagi *“Til bilgan – el biladi”* maqoli ingliz tilidagi “Knowledge of languages is the doorway to wisdom” maqoli bilan mazmunan uyg‘un hisoblanadi. Har ikkala maqolda ham til bilishning inson hayotidagi ahamiyati ta’kidlanadi. Biroq o‘zbek maqoli lo‘nda va qisqa shaklda ifodalangan bo‘lsa, ingliz tilidagi variant kengroq va izohli ko‘rinishga ega. Bu esa har ikki tilning ifoda uslubidagi farqlarni ko‘rsatadi.

Yana bir misol sifatida *“Yaxshi so‘z – jon ozig‘i”* maqolini ingliz tilidagi *“Kind words are the music of the world”* maqoli bilan solishtirish mumkin. Bu maqollarda ijobiy va muloyim nutqning inson ruhiyatiga ta’siri ifodalangan. O‘zbek

tilida *“ozig‘”* obrazi orqali ruhiy ehtiyoj ifodalansa, ingliz tilida *“musiqa”* timsoli orqali estetik va hissiy ta’sir kuchaytiriladi. Bu esa madaniy tafakkur va obraz yaratishdagi o‘ziga xoslikni aks ettiradi.

Madaniy-kommunikativ jihatdan *“Har yurtning odati boshqa”* maqoli ingliz tilidagi *“When in Rome, do as the Romans do”* iborasi bilan to‘liq mos keladi. Har ikkala maqol ham turli madaniyat va muhitga moslashish zarurligini ifodalaydi. Bu kabi maqollarni o‘rganish, ayniqsa, Toshkent davlat sharqshunoslik universiteti talabalari uchun xorijiy tilni nafaqat grammatik jihatdan, balki madaniy kontekstda ham o‘zlashtirishga yordam beradi. *“Bilim –boylik”* maqolini ingliz tilidagi *“Knowledge is power”* maqoli bilan qiyoslash mumkin. Har ikkala maqolda bilimning inson hayotidagi ahamiyati yuksak baholanadi. Zamonaviy sun’iy intellekt texnologiyalari yordamida ushbu maqollarni turli kontekstlarda o‘rganish, ularning tarjimalari va qo‘llanish holatlarini tahlil qilish imkoniyati kengaymoqda. Bu esa talabalar nutqini boyitishda muhim omil bo‘lib xizmat qiladi.

Umuman olganda, o‘zbek va ingliz maqollarini qiyosiy tahlil qilish talabalar nutqini rivojlantirishda samarali metod hisoblanadi. Bu jarayon orqali talabalar til boyligini oshiradi, obrazli fikrlashni rivojlantiradi hamda turli madaniyatlar o‘rtasidagi o‘xshash va farqli jihatlarni chuqur anglaydi.

Natijalar qismi: Olib borilgan tahlillar natijasida talabalar nutqini boyitishda maqollar va sun’iy intellekt texnologiyalarining uyg‘unligi yuqori samaradorlikka ega ekanligi aniqlandi. Xususan, o‘zbek va ingliz maqollarini qiyosiy o‘rganish talabalarning lug‘at boyligini sezilarli darajada oshirishi, ularning fikrni obrazli va ta’sirchan ifodalash ko‘nikmalarini shakllantirishi kuzatildi. Maqollar orqali qisqa, lo‘nda va mazmunli nutq tuzish malakasi rivojlanib, kommunikativ kompetensiya mustahkamlandi.

Tadqiqot davomida aniqlanishicha, maqollarni o‘rganish talabalarning nafaqat lingvistik bilimlarini, balki madaniyatlararo muloqot ko‘nikmalarini ham rivojlantiradi. Ayniqsa, Toshkent davlat sharqshunoslik universiteti talabalari misolida turli tillardagi maqollarni qiyoslash orqali boshqa xalqlarning mentaliteti va qadriyatlarini anglash darajasi oshgani kuzatildi. Sun’iy intellekt texnologiyalaridan foydalanish ta’lim jarayonining individuallashuvini ta’minlab, talabalar uchun qulay va interaktiv o‘quv muhitini yaratdi. AI asosidagi vositalar yordamida maqollarni kontekstual o‘rganish, tarjima qilish va nutqda qo‘llash jarayoni soddalashdi hamda samaradorligi oshdi. Natijada talabalar mustaqil o‘rganish ko‘nikmalariga ega bo‘lib, o‘z nutqini tahlil qilish va takomillashtirish imkoniyatiga ega bo‘ldilar.

Umumiy natijalar shuni ko‘rsatadiki, maqollar va sun’iy intellekt texnologiyalarining integratsiyasi talabalar nutqini rivojlantirishda kompleks va innovatsion yondashuv sifatida namoyon bo‘ladi. Bu yondashuv ta’lim sifatini oshirish, talabalar faolligini kuchaytirish va ularning til o‘rganishga bo‘lgan motivatsiyasini yanada rivojlantirishga xizmat qiladi.

Xulosa qismi: Mazkur tadqiqot natijalari shuni ko‘rsatadiki, talabalar nutqini boyitishda maqollar muhim lingvistik va didaktik vosita hisoblanadi. Maqollar orqali talabalar fikrni lo‘nda, obrazli va ta’sirchan ifodalash ko‘nikmalarini

egallaydi, ularning lug‘at boyligi va nutq madaniyati sezilarli darajada rivojlanadi. Ayniqsa, o‘zbek va ingliz maqollarini qiyosiy o‘rganish til o‘rganish jarayonini chuqurlashtirib, madaniyatlararo kompetensiyaning shakllanishiga xizmat qiladi.

Tadqiqot davomida aniqlanishicha, sun’iy intellekt texnologiyalaridan foydalanish maqollarni o‘rganish jarayonini yanada samarali, interaktiv va individuallashtirilgan holga keltiradi. AI asosidagi vositalar talabalarga mustaqil o‘rganish, o‘z nutqini tahlil qilish va xatolar ustida ishlash imkonini beradi. Bu esa ta’lim sifatini oshirishda muhim omil sifatida namoyon bo‘ladi.

Toshkent davlat sharqshunoslik universiteti tajribasi shuni ko‘rsatadiki, an’anaviy (maqollar asosida o‘qitish) va zamonaviy (sun’iy intellekt texnologiyalari) yondashuvlarning integratsiyasi eng samarali natijalarni beradi. Bunday yondashuv talabalar nutqini har tomonlama rivojlantirish, ularning ijodiy va tanqidiy fikrlashini shakllantirish hamda zamonaviy bilim va ko‘nikmalarni egallashiga xizmat qiladi.

Xulosa qilib aytganda, maqollar va sun’iy intellekt texnologiyalarining uyg‘unligi talabalar nutqini rivojlantirishda innovatsion va istiqbolli yo‘nalish hisoblanadi. Ushbu yondashuvni ta’lim jarayoniga keng joriy etish kelgusida yuqori malakali, keng dunyoqarashga ega va samarali muloqot qila oladigan mutaxassislarni tayyorlashga zamin yaratadi.

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INKLUSIV TA’LIM: XORIJIY VA RUS TILLARINI O‘RGANISHDA TENG IMKONIYATLAR

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Annotatsiya: Ushbu maqolada inkluziv ta’lim sharoitida xorijiy va rus tillarini o‘qitishning ahamiyati, mazmuni va zamonaviy yondashuvlari tahlil qilinadi. Inklusiv ta’lim tizimida barcha o‘quvchilarga, jumladan, alohida ta’lim ehtiyojlariga ega bo‘lgan bolalarga teng imkoniyatlar yaratish masalalari yoritilgan. Til o‘qitishda qo‘llaniladigan innovatsion metodlar, differensial yondashuv va pedagogik texnologiyalarning o‘rni ko‘rib chiqiladi. Maqolada xorijiy va rus tillarini o‘rganishda inkluziv muhitning samaradorligi va uning ta’lim sifatiga ta’siri ochib beriladi.

Kalit so‘zlar: *inklusiv ta’lim, xorijiy til, rus tili, til o‘qitish metodikasi, teng imkoniyatlar, pedagogik texnologiyalar, differensial yondashuv.*

Annotation: This article analyzes the importance, content, and modern approaches to teaching foreign and Russian languages in the context of inclusive education. It highlights the issues of providing equal opportunities for all learners, including children with special educational needs, within the inclusive education system. The role of innovative teaching methods, differentiated approaches, and pedagogical technologies in language instruction is examined. The article also reveals the effectiveness of an inclusive environment in learning foreign and Russian languages and its impact on the quality of education.

Keywords: *inclusive education, foreign language, Russian language, language teaching methodology, equal opportunities, pedagogical technologies, differentiated approach*

Аннотация: В данной статье анализируются значение, содержание и современные подходы к обучению иностранным и русскому языкам в условиях инклюзивного образования. Освещаются вопросы обеспечения равных возможностей для всех обучающихся, включая детей с особыми образовательными потребностями. Рассматривается роль инновационных методов обучения, дифференцированного подхода и педагогических технологий в процессе преподавания языков. Также раскрывается эффективность инклюзивной среды в изучении иностранных и русского языков и её влияние на качество образования.

Ключевые слова: *инклюзивное образование, иностранный язык, русский язык, методика преподавания языков, равные возможности, педагогические технологии, дифференцированный подход*

Kirish qismi: Hozirgi globallashuv jarayonida xorijiy tillarni, xususan rus tilini o‘rganish zamonaviy ta’lim tizimining ajralmas qismiga aylanib bormoqda. Til bilish nafaqat shaxsiy rivojlanish, balki kasbiy muvaffaqiyat va xalqaro hamkorlikni rivojlantirishda muhim omil hisoblanadi. Shu bilan birga, ta’lim tizimida barcha o‘quvchilarga teng imkoniyat yaratish, ularning individual ehtiyojlarini hisobga olish masalasi dolzarb ahamiyat kasb etmoqda. Aynan shu jihatdan inkluziv ta’lim konsepsiyasi zamonaviy pedagogikaning ustuvor yo‘nalishlaridan biri sifatida e’tirof etilmoqda.

Inklusiv ta’lim – bu har bir o‘quvchining, jumladan, alohida ta’lim ehtiyojlariga ega bo‘lgan bolalarning ham umumiy ta’lim jarayonida faol ishtirok etishini ta’minlaydigan tizimdir. Ushbu yondashuv orqali barcha o‘quvchilar uchun teng ta’lim sharoitlari yaratiladi, ularning qobiliyat va imkoniyatlari maksimal darajada rivojlantiriladi. Xususan, xorijiy va rus tillarini o‘qitishda inkluziv muhitni shakllantirish, o‘quvchilarning individual xususiyatlarini inobatga olgan holda samarali metodlarni qo‘llash muhim ahamiyatga ega. Toshkent davlat sharqshunoslik universitetida olib borilayotgan ilmiy-pedagogik faoliyat ham aynan shu yo‘nalishda muhim natijalarni bermoqda. Universitetda xorijiy tillarni, jumladan sharq va rus tillarini o‘qitishda zamonaviy pedagogik texnologiyalar, innovatsion metodlar hamda inkluziv yondashuv keng joriy etilmoqda. Bu esa talabalarning til kompetensiyasini rivojlantirish bilan birga, ularning ijtimoiy moslashuvi va shaxsiy rivojiga ham xizmat qilmoqda.

Mazkur maqolada inkluziv ta’lim sharoitida xorijiy va rus tillarini o‘qitishning nazariy va amaliy jihatlari tahlil qilinadi. Shuningdek, til o‘rgatishda teng imkoniyatlarni ta’minlash, zamonaviy metodlardan foydalanish hamda inkluziv muhitni samarali tashkil etish masalalari keng yoritiladi.

Asosiy qism: Inklusiv ta’lim sharoitida xorijiy va rus tillarini o‘qitish masalasi zamonaviy pedagogikaning muhim yo‘nalishlaridan biri hisoblanadi. Ushbu jarayonda asosiy e’tibor barcha o‘quvchilar, jumladan, alohida ta’lim ehtiyojlariga ega bo‘lgan shaxslar uchun teng va samarali ta’lim muhitini yaratishga qaratiladi. Til o‘rganish jarayoni ko‘p komponentli bo‘lib, u lingvistik, psixologik va pedagogik omillar uyg‘unligini talab etadi. Shu bois inkluziv ta’limda til o‘qitish jarayonini ilmiy asosda tashkil etish zarur.

Birinchidan, inkluziv ta’limda differensial yondashuv muhim ahamiyat kasb etadi. Tadqiqotlar shuni ko‘rsatadiki, o‘quvchilarning individual xususiyatlari – eshitish, ko‘rish, nutq yoki kognitiv rivojlanish darajasi – tilni o‘zlashtirish tezligi va samaradorligiga bevosita ta’sir qiladi. Shu sababli o‘qituvchi o‘quv materiallarini turli darajalarga moslashtirishi, vizual, audial va kinestetik usullarni uyg‘unlashtirgan holda dars tashkil etishi lozim. Masalan, rus va xorijiy tillarni o‘qitishda multimodal metodlardan foydalanish (audio yozuvlar, subtitrli videolar, interaktiv mashqlar) o‘quvchilarning bilimni qabul qilish darajasini oshiradi.

Ikkinchidan, zamonaviy pedagogik texnologiyalar inkluziv ta’lim samaradorligini sezilarli darajada oshiradi. Raqamli platformalar, mobil ilovalar va onlayn resurslar yordamida o‘quvchilarga individual ta’lim trayektoriyasi yaratish mumkin. Ilmiy tahlillar shuni ko‘rsatadiki, axborot-kommunikatsiya texnologiyalaridan foydalanish nafaqat motivatsiyani oshiradi, balki o‘quvchilarning mustaqil ishlash ko‘nikmalarini ham rivojlantiradi. Ayniqsa, maxsus ehtiyojli o‘quvchilar uchun moslashtirilgan dasturlar (masalan, ovozli matnlar, ekran o‘qish vositalari) til o‘rganish jarayonini yengillashtiradi.

Uchinchidan, inkluziv muhitda til o‘qitishda kommunikativ yondashuv ustuvor hisoblanadi. Tilni o‘rganish faqat grammatik qoidalarni o‘zlashtirish bilan cheklanmay, balki real kommunikativ vaziyatlarda qo‘llashni ham talab etadi. Shu nuqtai nazardan, juftlik va guruhli ishlash, rolli o‘yinlar, muammoli vaziyatlar asosida tashkil etilgan mashg‘ulotlar o‘quvchilarning nutq faoliyatini rivojlantiradi. Ilmiy kuzatishlar natijalariga ko‘ra, bunday yondashuv ijtimoiy integratsiyani kuchaytiradi va o‘quvchilarning o‘ziga bo‘lgan ishonchini oshiradi.

To‘rtinchidan, o‘qituvchining kasbiy kompetensiyasi inkluziv ta’limning muvaffaqiyatli amalga oshirilishida hal qiluvchi omil hisoblanadi. O‘qituvchi nafaqat tilni mukammal bilishi, balki maxsus pedagogika asoslarini ham egallagan bo‘lishi kerak. Tadqiqotlar shuni ko‘rsatadiki, inkluziv sinflarda faoliyat yuritayotgan o‘qituvchilar doimiy ravishda malaka oshirish, yangi metodlarni o‘zlashtirish va individual yondashuvni rivojlantirish ustida ishlashi lozim.

Toshkent davlat sharqshunoslik universiteti tajribasi shuni ko‘rsatadiki, xorijiy va rus tillarini o‘qitishda inkluziv yondashuvni joriy etish talabalarning til kompetensiyasini sezilarli darajada oshiradi. Universitetda olib borilgan ilmiy-amaliy ishlar natijasida innovatsion metodlar va differensial ta’lim texnologiyalarini qo‘llash orqali turli darajadagi talabalar uchun samarali ta’lim muhiti yaratilgan. Ilmiy tahlillar asosida aytish mumkinki, differensial yondashuv, zamonaviy pedagogik texnologiyalar va kommunikativ metodlarning uyg‘unligi ta’lim sifatini oshirishga xizmat qiladi.

Xulosa qismi: Yuqorida olib borilgan ilmiy tahlillar shuni ko‘rsatadiki, inkluziv ta’lim sharoitida xorijiy va rus tillarini o‘qitish zamonaviy ta’lim tizimining muhim va dolzarb yo‘nalishlaridan biridir. Ushbu jarayonda asosiy e’tibor barcha o‘quvchilarga teng imkoniyatlar yaratish, ularning individual xususiyatlarini hisobga olgan holda samarali ta’lim muhitini tashkil etishga qaratiladi.

Inklusiv ta’lim til o‘qitish jarayoniga yangi yondashuvlarni olib kiradi. Xususan, differensial yondashuv, kommunikativ metodlar hamda zamonaviy pedagogik texnologiyalarni qo‘llash o‘quvchilarning bilim olish samaradorligini oshiradi. Shu bilan birga, maxsus ehtiyojli o‘quvchilar uchun moslashtirilgan o‘quv materiallari va metodlarning joriy etilishi ta’lim sifatini sezilarli darajada yaxshilaydi. Toshkent davlat sharqshunoslik universiteti tajribasi asosida aytish mumkinki, inkluziv yondashuvni amaliyotga tatbiq etish nafaqat til kompetensiyasini rivojlantiradi, balki talabalar va o‘quvchilarning ijtimoiy moslashuvi, mustaqil fikrlashi va kommunikativ ko‘nikmalarini ham shakllantiradi.

Xulosa qilib aytganda, inkluziv ta’lim orqali xorijiy va rus tillarini o‘qitish jarayonini takomillashtirish, zamonaviy metodlarni keng joriy etish hamda pedagoglarning kasbiy kompetensiyasini oshirish bugungi kunning muhim vazifalaridan biridir. Bu esa kelajakda har tomonlama rivojlangan, raqobatbardosh va ijtimoiy faol shaxslarni tarbiyalashga xizmat qiladi.

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INGLIZ TILI O’QITISHDA BLENDED LEARNING YONDASHUVI

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Annotatsiya: Ushbu maqolada ingliz tili ta’limida aralash ta’lim (blended learning) yondashuvining pedagogik, psixologik va metodik jihatlari mukammal tarzda o‘rganiladi. Tadqiqot aralash ta’limning nazariy asoslarini, xususan, uning ta’rifini, afzalliklarini, o‘quv jarayoniga ta'sirini va turli xil modellarini o‘z ichiga oladi. Asosiy e’tibor aralash ta’limning ingliz tili darslariga muvaffaqiyatli tatbiq etilishi uchun zarur shart-sharoitlarni, shuningdek, o‘quvchilarning o‘zlashtirish darajasi, motivatsiyasi va mustaqil fikrlash qobiliyatlariga ta’sirini tahlil qilishga qaratilgan. Tajriba-sinov ishlarining natijalari, so‘rovnomalar va testlar aralash ta’lim o‘quvchilarning motivatsiyasini oshirishi, ta’lim sifatini sezilarli darajada yaxshilashi va o‘quv jarayonini individuallashtirish imkonini berishini ko‘rsatdi. Tadqiqot so‘ngida ingliz tili o‘qituvchilari uchun blended learningdan samarali foydalanish bo‘yicha amaliy tavsiyalar ishlab chiqilgan bo'lib, bu ularga zamonaviy ta'lim talablariga moslashishiga ko'maklashadi.

Kalit so’zlar: blended learming, flipped learning, moslashuvchanlik, interfaollik, shaxsiylashtirilgan ta’lim, raqamli kompetensiya.

Annotation: This article thoroughly examines the pedagogical, psychological, and methodological aspects of the blended learning approach in English language

education. The research covers the theoretical foundations of blended learning, specifically its definition, advantages, impact on the learning process, and various models. The main focus is on analyzing the necessary conditions for the successful implementation of blended learning in English lessons, as well as its influence on students' level of comprehension, motivation, and independent thinking skills. The results of experimental trials, surveys, and tests demonstrated that blended learning enhances student motivation, significantly improves the quality of education, and enables the individualization of the learning process.At the conclusion of the research, practical recommendations were developed for English language teachers on the effective use of blended learning. These recommendations will assist them in adapting to modern educational requirements.

Keywords: blended learning, flipped learning, flexibility, interactivity, personalized learning, digital competence.

Аннотация: Данная статья тщательно исследует педагогические, психологические и методические аспекты смешанного обучения в преподавании английского языка. Исследование охватывает теоретические основы смешанного обучения, а именно его определение, преимущества, влияние на учебный процесс и различные модели. Основное внимание уделяется анализу необходимых условий для успешной реализации смешанного обучения на уроках английского языка, а также его влиянию на уровень понимания, мотивации и самостоятельного мышления учащихся. Результаты экспериментальных испытаний, опросов и тестов показали, что смешанное обучение повышает мотивацию учащихся, значительно улучшает качество образования и позволяет индивидуализировать учебный процесс.По итогам исследования были разработаны практические рекомендации для преподавателей английского языка по эффективному использованию смешанного обучения. Эти рекомендации помогут им адаптироваться к современным образовательным требованиям.

Ключевые слова: смешанное обучение, гибкость, интерактивность, персонализированное обучение, цифровая компетенция.

Kirish: Zamonaviy ta’lim tizimida axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi va raqamli transformatsiya jarayonlari yangi pedagogik yondashuvlarni, jumladan, “blended learning”(aralash ta’lim) metodikasini keng qo‘llash imkoniyatini yaratdi. “Blended learning” – bu an’anaviy (offline) va raqamli (onlayn) ta’lim usullarini uyg‘unlashtirib, o‘quv jarayonini yanada samarali, moslashuvchan va shaxsiylashtirilgan qilishga qaratilgan innovatsion yondashuvdir.

“Blended learning” yondashuvi aynan shu talablarga javoban, ingliz tilini o‘qitish jarayonida an’anaviy darsliklar, didaktik materiallar bilan birga onlayn kurslar, interaktiv platformalar (LMS – Moodle, Google Classroom), mobil ilovalar (Duolingo, Quizlet) va multimedia resurslardan (videodarslar, podcastlar, virtual sinflar) strategik foydalanish imkonini beradi. Bu metodika nafaqat o‘quvchilarning mustaqil ishlash qobiliyatini oshiradi, balki ularga individual tarzda bilim olish, mavzularni takrorlash va amaliyotda qo‘llash uchun qulay sharoit yaratadi.

Adabiyotlar sharhi: Ushbu maqolada xorijiy tilni o‘qitishdagi zamonaviy metodlar, multimodal ta’lim yondashuvlari, raqamli vositalar asosida ta’lim berish bo‘yicha respublika va xorijiy mutaxassislarning ilmiy ishlari tahlil qilindi. Ayniqsa quyidagi adabiyotlarga tayanildi:

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Metodologiya: Blended learning, yoki aralash ta’lim, zamonaviy ta’lim jarayonida an’anaviy yuzma-yuz o‘qitish usullari bilan onlayn ta’lim vositalarini birlashtirish orqali ta’lim sifatini oshirishga qaratilgan samarali yondashuvdir. Ushbu yondashuv ta’lim jarayonini yanada moslashuvchan, interaktiv va individual ehtiyojlarga moslashtirilgan shaklga olib keladi. Garrison va Kanuka (2004) blended learningni an’anaviy ta’lim muhitini onlayn o‘qitish vositalari bilan uyg‘unlashtirish orqali ta’lim sifatini yaxshilash usuli deb ta’riflaydilar. Ularning fikricha, blended learning o‘quvchilarga o‘z vaqtlarini va o‘rganish resurslarini boshqarishda keng imkoniyatlar yaratadi hamda o‘qituvchilarga ta’lim jarayonini individuallashtirish imkonini beradi. Graham (2006) esa blended learningni an’anaviy va onlayn ta’lim usullarining maqsadga muvofiq integratsiyasi deb ataydi va bu yondashuvda har ikkala usulning afzalliklari birgalikda qo‘llanilishini ta’kidlaydi. Blended learningning mohiyati shundaki, u ta’lim jarayonida yuzma-yuz darslar bilan bir qatorda onlayn platformalarda mustaqil o‘rganish, interaktiv mashg‘ulotlar va o‘zaro fikr almashish imkoniyatlarini yaratadi. Bu esa o‘quvchilarga o‘zlarining shaxsiy ehtiyojlari va imkoniyatlariga mos ravishda ta’limni olish imkonini beradi.

Singh (2003) blended learningni o‘quvchilarning faolligini oshiruvchi samarali ta’lim shakli sifatida ko‘radi, chunki u o‘quvchilarning mustaqil ishlashini rag‘batlantiradi va ta’lim jarayonini yanada qiziqarli qiladi. Blended learningning eng asosiy afzalliklaridan biri uning moslashuvchanligidir. Bu yondashuv o‘quvchilarga darslarni o‘z vaqtlarida va qulay sharoitda o‘rganish imkonini beradi, bu ayniqsa ish bilan band bo‘lgan yoki geografik jihatdan uzoqda yashovchi talaba va o‘quvchilar uchun muhimdir. Bonk va Graham (2006) ta’kidlaganidek, blended learning o‘quvchilarning ta’lim jarayonidagi faolligini oshiradi, chunki ularni mustaqil o‘rganishga, guruh ishlarida ishtirok etishga va interaktiv mashg‘ulotlarda qatnashishga undaydi. Bundan tashqari, blended learning individuallashtirilgan ta’limni ta’minlaydi, ya’ni o‘quvchilarning turli bilim darajalari va qobiliyatlariga mos keladigan o‘quv yo‘nalishlarini yaratishga imkon beradi, bu esa ta’lim samaradorligini oshiradi. Garrison va Kanuka (2004) fikriga ko‘ra, blended learning ta’lim sifatini yaxshilashda muhim ahamiyatga ega, chunki onlayn materiallar o‘quvchilarga mavzuni chuqurroq o‘rganish imkonini beradi, yuzma-yuz mashg‘ulotlar esa tushunmovchiliklarni bartaraf etishda yordam beradi. Shuningdek, blended learning ta’lim resurslaridan samarali foydalanishga imkon beradi, chunki ta’lim materiallari elektron platformalarda jamlanadi va o‘qituvchilar uchun ular bilan ishlash qulaylashadi. Hrastinski (2019) blended learning yordamida o‘quvchilar o‘rtasida ijtimoiy o‘zaro ta’sir rivojlanishini ta’kidlaydi, bu esa o‘z navbatida o‘quvchilarning ijtimoiy ko‘nikmalarini oshirishga xizmat qiladi. Bundan tashqari, blended learning o‘qituvchilarning ish yukini kamaytirishi mumkinligini qayd etadi, chunki onlayn resurslar yordamida takroriy tushuntirishlar va testlarni avtomatlashtirish mumkin.

Ilmiy tadqiqotlar blended learningning samaradorligini tasdiqlaydi. Means va boshqalar (2013) o‘tkazgan meta-tahlil natijalariga ko‘ra, blended learning an’anaviy o‘qitishga nisbatan o‘quvchilarning bilimlarini chuqurroq o‘zlashtirishga va tanqidiy fikrlash ko‘nikmalarini rivojlantirishga yordam beradi. Dziuban va boshqalar (2018) esa blended learningning ta’lim sifati va o‘quvchilarning o‘z-o‘zini boshqarish ko‘nikmalarini oshirishdagi rolini ta’kidlaydilar, bunda blended learning ta’lim muassasalarining raqobatbardoshligini oshirishga xizmat qiladi. Shunga qaramay, blended learningning ba’zi cheklovlari ham mavjud.

Garrison va Kanuka (2004) ta’kidlaganidek, texnologik imkoniyatlarning cheklanganligi, o‘quvchilar va o‘qituvchilarning yangi ta’lim usullariga moslashishdagi qiyinchiliklar va sifatli onlayn materiallar yaratishdagi muammolar blended learningni joriy etishda to‘siq bo‘lishi mumkin. Shu bois, blended learningni muvaffaqiyatli amalga oshirish uchun ta’lim muassasalari va o‘qituvchilarning metodik hamda texnik tayyorgarligi zarur hisoblanadi. Umuman olganda, blended learning zamonaviy ta’lim tizimida an’anaviy va onlayn ta’limning eng yaxshi tomonlarini birlashtiruvchi samarali yondashuv sifatida qaraladi. Uning mohiyati ta’lim jarayonini moslashuvchan, interaktiv va individual ehtiyojlarga moslashtirilgan shaklga olib kelishdan iborat. Blended learning o‘quvchilarning motivatsiyasini oshiradi, ta’lim sifatini yaxshilaydi va resurslardan samarali foydalanishni ta’minlaydi. Ilmiy tadqiqotlar ham blended learningning an’anaviy

ta’limga nisbatan samaradorligini tasdiqlaydi va uning ta’lim tizimida keng joriy etilishini tavsiya qiladi. Shu bilan birga, blended learningni muvaffaqiyatli amalga oshirish uchun muassasalarning texnologik bazasi va o‘qituvchilarning malakasini oshirish zarurdir.

Natijalar: Blended learning (aralash ta’lim) yondashuvi zamonaviy ta’lim jarayonida an’anaviy yuzma-yuz ta’lim usullari bilan onlayn ta’lim vositalarini uyg‘unlashtirish orqali ta’lim sifatini oshirishga qaratilgan innovatsion yondashuv hisoblanadi. Ushbu yondashuv o‘quvchilarga o‘z vaqtida, o‘z sharoitida va individual ehtiyojlariga mos ravishda bilim olish imkoniyatini beradi. Shunga qaramay, blended learningni ta’lim muassasalarida joriy etish jarayonida turli xil muammolar yuzaga keladi. Ushbu muammolarni aniqlash va ularni samarali hal qilish blended learning yondashuvining muvaffaqiyatli amalga oshirilishi uchun muhimdir.

Blended learningni joriy etishdagi eng asosiy muammolardan biri - texnologik infratuzilmaning yetishmasligidir. Garrison va Kanuka (2004) ta’kidlaganidek, ko‘plab ta’lim muassasalari blended learningni samarali qo‘llash uchun zarur bo‘lgan kompyuterlar, internet tarmoqlari, zamonaviy dasturiy ta’minot va texnik vositalarga ega emas. Ayniqsa, qishloq joylarda yoki resurslari cheklangan hududlarda bu muammo yanada keskinroq namoyon bo‘ladi. Texnologik imkoniyatlarning yetishmasligi o‘quvchilarning onlayn mashg‘ulotlarda faol ishtirok etishiga to‘siq bo‘lib, blended learningning asosiy afzalliklaridan foydalanishni cheklaydi.

Ikkinchi muammo - o‘qituvchilarning blended learning texnologiyalari va metodologiyasiga tayyor emasligi. Graham (2006) ta’kidlaganidek, ko‘plab o‘qituvchilar an’anaviy ta’lim usullaridan onlayn va aralash ta’lim formatlariga o‘tishda qiyinchiliklarga duch keladilar. Ularning texnik savodxonligi yetarli emasligi, yangi o‘quv platformalarini samarali boshqarishdagi qiyinchiliklar, metodik jihatdan yangi o‘qitish shakllarini o‘zlashtirishdagi muammolar blended learningning samarali joriy etilishiga to‘sqinlik qiladi. Bundan tashqari, o‘qituvchilar orasida blended learningning afzalliklari va imkoniyatlari haqida yetarlicha ma’lumot yetishmasligi ham muammo hisoblanadi .

Uchinchi muammo - o‘quvchilarning texnologiyalarga bo‘lgan tayyorligi va motivatsiyasi. Hrastinski (2019) ta’kidlaganidek, barcha o‘quvchilar blended learningga moslashishga tayyor emaslar. Ba’zi o‘quvchilar onlayn ta’limda o‘zini mustaqil boshqarish, o‘z vaqtini rejalashtirishda qiyinchiliklarga duch keladi. Shuningdek, texnologiyalarga nisbatan qiziqish va o‘zlashtirish darajasi turlicha bo‘lishi mumkin. Bu esa blended learning jarayonida o‘quvchilarning faol ishtirokini cheklaydi.

To‘rtinchi muammo - sifatli onlayn ta’lim materiallari va resurslarining yetishmasligi. Blended learningning samarali bo‘lishi uchun yuqori sifatli, interaktiv va didaktik jihatdan to‘g‘ri ishlab chiqilgan elektron resurslar zarur. Singh (2003) ta’kidlaganidek, sifatli onlayn materiallar yaratish ko‘p vaqt va malakani talab qiladi, shuning uchun ko‘plab ta’lim muassasalari va o‘qituvchilar bunday resurslarni tayyorlash yoki sotib olish imkoniga ega emaslar.

Beshinchi muammo - ta’lim jarayonini baholash va monitoring qilishdagi qiyinchiliklar. Blended learningda o‘quvchilarning bilim darajasini an’anaviy

usullardan tashqari onlayn testlar, portfoliolar, loyiha ishlar orqali baholash talab etiladi. Garrison va Kanuka (2004) ta’kidlaganidek, ko‘plab o‘qituvchilar va ta’lim muassasalari blended learningda baholashning yangi usullarini samarali qo‘llashda qiyinchiliklarga duch keladilar.

Muhokama: Ushbu muammolarning yechimlari sifatida quyidagi choralar taklif etiladi. Birinchidan, ta’lim muassasalari texnologik infratuzilmani yaxshilashga katta e’tibor qaratishlari lozim. Bu uchun davlat va xususiy sektor hamkorligida investitsiyalar jalb qilinishi, zamonaviy kompyuterlar, tezkor internet tarmoqlari va o‘quv platformalari yaratish zarur. O‘zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 25-martdagi 167-sonli qarori ta’lim tizimida innovatsion texnologiyalarni joriy etish va rivojlantirish bo‘yicha chora-tadbirlarni belgilab, aynan infratuzilmani yaxshilashga urg‘u beradi.

Ikkinchidan, o‘qituvchilarning blended learning texnologiyalari va metodologiyasini o‘zlashtirishlari uchun muntazam malaka oshirish kurslari tashkil etilishi kerak. Bu kurslar o‘qituvchilarga zamonaviy ta’lim platformalarini boshqarish, interaktiv darslar tashkil etish va o‘quvchilarning individual ehtiyojlarini hisobga olish ko‘nikmalarini rivojlantirish imkonini beradi (Bonk va Graham, 2006). Shuningdek, o‘qituvchilar uchun metodik qo‘llanmalar, video darslar va onlayn seminarlar yaratish ham samarali bo‘ladi.

Uchinchidan, o‘quvchilarni blended learningga tayyorlash va ularning motivatsiyasini oshirish uchun o‘quv jarayonida qo‘shimcha qo‘llab-quvvatlash tizimlari joriy etilishi lozim. Masalan, o‘quvchilar uchun texnik yordam xizmatlari, o‘quvchi mentorlik dasturlari va motivatsion treninglar tashkil qilinishi mumkin (Hrastinski, 2019). Bundan tashqari, o‘quvchilarning o‘z-o‘zini boshqarish ko‘nikmalarini rivojlantirishga qaratilgan maxsus mashg‘ulotlar ham foydali bo‘ladi.

To‘rtinchidan, sifatli onlayn ta’lim materiallari yaratish uchun ta’lim muassasalari va o‘qituvchilar o‘rtasida hamkorlikni kuchaytirish zarur. Bu maqsadda elektron resurslar ishlab chiqish uchun maxsus guruhlar tashkil qilinishi, xalqaro tajribalarni o‘rganish va o‘zlashtirish, shuningdek, mavjud resurslarni moslashtirish bo‘yicha ishlar olib borilishi mumkin (Singh, 2003). Shuningdek, davlat tomonidan onlayn ta’lim materiallarini yaratish va tarqatish uchun grantlar ajratilishi samarali bo‘ladi.

Beshinchidan, blended learningda baholash va monitoring tizimlarini takomillashtirish uchun innovatsion baholash usullari joriy etilishi kerak. Bu onlayn testlar, portfoliolar, loyiha asosida baholash va o‘z-o‘zini baholash metodlarini o‘z ichiga oladi. O‘qituvchilar uchun bu usullarni qo‘llash bo‘yicha treninglar tashkil etilishi muhimdir (Garrison va Kanuka, 2004).

Xulosa: Ushbu maqola aralash ta'lim (blended learning) yondashuvining tushunchasi, mohiyati, afzalliklari, ingliz tilini o'qitishdagi o'rni, joriy etishdagi muammolar va ularning yechimlari hamda ingliz tili darslarida blended learning yondashuvini qo'llash bo'yicha tajriba-sinov ishlariga bag'ishlandi.

Loyihaning birinchi qismi blended learning yondashuvining nazariy asoslarini o'rganishga qaratildi. Blended learning an'anaviy yuzma-yuz ta'limni onlayn texnologiyalar bilan uyg'unlashtirgan ta'lim shakli sifatida aniqlandi. Uning asosiy

mohiyati – o'quvchilarga moslashuvchan, shaxsiylashtirilgan va qulay ta'lim tajribasini taqdim etishdir.

Blended learningning bir qator afzalliklari aniqlandi:

- Moslashuvchanlik: O'quvchilar o'zlariga mos keladigan vaqt va joyda o'qishlari mumkin.
- Shaxsiylashtirish: O'qituvchilar har bir o'quvchining ehtiyojlariga moslashtirilgan ta'lim tajribasini yaratishlari mumkin.
- Qulaylik: O'quv materiallariga istalgan vaqtda va istalgan joydan kirish mumkin.
- O'zaro ta'sir: Blended learning o'quvchilar va o'qituvchilar o'rtasida, shuningdek, o'quvchilarning o'zlari o'rtasida o'zaro ta'sirni kuchaytiradi.
- Samaradorlik: Tadqiqotlar shuni ko'rsatadiki, blended learning an'anaviy ta'limga nisbatan yaxshiroq natijalarga olib kelishi mumkin (Graham, 2013).

Maqola asosan ingliz tilini o'qitishda blended learning yondashuvining o'rnini o'rganishga qaratildi. Ingliz tili global aloqa vositasi sifatida o'quvchilarning til ko'nikmalarini rivojlantirishda blended learningning ahamiyati katta ekanligi aniqlandi. Blended learning ingliz tilining barcha ko'nikmalarini (tinglash, gapirish, o'qish, yozish) rivojlantirishga yordam berishi, o'quvchilarning motivatsiyasini oshirishi va ularning faolligini kuchaytirishi mumkin (Stockwell, 2012).

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THE ROLE OF TECHNOLOGY IN MODERN EDUCATION

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Abstract: In the modern world, technology plays a significant role in the development of education. This article examines how digital tools and online platforms influence the learning process. It highlights the advantages of technology, such as accessibility and interactivity, as well as some challenges, including distraction and inequality. The study shows that technology, when used effectively, can improve the quality of education and support both students and teachers.

Keywords: Technology, modern education, online learning, digital tools, interactivity, teaching methods, educational challenges

Аннотация: В современном мире технологии играют важную роль в развитии образования. В данной статье рассматривается влияние цифровых инструментов и онлайн-платформ на процесс обучения. В ней подчеркиваются преимущества технологий, такие как доступность и интерактивность, а также некоторые проблемы, включая отвлекающие факторы и неравенство. Исследование показывает, что при эффективном использовании технологии могут повысить качество образования и поддерживать как студентов, так и преподавателей.

Ключевые слова: Технологии, современное образование, онлайн-обучение, цифровые инструменты, интерактивность, методы преподавания, проблемы образования

Annotatsiya: Zamonaviy dunyoda texnologiya ta’lim rivojlanishida muhim rol o‘ynaydi. Ushbu maqola raqamli vositalar va onlayn platformalarning o‘quv jarayoniga ta’sirini o‘rganadi. Unda texnologiyaning qulaylik va interaktivlik kabi afzalliklari, shuningdek chalg‘itish va tengsizlik kabi muammolari yoritilgan. Tadqiqot shuni ko‘rsatadiki, texnologiyadan samarali foydalanilganda u ta’lim sifatini oshirishi hamda talabalar va o‘qituvchilarni qo‘llab-quvvatlashi mumkin.

Kalit so‘zlar: Texnologiya, zamonaviy ta’lim, onlayn ta’lim, raqamli vositalar, interaktivlik, o‘qitish usullari, ta’limdagi muammolar

Introduction: In recent years, technology has become an essential part of our daily life, and education is no exception. Modern classrooms are no longer limited to textbooks and blackboards. Instead, students and teachers use digital tools, online platforms, and interactive resources. Technology has significantly transformed the way people learn and teach, making education more accessible and engaging (Haleem et al., 2022).

This article analyzes the integration of technology into education from both positive and critical perspectives. It expands basic ideas and provides a deeper understanding of how technology interacts with educational and economic systems. While technology is useful, it should not be viewed as a completely neutral or independent force.

In addition, it conducts research using online and offline education as an example and describes how technology has played a very large role in education and technology has its place not only in education but also in other important aspects and proves that the impact of these on each other is very large. Because every piece of information belongs to someone and has an owner, it is necessary to check and determine whether it is true or false information, and in this case, it needs a person to form his own opinion and clarify. He also says that its potential harms should not be ignored, that is, it becomes dangerous when one completely adapts to it and relies on it. Not having one's own opinion is a serious loss, so one should not forget to use their own judgment.

Advantages of Technology in Education: One of the key benefits of technology in education is improved accessibility. Students are able to learn from virtually anywhere through the internet. Digital tools such as online courses, video lessons, and educational apps enable learners to study at a pace that suits them. This is particularly beneficial for those living in remote areas or for students who have limited access to traditional schooling.Technology also improves the learning experience by making it more interactive (Salaberry, 2001) Students can watch educational videos, take online quizzes, and participate in discussions. Visual tools and simulations help explain complex subjects more clearly. As a result, students become more motivated and actively involved in the learning process. This is especially helpful for students who live in remote areas or have limited access to traditional schools. Technology has opened new opportunities for many learners.

In addition, the integration of technologies such as artificial intelligence (AI) and virtual reality (VR) can further enhance learning outcomes. These tools support personalized learning and allow students to develop knowledge more efficiently.

Challenges and Limitations: Despite its many benefits, technology also has disadvantages. Students may become distracted by social media or other online activities. Additionally, not all students have equal access to devices and the internet, which creates inequality in education.

Another issue is that some teachers are not sufficiently familiar with modern technologies. This can limit their ability to effectively use digital tools in teaching. Therefore, proper training and support for teachers are necessary to improve educational quality.

It is also important to remember that relying too much on technology can reduce independent thinking. Students should be encouraged to evaluate information critically and form their own opinions, rather than depending entirely on digital sources.

Impact of modern technology: Modern technology has had a transformative impact on education (Nagalpul, 2019). It has changed traditional teaching methods and made learning more flexible and accessible. According to various studies, technology allows teachers to present information more effectively and helps students access a wider range of knowledge.

During global events such as the COVID-19 pandemic, technology played a crucial role in maintaining education through online learning platforms. Educational materials were digitized, and virtual classrooms became common. However, this shift also revealed the need for better preparation and more systematic approaches to digital learning.

If we look at the facts, it has made it easier for teachers to teach, and it has enabled students to learn, that is, to find a wide range of information. Therefore, the learning process is developing and becoming interesting because learners have increased access to diverse educational resources. One thing should not be forgotten is that knowledge obtained from books and literary books are leading to a decrease in reading. In the modern world, it plays a key role in improving work and our lives, and the authors of the article provide information about its consequences and limitations.

Technology also makes learning more interactive and interesting. Instead of only listening to lectures, students can watch educational videos, take online quizzes, and participate in discussions. Visual tools and simulations help students understand complex subjects more easily. As a result, students become more motivated and actively involved in the learning process.

The Role of Teachers in a Technological Environment

Despite the growing importance of technology, teachers remain a central part of the educational process. They guide students, explain difficult topics, and provide emotional and academic support. Technology cannot replace human interaction, but it can assist teachers in their work (Salaberry, 2001). For example, teachers can use digital platforms to monitor student progress, provide feedback, and adapt teaching methods to individual needs. With proper training, teachers can effectively combine traditional methods with modern technology to enhance learning outcomes.

Understanding the role of digital technologies in education

Technology has brought significant changes to education while also highlighting the need for effective implementation. The United Nations 2030 Agenda for Sustainable Development emphasizes not only the integration of technology into education systems worldwide but also the improvement of educational quality, energy efficiency, and the reduction of paper waste through digital resources.

Furthermore, the increased reliance on technology exposed existing challenges within education systems, demonstrating the need for more organized and

sustainable approaches to learning. Therefore, a strong emphasis on systematic and effective use of technology is necessary to achieve long-term educational success (Haleem et al., 2022).

In conclusion, technology plays a crucial role in modern education. It increases access to knowledge, improves the learning experience, and supports both students and teachers. However, it is important to use technology wisely and responsibly. When combined with traditional teaching methods, technology can create an effective and balanced educational system that benefits all learners.

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PEDAGOGICAL STRATEGIES FOR ENHANCING SIMULTANEOUS INTERPRETING COMPETENCE IN HIGHER EDUCATION

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Abstract: This study explores pedagogical approaches to teaching simultaneous interpreting within the context of higher education, with a particular focus on developing students’ professional competencies. The research highlights the role of communicative, contextual, problem-based, multilingual, and technological approaches in enhancing students’ ability to process and transfer meaning efficiently in real time. Special attention is given to the types and characteristics of simultaneous interpreting, including listening-based interpreting, interpreting with pre-read texts, and the use of pre-translated materials. The paper emphasizes the importance of creating authentic learning environments through simulation conferences, guest lectures, and the integration of digital tools such as virtual interpreting platforms and audiovisual resources. The findings suggest that

an integrated pedagogical framework, grounded in both theory and practice, significantly contributes to the development of linguistic, cognitive, and professional skills required for effective simultaneous interpreting in real-world contexts.

Keywords: Simultaneous interpreting, interpreter training, pedagogical approaches, Higher Education, cognitive and linguistic competence, technology-enhanced learning.

Introduction. Pedagogical approaches to simultaneous interpreting create opportunities for students to process language quickly and efficiently, thereby fostering essential competencies required for future translators and language teachers. Instructors and practitioners of simultaneous interpreting, drawing on their professional experience and methodological frameworks, provide students with theoretical foundations and principled strategies for achieving high-quality translation performance. This process establishes an effective pedagogical model for developing both language acquisition and translation skills. These approaches take into account the complexity of the translation process, as well as linguistic and intercultural dimensions, and emphasize the application of innovative pedagogical technologies and methods.

The following methodological approaches are widely used in teaching simultaneous interpreting:

1. **Communicative Approach**: This approach focuses primarily on the interpreter’s communicative competence. In the process of simultaneous interpreting, students are not limited to linguistic knowledge alone but also develop the ability to express ideas clearly and accurately, as well as to establish effective communication with the audience.

2. **Contextual Approach**: In interpreting, not only accurate lexical translation but also understanding context is crucial. Students learn to consider meaning, speaker intention, and audience expectations during the interpreting process.

3. **Problem-Based Approach**: This methodology develops students’ independent thinking and decision-making skills through problem-solving. In simultaneous interpreting, interpreters encounter various challenges (e.g., time constraints, cultural differences, unfamiliar terminology), which require immediate solutions.

4. **Multilingual Approach**: Special emphasis is placed on multilingual competence in interpreter training. Students develop the ability to manage memory and language processing effectively across two or more languages.

5. **Technological Approach**: Mastery of modern technologies—such as translation software, automated translation systems, and audiovisual tools—is essential for professional interpreters. Teaching these tools requires structured methodological integration.

Thus, innovative and integrated approaches are required in teaching simultaneous interpreting, demanding advanced methodological and pedagogical competencies from instructors.

Literature review. The study of simultaneous interpreting has been widely addressed in translation studies, particularly from cognitive, linguistic, and

pedagogical perspectives. Scholars such as Daniel Gile emphasize the cognitive load involved in simultaneous interpreting, highlighting the importance of attention, memory, and processing capacity in his Effort Models. Similarly, Seleskovitch and Lederer’s Interpretive Theory of Translation underlines the role of sense comprehension rather than word-for-word translation, which is essential in real-time interpreting. From a pedagogical standpoint, Pöchhacker and Setton stress the integration of theory and practice, advocating for simulation-based training and authentic learning environments. Recent studies also focus on the incorporation of technology and multimedia tools in interpreter training, enhancing both engagement and practical competence. Overall, the literature supports the need for integrated, student-centered approaches that develop both cognitive and communicative skills in simultaneous interpreting.

Methodology. This study employs a qualitative and practice-oriented research design aimed at analyzing effective pedagogical approaches in teaching simultaneous interpreting in higher education institutions. The research is based on a combination of theoretical analysis and classroom-based observations. Various teaching methods, including communicative, contextual, problem-based, and technology-enhanced approaches, were implemented during practical training sessions with university students specializing in language and translation studies. Case-study methods were applied to replicate real-life interpreting conditions, such as conference simulations and audiovisual translation tasks. The collected data were analyzed descriptively to identify patterns in students’ skill development and the effectiveness of applied methodologies.

Results. The findings of the study demonstrate that the integration of diverse pedagogical approaches significantly improves students’ simultaneous interpreting skills. Students showed noticeable progress in fluency, accuracy, and the ability to process information under time constraints. In particular, simulation-based learning and the use of digital technologies enhanced students’ confidence and engagement during interpreting tasks. The results also indicate that collaborative learning strategies, such as group work and peer teaching, contributed to better problem-solving abilities and knowledge sharing among students. Furthermore, the inclusion of stress management techniques helped reduce anxiety and improved overall performance in high-pressure interpreting situations. Overall, the study confirms that an integrated, practice-oriented teaching framework effectively develops both cognitive and communicative competencies required for professional simultaneous interpreting.

Discussion. The types and characteristics of simultaneous interpreting hold particular significance in the pedagogical process, as they contribute to the development of students’ interpreting skills. There are three primary types of simultaneous interpreting:

1. **Listening-Based Simultaneous Interpreting**: In this method, the interpreter listens to speech and translates it in real time. It is the most common and the most complex form. Pedagogically, it develops students’ ability to think quickly

and translate accurately. Students learn to analyze incoming speech instantly and render it appropriately.

2. **Simultaneous Interpreting with Pre-Read Text**: In this approach, interpreters familiarize themselves with the speaker’s material in advance and interpret based on the prepared text. This method enhances students’ abilities to analyze texts, identify key ideas, and translate them precisely.

3. **Simultaneous Reading of Pre-Translated Text**: In this method, interpreters rely on a pre-prepared translation while the speaker delivers the speech. If deviations or inconsistencies occur, students develop skills in revising and adapting the text accordingly.

The defining characteristics of simultaneous interpreting play a crucial role in pedagogy. One of the most important is efficiency: the time lag between the original speech and its interpretation should typically not exceed 3–4 seconds and, at most, 10 seconds. This enables listeners to fully comprehend the message while maintaining continuity. Interpreters must deliver speech continuously and accurately, as this process requires rapid and precise thinking.

In the pedagogical context, simultaneous interpreting not only develops translation skills but also enhances students’ ability to comprehend language quickly and express ideas fluently and accurately. Moreover, simultaneous interpreting is used in approximately 95% of international meetings and conferences worldwide, highlighting its scientific relevance and professional demands. It helps students develop high-level professional competencies and prepares them to become specialists in the field.

To achieve these outcomes, the use of case studies is highly effective. The following strategies are adapted for teaching simultaneous interpreting:

1. **Creating a Real Learning Environment**: Establishing authentic interpreting conditions is essential for bridging theory and practice.

Simulation Conferences: Students participate in simulated conferences as interpreters, speakers, or audience members. For example, in technical simulations related to software, students adapt their vocabulary and interpreting strategies to specific domains, enhancing contextual awareness.

Guest Lecturers: Inviting experienced interpreters or field specialists exposes students to diverse accents and specialized terminology. For instance, when foreign experts deliver lectures at technical universities, students can participate and practice interpreting in real-life conditions.

2. **Integration of Technology**: Technology plays a vital role in interpreter training.

Interpreting Platforms: Tools such as KUDO and Interprefy enable students to participate in virtual interpreting sessions, providing real-time practice opportunities. Students report increased confidence and engagement due to the interactive nature of these platforms.

Audio-Visual Materials: Recorded lectures and live broadcasts enhance practical experience. For example, interpreting TED Talks allows students to engage with

diverse topics and speech styles, improving their understanding of language-content relationships.

3. **Focus on Stress Management Techniques**: Given the high-stress nature of simultaneous interpreting, stress management is essential.

Mindfulness and Breathing Exercises: Short mindfulness sessions before practice help improve concentration and reduce anxiety. Techniques such as deep breathing and visualization prepare students mentally.

Simulation of High-Stress Situations: Replicating real-time conditions, such as live broadcasts or urgent meetings, prepares students for real-world pressure.

4. **Encouraging Collaborative Learning**: Collaborative approaches enhance learning through interaction and idea exchange.

Group Work: Students work in teams during practice sessions, enabling mutual feedback and strategy sharing.

Peer Teaching: Students take turns teaching techniques—for instance, one focusing on terminology expansion and another on effective note-taking strategies.

In addition to case studies, several techniques can be applied in higher education institutions:

1. **Skill Development Exercises**

Shadowing Practice: Students listen to audio recordings and repeat them simultaneously to improve fluency and rhythm.

Relay Interpreting: Students work in pairs, with one interpreting and the other taking notes, fostering teamwork and rapid feedback.

2. **Assessment Techniques**

Self-Recording: Students record their interpretations and analyze accuracy and fluency, promoting self-assessment and critical thinking.

Rubric-Based Evaluation: Clear rubrics assessing accuracy, fluency, and terminology provide structured feedback. For example, students may rate how effectively they preserve the original message on a scale from 1 to 5.

Theories and adaptations in simultaneous interpreting involve understanding cognitive processes, implementing effective teaching strategies, and creating supportive learning environments. By grounding practical methods in proven theoretical frameworks, instructors can better prepare students for the challenges of simultaneous interpreting. This approach enhances not only translation skills but also adaptability and resilience required for professional practice.

From a pedagogical perspective, understanding the requirements of simultaneous interpreting is essential in training students. It is a complex process requiring not only linguistic competence but also rapid and efficient thinking. Key requirements include:

1. **Speed**: Interpreters must quickly comprehend and translate speech in real time, developing analytical and experiential skills.
2. **Strong Memory**: The ability to retain and reproduce information is essential; memory training enhances interpreting performance.
3. **Rapid Comprehension**: Interpreters must understand and process speech instantly, enabling quick and accurate decisions.

4. **“Lightning-Fast Thinking”**: Interpreters must grasp not only the speech but also the underlying ideas and context.
5. **International Standards**: In professional settings, achieving 80–90% accuracy is considered successful.
6. **Speech Speed and Complexity**: Interpreters must handle fast speech, dialects, and accents using their knowledge and experience.

Conclusion. All these requirements highlight the high demands placed on students training in simultaneous interpreting. They must not only master language skills but also develop cognitive, memory, and analytical abilities. Developing these competencies is essential for successfully preparing students for professional interpreting practice. All these requirements highlight the high demands placed on students training in simultaneous interpreting. They must not only master language skills but also develop cognitive, memory, and analytical abilities. Developing these competencies is essential for successfully preparing students for professional interpreting practice. Furthermore, a systematic and practice-oriented pedagogical approach plays a crucial role in ensuring the effective acquisition of these skills. Continuous exposure to real-life interpreting scenarios and the integration of modern technologies further enhance students’ readiness for professional environments. Ultimately, such comprehensive training enables future interpreters to perform with confidence, accuracy, and adaptability in diverse communicative contexts.

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XORIJIY TIL O‘QITISH VA TARJIMA JARAYONIDA LAKUNA HODISASINING O‘RNI (INGLIZ TILI MISOLIDA)

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Annotatsiya: Mazkur maqolada xorijiy til o‘qitish va tarjima jarayonida lakuna hodisasining lingvistik hamda madaniy xususiyatlari tahlil qilinadi. Lakuna turli tillar va madaniyatlar o‘rtasidagi nomutanosiblik natijasida yuzaga keladigan

til birliklari yoki tushunchalarning boshqa tilda to‘liq muqobili mavjud bo‘lmagan holatlarni ifodalaydi. Tadqiqotda ingliz va o‘zbek tillari misolida lakuna hodisasining yuzaga kelish sabablari, uning tarjima jarayonida keltirib chiqaradigan qiyinchiliklari hamda xorijiy tilni o‘qitish jarayonidagi ahamiyati ko‘rib chiqiladi. Lakunalarni tarjima qilishda qo‘llaniladigan asosiy strategiyalar – izohlash, tavsifiy tarjima, ekvivalent tanlash va kompensatsiya usullari misollar asosida tahlil qilinadi.

Kalit so‘zlar: lakuna, xorijiy til o‘qitish, tarjima jarayoni, madaniyatlararo kommunikatsiya, lingvistik nomutanosiblik, semantik ekvivalentlik.

Abstract: This article analyzes the linguistic and cultural features of the lacuna phenomenon in the process of foreign language teaching and translation. Lacuna refers to linguistic units or concepts that arise due to discrepancies between different languages and cultures and do not have a complete equivalent in another language. The study examines the reasons for the emergence of lacunae using examples from English and Uzbek, as well as the difficulties they create in the translation process and their significance in foreign language teaching. The main strategies used in translating lacunae–such as explanation, descriptive translation, the selection of equivalents, and compensation–are analyzed through examples.

Keywords: *lacuna, foreign language teaching, translation process, intercultural communication, linguistic discrepancy, semantic equivalence.*

Аннотация: В данной статье анализируются лингвистические и культурные особенности явления лакуны в процессе обучения иностранным языкам и перевода. Лакуна представляет собой языковые единицы или понятия, возникающие в результате несоответствий между различными языками и культурами и не имеющие полного эквивалента в другом языке. В исследовании рассматриваются причины возникновения лакун на примере английского и узбекского языков, а также трудности, возникающие при их переводе, и их значение в процессе обучения иностранному языку. Основные стратегии перевода лакун – пояснение, описательный перевод, подбор эквивалента и компенсация – анализируются на основе примеров.

Ключевые слова: *лакуна, обучение иностранному языку, процесс перевода, межкультурная коммуникация, лингвистическое несоответствие, семантическая эквивалентность.*

Kirish qismi: Zamonaviy tilshunoslik va tarjimashunoslikda turli tillar va madaniyatlar o‘rtasidagi o‘zaro aloqalarni o‘rganish muhim ilmiy yo‘nalishlardan biri hisoblanadi. Xususan, til birliklarining semantik va madaniy xususiyatlarini qiyosiy tahlil qilish xorijiy til o‘qitish va tarjima jarayonida yuzaga keladigan muammolarni aniqlash va ularni bartaraf etishda muhim ahamiyat kasb etadi. Shu nuqtai nazardan, turli tillarda muqobili to‘liq mavjud bo‘lmagan til birliklari – ya’ni lakuna hodisasi lingvistika va tarjimashunoslikda alohida tadqiqot obyekti sifatida qaraladi.

Lakuna atamasi til birliklari yoki tushunchalarning bir til va madaniyat tizimida mavjud bo‘lib, boshqa til tizimida to‘liq ekvivalentga ega bo‘lmagan holatlarni ifodalaydi. Bunday holatlar ko‘pincha tillar o‘rtasidagi semantik, leksik hamda madaniy tafovutlar bilan bog‘liq bo‘ladi. Lakunalar nafaqat til tizimining

o‘ziga xos xususiyatlarini, balki xalqning tarixiy, ijtimoiy va madaniy tajribasini ham aks ettiradi. Lakuna hodisasi lingvokulturologiya, qiyosiy tilshunoslik va tarjimashunoslik sohalarida muhim ilmiy ahamiyatga ega. Tarjima jarayonida lakunalar muayyan qiyinchiliklarni keltirib chiqaradi, chunki bunday birliklarning boshqa tilda to‘g‘ridan-to‘g‘ri muqobili mavjud bo‘lmaydi. Natijada tarjimon muallif matnining mazmuni va madaniy kontekstini to‘liq yetkazish uchun turli tarjima strategiyalaridan foydalanishga majbur bo‘ladi. Bunday strategiyalar qatoriga izohlash, tavsifiy tarjima, ekvivalent tanlash hamda kompensatsiya usullari kiradi. Ushbu usullar orqali tarjimon lakunalarni boshqa til tizimida tushunarli va adekvat tarzda ifodalashga harakat qiladi.

Xorijiy til o‘qitish jarayonida ham lakuna hodisasini o‘rganish muhim ahamiyatga ega. Chunki turli tillar o‘rtasidagi semantik va madaniy tafovutlarni anglash o‘quvchilarning til va madaniyatlararo kompetensiyasini rivojlantirishga xizmat qiladi. Ayniqsa, ingliz va o‘zbek tillari o‘rtasidagi lingvokulturologik farqlarni o‘rganish talabalarning tarjima ko‘nikmalarini shakllantirish hamda xorijiy tilni chuqurroq o‘zlashtirishga yordam beradi.

Mazkur maqolada xorijiy til o‘qitish va tarjima jarayonida lakuna hodisasining o‘rni ingliz va o‘zbek tillari misolida tahlil qilinadi. Tadqiqotda lakunalar paydo bo‘lishining lingvistik va madaniy omillari, ularni tarjima qilish jarayonida yuzaga keladigan muammolar hamda bu hodisaning xorijiy tilni o‘qitishdagi ahamiyati ko‘rib chiqiladi.

Asosiy qism: Til va madaniyat o‘rtasidagi farqlar turli tillarda ayrim tushunchalarning ifodalanishida lakuna hodisasini yuzaga keltiradi. Lakuna bir til tizimida mavjud bo‘lgan, ammo boshqa til tizimida to‘g‘ridan-to‘g‘ri ekvivalentga ega bo‘lmagan leksik yoki semantik birliklarni anglatadi. Ingliz va o‘zbek tillari o‘rtasida ham bunday lakunalar ko‘p uchraydi va ular ko‘pincha madaniy, ijtimoiy hamda tarixiy omillar bilan bog‘liq bo‘ladi. Masalan, ingliz tilidagi *“Thanksgiving”* tushunchasi o‘zbek tilida to‘liq muqobilga ega emas. Bu so‘z Amerika madaniyatiga xos bo‘lgan milliy bayramni anglatadi. Tarjima jarayonida bu tushuncha odatda *“Shukronalik kuni”* tarzida tarjima qilinadi yoki izoh orqali beriladi. Biroq bunday tarjima ham bayramning tarixiy va madaniy mazmunini to‘liq ifodalay olmaydi. Shu sababli ko‘pincha izohli tarjima usuli qo‘llanadi.

Yana bir misol sifatida ingliz tilidagi *“deadline”* so‘zini ko‘rsatish mumkin. Ushbu so‘z ma’lum bir ishni bajarish uchun belgilangan oxirgi muddatni anglatadi. O‘zbek tilida bu so‘z ko‘pincha *“oxirgi muddat”* yoki *“so‘nggi topshirish vaqti”* tarzida tarjima qilinadi. Ammo ingliz tilida *“deadline”* so‘zi ish jarayonidagi qat’iylik va mas’uliyatni ham ifodalovchi konnotativ ma’noga ega bo‘lib, o‘zbek tilida buni to‘liq bitta so‘z bilan ifodalash qiyin.

O‘zbek tilida ham ingliz tiliga tarjima qilishda lakuna sifatida qaraladigan birliklar mavjud. Masalan, *“hashar”* tushunchasi o‘zbek jamiyatida keng tarqalgan ijtimoiy hodisa bo‘lib, jamoa bo‘lib bepul yordam ko‘rsatish yoki birgalikda ishlashni anglatadi. Ingliz tilida bu tushunchani ko‘pincha *“community voluntary work”* yoki *“collective voluntary work”* tarzida tavsifiy tarjima qilish orqali ifodalash mumkin. Biroq bu tarjimalar ham “hashar” tushunchasining ijtimoiy va

madaniy mazmunini to‘liq yetkazmaydi. Yana bir misol sifatida o‘zbek tilidagi *“kelin salom”* marosimini keltirish mumkin. Bu marosim o‘zbek to‘y an’analarining muhim qismi hisoblanadi. Ingliz tilida bunday tushunchaga aniq ekvivalent mavjud emas. Shu sababli u odatda *“a traditional greeting ceremony performed by the bride”* tarzida tavsifiy tarjima qilinadi.

Tarjima jarayonida bunday lakunalarni yetkazish uchun bir nechta strategiyalar qo‘llaniladi. Birinchidan, izohli tarjima usuli qo‘llanilib, bunda tushunchaning mazmuni qo‘shimcha izoh orqali beriladi. Ikkinchidan, tavsifiy tarjima orqali lakuna ma’nosi kengroq ibora yordamida ifodalanadi. Uchinchidan, transliteratsiya usuli qo‘llanib, so‘z asl shakliga yaqin tarzda boshqa tilga o‘tkaziladi. Masalan, *“mahalla”, “hashar”* yoki *“pilaf”* kabi so‘zlar ko‘pincha ingliz tilida aynan shu shaklda ishlatiladi.

Xorijiy tilni o‘qitish jarayonida lakuna hodisasini tushuntirish talabalar uchun muhim ahamiyatga ega. Chunki lakunalar orqali o‘quvchilar til bilan birga madaniyatni ham o‘rganadilar. Til o‘rganish jarayonida bunday birliklarni tushunish o‘quvchilarning madaniyatlararo kommunikativ kompetensiyasini rivojlantiradi va tarjima jarayonida yuzaga kelishi mumkin bo‘lgan semantik xatolarni kamaytirib, lakuna hodisasini o‘rganish xorijiy til o‘qitish va tarjimashunoslik sohalarida muhim ilmiy ahamiyatga ega hisoblanadi.

Xulosa qismi: Mazkur tadqiqotda xorijiy til o‘qitish va tarjima jarayonida lakuna hodisasining lingvistik va madaniy xususiyatlari tahlil qilindi. Olib borilgan tahlillar shuni ko‘rsatdiki, lakuna turli tillar va madaniyatlar o‘rtasidagi tafovutlar natijasida yuzaga keladigan muhim lingvistik hodisa hisoblanadi. Lakunalar til birliklarining boshqa tilda to‘g‘ridan-to‘g‘ri ekvivalenti mavjud bo‘lmagan holatlarda paydo bo‘lib, ko‘pincha muayyan xalqning tarixiy, ijtimoiy va madaniy tajribasi bilan bog‘liq bo‘ladi. Tadqiqot davomida ingliz va o‘zbek tillari misolida lakuna hodisasining yuzaga kelish sabablari hamda uning tarjima jarayonida keltirib chiqaradigan qiyinchiliklari ko‘rib chiqildi. Tahlil natijalari shuni ko‘rsatdiki, lakunalarni tarjima qilishda izohli tarjima, tavsifiy tarjima, ekvivalent tanlash hamda kompensatsiya kabi strategiyalar keng qo‘llaniladi. Ushbu usullar tarjimada semantik aniqlikni ta’minlash hamda madaniy kontekstni to‘g‘ri yetkazishda muhim ahamiyatga ega.

Lakuna hodisasini o‘rganish xorijiy til o‘qitish jarayonida ham muhim ahamiyat kasb etadi. Chunki lakunalarni tahlil qilish orqali o‘quvchilar til va madaniyat o‘rtasidagi bog‘liqlikni chuqurroq anglaydilar hamda madaniyatlararo kommunikativ kompetensiyani rivojlantiradilar. Bu esa til o‘rganish jarayonida yuzaga kelishi mumkin bo‘lgan semantik va madaniy xatolarni kamaytirishga yordam beradi. Umuman olganda, lakuna hodisasini o‘rganish tilshunoslik, tarjimashunoslik hamda xorijiy til o‘qitish metodikasida muhim ilmiy va amaliy ahamiyatga ega. Lakunalarni aniqlash va ularni adekvat tarzda tarjima qilish madaniyatlararo muloqotni samarali tashkil etish hamda til o‘rganish jarayonining samaradorligini oshirishga xizmat qiladi.

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CORPUS-BASED LANGUAGES TEACHING TO ENHANCE COMMUNICATIVE COMPETENCE IN EFL CLASSROOMS

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Annotation. The increasing demand for effective foreign language instruction has led educators to explore innovative approaches that go beyond traditional grammar-focused teaching. One such approach is corpus-based language teaching, which utilizes authentic language data to improve learners’ communicative

competence. This study investigates the impact of corpus-based instruction on undergraduate EFL students’ speaking skills, accuracy, and overall communicative ability. A mixed-method research design was employed, involving experimental and control groups over a six-week instructional period. The findings demonstrate that students exposed to corpus-based activities show significant improvement in fluency, lexical usage, and contextual appropriateness. The study highlights the pedagogical value of integrating corpus tools into communicative language teaching and suggests practical implications for educators in higher education.

Keywords: corpus linguistics, communicative competence, EFL, data-driven learning, authenticity, language pedagogy

Introduction. In the field of foreign language teaching, the concept of communicative competence has become central to modern pedagogical practices. Unlike traditional approaches that emphasize grammar rules and memorization, communicative language teaching (CLT) focuses on the ability to use language effectively in real-life situations. However, one of the major challenges faced by EFL learners is the lack of exposure to authentic language input.

In many educational contexts, especially in non-English-speaking countries, learners rely heavily on textbooks that often present simplified or artificial language. This creates a gap between classroom learning and real-world communication. As a result, students may achieve grammatical accuracy but struggle with natural expression, fluency, and pragmatic use of language. Corpus-based language teaching offers a promising solution to this issue. A corpus is a large, structured collection of authentic texts that reflect real language use across different contexts. By using corpora, learners can explore how language is actually used by native speakers, including common collocations, discourse patterns, and pragmatic features.

Literature Review. Corpus linguistics has become an influential field in applied linguistics over the past few decades. It provides empirical evidence of language use by analyzing large datasets of spoken and written texts. According to Biber, Conrad, and Reppen (1998), corpus analysis allows researchers and learners to identify patterns that are not easily observable through intuition alone. One of the foundational concepts in corpus-based pedagogy is Data-Driven Learning (DDL), introduced by Johns (1991). DDL encourages learners to act as “language researchers” by analyzing corpus data to discover linguistic rules and patterns. This learner-centered approach promotes autonomy, critical thinking, and deeper understanding of language structures.

Research has shown that corpus-based instruction can significantly improve vocabulary acquisition and grammatical awareness. For example, O’Keeffe, McCarthy, and Carter (2007) emphasize the importance of exposing learners to authentic discourse patterns, particularly in spoken language. Similarly, studies have demonstrated that corpus tools help learners understand collocations, idiomatic expressions, and register differences more effectively than traditional methods.

Despite these advantages, the integration of corpus-based approaches into communicative language teaching remains limited. Many teachers lack the technical

skills or resources required to implement corpus tools effectively. Additionally, there is a need for more empirical research focusing on the impact of corpus-based instruction on communicative competence, particularly in EFL contexts. This study contributes to the existing literature by examining how corpus-based teaching can be integrated into communicative classrooms to enhance learners’ speaking skills and overall communicative ability.

Methodology. This study adopts a mixed-method research design to provide a comprehensive analysis of the effectiveness of corpus-based language teaching. Both quantitative and qualitative data were collected to ensure reliability and validity.

The participants were 30 undergraduate students enrolled in an English language course at a university. Their proficiency level was intermediate (B1–B2 according to CEFR). The students were randomly divided into two groups:

- Experimental group (15 students)
- Control group (15 students)

Procedure. The study was conducted over a period of six weeks. Both groups received the same instructional content; however, the teaching methods differed.

- The control group was taught using traditional methods, including textbook exercises and teacher-led explanations.
- The experimental group was taught using corpus-based activities integrated into communicative tasks.

Corpus Tools and Activities. The experimental group used online corpora such as the Corpus of Contemporary American English (COCA). The following activities were implemented:

- Searching for common collocations and phrases
- Analyzing authentic dialogues and conversations
- Identifying patterns of spoken discourse
- Practicing speaking tasks based on corpus findings

Data were collected through:

- Pre-test and post-test (speaking assessment)
- Classroom observations
- Student feedback questionnaires

The speaking tests were evaluated based on fluency, accuracy, vocabulary usage, and appropriateness.

Results. The findings of the study indicate that corpus-based instruction has a positive impact on students’ communicative competence.

Quantitative Results. The post-test results show that the experimental group outperformed the control group in all assessed areas:

- Fluency increased by approximately 25%
- Vocabulary usage improved significantly
- Grammatical accuracy showed noticeable improvement

Qualitative Results. Classroom observations revealed that students in the experimental group were more actively engaged in learning activities. They demonstrated greater confidence in speaking tasks and were more willing to

participate in discussions. Student feedback also indicated a positive perception of corpus-based learning. Many students reported that using authentic examples helped them understand how language is used in real contexts.

Discussion. The results of this study support the effectiveness of corpus-based language teaching in enhancing communicative competence. The use of authentic language input allows learners to bridge the gap between classroom learning and real-world communication.

One of the key advantages of corpus-based learning is its ability to promote learner autonomy. Instead of relying solely on teacher explanations, students actively explore language patterns and develop their own understanding. This aligns with constructivist learning theories, which emphasize active participation and knowledge construction. Furthermore, corpus-based activities help learners develop a deeper understanding of lexical and grammatical patterns. This leads to more accurate and natural language use, particularly in speaking tasks.

However, the implementation of corpus-based teaching is not without challenges. Teachers may face difficulties in selecting appropriate corpus materials and designing effective activities. Additionally, students may require initial training to use corpus tools effectively. Despite these challenges, the benefits of corpus-based instruction outweigh its limitations. With proper training and resources, it can become a valuable component of modern language teaching.

Conclusion. This study demonstrates that corpus-based language teaching is an effective approach for enhancing communicative competence in EFL classrooms. By providing authentic language input and promoting active learning, it helps students develop fluency, accuracy, and confidence in communication. The findings suggest that educators should consider integrating corpus tools into their teaching practices. Future research may explore the combination of corpus-based methods with emerging technologies such as artificial intelligence and digital learning platforms.

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INGLIZ TILIDA FE’L ZAMON KATEGORYASINING SHAKLLANISHI VA TURLARI

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Annotatsiya. Ushbu tadqiqot ingliz tilida fe’l zamon kategoriyasining shakllanishi va uning asosiy turlarini o‘rganishga bag‘ishlangan. Tadqiqot jarayonida zamon kategoriyasining grammatik tizimdagi o‘rni, uning semantik xususiyatlari hamda nutq jarayonidagi funksional jihatlari tahlil qilinadi. Shu bilan birga, ingliz tilidagi zamon shakllarining hosil bo‘lishi, ularning qo‘llanish doirasi va zamon bilan aspekt o‘rtasidagi munosabat masalalari ko‘rib chiqiladi. Ishda zamon kategoriyasiga oid mahalliy va xorijiy tilshunos olimlarning ilmiy qarashlari o‘rganilib, ular asosida ingliz tilidagi zamon shakllarining grammatik tuzilishi va qo‘llanish xususiyatlari yoritiladi. Tadqiqot natijasida ingliz tilidagi fe’l zamonlari tizimining o‘ziga xos jihatlari aniqlanib, ularning til o‘rganish va o‘qitish jarayonidagi ahamiyati asoslab beriladi. Mazkur tadqiqot ingliz tilida zamon kategoriyasini o‘rganish hamda uni lingvistik jihatdan tahlil qilish uchun muhim nazariy manba bo‘lib xizmat qiladi.

Kalit so‘zlar: ingliz tili, o‘zbek tili, zamon kategoriyasi, fe’l zamonlari, zamon shakllari, zamon va aspekt munosabati, qiyosiy tahlil, grammatik xususiyatlar.

Abstract: This study is devoted to the analysis of the formation and main types of the verb tense category in the English language. The research examines the role of the tense category in the grammatical system of the language, as well as its semantic features and functional aspects in speech. In addition, the study considers the formation of tense forms in English, their usage, and the relationship between tense and aspect. The research also analyzes the views of both local and foreign linguists on the tense category. Based on these theoretical approaches, the grammatical structure and usage features of English tense forms are discussed. As a result, the specific characteristics of the English verb tense system are identified, and their importance in the process of language learning and teaching is highlighted. The results of this study can serve as a theoretical basis for further linguistic research and for improving the teaching of tense categories in English.

Keywords: English language, Uzbek language, tense category, verb tenses, tense forms, tense and aspect relationship, comparative analysis, grammatical features.

Аннотация: Данное исследование посвящено изучению формирования и основных типов категории времени глагола в английском

языке. В работе рассматривается роль категории времени в грамматической системе языка, а также анализируются её семантические особенности и функциональные аспекты в речи. Кроме того, в исследовании изучаются способы образования временных форм в английском языке, особенности их употребления, а также взаимосвязь категории времени и аспекта. В работе также анализируются научные взгляды отечественных и зарубежных лингвистов, посвящённые категории времени. На основе данных теоретических подходов рассматриваются грамматическая структура и особенности употребления временных форм английского языка. В результате исследования выявляются специфические особенности системы времён английского глагола, а также обосновывается их значение в процессе изучения и преподавания языка. Полученные результаты могут служить теоретической основой для дальнейших лингвистических исследований и совершенствования методики преподавания категории времени.

Ключевые слова: английский язык, узбекский язык, категория времени, времена глагола, формы времени, соотношение времени и аспекта, сравнительный анализ, грамматические особенности.

KIRISH. Til – bu insoniyat faoliyatining asosiy vositasi bo‘lib, u orqali nafaqat fikr, hissiyot va bilimlar ifodalanadi, balki voqea va harakatlarning vaqtiy jihatlari ham aniqlanadi. Har bir tilda vaqtni ifodalashning o‘ziga xos grammatik vositalari mavjud bo‘lib, ular nutq jarayonida harakat yoki holatning sodir bo‘lish vaqtini, davomiyligini, tugallanganligini yoki kelajakdagi ehtimoliyligini belgilaydi. Shu nuqtai nazardan, fe’l zamon kategoriyasi tilning eng muhim va murakkab grammatik tizimlaridan biri hisoblanadi, chunki u nutqda harakatning vaqtiy koordinatasini aniqlashda hal qiluvchi rol o‘ynaydi. Ingliz tilida fe’l zamon tizimi o‘zining boy morfologik va sintaktik xususiyatlari bilan ajralib turadi. Har bir zamon shakli nutqning mantiqiy tuzilishida alohida vazifa bajaradi: ular harakatning sodir bo‘lgan vaqtini (o‘tgan, hozirgi, kelajak), davomiyligini (continuous/aspect) va yakunlanganligini (perfect/aspect) aniqlash imkonini beradi. Shuningdek, zamon shakllari yordamchi fe’llar bilan birgalikda ishlatiladi va bu orqali ingliz tilida aspekt va modal nuanslarni ifodalash mumkin. Ingliz tilidagi zamon tizimi murakkabligi bilan ajralib turadi, chunki bir vaqt ichida morfologik, sintaktik va semantik komponentlar uyg‘un ishlatiladi. Qiyosiy tahlil nuqtai nazaridan, ingliz va o‘zbek tillaridagi zamon tizimlari sezilarli farqlarga ega. O‘zbek tilida zamon asosan fe’l qo‘shimchalari orqali ifodalanadi va morfologik ko‘rsatkichlarga asoslanadi, ingliz tilida esa yordamchi fe’llar va aspektik konstruksiyalar tizimi yanada murakkab va ko‘p qatlamlidir. Shu sababli, ingliz tilida zamon kategoriyasining shakllanish mexanizmlari, turlari va ularning grammatik tizimdagi o‘rni alohida ilmiy e’tiborni talab qiladi. Zamon kategoriyasini o‘rganish nafaqat tilning nazariy aspektlarini, balki amaliy qo‘llanilishini ham o‘rganishga imkon beradi. Ingliz tilida fe’l zamonlarini to‘liq va tizimli tushunish til o‘rganish jarayonida nutqni to‘g‘ri va aniq ifodalashga, shuningdek, akademik va professional kontekstlarda samarali muloqot qilishga xizmat qiladi. Shu munosabat bilan, ushbu tadqiqotning asosiy maqsadi – ingliz tilida fe’l zamon kategoriyasining shakllanishi, turlari, ularning semantik va

sintaktik xususiyatlari hamda zamon va aspekt munosabatlarini tizimli ravishda ilmiy tahlil qilishdir. Ushbu kirish bo‘limi orqali mavzu bo‘yicha nazariy asos yaratilib, keyingi bo‘limlarda ingliz tilidagi zamon shakllari, ularning morfologik va sintaktik tuzilishi, semantik farqlari hamda qo‘llanilish xususiyatlari batafsil yoritiladi. Tadqiqot natijalari tilshunoslikda fe’l kategoriyalari bo‘yicha mavjud bilimlarni boyitadi va ingliz tili o‘qitish metodikasini takomillashtirishga ilmiy asos bo‘lib xizmat qiladi.

METODOLOGIYA VA ADABIYOTLAR SHARHI. Ushbu tadqiqot ingliz tilida fe’l zamon kategoriyasining shakllanishi, turlari, semantik va sintaktik xususiyatlarini tizimli ravishda o‘rganishga qaratilgan. Tadqiqot metodologiyasi bir nechta ilmiy yondashuv va usullarni o‘z ichiga oladi. Birinchi navbatda, tavsifiy tahlil (deskriptiv metod) fe’l zamonlarining morfologik va sintaktik tuzilishini aniqlash va ularni tizimli ravishda tasniflash imkonini berdi. Bu metod yordamida zamon shakllari, yordamchi fe’llar bilan bog‘lanishi va aspektik konstruksiyalarning grammatik tizimdagi roli batafsil tavsiflandi. Ikkinchi metod – qiyosiy tahlil (komparativ metod) bo‘lib, u ingliz va o‘zbek tillaridagi zamon tizimlarini solishtirishga yo‘naltirilgan. Bu yondashuv ikki tilning morfologik va semantik xususiyatlarini aniqlash, shuningdek, zamon va aspektning ifodalanish mexanizmlarini ko‘rsatishga yordam berdi. Shu bilan birga, semantik tahlil fe’l zamonlarining nutq jarayonidagi ma’no komponentlarini chuqur o‘rganish va har bir zamon shaklining voqea vaqti bilan bog‘liqligini tahlil qilish imkonini berdi.

Bundan tashqari, kontekstual tahlil metodi turli lingvistik manbalar va real nutq holatlaridan olingan misollar asosida zamon shakllarining qo‘llanish doirasini aniqlashga xizmat qildi. Bu metod tadqiqotga fe’l zamonlarining amaliy qo‘llanilishini, ularning nutqdagi funksiyalarini tushunishda yordam berdi. Tadqiqotning nazariy asosini esa tilshunos olimlar tomonidan ilgari surilgan konsepsiyalar tashkil etdi, bu esa zamon kategoriyasining shakllanishini ilmiy yondashuv asosida o‘rganishga imkon yaratdi. Adabiyotlar sharhi ko‘rsatdiki, ingliz tilidagi fe’l zamonlari tizimi keng o‘rganilgan va ularning grammatik, semantik va aspektual jihatlari yetarlicha tadqiq qilingan. Masalan, A. V. Bondarko “Teoriya funktsional’noy grammatiki” asarida zamon va aspektning o‘zaro munosabati funksional nuqtai nazardan tahlil qilinadi va bu yondashuv ingliz tilidagi zamon shakllarini kontekstual ravishda o‘rganish uchun muhim asos bo‘lib xizmat qiladi. Shu bilan birga, N. Mahmudovning “O‘zbek tilining nazariy grammatikasi” asari o‘zbek tilidagi zamon tizimini morfologik va semantik jihatdan tahlil qiladi va qiyosiy tahlil uchun muhim ilmiy material beradi. Shu bilan birga, “The Verb: Grammatical Categories of Tense, Voice, Aspect” va “category of tense and verb semantics in the english language” kabi maqolalar ingliz tilidagi fe’l zamonlarining turli shakllarini, ularning semantik nuanslari va nutqdagi funksiyalarini batafsil tavsiflaydi. Qiyosiy tahlilga oid “The Meaning and Form of Verb Tenses in English and Uzbek” maqolasi esa ikki tilning zamon tizimlaridagi morfologik, sintaktik va semantik farqlarni ochib beradi va tadqiqotga muhim ilmiy asos yaratadi. Adabiyotlar tahlili shuni ko‘rsatdiki, ingliz tilidagi fe’l zamonlari simple, continuous, perfect va perfect continuous kabi turlarga ajratiladi va har bir turning

o‘ziga xos semantik, morfologik va sintaktik xususiyatlari mavjud. Zamon va aspektning o‘zaro munosabati murakkab tizim hosil qiladi va nutqda voqea vaqtini aniq belgilash imkonini beradi. Qiyosiy tahlil esa ingliz va o‘zbek tillaridagi zamon tizimlarining asosiy farqlarini aniqlash orqali til o‘rganish va o‘qitish metodikasini boyitadi. Shu asosda tadqiqotning metodologik yondashuvi va adabiyotlar sharhi ingliz tilida fe’l zamon kategoriyasini tizimli, ilmiy va qiyosiy jihatdan o‘rganish imkonini beradi hamda keyingi bo‘limlarda zamon shakllari, ularning morfologik va semantik xususiyatlari hamda qo‘llanilish nuanslarini batafsil yoritishga poydevor yaratadi.

NATIJALAR VA MUHOKAMA. Tadqiqot natijalari shuni ko‘rsatdiki, ingliz tilida fe’l zamon kategoriyasi murakkab va tizimli grammatik hodisa sifatida shakllangan. Zamon shakllari nutqda harakatning sodir bo‘lish vaqtini aniqlash, davomiyligini belgilash va tugallanganlik darajasini ifodalashda muhim rol o‘ynaydi. Tadqiqot davomida olingan tahliliy ma’lumotlar asosida bir qator asosiy natijalar aniqlangan. Birinchidan, ingliz tilidagi fe’l zamonlari to‘rtta asosiy tizimga ajratiladi: simple, continuous, perfect va perfect continuous. Har bir tizim o‘z ichida hozirgi, o'tgan va kelajak zamon shakllarini o‘z ichiga oladi. Simple zamonlar sodda, davomiy bo‘lmagan harakatlarni ifodalashga xizmat qiladi; continuous shakllar harakatning davomiyligini va vaqt doirasini ko‘rsatadi; perfect shakllar harakatning yakunlanganligi yoki natijaviyligini ifodalaydi; perfect continuous shakllar esa harakatning davomiyligi va tugallanganligini bir vaqtning o‘zida bildiradi. Ikkinchidan, tadqiqot shuni ko‘rsatdiki, zamon va aspekt bir-birini to‘ldiruvchi grammatik kategoriyalar bo‘lib, nutqda voqea vaqtini aniq belgilash uchun birgalikda ishlatiladi. Masalan, “I have been reading” konstruktsiyasida perfect continuous aspekti harakatning davomiyligini va tugallanganligini bir vaqtning o‘zida ifodalaydi, bu esa nutqning semantik boyligini oshiradi. Uchinchidan, ingliz tilidagi zamon shakllari ko‘pincha yordamchi fe’llar bilan birgalikda hosil qilinadi va ular fe’lning asosiy shakli bilan uyg‘unlashadi. Tadqiqot natijalari shuni ko‘rsatdiki, zamon shakllarining morfologik ko‘rsatkichlari nutq kontekstida ma’no aniqligini ta’minlaydi va fe’lning sintaktik funksiyasini mustahkamlaydi. Shuningdek, qiyosiy tahlil ingliz va o‘zbek tillari o‘rtasidagi fe’l zamonlarining shakllanish mexanizmi va ifodalash usullari sezilarli darajada farqlanishini ko‘rsatdi. O‘zbek tilida zamon asosan fe’l qo‘shimchalari orqali ifodalanadi (-di, -moqda, -ajak), ingliz tilida esa yordamchi fe’llar va aspektik konstruksiyalar tizimi murakkab va qatlamli. Bu farq til o‘rganish jarayonida o‘quvchilarning grammatika xatolariga olib kelishi mumkin, shuning uchun qiyosiy tahlil tadqiqotga amaliy ahamiyat qo‘shadi. Tahlil natijalari shuni ham ko‘rsatdiki, zamon shakllari nafaqat vaqt koordinatasini, balki harakatning semantik va stilistik xususiyatlarini ham ifodalaydi. Masalan, continuous shakllar doimiy yoki vaqtinchalik harakatni, perfect shakllar esa harakat natijasi yoki kuzatuvchi nuqtai nazarini bildiradi. Muhokama nuqtai nazaridan, tadqiqot shuni ko‘rsatdiki, ingliz tilida fe’l zamonlari tizimi morfologik, sintaktik va semantik jihatdan murakkab bo‘lib, nutqda voqealarni aniqlik bilan ifodalash imkonini beradi. Zamon shakllarining semantik nuanslari va aspekt bilan bog‘liqligi nutqning mantiqiy va mazmuniy tuzilishini ta’minlaydi.

Qiyosiy tahlil ingliz va o‘zbek tillari o‘rtasidagi farqlarni ochib beradi, bu esa til o‘rganish jarayonida o‘quvchilarga grammatik qiyinchiliklarni tushunishga yordam beradi. Shu bilan birga, tadqiqot natijalari fe’l zamonlarining didaktik jihatdan o‘qitilishiga ilmiy asos bo‘lib xizmat qiladi. Umuman olganda, tadqiqot natijalari shuni ko‘rsatadiki, ingliz tilida fe’l zamonlari tizimi o‘zining murakkabligi va semantik boyligi bilan ajralib turadi, u nutqning mantiqiy va mazmuniy aniqligini ta’minlashda asosiy vosita sifatida xizmat qiladi.

XULOSA. Ushbu tadqiqot natijalari shuni ko‘rsatdiki, ingliz tilida fe’l zamon kategoriyasi murakkab, tizimli va semantik jihatdan boy grammatik hodisa hisoblanadi. Zamon shakllari nutqda harakatning sodir bo‘lish vaqtini, davomiyligini va tugallanganlik darajasini aniq belgilashga xizmat qiladi, shuningdek, harakatning stilistik va kontekstual nuanslarini ifodalashda muhim rol o‘ynaydi. Tahlillar asosida aniqlanishicha, ingliz tilida fe’l zamonlari simple, continuous, perfect va perfect continuous kabi asosiy tizimlarga ajratiladi, ularning har biri o‘ziga xos morfologik, sintaktik va semantik xususiyatlarga ega. Zamon va aspektning o‘zaro bog‘liqligi nutqning mantiqiy va mazmuniy tuzilishini ta’minlaydi va voqea vaqtini aniq belgilash imkonini beradi. Qiyosiy tahlil natijalari shuni ko‘rsatdiki, ingliz va o‘zbek tillaridagi zamon tizimlari struktura va ifodalanish mexanizmlari jihatidan sezilarli farq qiladi. O‘zbek tilida zamon qo‘shimchalar orqali ifodalanadi, ingliz tilida esa yordamchi fe’llar va aspektik konstruksiyalar tizimi murakkab va qatlamli. Bu esa til o‘rganish jarayonida o‘quvchilarga qiyinchiliklar tug‘dirishi mumkin. Shuningdek, tadqiqot fe’l zamonlarining o‘qitilishida va til o‘rganish jarayonida qiyosiy yondashuvning ahamiyatini ham ko‘rsatdi. Tadqiqot natijalari zamon shakllarining grammatik va semantik xususiyatlarini aniqlash, ularni tizimli ravishda o‘rganish va o‘qitish metodikasini takomillashtirishga ilmiy asos yaratadi. Umuman olganda, ingliz tilida fe’l zamon kategoriyasini o‘rganish nafaqat tilshunoslik nazariyasini boyitadi, balki amaliy til o‘rganish va o‘qitish jarayonida samarali vosita bo‘lib xizmat qiladi. Shu tariqa, tadqiqot ingliz tilida fe’l zamonlarining shakllanishi, turlari va ularning qiyosiy jihatlarini chuqur anglash uchun nazariy va amaliy poydevor yaratdi.

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INTEGRATED TEACHING OF HISTORY IN ENGLISH THROUGH THE CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING) MODEL

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Abstract: This study investigates the effectiveness of the CLIL model in teaching history in English to undergraduate students in Uzbekistan. A quasi-experimental research design was implemented over one academic semester with an experimental group exposed to CLIL instruction and a control group taught through traditional methods. Data were collected through subject knowledge tests, academic English assessments, classroom observation, and student perception surveys. The findings demonstrate that CLIL significantly enhances students’ historical understanding, academic vocabulary acquisition, and communicative competence. Moreover, students reported increased motivation and confidence in using English for academic purposes. The study concludes that CLIL represents an effective and contextually adaptable model for integrating language and content instruction in higher education institutions.

Keywords: *CLIL, integrated learning, history education, academic English, higher education, bilingual instruction*

Introduction The growing internationalization of higher education has increased the demand for integrated approaches to language and subject instruction. Universities are increasingly expected to prepare students for participation in global academic and professional environments, where English functions as a dominant medium of communication. In non-linguistic disciplines such as history, English proficiency enables students to access international research, archival materials, and scholarly discourse.

Traditional models of English instruction in many higher education institutions focus on language as an isolated subject rather than as a tool for disciplinary learning. As a result, students often struggle to apply language skills within academic contexts. Conversely, subject courses taught exclusively in the

native language may limit students’ exposure to international academic terminology and discourse conventions.

Content and Language Integrated Learning (CLIL) provides a pedagogical solution by combining subject teaching and language learning in a single educational framework. The concept of CLIL was popularized by David Marsh, who defined it as an approach in which a foreign language is used for the learning and teaching of both content and language.

In the context of history education, CLIL allows students to study historical topics in English while simultaneously developing academic language skills. This study aims to examine the effectiveness of CLIL implementation in teaching history through English in a university setting in Uzbekistan.

The research addresses the following questions:

1. Does CLIL improve students’ historical knowledge and academic English competence?
2. How does CLIL influence students’ motivation and classroom engagement?
3. What challenges arise in implementing CLIL in the Uzbek higher education context?

Literature Review

CLIL is grounded in bilingual education theory and constructivist pedagogy. It is often explained through the “4Cs Framework” developed by Do Coyle, which emphasizes Content, Communication, Cognition, and Culture as interconnected dimensions of learning.

Research indicates that CLIL enhances vocabulary acquisition and academic language development because students encounter terminology within meaningful subject contexts. Studies also demonstrate that CLIL promotes higher-order thinking skills, as learners process complex subject matter in a second language.

In history education, CLIL is particularly relevant because historical analysis requires interpretation, argumentation, and evaluation of evidence. Integrating English into history instruction encourages students to engage with authentic international scholarship and diverse perspectives. However, scholars note that CLIL implementation requires careful planning, teacher collaboration, and appropriate materials. Challenges may include limited teacher language proficiency, lack of resources, and increased cognitive load for students. While CLIL has been widely studied in European contexts, empirical research in Central Asian higher education institutions remains limited. This study seeks to contribute to the growing body of research by examining CLIL application within the Uzbek university system.

Methodology: This study was conducted using a quasi-experimental research design to examine the effectiveness of the CLIL (Content and Language Integrated Learning) model in improving both historical subject knowledge and English academic competence among undergraduate history students in Uzbekistan. The experimental research was implemented during one academic semester consisting of 16 weeks of instruction.

The participants of the study were third-year history students enrolled at a state university. The total number of participants was 50 students, divided into two groups: an experimental group and a control group. Each group consisted of 25 students selected based on their academic performance and English proficiency level. The English proficiency of participants corresponded approximately to the B1–B2 level according to the Common European Framework of Reference for Languages (CEFR). Group homogeneity was ensured by conducting a preliminary placement test before the beginning of the experiment.

The experimental group received instruction based on the CLIL pedagogical framework, whereas the control group was taught using traditional teaching methods. In the traditional instruction model, historical content was delivered in the native language, and English language learning was treated as a separate subject. The traditional method primarily focused on grammar explanation, vocabulary memorization, translation exercises, and teacher-centered reading activities.

The CLIL intervention was designed in accordance with the 4Cs framework proposed in CLIL pedagogy, which includes content, communication, cognition, and culture components. The content component focused on selected historical topics included in the university curriculum. These topics were presented using authentic English-language academic materials such as historical articles, digital archives, and adapted scholarly texts.

The communication component aimed to develop students’ academic English proficiency through active language use in classroom activities. Students were encouraged to participate in discussions, express historical ideas in English, and use discipline-specific vocabulary. Structured speaking tasks, group discussions, and academic presentations were incorporated into the teaching process.

The cognition component focused on developing higher-order thinking skills such as analysis, synthesis, comparison, and evaluation. Students were given tasks requiring interpretation of historical sources, identification of cause-and-effect relationships, and critical evaluation of historical information. Socratic questioning techniques and problem-solving activities were applied to stimulate analytical reasoning.

The cultural component of the CLIL model aimed to develop intercultural awareness by encouraging students to analyze historical processes from multiple perspectives. Students were exposed to global historical interpretations and were encouraged to compare historical developments across different cultural and geographical contexts.

Instructional delivery in the experimental group was organized in a student-centered learning environment. The teacher acted as a facilitator who provided linguistic and academic scaffolding. Scaffolding strategies included the use of vocabulary glossaries, sentence structures for academic expression, guided reading questions, and feedback on student performance.

Data collection was conducted using both quantitative and qualitative methods. Quantitative data were obtained through pre-test and post-test assessments measuring historical knowledge and academic English competence. The tests

consisted of multiple-choice questions, short-answer questions, and analytical interpretation tasks based on historical texts.

Students’ oral communication skills were assessed using a standardized presentation evaluation rubric. The rubric measured fluency, pronunciation clarity, coherence of argumentation, use of academic vocabulary, and ability to explain historical concepts. In addition, a structured student perception questionnaire was distributed after the completion of the experiment. The questionnaire measured learning motivation, classroom engagement, perceived language improvement, and satisfaction with the CLIL learning process. Semi-structured classroom observations were also conducted to obtain qualitative data regarding student interaction and participation.

Quantitative data were analyzed using statistical methods including mean score comparison, standard deviation calculation, paired-sample t-test, and independent-sample t-test analysis. Reliability of the assessment instruments was verified using Cronbach’s alpha coefficient, where values above 0.80 indicated high internal consistency of the measurement tools. Ethical principles of academic research were strictly followed. Participation in the study was voluntary, students’ identities were anonymized, and research data were used exclusively for scientific purposes.

Several contextual limitations were acknowledged in this study. These included limited access to international academic databases, variations in students’ initial language competence, and constraints related to classroom instructional time. Nevertheless, the CLIL model demonstrated practical applicability within the Uzbek higher education environment.

Data Collection Data were collected through:

- Subject knowledge tests (pre- and post-test)
- Academic English vocabulary tests
- Oral presentation assessment
- Student perception questionnaire
- Classroom observation

Data Analysis Quantitative data were analyzed using descriptive statistics and independent-sample t-tests.

Results: The experimental group demonstrated significant improvement in both historical content knowledge and academic English proficiency. Average historical knowledge scores increased by 24% in the CLIL group compared to 11% in the control group. Academic vocabulary scores improved by 29% in the experimental group, while the control group showed only 14% improvement.Oral presentation assessments indicated higher fluency and confidence among CLIL students. Survey results showed that 82% of students found CLIL motivating and beneficial for professional development.

Discussion: The findings suggest that CLIL effectively integrates subject learning and language acquisition. By studying history in English, students developed both disciplinary knowledge and communicative competence. The 4Cs framework ensured balanced development of content mastery and language skills. Students engaged more actively in discussions and demonstrated improved

analytical reasoning. However, challenges included initial language anxiety and increased preparation time for instructors. Proper scaffolding and gradual adaptation proved essential for successful implementation.

These results support previous research highlighting CLIL as a powerful pedagogical tool in higher education.

Conclusion This study examined the effectiveness of the CLIL (Content and Language Integrated Learning) model in teaching history through English in a higher education context in Uzbekistan. The findings of the research demonstrate that integrating content learning with foreign language instruction is a productive pedagogical strategy for developing both subject knowledge and academic English competence among undergraduate history students.

The results indicate that students who were taught using the CLIL approach showed significantly higher academic achievement compared to students who received traditional instruction. In particular, improvements were observed in historical knowledge comprehension, academic vocabulary acquisition, oral communication skills, and analytical thinking abilities. The experimental group demonstrated greater ability to interpret historical texts, evaluate historical information, and express historical ideas in English using appropriate academic structures.

However, the research also identified several challenges associated with CLIL implementation in the Uzbek higher education system. These challenges included limited availability of authentic English-language historical resources, differences in students’ initial language proficiency levels, and time constraints within the academic curriculum. Additionally, the successful implementation of CLIL requires teachers to possess both subject content knowledge and sufficient foreign language teaching competence. Therefore, professional development programs for university instructors may be necessary to support CLIL-based education.

In conclusion, the CLIL model represents an innovative and effective pedagogical approach for teaching history through English in higher education. The results of this study confirm that integrated content and language instruction enhances academic achievement, promotes critical thinking, and increases student motivation. Therefore, educational policymakers and university administrators should consider supporting the gradual implementation of CLIL methodology in humanities education programs.

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METAPHORICAL AND IDIOMATIC EXPRESSIONS OF EMOTION IN UZBEK AND ENGLISH: A COMPARATIVE STUDY

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Abstract. The linguistic expression of emotions represents a significant domain of inquiry within cognitive linguistics and cross-cultural semantics. Although emotions constitute a universal dimension of human experience, the ways in which they are conceptualized and verbalized vary considerably across languages. The present study investigates metaphorical and idiomatic expressions of emotion in Uzbek and compares them with their semantic and pragmatic equivalents in English. Drawing upon the theoretical framework of conceptual metaphor theory, the research analyzes ten frequently used Uzbek idiomatic expressions describing emotional states and evaluates their translation into English. The analysis demonstrates that while many emotional idioms in both languages rely on shared conceptual metaphors grounded in bodily experience—such as temperature, spatial orientation, and internal pressure—others exhibit culturally specific imagery that resists literal translation. The findings highlight the importance of cognitive and cultural factors in shaping emotional language and underline the need for context-sensitive translation strategies. The study contributes to the fields of phraseology,

cognitive linguistics, and translation studies by providing a cross-linguistic perspective on emotional metaphorization.

Keywords: *emotional metaphor, idiomatic expressions, cognitive linguistics, conceptual metaphor theory, Uzbek language, English language, translation equivalence*

Introduction. Language functions not only as a communicative system but also as a conceptual framework through which speakers interpret and articulate their internal experiences. Among these experiences, emotions occupy a particularly complex position because they often resist direct description and therefore rely heavily on figurative language. Idiomatic expressions and metaphors serve as powerful linguistic tools that allow speakers to represent emotional states through concrete imagery derived from physical sensations and everyday experiences.

In many languages, emotional expressions are metaphorically associated with the heart, temperature, spatial movement, and bodily reactions. These metaphors enable speakers to conceptualize abstract emotional states in more tangible terms. However, despite the universality of emotional experience, the linguistic representation of emotions often reflects culturally specific conceptual patterns.

Uzbek, as a Turkic language with a rich phraseological tradition, contains numerous idiomatic expressions that describe emotional states through vivid metaphorical imagery. When such expressions are translated into English, difficulties frequently arise because literal translation may fail to convey the intended meaning. Therefore, a comparative study of emotional idioms in Uzbek and English can provide valuable insights into both linguistic and cultural conceptualization.

The primary objective of this study is to analyze metaphorical idioms related to emotions in Uzbek and to examine how these expressions correspond to English equivalents.

Literature Review. The study of metaphor has undergone a significant transformation since the development of Conceptual Metaphor Theory, proposed by George Lakoff and Mark Johnson (1980). According to this theory, metaphors are not merely rhetorical devices but fundamental cognitive mechanisms that structure human thought. Abstract concepts, including emotions, are frequently understood through metaphorical mappings from concrete domains such as physical movement, temperature, or spatial orientation.

Subsequent research has demonstrated that emotional language across cultures often relies on recurring conceptual metaphors. For instance, Kövecses (2000) identifies several universal metaphorical patterns, including ANGER IS HEAT, HAPPINESS IS UP, and SADNESS IS DOWN. These metaphors reflect common physiological experiences associated with emotional states. Within Uzbek linguistics, idiomatic expressions have traditionally been studied within the field of phraseology. Scholars have compiled extensive phraseological dictionaries documenting the richness of Uzbek idioms. However, relatively few studies have examined these expressions from a cognitive or comparative perspective. Consequently, a systematic comparison of emotional idioms in Uzbek and English

can contribute to a deeper understanding of how different linguistic communities conceptualize emotional experiences.

Methodology. The present study adopts a qualitative comparative approach. Ten Uzbek idiomatic expressions representing different emotional states were selected as the research material. These idioms were taken from Uzbek phraseological dictionaries and examples of their use in natural language. The selected expressions were analyzed using semantic and conceptual analysis methods commonly applied in linguistic research. Each idiom was examined according to four main criteria. First, the literal meaning of the expression was identified by analyzing the direct meanings of its lexical components. Second, the figurative meaning was explained, focusing on the emotional or semantic message conveyed in actual language use. Third, the underlying conceptual metaphor of each idiom was determined in order to reveal the cognitive mechanisms that structure the meaning of the expression. Finally, an English equivalent or an appropriate translation strategy was provided for each idiom.

This analytical framework made it possible to explore the semantic structure of Uzbek idiomatic expressions related to emotions and to identify the most effective ways of rendering their meanings in English.

Results. The analysis of Uzbek idiomatic expressions representing emotional states revealed several phraseological units that demonstrate clear metaphorical patterns. A comparison with English equivalents showed that many of these expressions share similar conceptual metaphors, although their literal imagery may differ. The Uzbek idiom “Boshi osmonga yetdi” (literally *“his head reached the sky”*) expresses extreme happiness or excitement. A similar meaning in English is conveyed by the idiom “He was on cloud nine,” which also represents a state of great joy and emotional satisfaction. Both expressions conceptualize happiness through the metaphor of vertical elevation or upward movement. Another expression, “Ich-ichidan kuyib ketmoq” (literally *“to burn inside”*), describes a person experiencing jealousy or deep emotional pain. The English idiom “to burn with jealousy” conveys almost the same metaphorical meaning, indicating strong feelings of envy or emotional suffering. In both languages, the emotion of jealousy is conceptualized through the metaphor EMOTION AS HEAT OR FIRE. The Uzbek phrase “Yuragi yorilib ketay dedi” (literally *“his heart almost burst”*) is used to describe overwhelming joy or excitement. A similar idea appears in English in the expression “My heart nearly burst with happiness,” which also represents intense emotional excitement through physical imagery associated with the heart. Another idiom, “Qoni qaynamoq” (literally *“his blood boiled”*), expresses strong anger. The English expression “My blood boiled” reflects the same metaphorical structure and is widely used to describe intense anger or rage. This similarity indicates a shared conceptual metaphor in both languages where ANGER IS HEAT OR BOILING LIQUID. The expression “Ko‘ngli tog‘dek ko‘tarildi” (literally *“his spirit rose like a mountain”*) refers to a feeling of great relief or happiness. In English, the phrase “A weight was lifted from his shoulders” conveys a comparable emotional state, emphasizing relief after stress or anxiety. Although the metaphors differ slightly,

both expressions represent the psychological transition from emotional burden to relief.Another idiom, “Yuragiga qil sig‘mas” (literally *“not even a hair fits in his heart”*), describes impatience, restlessness, or emotional excitement. In English, this state can be expressed through the phrase “He cannot sit still,” which similarly reflects strong emotional anticipation or nervous excitement.Finally, the phrase “Ko‘ngli joyiga tushdi” (literally *“his heart returned to its place”*) refers to the feeling of relief after anxiety or fear. The English equivalent “He felt relieved” expresses the same emotional state, describing calmness following stress or worry.

Overall, the results indicate that Uzbek and English idioms describing emotions frequently rely on metaphorical representations connected with physical sensations such as heat, movement, pressure, or bodily reactions.

Discussion. The findings of the study demonstrate that emotional idioms in Uzbek and English share several conceptual similarities, particularly in the use of metaphorical structures related to bodily experiences and natural phenomena. These similarities suggest that many emotional metaphors are grounded in universal human cognitive patterns. For example, emotions such as anger and jealousy are frequently conceptualized through metaphors related to heat or burning. The Uzbek idioms *“qoni qaynamoq”* and *“ich-ichidan kuyib ketmoq”* correspond closely to English expressions like *“my blood boiled”* and *“to burn with jealousy.”* Such parallels indicate that speakers of both languages interpret intense emotions through the physical experience of heat.

Similarly, happiness and excitement are often conceptualized through vertical movement or expansion, as seen in expressions like *“boshi osmonga yetdi”* and the English idiom *“on cloud nine.”* These metaphors reflect the cognitive association between positive emotional states and upward movement.

Another important observation concerns idioms expressing emotional relief. Uzbek expressions such as *“ko‘ngli joyiga tushdi”* or *“ko‘ngli tog‘dek ko‘tarildi”* describe a psychological shift from tension to calmness. In English, similar meanings are expressed through phrases like *“a weight was lifted from his shoulders.”* Although the literal imagery differs, both languages conceptualize relief as the removal of emotional burden.

The analysis also shows that some idioms do not have direct lexical equivalents and therefore require functional or descriptive translation strategies. In such cases, translators focus on conveying the emotional meaning rather than preserving the literal imagery of the original phrase.

Overall, the comparative analysis confirms that idiomatic expressions related to emotions in Uzbek and English reflect both universal conceptual metaphors and language-specific imagery. These findings highlight the importance of considering cultural and cognitive factors when translating idiomatic expressions between languages.

Conclusion. The comparative analysis reveals that many emotional idioms in Uzbek correspond to similar conceptual metaphors in English, particularly those based on bodily experiences such as heat, movement, and internal pressure. These

similarities support the hypothesis that metaphorical conceptualization is partly universal.

However, certain Uzbek expressions contain culturally specific imagery that does not have a direct equivalent in English. In such cases, translators must rely on functional or interpretative strategies to convey the intended meaning. The study demonstrates that metaphorical idioms provide valuable insights into the cognitive and cultural foundations of emotional language. Further research may explore a broader corpus of idiomatic expressions and examine their implications for translation pedagogy and intercultural communication.

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LINGUODIDACTIC POSSIBILITIES OF FILM TEXT TRANSLATION IN FOREIGN LANGUAGE TEACHING

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Abstract. The thesis examines the linguodidactic possibilities of film text translation in foreign language teaching and argues that audiovisual translation should be treated not as an auxiliary classroom technique but as an integrated pedagogical framework capable of developing receptive, productive, interpretive, and intercultural competences simultaneously. Film text is understood as a multimodal construct in which verbal language interacts with visual composition, music, gesture, silence, rhythm, editing, and culturally marked references. Within such a construct, translation tasks do not merely transfer words between languages; they require learners to decode meaning across semiotic channels, select linguistically appropriate equivalents, and reconstruct discourse under temporal, pragmatic, and genre-based constraints. Drawing on a qualitative analysis of major studies in audiovisual translation and language pedagogy, the thesis synthesizes findings on the educational value of subtitling, captioning, dubbing, revoicing, and guided work with authentic screen material. The study shows that film text translation can strengthen listening accuracy, lexical retention, phraseological awareness, pronunciation, fluency, discourse organization, and pragmatic sensitivity when tasks are sequenced according to learners' proficiency and instructional goals. The paper also demonstrates that the pedagogical power of translated film text lies in its capacity to connect language form with situated communication, thereby reducing the artificiality of decontextualized language exercises. On that basis, a

linguodidactic model is proposed in which film text translation functions as a means of scaffolding comprehension, stimulating interaction, activating mediation, and fostering intercultural reflection. The thesis concludes that the didactic potential of film text translation becomes fully visible when teachers design tasks that move learners from passive viewing to active meaning-making, reformulation, and performance.

Keywords: film text, audiovisual translation, subtitling, dubbing, foreign language teaching, linguodidactics.

Introduction: The contemporary foreign language classroom is increasingly shaped by two parallel tendencies. The first is the transition from language instruction centred on isolated forms toward communication-oriented, competence-based, and action-oriented models. The second is the gradual recognition that modern communication is rarely purely verbal and that a significant part of meaning is produced through multimodal environments in which image, sound, movement, typography, and speech act together. Film text stands at the intersection of these tendencies. It is not simply an entertaining supplement to a lesson and not merely a source of authentic listening practice. It is a dense communicative space in which linguistic structures appear in use, under pressure from context, affect, interpersonal relations, genre expectations, and cultural codes. For this reason, film text offers a particularly rich basis for foreign language instruction, especially when the teacher moves beyond passive viewing and employs translation as a pedagogical mode of engagement [1], [7].

In classical language pedagogy, the use of film or video was often justified through motivation, authenticity, and variety. Such arguments remain valid, yet they are no longer sufficient. The educational importance of film text lies in the fact that it gives learners access to speech as socially situated discourse. Learners do not encounter vocabulary in lists, grammar in abstraction, or intonation in artificially neutral sentences. They encounter hesitation, interruption, irony, implicature, culturally embedded humor, emotional escalation, politeness shifts, nonverbal reinforcement, and lexical choices shaped by interpersonal distance. Film dialogue also reveals the instability and adaptability of language, since utterances are conditioned by the speaker's intention, by the visual situation, and by the tempo imposed by audiovisual narration. This complexity makes film text pedagogically valuable, but it also creates a methodological problem: without an active task structure, students often remain consumers of content rather than analysts or producers of language. Translation tasks resolve part of this problem because they require learners to make interpretive decisions, to justify linguistic choices, and to synchronize meaning with context [1], [2].

Literature Review: Research on authentic audiovisual materials established an important starting point for the later pedagogical turn toward audiovisual translation. Sherman argues that authentic video provides learners with contextualized exposure to language, nonverbal behavior, discourse routines, and culture-specific patterns of communication. From a didactic standpoint, video expands the range of interpretive cues available to the learner and thereby allows

language to be processed as action rather than as disembodied text [1]. This insight is essential for understanding film text, since the pedagogical richness of screen discourse lies precisely in the interaction of verbal and nonverbal signs. Yet work on authentic video also revealed a limitation: exposure alone is not enough. Unless learners are guided toward active processing, they may focus primarily on plot comprehension while neglecting the linguistic and pragmatic texture of the film text. This gap created favorable conditions for more task-oriented approaches in which audiovisual material is transformed into an object of production and mediation.

Danan's study is one of the most influential interventions in this field because it demonstrated that captioning and subtitling are not merely technical add-ons but potentially powerful language learning strategies. Her argument is based on the premise that audiovisual input accompanied by written verbal support enhances comprehension and facilitates the mapping of sound to text, particularly in listening development. Danan also showed that subtitling creates a productive tension between oral input and written representation, enabling learners to process lexical segmentation, phrase boundaries, and discourse units with greater precision [2].

Methodology: The present study uses a qualitative, theoretical-analytical methodology based on a focused review and synthesis of eight representative sources in the fields of audiovisual translation, language pedagogy, and film-based foreign language instruction [1]-[8]. The sources were selected according to three criteria. First, they had to address film, video, or audiovisual text as a pedagogical resource in foreign language learning. Second, they had to examine translation-related practices such as subtitling, captioning, dubbing, or revoicing, or provide a theoretical basis for understanding such practices. Third, the selected works had to offer either empirical evidence or conceptual frameworks sufficiently robust to support linguodidactic interpretation. The corpus therefore combines foundational works on authentic video, influential studies on subtitling and dubbing, cognitive research on subtitle processing, platform-based methodological innovation, and broader syntheses of audiovisual translation in the language classroom [1]-[8].

The method of analysis was interpretive and comparative. Each source was examined in terms of its central pedagogical assumptions, the type of audiovisual translation under discussion, the language skills targeted, and the model of learner activity implied by the study. The analysis then moved from descriptive reading toward conceptual categorization. Recurrent themes were grouped into a set of linguodidactic dimensions: multimodal comprehension, lexical and phraseological development, pronunciation and prosody, discourse and pragmatic awareness, intercultural competence, learner motivation, mediation, and task design. This procedure made it possible to compare sources that differ in format and research design but converge around related pedagogical mechanisms. The purpose was not to quantify results across studies and not to produce a meta-analysis in the statistical sense. Rather, it was to construct a coherent explanatory model showing how film text translation can operate as a teaching resource across proficiency levels and task types.

The methodology also involved a distinction between film text as material and film text translation as activity. This distinction is crucial because many studies confirm the value of audiovisual material, yet not all of them explain what changes when learners move from viewing to translating, revoicing, or reformulating. For this reason, the synthesis focused on the specific forms of cognitive and linguistic engagement triggered by translation-based work with film text. The result of the analysis is presented not as a dataset of numerical outcomes but as a structured account of the linguodidactic possibilities that emerge when translation becomes an organizing principle of audiovisual pedagogy [2], [3], [7].

Results: The analytical synthesis of the selected literature shows that the linguodidactic potential of film text translation can be described through five interconnected results. The first result concerns the status of film text as a multimodal object of language learning. Film dialogue never functions in isolation. Meaning is distributed across speech, image, editing rhythm, music, gesture, silence, and situational framing. Translation tasks force learners to process this distribution explicitly. In an ordinary comprehension exercise, a learner may understand a scene at the level of general content while overlooking how visual information disambiguates a pronoun, how irony is signaled by intonation, or how a pause changes interpersonal force. In a translation task, such details become unavoidable. A subtitle line or dubbed utterance cannot be produced adequately unless the learner has interpreted not only what is said but how, to whom, under what emotional pressure, and with what visual accompaniment. Film text translation therefore sharpens contextual reading and reduces the gap between formal language knowledge and situated communicative interpretation [1], [3], [7].

The second result concerns listening comprehension and lexical development. The literature strongly suggests that subtitled or captioned audiovisual material improves access to spoken language because the learner receives synchronized support from two verbal channels: acoustic and written. This dual-channel reinforcement helps learners segment speech, map pronunciation onto orthography, and stabilize lexical items in memory [2], [4]. Yet the didactic value becomes even greater when learners are asked to produce subtitles themselves. In that case, listening is transformed from recognition into decision-making. The learner must identify the semantic nucleus of an utterance, discard redundancy, select concise equivalents, and often reformulate colloquial speech into readable written lines. Such compression promotes lexical precision and phraseological awareness. It also encourages sensitivity to register because the written line must remain faithful to character voice without simply copying spoken disfluency. In practical terms, subtitling can therefore be used to develop vocabulary depth rather than vocabulary breadth alone. Learners do not merely encounter new words; they learn to choose among near-synonyms according to tone, readability, and situational appropriateness [2], [3].

Discussion” The results of the analysis make it possible to reinterpret film text translation as a linguodidactic mechanism rather than as a collection of isolated classroom techniques. In a narrow methodological view, subtitling or dubbing might

be considered interesting because they diversify instruction. In a broader pedagogical view, they are significant because they reorganize the learner's relation to language. Translation-based work with film text compels learners to move across modalities, between comprehension and production, between form and context, and between language systems. This movement is exactly what many contemporary theories of learning describe as deep processing. The learner cannot remain at the level of surface decoding. Every translation decision demands prioritization, and every prioritization reflects an interpretation of communicative value. From that standpoint, audiovisual translation is not supplementary to communicative teaching. It is one of the concrete means through which communicative competence can be operationalized in a media-rich environment [2], [7].

Conclusion: The conducted analysis confirms that film text translation possesses substantial linguodidactic potential in foreign language teaching. Its educational value derives from the specific nature of film text as a multimodal communicative construct and from the specific nature of translation as an activity of mediation, reformulation, and contextual decision-making. Subtitling, captioning, dubbing, and related forms of audiovisual translation do not simply embellish the lesson. They reorganize the learning process by linking perception with production, sound with writing, linguistic form with pragmatic force, and language learning with intercultural interpretation. In this respect, film text translation should be understood as a pedagogical framework capable of integrating receptive, productive, and reflective work within a single task sequence [2], [3], [7].

The thesis has shown that the main linguodidactic possibilities of film text translation can be grouped around several domains. First, it enhances multimodal comprehension by compelling learners to interpret speech in relation to image, gesture, editing, and emotional context. Second, it strengthens lexical and phraseological development through concise reformulation and repeated contact with contextualized language. Third, it supports pronunciation, fluency, and prosody through dubbing and revoicing tasks that combine oral production with performance. Fourth, it develops discourse and pragmatic sensitivity by exposing learners to tone, politeness, implicature, and genre-conditioned meaning. Fifth, it promotes mediation and intercultural competence because learners translate for an audience and must negotiate cultural meaning rather than merely transfer words [1], [5], [8].

At the methodological level, the findings indicate that effectiveness depends on principled task design. Film clips should be short enough to remain manageable, rich enough to justify analysis, and selected in accordance with explicit language objectives. Translation modes should be matched to target competences. Reflection must accompany performance so that technical activity becomes linguistic learning. When these conditions are met, audiovisual translation transforms film from a motivating supplement into a structured educational resource with durable effects on language awareness and communicative ability.

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INTERCULTURAL COMMUNICATION AND GLOBAL COMPETENCE

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Annotation. This article analyzes the importance of intercultural communication and global competencies in the context of globalization. In modern society, interactions among representatives of different cultures are expanding rapidly; therefore, developing intercultural communication skills has become an important issue. The main aim of the study is to determine the role of intercultural communication competence and global competencies in the educational process and to examine the factors that contribute to their development. During the research, methods such as analysis of scientific literature, observation, and comparison were used. The results show that intercultural communication competence helps individuals develop the ability to communicate effectively, understand cultural differences, and respect them. Global competencies, in turn, help individuals

function successfully in an international environment. The findings of the study emphasize the importance of developing intercultural communication skills within the modern education system.

Keywords: intercultural communication, global competence, intercultural interaction, globalization, education, foreign language education, cultural awareness, communication skills.

Introduction: In recent decades, the process of globalization has led to a significant increase in economic, political, and cultural interactions among countries around the world. Due to the development of transportation, information technologies, and the internet, communication between representatives of different cultures has expanded considerably. As a result, the ability of individuals to understand other cultures, show respect for them, and communicate effectively has become one of the essential competencies in modern society. Intercultural communication refers to the process of interaction that occurs between representatives of different cultures. In this process, language, cultural values, traditions, stereotypes, and worldviews play an important role. Therefore, the modern education system aims not only to provide students with professional knowledge but also to equip them with intercultural communication skills. Global competencies, on the other hand, refer to an individual's ability to understand global issues, cooperate with representatives of different cultures, and function effectively in an international environment. Today, these competencies have also become highly important in the labor market.

In the era of globalization and Industry 4.0, one of the most remarkable features of this period is that people frequently interact with representatives of different cultures. Therefore, the ability to communicate effectively in professional, social, and educational spheres, to understand other cultures, and to respect their values is considered highly important. For this reason, intercultural communication competence and global competencies are regarded in the modern world not only as indicators of success but also as the key to effective performance.

One of the main tasks set before educational systems and employers is to develop students' and employees' skills for adapting to intercultural communication. In this process, along with improving language and communication abilities, increasing sensitivity, empathy, and the individual's level of global literacy is also considered an important aspect. Research shows that students adapt their communication styles and develop effective communication strategies while working with people from different cultures.

Literature Review

Issues related to intercultural communication have been studied by many researchers. For example, Michael Byram (1997) emphasized intercultural communicative competence as an essential part of the language learning process. According to him, learning a language should include not only grammatical knowledge but also an understanding of cultural concepts and perspectives.

Edward T. Hall (1976) highlighted that time, space, and nonverbal communication play a significant role in intercultural communication. According to

his research, communication styles vary considerably across cultures, and understanding these differences is important for effective interaction between people from diverse cultural backgrounds.

Geert Hofstede (2001) proposed several dimensions to explain differences between cultures. According to his theory, factors such as individualism versus collectivism, power distance, and attitudes toward uncertainty influence communication styles in different societies. These dimensions help explain why people from different cultural backgrounds may interpret communication differently.

Recent studies indicate that the development of global competencies has become an essential part of the educational process. In particular, in foreign language education, developing intercultural communication skills is considered highly important, as it prepares students to interact successfully in multicultural and international environments.

Main Part: Intercultural communication is the ability to communicate effectively and appropriately with representatives of different cultures, and it includes several important aspects. First of all, effectiveness is the primary means of achieving goals in intercultural communication. Another important aspect is adaptability, which refers to the ability to accept norms established in different cultures and to follow their customs and traditions.

Another significant factor required in intercultural communication is sensitivity. In other words, in order to avoid experiencing cultural shock during intercultural interaction, individuals need to possess an appropriate level of cultural sensitivity. Recognizing cultural differences and respecting them also plays an important role in establishing warm and productive communication. One of the most essential and irreplaceable aspects is the conscious awareness of one's own cultural perspectives and stereotypes while maintaining them, and at the same time developing the ability to communicate effectively with representatives of other cultures. These competencies directly influence an individual's success in social and professional environments.

Over the past decades, interactions between people speaking different languages and belonging to different cultures have never been as intense as they are today. Due to advancements in technology and transportation as well as the increase in immigration quotas, more people are constantly on the move, and societies are becoming increasingly diverse. The number of students studying outside their home countries is also growing. As a result, there is an increasing need for better preparation for intercultural adaptation and intercultural relationships, especially in a second language context.

Higher education institutions around the world now recognize the importance of offering courses and experiences that develop intercultural communicative competence and the knowledge, skills, and attitudes required for responsible global citizenship. Introductory courses in intercultural communication are now offered at the undergraduate level in various disciplines; however, only a limited number of books are truly international in scope, and the language dimension of intercultural

communication often receives insufficient attention. Key issues related to language and intercultural communication processes are connected with real-life examples from around the world. Learners are encouraged to learn more about themselves — their values, beliefs, communication styles, and attitudes toward different accents — and to examine their assumptions and preconceived ideas about other worldviews and ways of living.

Regardless of where you live, the forces of globalization affect you. Although the exchange of ideas, goods, and people is not new, in recent decades we have experienced an unprecedented intensification of economic, cultural, political, linguistic, and social connections. This phenomenon, known as globalization, is defined as the process of removing restrictions imposed by governments on movements between countries in order to create an open and borderless world economy.

Although there are many and varied patterns of cultural differences, Harris and his colleagues proposed several culture-general dimensions of cultural difference that often influence our ability to communicate effectively with people from different cultural communities. These dimensions include sense of self and space, communication and language, dress and appearance, food and eating habits, time and time perception, relationships, values and norms, beliefs and attitudes, learning, and work habits and practices. The Intercultural Development Inventory (IDI) suggests that individuals and groups differ in their ability to perceive culturally based differences between themselves and others.

In conclusion, it can be stated that in the context of modern globalization, intercultural communication and global competencies are of crucial importance in various spheres of human life. As economic, political, and cultural interactions among countries continue to expand, the necessity of effectively communicating with other cultures naturally arises. Therefore, the ability to understand other cultures, respect their values and traditions, and correctly perceive cultural differences has become one of the essential competencies.

Intercultural communication competence helps individuals act effectively and appropriately in intercultural interactions. This competence includes cultural sensitivity, empathy, adaptability, and language proficiency. These skills contribute to fostering mutual understanding and cooperation among representatives of different cultures. In particular, the importance of intercultural communication skills is increasing in the fields of international education, business, and diplomatic relations.

Moreover, global competencies play a significant role in developing an individual's ability to understand global issues, work in international environments, and collaborate effectively with diverse cultural communities. Today, employers in the modern labor market demand not only professionally knowledgeable specialists but also those who possess global thinking, open-mindedness, and the ability to communicate interculturally.

Therefore, the education system must equip students not only with theoretical knowledge but also with intercultural communication and global competencies.

Specifically, in the process of teaching foreign languages, developing intercultural communication skills, introducing students to different cultures, and broadening their global outlook are essential tasks. As a result, young people who acquire these competencies become professionals capable of successfully operating in the global society and competitive in both social and professional spheres.

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INTEGRATING GENERATIVE AI IN ENGLISH FOR SPECIFIC PURPOSES (ESP): PEDAGOGICAL CONDITIONS AND PRACTICAL IMPLICATIONS IN UZBEKISTAN’S HIGHER EDUCATION

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Abstract: This research aims to identify the essential pedagogical conditions for the effective integration of Generative Artificial Intelligence (GenAI) tools in teaching English for Specific Purposes (ESP) within the higher education system of Uzbekistan. The study employs qualitative analysis methods and structured surveys. The results indicate that successful integration requires enhancing digital literacy, transforming the assessment system, and developing comprehensive academic ethics guidelines. The findings of this research provide practical recommendations for higher education institutions (HEIs).

Keywords: Generative AI, ESP, Higher Education, Pedagogical Conditions, Innovation

Introduction. The global educational landscape is undergoing a propound transformation due to the rapid advancement of Artificial Intelligence (AI). Particularly, Generative AI (GenAI) models, such as ChatGPT, Claude, and Gemini, have introduced new possibilities for language acquisition and specialized communication. In the Republic of Uzbekistan, the digitalization of the higher

education system is a strategic priority, as outlined in the “Digital Uzbekistan -2030” strategy.

For English for Specific Purposes (ESP), where the focus is on mastering technical vocabulary and professional discourse, GenAI acts as a double-edged sword. On one hand, it provides personalized learning materials and instant feedback; on the other, it poses significant risks to academic integrity and the development of independent writing skills. The core problem lies in the lack of a structured pedagogical framework that governs how these tools should be used. This study explores the specific pedagogical conditions necessary to ensure that AI integration leads to genuine cognitive growth rather than passive dependency.

Furthermore, the integration of GenAI in the Uzbek higher education context must be viewed through the lens of the National Curriculum's evolution. As the labor market increasingly demands graduates with high digital intelligence and the ability to navigate complex AI-mediated environments, the role of ESP becomes more than just language teaching; it becomes a bridge to professional survival. The current research specifically targets the intersection of linguistic proficiency and algorithmic thinking. By analyzing how students interact with large language models, this paper aims to provide a granular perspective on the socio-technical factors that influence the adoption of innovative pedagogical tools in Central Asian academic settings.

Literature Review. The integration of AI in education is not a new concept, but the accessibility of GenAI has shifted the focus from “automated tutoring” to “co-creative learning”. According to Luckin (2023), AI should be viewed as “Augmented intelligence”, designed to amplify human capabilities. In the context of ESP, scholars emphasize the importance of context-aware learning. Traditional ESP pedagogy, based on the Communicative Language Teaching (CLT) approach, focuses on real-world tasks.

Mollick and Mollick (2024) argue that Generative AI can simulate these real-world professional environments, allowing students to practice technical communication in a controlled, virtual setting. However, studies in developing economies suggest that the “Digital Divide” and varying levels of instructor readiness can hinder this process. In Uzbekistan, while the technical infrastructure is improving, the pedagogical transition – shifting from being a “source of knowledge” to a “facilitator of AI-human collaboration” – remains a significant challenge for ESP practitioners.

Beyond the work of Luckin and Mollick, the 'Cognitive Load Theory' in the age of AI provides a crucial framework for this study. Critics like Selwyn (2022) warn that over-reliance on automated systems can lead to 'cognitive offloading,' where the learner’s brain stops engaging with the difficulty of language synthesis. In the ESP domain, this is particularly risky as technical precision requires deep conceptual understanding. Recent local studies in Uzbekistan have begun to map the digital readiness of OTMs, yet there remains a theoretical void regarding the 'Pedagogy of Prompting.' This study seeks to fill that void by synthesizing international AI standards with the localized needs of Uzbek students, ensuring that the technology acts as a scaffold rather than a crutch.

Methodology. This research adopts a qualitative case study design. To achieve a comprehensive understanding of the current state of AI usage, a pilot study was conducted at Al-Khwarizmi university.

-Participants: 50 third-year students enrolled in ESP courses (Artificial Intelligence/Software Engineering/ Drone Technology) and 5 ESP instructors.

-Data Collection: Semi-structured interviews were held with instructors, and an anonymous digital survey was distributed to students.

-Analytical Framework: The data was analyzed using the PACK (Technological Pedagogical Content Knowledge) model to evaluate how instructors combine their expertise with AI tools.

Results. The survey data provided the following key insights into the usage of GenAI among ESP students:

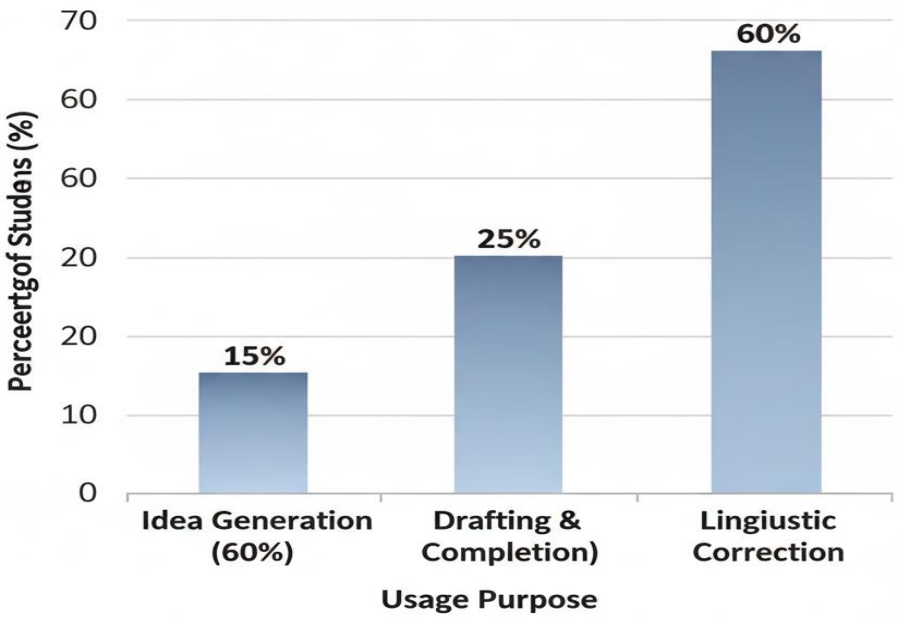
-**High Usage Frequency:** 85% of students reported using ChatGPT at least once a week for their assignments.

-**Primary Tasks:** 60% use AI for "Idea Generation" (brainstorming topics for technical reports), 25% for "Drafting and Completion" (generating full texts), and 15% for "Linguistic Correction" (grammar and style checks).

-**Instructor Perception:** While 90% of instructors acknowledge the potential of AI, only 20% feel confident in teaching students how to use it ethically.

-**Academic Integrity:** A significant concern (75% of instructors) was the difficulty in distinguishing between student-produced work and AI-generated content, highlighting a gap in current assessment methods.

Figure 1. Students’ Primary Uses of Generative AI in ESP Classes (N=50)



Additionally, the qualitative data from the open-ended survey questions revealed a nuanced 'trust-gap.' While 65% of students expressed high confidence in AI's ability to correct grammar, only 30% believed that the AI accurately understood the specific cultural or local technical nuances of the Uzbek industry. Instructors also noted a significant increase in the 'homogenization' of student

work—where assignments began to look suspiciously similar in tone and structure. This 'algorithmic bias' in student submissions confirms that without specific pedagogical intervention, the use of GenAI leads to a loss of individual voice and critical perspective in professional writing.

Discussion: Identifying and Implementing Pedagogical Conditions. The results of this study underscore a pivotal shift in the educational landscape of Uzbekistan. While the integration of Generative AI (GenAI) offers a solution to the traditional challenges of English for Specific Purposes (ESP) – such as the lack of authentic materials and personalized feedback – it also necessitates a fundamental reimagining of the teacher-students dynamic. The following pedagogical conditions are essential for a sustainable and effective transition.

Developing AI literacy and Strategic Prompting. The findings indicate that while students are “digital natives”, they often lack “AI literacy”. Most students interact with LLMs (Large Language Models) at a superficial level, providing vague instructions that result in generic or inaccurate outputs. Therefore, primary pedagogical condition is the formal integration of Prompt Engineering into ESP curriculum.

In a specialized context (e.g., Engineering or Medicine), the precision of language is paramount. Instructors must move beyond teaching grammar and focus on “Strategic Prompting”. This involves teaching students how to assign a professional persona to AI, provide specific context, and set constraints. By doing so, the AI becomes a sophisticated “Scaffold” (Luckin, 2023) rather than a mere answer generator. This shift transforms the student from a passive recipient of information into an active “AI Detector”, who must critically evaluate every word the machine produces.

Expanding on the concept of **Prompt Engineering**, it is vital to recognize it as a new form of 'Digital Literacy' that is directly linked to the student’s metacognitive abilities. When a student learns to refine a prompt, they are essentially learning to refine their own thought process. This iterative cycle of prompting, reviewing, and re-prompting is where the actual learning happens in the 21st-century classroom.

Transitioning to Process-Oriented Assessment Models. Perhaps the most significant challenge identified in the results is the obsolescence of traditional “Product-Oriented” assessments. If an AI can generate a technically correct 2000-word report in seconds, grading that report alone no longer measures a student’s true competence. To address this, universities in Uzbekistan must adopt Process-Oriented Assessment. This model evaluates the “journey” of the assignment. Pedagogical conditions for this include:

- Prompt Logs: Requiring students to submit a record of their interaction with the AI, showing how they refined their queries.
- Reflective Commentary: Students must write a short justification for why they accepted or rejected certain AI suggestions.

- In-Class Performance: Shifting a higher percentage of the final grade to oral defenses, debates, and “pen-and-paper” synthesis tasks conducted in the classroom.
  This approach ensures that even if AI is used, the student’s cognitive engagement is verified and documented.

Ethical Integration and Academic Integrity. The concern regarding plagiarism is high among Uzbek educators, yet the solution lies not in banning AI but defining its ethical boundaries. This study suggests that “Academic Integrity” in the AI era should be redefined as “Transparency”. A vital pedagogical condition is the establishment of a “Clear Disclosure Policy”. Students should be encouraged to use AI as a “Peer Tutor” for brainstorming and linguistic refining, provided they acknowledge the tool’s role in their bibliography. Furthermore, ESP instructors must educate students on the phenomenon of “AI Hallucinations” – where the model generates fake technical citations or incorrect data. In specialized fields, such errors can be dangerous. Teaching students to “Fact-check the AI” becomes a core component of their professional development.

The Role of the Instructor as an Orchestrator. Finally, the successful integration of GenAI depends on the instructor’s ability to act as an Orchestrators. The TPACK model used in this study suggests that technology should not lead the pedagogy; rather, pedagogy must drive the technology. Instructors need ongoing professional development to stay ahead of AI trends. In the Uzbekistan context, where English is a foreign language (EFL), the teacher’s role is to ensure that AI does not replace the “hard work” of language acquisition but instead provides a bridge to professional fluency.

Moreover, the **Assessment Redesign** mentioned above must also consider the emotional and psychological readiness of the faculty. Many instructors feel 'outpaced' by their students’ use of technology. Therefore, a secondary condition for success is 'Teacher Agency'—giving educators the autonomy and the tools (such as AI-detection literacy and collaborative grading rubrics) to feel empowered rather than threatened by GenAI. The discussion also points toward the 'Hybrid Learning Model' where AI is used during the brainstorming phase, but the final synthesis is strictly human led, creating a symbiotic relationship between artificial and natural intelligence.

Conclusion. The integration for Generative AI in Uzbekistan’s ESP classrooms represents a milestone in educational innovation. This study concludes that AI tools are not a threat to language learning if the right pedagogical conditions are met. By focusing on AI literacy, transforming assessment methods, and fostering an ethical learning environment, universities can empower students to become proficient professional communicators in the digital age. It is recommended that the Ministry of Higher Education, Science, and Innovation develops a unified guideline for AI usage to support both instructors and students in this transition.

Ultimately, the goal is to foster an 'AI-Resilient' educational ecosystem in Uzbekistan. This means creating a system where the value of a degree is based on the student’s ability to think, critique, and innovate alongside AI, not in competition

with it. The pedagogical conditions outlined in this paper—literacy, process-based grading, and ethical transparency—serve as the three pillars of this new era. As we move toward 2030, the findings of this research suggest that the universities that will thrive are those that embrace the 'Pedagogical Agility' required to turn GenAI from a disruptive force into a powerful ally for national development.

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ZAMONAVIY INGLIZ TILI TA’LIMIDA KOGNITIV, FUNKSIONAL VA LEKSIK YONDASHUVLARNING INTEGRATIV QO‘LLANILISHI: MAKTASH FUNKSIONAL SEMANTIK MAYDONI NUQTAI NAZARIDA

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Annotatsiya: Ushbu maqolada zamonaviy ingliz tili ta’limida kognitiv, funksional va leksik yondashuvlarning integrativ qo‘llanilishi nazariy va amaliy asoslari bilan tahlil qilinadi. Tadqiqotning maqsadi ushbu yondashuvlarni birlashtirish orqali til o‘rganish jarayonida grammatik aniqlik, kommunikativ moslik va nutq ravonligini rivojlantirish bilan birga, talabalarda ingliz tilida maqtash ifodalarini kontekstga mos va semantik jihatdan to‘g‘ri shakllantirish imkoniyatlarini aniqlashdan iborat. Tadqiqot sifatli metodologiyaga asoslanib, ilmiy adabiyotlar tahlili, korpus tadqiqotlari va amaliy pedagogik kuzatuv natijalariga tayangan. Natijalar shuni ko‘rsatdiki, integrativ yondashuv talabalarning ko‘p qirrali til kompetensiyasini rivojlantiradi, nutqning grammatik, funksional va leksik jihatlarini uyg‘unlashtiradi hamda maqtash funksional semantik maydonini samarali shakllantiradi. Maqolada zamonaviy ingliz tili o‘qitish amaliyoti uchun xulosalar va tavsiyalar ishlab chiqilgan.

Kalit so‘zlar: yondashuv, kognitiv yondashuv, funksional yondashuv, leksik yondashuv, maqtash, kommunikativ kompetensiya, integratsiya, ingliz tili o‘qitish

Abstract: This article examines the theoretical and practical foundations of integrating cognitive, functional, and lexical approaches in modern English language education, emphasizing the functional semantic domain of praise. The study aims to investigate how these approaches can be combined to simultaneously enhance grammatical accuracy, communicative appropriateness, speech fluency, and the

ability to produce contextually and semantically precise expressions of admiration and positive evaluation. A qualitative methodology was employed, including literature review, corpus-based analysis of praise expressions in authentic English usage, and pedagogical observation of B1-level learners. Findings indicate that the integrative application of these approaches promotes multidimensional language competence, facilitates pragmatic awareness, and enables learners to effectively use praise in authentic communicative contexts. The article also provides recommendations for the implementation of this integrative model in modern English language teaching practice.

Keywords: approach, cognitive approach, functional approach, lexical approach, praise, communicative competence, integration, English language teaching

Kirish qismi: Til o‘qitish nazariyasida “approach” tushunchasi metodik faoliyatning nazariy asosini ifodalaydi. Edward Anthony (1963) tomonidan kiritilgan bu tushuncha yondashuvni tilning tabiati va til o‘rganish jarayoni haqidagi umumiy nazariy qarashlar tizimi sifatida talqin qiladi. Yondashuv metod va texnikalardan farqli ravishda til o‘rganish jarayonini shakllantiruvchi falsafiy va nazariy asosni belgilaydi.

XX asr davomida tilshunoslik, psixologiya va sotsiolingvistika sohalaridagi ilmiy izlanishlar tilning turli modellariga asoslangan yondashuvlarning shakllanishiga olib keldi. Til murakkab kognitiv, ijtimoiy va diskursiv hodisa bo‘lgani sababli, uni yagona nazariy doira bilan tushuntirish yetarli emasligi aniqlandi. Shu sababli zamonaviy metodikada bir nechta modelni integrativ qo‘llash tendensiyasi kuchaymoqda.

Maqolaning maqsadi kognitiv, funksional va leksik yondashuvlarni nazariy jihatdan tahlil qilish, ularni ingliz tili o‘qitish jarayonida integrativ qo‘llash orqali maqtash funksional semantik maydonini rivojlantirish samaradorligini aniqlashdir.

Adabiyotlar sharhi: Kognitiv yondashuv tilni inson ongining mahsuli sifatida talqin qiladi. Noam Chomsky (1965) tomonidan ishlab chiqilgan Universal Grammar nazariyasi bu yondashuvning eng mashhur nazariy asosidir. Kognitiv modelga ko‘ra, til o‘rganish mexanik takrorlash emas, balki abstrakt qoidalarni anglash va mental reprezentatsiyalarni shakllantirish jarayonidir. Ushbu yondashuv grammatik tushunchalarni ongli ravishda o‘zlashtirishga va talabalarda metalingvistik ongni rivojlantirishga urg‘u beradi.

Funksional yondashuv tilni ijtimoiy faoliyat vositasi sifatida ko‘radi. Tilning asosiy vazifasi — ma’no yaratish va kommunikativ maqsadlarni amalga oshirishdir. Bu yondashuv grammatika bilan bir qatorda nutqning vaziyatga mosligini, pragmatik moslashuvchanlik va ijtimoiy adekvatlikni ta’kidlaydi. Ushbu tamoyillar Council of Europe (2001) tomonidan ishlab chiqilgan Common European

Framework of Reference for Languages (CEFR) da ham o‘z ifodasini topgan. Funksional model, ayniqsa maqtash va ijobiy baholash ifodalarini kontekstga mos tarzda shakllantirishga imkon beradi.

Leksik yondashuv til tizimining markazida so‘z boyligi va tayyor nutq qoliplari turadi degan g‘oyaga asoslanadi. Michael Lewis (1993) tomonidan ishlab chiqilgan Lexical Approach konsepsiyasiga ko‘ra, ravon nutq grammatik qoidalarni har safar qayta qurish orqali emas, tayyor leksik birliklarni tezkor qo‘llash orqali shakllanadi. Korpus tadqiqotlari shuni ko‘rsatadiki, ingliz tilida maqtash ifodalari ko‘pincha tayyor leksik birliklar va kollokatsiyalar orqali ifodalanadi.

Metodologiya: Tadqiqot sifatli metodologiyaga asoslangan. Nazariy manbalar va korpus tadqiqotlari orqali uch yondashuvning konseptual asoslari aniqlangan. B1 darajadagi talabalardan iborat eksperimental guruhda integrativ dars modeli sinovdan o‘tkazildi.

Integrativ model uch bosqichli tuzilishga ega:

Kognitiv bosqich: grammatik struktura talabalarga mantiqiy asoslari bilan tushuntiriladi, talabalarda metalingvistik ong va grammatik aniqlik rivojlantiriladi.

Funksional bosqich: o‘rgatilgan struktura real kommunikativ vaziyatlarda, ayniqsa maqtash va ijobiy baholash vazifalarida qo‘llanadi.

Leksik bosqich**:** kollokatsiyalar, formulali ifodalar va tayyor leksik birliklar orqali mustahkamlash amalga oshiriladi, talabalarda nutq ravonligi va spontanlik oshadi.

Ma’lumotlar pedagogik kuzatuv, yozma va og‘zaki ishlar, shuningdek xatolar tahlili asosida yig‘ildi.

Natijalar: Tadqiqot natijalari integrativ model samarali ekanini ko‘rsatdi:

Kognitiv bosqich grammatik aniqlikni oshirdi va xatolar sonini sezilarli darajada kamaytirdi.

Funksional bosqich talabalar nutqining pragmatik mosligini kuchaytirdi, ularning muloqotdagi faol ishtiroki va maqtash ifodalarini to‘g‘ri ishlatish qobiliyati ortdi.

Leksik bosqich nutq ravonligi, tabiiyligi va kollokatsiyalar sonining ortishini ta’minladi.

Shuningdek, spontan nutq tezligi oshdi va talabalarda kommunikativ ishonch darajasi yuqoriligi qayd etildi.

Muhokama: Olingan natijalar shuni ko‘rsatdiki, til o‘qitishda bir modelga tayanish yetarli emas. Kognitiv model grammatik tizimni tushunishga yordam beradi, leksik model ravonlikni oshiradi, funksional model esa real vaziyatga mos nutqni rivojlantiradi. Shu sababli modellarni integrativ qo‘llash kompleks til kompetensiyasini shakllantirish va maqtash funksional semantik maydonini rivojlantirish uchun eng maqbul yondashuvdir.

Xulosa: Kognitiv, funksional va leksik yondashuvlarni integrativ qo‘llash ingliz tili o‘qitish samaradorligini oshiradi. Har bir yondashuv tilning muayyan jihatini rivojlantiradi va ularning uyg‘unligi talabalarga grammatik, funksional va leksik jihatdan to‘liq maqtash ifodalarini yaratish imkonini beradi. Kelgusida modelni kengroq auditoriyada kvantitativ tadqiqotlar orqali sinash tavsiya etiladi. Zamonaviy o‘qituvchi turli nazariy modellarni ongli ravishda integratsiyalash orqali ta’lim jarayonini yanada samarali tashkil etishi mumkin.

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DEVELOPING CRITICAL THINKING THROUGH POLITICAL AND ECONOMIC TEXTS IN FOREIGN LANGUAGE TEACHING

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Abstract: This article examines the scientific and methodological foundations for developing students’ critical thinking skills through political and economic texts in foreign language classes. The study focuses on the linguistic and pragmatic features of political and economic discourse, aiming to foster students’ abilities to analyze texts, identify arguments, determine the author’s stance, and evaluate ideological connotations. The effectiveness of discourse analysis, problem-based learning, debates, and case-study methods is substantiated in the article. It also explores mechanisms for developing terminological competence, intercultural awareness, and analytical thinking through systematic work with political and

economic materials. The findings demonstrate that this approach contributes not only to improving language proficiency but also to strengthening independent reasoning and argumentation skills.

Keywords: *foreign language education, political discourse, economic texts, critical thinking, problem-based learning, terminological competence, intercultural communication.*

Аннотация: В данной статье анализируются научно-методические основы формирования навыков критического мышления у обучающихся на основе политических и экономических текстов в процессе обучения иностранному языку. Исследование направлено на изучение лингвистических и прагматических особенностей политического и экономического дискурса с целью развития у студентов умений анализа текста, выделения аргументов, определения авторской позиции и оценки идеологических коннотаций. В статье обосновывается эффективность методов дискурс-анализа, проблемного обучения (problem-based learning), дебатов и case-study. Рассматриваются механизмы формирования терминологической компетенции, межкультурной осведомленности и аналитического мышления при работе с политическими и экономическими материалами. Результаты исследования подтверждают, что данный подход способствует не только развитию языковой компетенции, но и формированию самостоятельного мышления и аргументации.

Ключевые слова: *обучение иностранному языку, политический дискурс, экономические тексты, критическое мышление, problem-based learning, терминологическая компетенция, межкультурная коммуникация.*

Annotatsiya: Mazkur maqolada xorijiy til darslarida siyosiy va iqtisodiy matnlar asosida o‘quvchilarda tanqidiy fikrlash ko‘nikmalarini rivojlantirishning ilmiy-metodik asoslari tahlil qilinadi. Tadqiqot siyosiy va iqtisodiy diskursning lingvistik hamda pragmatik xususiyatlarini o‘rganish orqali o‘quvchilarning matnni tahlil qilish, dalillarni ajratish, muallif pozitsiyasini aniqlash va ideologik konnotatsiyalarni baholash ko‘nikmalarini shakllantirishga qaratilgan. Maqolada diskurs tahlili, muammoli o‘qitish (problem-based learning), debat va case-study metodlarining samaradorligi asoslab beriladi. Siyosiy va iqtisodiy matnlar bilan ishlash jarayonida terminologik kompetensiya, interkultural ong va analitik fikrlashni rivojlantirish mexanizmlari ko‘rib chiqiladi.

Kalit so‘zlar: *xorijiy til ta’limi, siyosiy diskurs, iqtisodiy matnlar, tanqidiy fikrlash, problem-based learning, terminologik kompetensiya, interkultural kommunikatsiya.*

Introduction: In the context of globalization and rapid socio-economic change, foreign language education is no longer limited to the development of communicative competence alone. Modern educational paradigms emphasize the importance of fostering higher-order thinking skills, particularly critical thinking, which enables learners to analyze information, evaluate arguments, and form independent judgments. Within this framework, political and economic texts represent a valuable pedagogical resource for integrating language learning with intellectual development.

Political and economic texts are characterized by complex terminology, structured argumentation, and strong contextual grounding in real-world events. Working with such materials encourages students not only to expand their vocabulary and improve reading comprehension, but also to identify the author’s perspective, distinguish between fact and opinion, assess the validity of arguments, and compare alternative viewpoints. As a result, language learning moves beyond mechanical reproduction toward analytical, reflective, and inquiry-based engagement.This article explores the theoretical foundations and practical approaches to developing critical thinking through the use of political and economic texts in foreign language teaching. It examines methodological strategies, including guided discussion, problem-based tasks, and text analysis techniques, that enhance students’ cognitive engagement while simultaneously strengthening their linguistic competence.

Main Body: The integration of political and economic texts into foreign language teaching is grounded in constructivist and communicative approaches to education, which view learners as active participants in the learning process. From a theoretical perspective, critical thinking involves skills such as analysis, interpretation, evaluation, inference, and self-regulation. When students engage with authentic political speeches, economic reports, policy analyses, or opinion articles, they are required to process information beyond surface-level comprehension. This deep engagement supports both cognitive development and language acquisition.

One of the primary advantages of using political and economic texts is their authenticity. Authentic materials expose learners to real-life language use, including specialized vocabulary, formal register, rhetorical devices, and persuasive strategies. For example, economic texts often include data interpretation, cause-and-effect relationships, and logical reasoning, while political texts frequently employ argumentation, emotional appeal, and ideological framing. By analyzing these features, students develop the ability to recognize bias, detect assumptions, and evaluate the strength of evidence presented in a text.

Methodologically, teachers can employ several strategies to foster critical thinking through such materials. Pre-reading activities may include brainstorming key concepts, predicting content based on headlines, or discussing background knowledge related to the topic. During reading, students can be guided to identify the main argument, supporting evidence, counterarguments, and underlying assumptions. Graphic organizers, such as argument maps or cause-and-effect charts, help learners visualize the structure of reasoning within the text.

Post-reading activities are particularly effective in promoting higher-order thinking. Debates, role-plays, and problem-solving tasks encourage students to articulate their viewpoints and defend them with logical arguments. Comparative analysis of texts presenting different perspectives on the same issue further enhances students’ ability to evaluate contrasting opinions critically. Additionally, reflective writing assignments allow learners to synthesize information and express independent judgments in the target language.

It is also important to consider the level and background of learners. Political and economic topics can be complex and sensitive; therefore, materials should be carefully selected to match students’ linguistic proficiency and cultural context. Scaffolding techniques—such as glossaries, guiding questions, and structured discussion frameworks—can support comprehension while maintaining intellectual challenge. In this way, language instruction becomes a platform for meaningful engagement with global issues rather than a purely grammatical exercise.

Ultimately, the systematic use of political and economic texts in foreign language classrooms contributes to the formation of informed, analytical, and socially aware individuals. By combining linguistic development with critical inquiry, educators prepare students not only to communicate effectively in a foreign language, but also to participate thoughtfully in international academic and professional environments.

In conclusion, the use of political and economic texts in foreign language teaching offers significant potential for developing students’ critical thinking skills alongside their linguistic competence. Such texts provide authentic, intellectually stimulating content that encourages learners to move beyond basic comprehension toward deeper analysis, evaluation, and reflection. By engaging with complex real-world issues, students learn to interpret arguments, assess evidence, identify bias, and construct well-reasoned opinions in the target language.

The integration of carefully selected political and economic materials, supported by appropriate pedagogical strategies, transforms the foreign language classroom into a space for meaningful intellectual inquiry. Pre-reading preparation, guided text analysis, interactive discussions, and reflective writing tasks collectively foster higher-order cognitive processes. At the same time, these activities strengthen vocabulary acquisition, discourse awareness, and communicative fluency.

Therefore, incorporating political and economic texts into foreign language instruction not only enhances academic skills but also contributes to the formation of informed, analytical, and globally aware individuals. Developing critical thinking through such materials prepares learners to navigate complex information landscapes and to participate actively and responsibly in international academic, professional, and civic contexts.

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INNOVATIVE LANGUAGE TEACHING FOR YOUNGER VS. OLDER ADULTS

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Annotation: This thesis examines the innovative approaches to language teaching for young and older adults, with a focus on how age-related cognitive processes, motivation, and learning environments influence the effectiveness of digital, task-based, and blended learning methodologies. Using comparative analysis and pedagogical modeling, the study proposes age-appropriate principles for choosing innovative techniques and designing instruction that leads to measurable outcomes while maintaining ethical classroom practices.

Keywords: innovative language teaching; younger adults; older adults; blended learning; task-based learning; digital scaffolding; assessment literacy.

Аннотация: В данной работе рассматриваются инновационные подходы к преподаванию иностранных языков для молодежи и пожилых людей с акцентом на то, как возрастные когнитивные процессы, мотивация и условия обучения влияют на эффективность цифровых методик, основанных

на задачах, и смешанных методов обучения. Используя сравнительный анализ и педагогическое моделирование, в исследовании предлагаются соответствующие возрасту принципы выбора инновационных методик и проектирования обучения, которые приводят к измеримым результатам при соблюдении этических норм поведения в классе.

Ключевые слова: инновационное преподавание языков; молодые люди; пожилые люди; смешанное обучение; обучение на основе задач; цифровые технологии; оценка грамотности.

Annotatsiya: Ushbu asar yoshlar va qariyalar uchun chet tillarini o'qitishning innovatsion yondashuvlarini ko'rib chiqadi, bunda yoshga bog'liq kognitiv jarayonlar, motivatsiya va o'rganish sharoitlari raqamli, vazifaga asoslangan texnikalar va aralash o'qitish usullarining samaradorligiga qanday ta'sir qilishiga e'tibor qaratiladi. Qiyosiy tahlil va pedagogik modellashtirishdan foydalangan holda, tadqiqot sinfda axloqiy xulq-atvor me'yorlariga rioya qilgan holda o'lchanadigan natijalarga olib keladigan innovatsion usullarni tanlash va o'qitish dizaynining yoshga mos tamoyillarini taklif qiladi.

Kalit so’zlar: innovatsion tillarni o'qitish; yoshlar; qariyalar; aralash ta'lim; vazifalarga asoslangan ta'lim; raqamli texnologiyalar; savodxonlikni baholash.

Introduction: The idea of innovative language teaching has evolved from the introduction of new technologies to a more comprehensive approach that redefines objectives, content, methods, assessment, and the role of teachers in response to the needs of learners and the social context of communication. In adult education, innovation cannot be judged solely by novelty or technological sophistication; it must be evaluated based on its pedagogical value, its applicability in real-life situations, its sustainability, and its inclusivity. In this context, comparing younger adults with older adults is a valuable methodological approach, as the term "adult learners" often encompasses a diverse group, despite significant differences in cognitive flexibility, time availability, learning experiences, professional roles, and the emotional significance attached to language learning.. Younger adults, who are often in the midst of formal education and immersed in digital environments, may thrive with rapid iteration, intensive input, and a competitive or game-like pace. On the other hand, older adults tend to have better self-regulation and a clear goal in mind, but they may need different support for working memory load, auditory processing, and confidence in communicating through technology. Therefore, an age-sensitive approach to innovation is not an additional factor to consider, but a crucial aspect for successful language teaching in modern lifelong learning settings.

The theoretical framework for comparing the cognitive abilities of younger and older adults is based on the intersection of cognitive aging research, second language acquisition, and andragogy. Research on learning throughout adulthood has shown that processing speed and certain aspects of episodic memory tend to decline with age, while semantic knowledge, strategic reasoning, and metacognitive monitoring can remain stable or even improve, particularly when learners can draw on their extensive experience and set clear goals.

From a language acquisition perspective, the decline in implicit learning efficiency and phonological sensitivity can make pronunciation and rapid form-meaning mapping more difficult for older adults. However, explicit learning pathways, deliberate practice, and contextualized meaning-making can compensate for these challenges when instruction is designed to leverage these strengths.

In terms of andragogy, adult learners value autonomy, relevance, and respect for their prior experience. Nevertheless, the way these principles are implemented varies depending on the age group. Younger adults tend to embrace institutional assessment and structured curricula, whereas older adults may prioritize immediate practicality and psychological well-being, especially when returning to the classroom after a prolonged absence. Therefore, innovative approaches such as task-based language instruction, adaptive digital tools, and flipped learning necessitate tailored implementation rather than uniform deployment.

Literature review: The issue of innovative language teaching for different age groups has gained increasing attention in contemporary pedagogical research. Current scholarship emphasizes that innovation in foreign language instruction is not merely the introduction of digital tools but rather a systematic transformation of teaching methods, learning strategies, and assessment procedures. Azizov (2020) defines innovative pedagogical technologies for foreign language teaching as an integrated system combining communicative orientation, interactive techniques, and student-centered approaches. Under this framework, innovation is viewed as a structured educational process rather than a spontaneous methodological choice.

At the same time, psychological factors play a significant role in determining the success of innovative approaches for young and older adults. In the field of educational psychology, Zimnyaya (2019) emphasizes the importance of considering age-related cognitive traits, motivational factors, and learning strategies. She argues that younger learners tend to be more flexible and emotionally responsive, while older learners rely more heavily on conscious regulation, previous experience, and analytical thinking. These psychological differences create different conditions for implementing innovative teaching approaches.

The integration of information and communication technologies (ICT) into education has expanded the possibilities for innovative language instruction. According to Polat et al. (2018), modern pedagogical technologies and information technologies enhance adaptability, support differentiation in instruction, and promote learner autonomy. However, the effectiveness of these technologies depends on their alignment with learners' cognitive capacities and educational needs. These needs and capacities vary significantly between young and older learners.

Assessment is also a central component of innovative teaching models. Black and Wiliam (2010) emphasize the formative function of classroom assessment, demonstrating that feedback-oriented instruction significantly improves learning outcomes. In the context of age-specific instruction, formative assessment can serve different purposes. For younger learners, it can sustain engagement and confidence, while for adults, it can support self-regulation and goal-oriented progress monitoring.

Task-based instruction is one of the most influential approaches in foreign language education, as defined by Ellis (2003). Task-based language teaching is an approach centered on meaningful communication and authentic language use. This approach can manifest differently across age groups. Younger learners benefit from experiential and interactive tasks, while adults often respond more positively to professionally oriented and problem-solving activities.

Theoretical support for these distinctions can be found in the literature on skill acquisition theory. DeKeyser (2020), for example, explains language learning as a process of gradually transforming declarative knowledge into procedural competence through structured practice. This approach is particularly relevant when considering differences between younger and older learners. Adults may benefit more from explicit, rule-based learning stages, whereas younger learners may demonstrate advantages in implicit acquisition processes.

Despite the extensive body of research on innovative pedagogical techniques, psychological foundations, task-based learning, and assessment methods, there has been limited attention paid to their combined application within an age-appropriate comparative framework. Most studies tend to focus either on general methodological innovation or on age-related differences in isolation, without considering the integration of these elements within a single model. A systematic approach that combines communication tasks, digital resources, and formative evaluation within a unified framework for younger and older learners remains underdeveloped.

This lack of attention to the integration of innovative teaching strategies within an age-specific context highlights the significance of this study, which aims to conceptualize the teaching of languages as a pedagogical approach that is sensitive to age, based on communicative methods, psychological principles, and evidence-based instructional design.

Methodology: Methodologically, this thesis is based on a comparative analytical review and didactic modeling in order to create a clear system of criteria for selecting innovations and organizing instruction for two adult age groups. The comparative analysis does not aim to divide learners into strict categories. Instead, it focuses on identifying general tendencies and possible risk areas that may affect learning outcomes in real classroom conditions.

The didactic modeling part converts these tendencies into practical instructional decisions. This includes determining how to sequence tasks, regulate cognitive load, choose suitable media, and implement assessment in a way that supports learning progress while maintaining motivation. Thus, innovation is treated as an evidence-based pedagogical engineering process, not merely the introduction of a fashionable digital tool.

The scientific novelty of the study lies in proposing an age-specific framework for innovative language teaching. This framework integrates three interconnected components: communicative tasks, digital tools, and formative assessments. Each component is designed with consideration of the particular constraints and opportunities typical for younger and older adults.

Results: In the process of creating communicative tasks, innovation is most effective when it shifts the focus from exercise-centered reproduction to meaningful action, while still emphasizing the importance of form through feedback and reflection. Research has shown that learners can develop functional proficiency when they engage in communicative tasks that require them to solve problems, negotiate meaning, and receive timely corrective feedback.

For younger adults, tasks can be designed with a faster pace, more variety, and collaborative competition, as they often have a higher tolerance for rapid switching and multitasking, and they may be motivated by visible performance benchmarks. For instance, tasks based on scenarios that simulate workplace meetings or academic discussions can include time limits, rotating roles, and peer evaluation, with digital tools used to capture the interaction for later analysis. However, this same design may be too challenging for older individuals, particularly in the initial stages, where the need to listen under time constraints and quick lexical retrieval can diminish their willingness to engage.

For older individuals, the innovative aspect lies not in simplification but in strategic timing: tasks should maintain authenticity while reducing unnecessary time pressure, allowing for preparatory phases, and supporting vocabulary retrieval through pre-task planning and visual cues. This aligns with the principle that task complexity should primarily be increased through conceptual depth and relevance, rather than through speed and informational density.

Digital scaffolding is often regarded as a universal tool for accelerating language learning, but its effectiveness is contingent upon digital proficiency, interface usability, and the alignment between the features of the tool and the learning objectives.

Studies in blended learning have shown that digital environments can enhance exposure, personalize practice, and foster autonomy when learners understand the purpose and receive structured guidance.

Younger adults typically enter courses with a high level of familiarity with mobile applications, social media platforms, and multimedia navigation, which allows for innovations such as micro learning, spaced repetition apps, and interactive listening with variable playback speed. However, for younger adults, the risk of superficial engagement is high: rapid consumption of content may replace deep processing unless tasks require synthesis, reflection, and production. Therefore, digital scaffolding for younger adults should prioritize accountability and depth, for instance through digital portfolios, peer feedback protocols, and analytic rubrics that make quality visible. For older adults, the main challenge is not a lack of ability but the cognitive effort required to navigate multiple interfaces while learning new language forms. Innovative practice here involves reducing unnecessary digital load, establishing consistent routines, and using technology as a transparent support rather than an object of learning. A unified platform with consistent navigation, guided tutorials, and printable backups may be more effective than a fragmented ecosystem of apps. Additionally, the input should be controlled: captions, transcripts, and adjustable playback can reduce listening anxiety, while voice-recording tools can

support pronunciation practice in private settings, thereby increasing self-confidence. The innovation standard is now defined as "functional simplicity with a high educational impact," which takes into account the objectives of older learners and minimizes the risk of attrition.

Formative assessment is the third pillar because innovations without assessment literacy often remain theoretical and do not result in lasting competence. Formative assessment is not just frequent testing; it is a feedback system that helps clarify learning objectives, provides evidence of learning, and guides future steps through teacher feedback, self-assessment, and peer assessment.

Younger adults may respond well to frequent quizzes with low-stakes, progress dashboards, and game-like leveling systems, but these tools must be aligned with communicative competence to avoid training only recognition skills. Therefore, innovative assessment for younger adults should combine micro-assessments of form with performance-based tasks evaluated by criteria, ensuring that digital analytics inform instruction rather than simply ranking learners.

Older adults often view assessment as a threat, especially if their past school experiences have associated evaluation with punitive judgment. In this context, innovation involves a supportive evaluation framework that prioritizes descriptive feedback, personalized goals, and visible progress in practical tasks such as scheduling appointments, composing professional emails, or engaging in structured conversations. Self-assessment checklists and reflective journals can be particularly beneficial for older learners, as they leverage metacognitive strengths and help individuals recognize incremental improvements, countering the perception of slow progress.

Crucially, formative assessment must also consider cognitive load; feedback should be prioritized and delivered in stages, focusing on a limited number of errors that most hinder communication, rather than attempting to correct everything at once, which could overwhelm working memory.

Discussion: The proposed comprehensive framework integrates task design, digital support, and formative assessment based on the principle of age-appropriate optimization. For younger adults, the goal of optimization is to channel their high energy and digital access into deeper learning cycles. The pre-task input is concise but comprehensive, tasks are interactive and time-limited, and post-task reflection involves the use of digital tools. The assessment process includes peer and self-evaluation using clear evaluation criteria. For older adults, the goal of optimization is to maintain engagement by focusing on relevance, confidence, and manageable workload. The pre-task phases involve explicit language focus and practice, tasks are authentic and collaborative, with ample preparation time, and digital tools provide stable support.

The assessment process emphasizes personalized feedback, reflection, and functional milestones. In both groups, the teacher’s role shifts from being a transmitter to a designer and coach, but the coaching approach differs. With younger adults, coaching focuses on strategic depth and responsibility. When working with older adults, the coaching approach focuses on providing support, clarity, and

fostering independence. This approach is consistent with research that suggests that adult language learning is most successful when instruction aligns with learners' cognitive abilities, personal needs, and communication contexts, rather than solely relying on technological innovation.

Teacher education takes on a crucial role: educators must possess not only technical skills but also the ability to assess cognitive load, regulate emotions, and create tasks with clear objectives. Without this professional foundation, technological advancements may increase inequality, favoring those with greater digital proficiency or faster cognitive processing abilities.

The ethical aspect of innovative teaching must also be considered, as adult learners are sensitive to issues of respect, privacy, and the legitimacy of educational interventions. Recording speech for analysis, using online platforms, and collecting learning data require clear consent and responsible handling of information. For older adults, concerns about privacy may hinder their participation in online speaking activities, so alternative approaches should be offered without penalizing learners. Similarly, innovation should not be equated with constant public performance; private practice spaces and supportive feedback can be equally innovative when they enable participation. The thesis therefore views innovation as a balanced system that optimizes effectiveness, inclusivity, and sustainability.

CONCLUSION

In summary, innovative language teaching methods for younger and older adults are most effective when the innovation is based on pedagogical function rather than novelty. The instruction should be tailored to the age-related cognitive, motivational, and learning patterns of the learners.

The comparative analysis suggests that younger adults benefit from a faster pace, varied interactions, and data-driven accountability in their learning process. However, it is essential to prevent superficial engagement and ensure that digital activities are linked to communication skills.

On the other hand, older adults benefit from tasks that are relevant to their interests, stable and simple digital tools, paced interactions, and formative assessments that support confidence and metacognitive reflection. The proposed model integrates task-based learning, digital support, and formative assessment within an age-sensitive framework that can be applied in both single-age and mixed-ability settings, enhancing learning outcomes while upholding ethical and inclusive educational practices.

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INCLUSIVE APPROACHES IN EFL AND ESP EDUCATION

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Abstract: Inclusive education has become one of the key principles of modern educational systems. It focuses on providing equal access to education for all learners regardless of their abilities, backgrounds, or learning styles. In the field of English as a Foreign Language (EFL) and English for Specific Purposes (ESP), inclusive approaches are particularly important because language classrooms often consist of students with different levels of proficiency, learning needs, and cultural backgrounds. The purpose of this study is to explore inclusive teaching strategies used in EFL and ESP classrooms and to analyze their influence on students’ motivation, participation, and language development. The study is based on qualitative analysis of teaching practices and existing academic literature in applied linguistics and education studies. Particular attention is given to differentiated instruction, collaborative learning, and the integration of digital technologies in language education. The findings indicate that inclusive approaches significantly increase student engagement and improve communication skills. Students feel more confident and motivated when teaching strategies consider their individual learning pace and abilities. Furthermore, inclusive learning environments promote cooperation, respect for diversity, and positive interaction among students. The study concludes that implementing inclusive strategies in EFL and ESP education contributes to more effective language learning and supports the development of important social and intercultural competencies.

Keywords: inclusive education, EFL, ESP, differentiated instruction, language teaching, inclusive pedagogy

Introduction: In recent decades, the concept of inclusive education has gained considerable attention in educational research and policy. Inclusive education emphasizes equal access to learning opportunities for all students and promotes the participation of learners with diverse abilities, backgrounds, and educational needs. The idea of inclusion is closely related to the principles of social justice and equality in education. In language education, particularly in English as a Foreign Language (EFL) and English for Specific Purposes (ESP), inclusive approaches play a significant role in ensuring that every student has the opportunity to participate actively in the learning process.

EFL and ESP classrooms are often characterized by a high level of diversity. Students may have different levels of language proficiency, learning styles, cultural

experiences, and personal motivations for learning English. Traditional teaching methods that rely on a single instructional approach may not effectively address the needs of such diverse groups of learners. As a result, some students may feel excluded or unable to fully participate in classroom activities.

Inclusive teaching strategies aim to address these challenges by adapting instruction to meet the needs of all learners. These strategies include differentiated instruction, collaborative learning, flexible assessment methods, and the integration of educational technologies. By implementing inclusive practices, teachers can create supportive learning environments where students feel respected, valued, and motivated to learn.

The main objective of this study is to examine the role of inclusive approaches in EFL and ESP classrooms. The study also aims to identify effective teaching strategies that promote student engagement and improve language learning outcomes.

Literature Review: Inclusive education has been widely discussed in educational and linguistic research. Researchers argue that inclusive classrooms promote equality and improve learning outcomes for students with diverse abilities. According to Ainscow (2020), inclusive education involves removing barriers that prevent students from participating fully in the learning process.

Differentiated instruction is considered one of the most effective strategies for inclusive teaching. Tomlinson (2017) explains that differentiated instruction allows teachers to modify content, teaching methods, and learning activities according to students’ needs and abilities. In language classrooms, this may involve using simplified texts, visual materials, or additional language support for students with lower proficiency levels.

Collaborative learning is another important component of inclusive education. Johnson and Johnson (2019) highlight that cooperative learning activities encourage interaction among students and promote the development of communication skills. Group work, peer feedback, and problem-solving tasks allow learners to share knowledge and support each other’s learning.

Technology also plays a significant role in inclusive language education. Digital platforms, multimedia resources, and online learning applications provide flexible opportunities for students to practice language skills. Chapelle (2021) emphasizes that technology-enhanced language learning allows teachers to provide personalized learning experiences and additional support for students who require alternative learning methods.

Recent research also highlights the importance of culturally responsive teaching in inclusive education. Gay (2018) argues that teaching practices should recognize students’ cultural backgrounds and experiences in order to create more meaningful learning environments. In language classrooms, this may include using authentic materials, discussing cultural topics, and encouraging students to share their own perspectives.

Methodology: This study uses a qualitative research approach to explore inclusive teaching practices in EFL and ESP classrooms. The research focuses on

analyzing teaching strategies that support diverse learners and promote active participation in language learning activities.

Data for the study were collected through classroom observations, analysis of lesson plans, and the examination of teaching materials used in language courses. Particular attention was given to inclusive strategies such as differentiated instruction, collaborative learning activities, and the use of digital technologies.

The study also reviewed existing literature in the fields of applied linguistics and education studies to identify commonly recommended inclusive teaching practices. These practices were compared with classroom observations in order to evaluate their effectiveness in real educational settings.

The qualitative approach allowed for an in-depth understanding of how inclusive strategies influence student motivation, participation, and language learning outcomes.

Results: The findings of the study indicate that inclusive teaching strategies have a positive impact on students’ learning experiences in EFL and ESP classrooms. One of the most significant results is the increase in student participation and engagement during classroom activities.

When teachers use differentiated instruction, students are able to complete tasks that match their language proficiency levels. This reduces anxiety and allows students to feel more confident when using English in class. As a result, learners are more willing to participate in discussions and interactive activities.

Collaborative learning activities also contribute to improved communication skills. Students working in groups have more opportunities to practice speaking and exchange ideas with their classmates. Activities such as role-playing, debates, and project-based learning encourage students to use English in meaningful contexts.

The use of digital technologies further supports inclusive education. Online exercises, multimedia presentations, and language learning applications provide additional practice for students who require extra support. These tools also allow students to learn at their own pace and revisit materials when necessary.

Discussion: The results of this study confirm that inclusive teaching practices are essential for effective language education. By adapting teaching methods and materials, teachers can create learning environments that support the needs of diverse learners. Inclusive classrooms not only improve academic outcomes but also promote social interaction and intercultural understanding. Students learn to respect differences, cooperate with others, and develop important communication skills. However, implementing inclusive education may present certain challenges. Teachers may require additional training in inclusive pedagogy, and educational institutions must provide adequate resources and support. Despite these challenges, the benefits of inclusive education outweigh the difficulties.

Conclusion: Inclusive approaches play a crucial role in improving the quality of EFL and ESP education. Strategies such as differentiated instruction, collaborative learning, and technology integration help teachers address the diverse needs of language learners.

The findings of this study suggest that inclusive teaching practices increase student motivation, participation, and language development. In addition, inclusive classrooms encourage cooperation, respect for diversity, and intercultural competence among students.

Future research should continue exploring innovative inclusive strategies and their impact on language learning outcomes. Strengthening inclusive education will help ensure that language learning becomes accessible and effective for all students.

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THE IMAGE OF AMIR TIMUR AS A CULTURAL CONSTRUCT IN EFL EDUCATION: A THEORETICAL FRAMEWORK FOR DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE

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Abstract: This paper develops a theoretical framework for integrating the image of Amir Timur as a cultural construct into English as a Foreign Language (EFL) education in order to strengthen learners’ Intercultural Communicative Competence (ICC). Instead of approaching Timur solely as a historical personality, the study conceptualizes his “image” as a socially produced representation shaped by discourse, ideology, and cultural memory across different communities and genres. Building on established ICC models (attitudes, knowledge, skills of interpreting/relating, skills of discovery/interaction, and critical cultural awareness), the framework explains how EFL classrooms can use Timur-related narratives to cultivate reflective, ethically responsible intercultural dialogue. The proposed model

combines cultural studies and critical pedagogy with text-based learning: students engage with diverse sources such as literary texts, biographies, museum or heritage narratives, media portrayals, and educational materials, comparing how Timur is constructed linguistically and symbolically in local and global contexts. The framework highlights key pedagogical principles: multiperspectivity, source evaluation, avoidance of stereotyping, and the development of academic language for expressing nuanced positions. It also outlines practical learning pathways—guided discussion, critical reading tasks, reflective writing, and intercultural projects—that help learners negotiate sensitive topics, recognize cultural frames, and communicate meaningfully in English. The paper argues that treating Amir Timur’s image as a dynamic cultural code can support both language development and ICC by enabling learners to interpret contested representations, build empathy, and articulate balanced interpretations in international communication.

Key words: Amir Timur, cultural construct, EFL education, intercultural communicative competence, discourse analysis, critical cultural awareness, cultural memory.

Аннотация: В данной статье разрабатывается теоретическая рамка для интеграции образа Амира Тимура как культурного конструкта в обучение английскому языку как иностранному (EFL) с целью развития у обучающихся межкультурной коммуникативной компетентности (МКК). В отличие от подхода, рассматривающего Тимура исключительно как историческую личность, исследование трактует его «образ» как социально произведённую репрезентацию, формируемую дискурсом, идеологией и культурной памятью в разных сообществах и жанрах. Опираясь на признанные модели МКК (установки, знания, навыки интерпретации/соотнесения, навыки обнаружения/взаимодействия и критическое культурное осознание), предложенная рамка показывает, как EFL-аудитории могут использовать нарративы о Тимуре для формирования рефлексивного и этически ответственного межкультурного диалога. Модель объединяет культурологические подходы и критическую педагогику с текстоцентричным обучением: студенты работают с разнообразными источниками — художественными произведениями, биографиями, музейными и наследием-нарративами, медийными репрезентациями и учебными материалами — сопоставляя, как образ Тимура конструируется лингвистически и символически в локальных и глобальных контекстах. Рамка выделяет ключевые педагогические принципы: полиперспективность, оценку источников, предотвращение стереотипизации и развитие академического языка для выражения нюансированных позиций. Также описываются практические траектории обучения — управляемая дискуссия, задания по критическому чтению, рефлексивное письмо и межкультурные проекты, — помогающие обсуждать чувствительные темы, распознавать культурные рамки и осмысленно коммуницировать на английском языке. Делается вывод, что рассмотрение образа Амира Тимура как динамического культурного кода способствует как языковому развитию, так и МКК, поскольку позволяет

интерпретировать спорные репрезентации, развивать эмпатию и формулировать взвешенные позиции в международной коммуникации.

Ключевые слова: Амир Тимур, культурный конструкт, обучение EFL, межкультурная коммуникативная компетентность, дискурс-анализ, критическое культурное осознание, культурная память.

Annotatsiya: Ushbu maqolada Amir Temur obrazini madaniy konstrukt sifatida ingliz tilini chet tili sifatida (EFL) o‘qitish jarayoniga integratsiya qilish uchun nazariy konseptual doira ishlab chiqiladi. Temurni faqat tarixiy shaxs sifatida talqin qiluvchi yondashuvdan farqli ravishda, tadqiqot uning “obrazi”ni turli hamjamiyatlar va janrlarda diskurs, mafkura hamda madaniy xotira orqali shakllanadigan ijtimoiy yaratilgan reprezentatsiya sifatida ko‘radi. Tan olingan MKQK (madaniyatlararo kommunikativ kompetensiya) modellari (munosabatlar, bilim, talqin qilish va bog‘lash ko‘nikmalari, kashf etish va o‘zaro muloqot ko‘nikmalari hamda tanqidiy madaniy anglash)ga tayangan holda, taklif etilgan doira EFL auditoriyalarida Temur haqidagi narrativlardan refleksiv va axloqan mas’uliyatli madaniyatlararo muloqotni shakllantirishda qanday foydalanish mumkinligini asoslaydi. Model madaniyatshunoslik yondashuvlari va tanqidiy pedagogikani matn-markazli ta’lim bilan uyg‘unlashtiradi: talabalar badiiy asarlar, biografiyalar, muzey va meros narrativlari, ommaviy axborot vositalaridagi tasvirlar hamda o‘quv materiallari kabi turli manbalar bilan ishlaydi va Temur obrazi lokal hamda global kontekstlarda lingvistik va ramziy jihatdan qanday konstruksiya qilinishini qiyoslaydi. Doira quyidagi asosiy didaktik tamoyillarni ajratib ko‘rsatadi: ko‘p nuqtai nazarlilik, manbalarni baholash, stereotiplashdan qochish va nozik (nyuansli) pozitsiyalarni ifodalash uchun akademik tilni rivojlantirish. Shuningdek, boshqariladigan munozara, tanqidiy o‘qish topshiriqlari, refleksiv yozuv hamda madaniyatlararo loyihalar kabi amaliy o‘quv yo‘nalishlari tavsiflanadi; ular sezgir mavzularni muhokama qilish, madaniy “ramkalar”ni anglash va ingliz tilida mazmunli muloqot qilishga yordam beradi. Xulosa sifatida, Amir Temur obrazini dinamik madaniy kod sifatida talqin qilish til rivoji bilan bir qatorda MKQKni ham mustahkamlashi, chunki bu yondashuv bahsli reprezentatsiyalarni tahlil qilish, empatiyani rivojlantirish va xalqaro kommunikatsiyada muvozanatli pozitsiyalarni bayon etishga imkon berishi ta’kidlanadi.

Kalit so‘zlar: Amir Temur, madaniy konstrukt, EFL ta’limi, madaniyatlararo kommunikativ kompetensiya, diskurs tahlili, tanqidiy madaniy anglash, madaniy xotira.

Introduction: In modern EFL education, effective language learning involves more than grammar and vocabulary; it also requires the ability to communicate appropriately across cultures. For this reason, Intercultural Communicative Competence (ICC) has become a central goal in language teaching, emphasizing openness, interpretation of cultural meanings, and critical reflection on how identities are represented in discourse. Amir Timur’s image provides a relevant case for ICC-oriented instruction because it is not a single “fixed” historical meaning but a cultural construct shaped by cultural memory, ideology, and genre. [7] In different contexts, Timur may be portrayed as a state-builder and patron of culture or as a

controversial conqueror. Such diversity of representation makes his image a suitable resource for developing learners’ multiperspectival thinking and source evaluation skills. This study proposes a theoretical framework for using Timur-related texts in EFL materials to support ICC development through critical reading, guided comparison, and reflective communication tasks in English.

Purpose

This thesis aims to conceptualize the image of Amir Timur as a cultural construct and justify its pedagogical value for developing Intercultural Communicative Competence (ICC) in EFL contexts. [5] It seeks to demonstrate how culturally sensitive engagement with contested historical representations can support language learning while fostering learners’ critical cultural awareness, openness, and dialogic communication skills.

Methodology

The study employs a theoretical and conceptual research design. It synthesizes major ICC models (e.g., attitudes, knowledge, skills of interpreting/relating, skills of discovery/interaction, and critical cultural awareness) with perspectives from discourse analysis, cultural memory studies, and critical pedagogy. [4] A model of instructional integration is proposed through text-based inquiry, drawing on diverse Timur-related sources (literary portrayals, biographies, heritage narratives, media texts, and educational materials). Pedagogical procedures are outlined via analytical tasks such as guided comparison, critical reading, reflective writing, and structured intercultural discussion.

Results

The research produces a coherent framework that links language objectives to intercultural outcomes through multiperspectival analysis of Amir Timur’s representations. The framework predicts that learners will enhance (1) source-evaluation and interpretive skills, (2) the ability to articulate nuanced viewpoints in English, (3) tolerance for ambiguity and respectful disagreement, and (4) critical reflection on how cultural narratives shape identity and power relations. The study also identifies risk-management principles for teaching sensitive content, including ethical facilitation, balanced materials, and anti-stereotyping strategies. [4]

Significance

The proposed framework contributes to EFL methodology by offering a culturally grounded, theoretically informed pathway for integrating local heritage content into ICC-oriented teaching. [3] It provides instructors with a transferable model for using culturally loaded historical figures as educational resources without reducing them to propaganda or simplistic moral judgments. Ultimately, the thesis supports the view that EFL education can function as a space for both linguistic development and responsible intercultural citizenship.

Conclusion

This paper proposed a theoretical framework for integrating the image of Amir Timur as a cultural construct into EFL education to develop learners’ Intercultural Communicative Competence (ICC). [2] Instead of treating Timur as a fixed historical figure, the study views his image as a discourse-shaped representation

influenced by ideology, genre, and cultural memory, which makes it suitable for ICC-oriented instruction. The framework connects ICC components (openness, cultural knowledge, interpreting/relating, discovery/interaction, and critical cultural awareness) with text-based learning. By working with diverse Timur-related sources—literary texts, biographies, heritage narratives, media portrayals, and educational materials—students compare perspectives, evaluate sources, and analyze how language constructs meaning and identity. To manage sensitivity and avoid stereotyping, the model emphasizes multiperspectivity, balanced materials, and ethical facilitation. [1]

Overall, the paper argues that treating Amir Timur’s image as a dynamic cultural code supports both language development (academic argumentation and nuanced stance-taking in English) and responsible intercultural dialogue. The framework is transferable to other culturally loaded topics and can be validated through future classroom-based empirical research.

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INVESTIGATION OF SOCIAL STATUS AND LANGUAGE IDENTITY IN UZBEKISTAN IN THE CASE OF A GROUP OF EFL TEACHERS

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This study investigates the language learning dynamics among two distinct groups of English as a Foreign Language (EFL) teachers in Navoi, Uzbekistan. The first group comprises five Uzbek EFL teachers who predominantly use Uzbek with significant code-switching into Russian, reflecting their higher socio-economic status and linguistic positioning. The second group includes six Tajik EFL teachers from rural villages with intermediate language proficiency and lower socio-

economic status. The study explores how sociolinguistic factors such as language background, gender dynamics, and socio-economic status affect teaching practices, accent perceptions, and inter-group interactions. Findings reveal significant differences in language use and social positioning between the groups, highlighting the influence of socio-economic and linguistic factors on educational practices and learner identities.

Key words: *sociolinguistics, EFL teachers, code-switching, socioeconomic status, linguistic identity, pronunciation and accent, dialectal variation, intercultural communication, educational practices*

Данное исследование рассматривает динамику обучения языкам среди двух различных групп преподавателей английского языка как иностранного (EFL) в Навои, Узбекистан. Первая группа состоит из пяти узбекских преподавателей EFL, которые в основном используют узбекский язык с значительным переключением на русский, что отражает их более высокий социально-экономический статус и лексическое положение. Вторая группа включает шесть таджикских преподавателей EFL из сельской местности с промежуточным уровнем языковой подготовки и более низким социально-экономическим статусом. Исследование изучает, как социолингвистические факторы, такие как языковое происхождение, гендерная динамика и социально-экономический статус, влияют на практику преподавания, восприятие акцентов и взаимодействие между группами. Результаты показывают значительные различия в использовании языка и социальной позиции между группами, подчёркивая влияние социально-экономических и лексических факторов на образовательные практики и идентичности учащихся.

Ключевые слова*: социолингвистика, преподаватели английского языка как иностранного, переключение кода, социально-экономический статус, лингвистическая идентичность, произношение и акцент, диалектные различия, межкультурная коммуникация, образовательные практики*

Ushbu tadqiqot O‘zbekistondagi ikki turli guruhdagi ingliz tili o‘qituvchilarining til o‘rganish dinamikasini o‘rganadi. Tadqiqot til fonlari, gender dinamikalari va ijtimoiy-iqtisodiy holat kabi sotsiolingvistik omillar qanday qilib o‘qitish amaliyotlariga, aksentlarni qabul qilishga va guruhlararo o‘zaro aloqalarga ta'sir ko‘rsatishini o‘rganadi. Natijalar guruhlar o‘rtasida til ishlatish va ijtimoiy pozitsiyada sezilarli farqlar mavjudligini ko‘rsatadi, bu esa ta’lim amaliyotlari va o‘rganuvchilar shaxsiyatlariga, ijtimoiy-iqtisodiy va lingvistik omillar ta’sirini ta’kidlaydi.

Kalit so’zlar: *sotsiolingvistika, kod almashinuvi, ijtimoiy-iqtisodiy holat, lingvistik shaxsiyat, talaffuz va aksent, dialektal farqlar, kommunikatsiya, ta’lim amaliyotlari*

Introduction. Language instruction is a multifaceted process that is influenced by a variety of sociolinguistic factors. This study paper examines the complex process of language learning within the setting of two unique subgroups of teachers in Navoi, Uzbekistan. The research paper examines the influence of

sociolinguistic factors on classroom practices and assessments, as well as the linguistic backgrounds, socioeconomic statuses, and ethnic identities of two subgroups.

Literature review. The intersection of language, identity, and social power is a cornerstone of modern sociolinguistic inquiry. In the context of Uzbekistan, where multilingualism is a historical and contemporary norm, the choice of language often serves as a marker of social positioning and economic capital.

Central to this study is the **principle of positionality**, which Bucholtz and Hall (2005) define as the process by which identities are constructed through social interaction rather than being fixed traits. Within the classroom, teachers do not merely transmit knowledge; they occupy specific social "positions" based on their linguistic repertoire. For many speakers in post-Soviet spaces, the use of Russian acts as a high-prestige code. This reflects the **principle of indexicality**, where specific linguistic forms—such as a British accent or Russian code-switching—index a speaker's membership in an educated or urban elite class (Bucholtz & Hall, 2005).

Code-switching is often misunderstood as a lack of proficiency; however, Nuessel (2010) argues that it represents a sophisticated communicative strategy. In Uzbekistan, the transition from a Russian-dominant bureaucracy to an Uzbek-centric national identity has created a complex bilingual landscape. Wardhaugh and Fuller (2014) emphasize that **power** is inherently tied to language choice. When speakers utilize Russian alongside Uzbek, they are often exerting "symbolic capital," elevating their status above those who speak only regional dialects or minority languages. This dynamic is further complicated by **linguistic adoration**, where certain accents (like British Received Pronunciation) are fetishized as superior, leading to "linguistic profiling" (Baugh, 2005).

The impact of SES (socio-economic status) on educational outcomes is well-documented, but its influence on teacher identity is less explored. Mesthrie (2009) notes that social class is not only determined by income but also by social networks and family history. In rural settings, such as the Tajik villages in Navoi, limited access to digital resources and "linguistic isolation" from urban centers can lead to lower confidence among EFL practitioners. This often results in **style shifting** or **linguistic accommodation**, where rural speakers adjust their speech to mirror the dominant group to reduce social distance, even at the cost of their own "ethnic pride" or dialectal identity (Fought, 2011).

The concept of the **dialect continuum** explains how linguistic variations flow across geographical boundaries (Wardhaugh & Fuller, 2014). For Tajik speakers in Uzbekistan, their dialect serves as a marker of solidarity but can also become a source of "discriminatory linguistic profiling" in professional settings. Modern EFL pedagogy, however, is moving toward a **Global Englishes** framework. Selvi (2019) argues that the goal of English education should be "intelligibility" rather than "native-likeness." By embracing an **English-within-multilingualism** ideology, educators can validate the learners' heritage languages while facilitating target language acquisition (Canagarajah, 1999).

Methodology. This study employs a qualitative case study approach to explore the intersection of sociolinguistics and pedagogy among EFL teachers in Navoi, Uzbekistan. A qualitative framework was selected to capture the nuanced experiences, perceptions, and "linguistic identities" of the participants that quantitative data might overlook (Bucholtz & Hall, 2005).

Participants**.** The study involved 11 EFL teachers (9 females and 2 males) divided into two distinct subgroups based on their geographic location, ethnicity, and socioeconomic status (SES):

Group 1 (Urban Uzbek): Five teachers from Navoi city schools. They are native Uzbek speakers with upper-intermediate English proficiency. Their SES is categorized as intermediate to high.

Group 2 (Rural Tajik): Six teachers from remote mountain villages. They are native Tajik speakers with intermediate English proficiency. Their SES is categorized as lower to middle. The students were taught by me during one month according to the government program.

Data Collection Tools. To ensure a comprehensive understanding of the participants' sociolinguistic landscapes, three primary data collection methods were utilized:

Classroom Observations: The researcher observed teaching sessions to record instances of code-switching, pedagogical strategies, and "style shifting" during English instruction.

Semi-Structured Interviews: Participants were interviewed regarding their linguistic backgrounds, feelings toward British/American accents, and their perceived social positioning within the teaching community.

Linguistic Artifact Analysis: The researcher examined the teachers' speech patterns for "L1 interference" and the use of "borrowings" from Russian or Uzbek.

Data Analysis. The data were analyzed using Thematic Analysis. The researcher focused on identifying recurring themes related to:

1. The use of Russian as a prestige code (Positionality).
2. The impact of geographic isolation on access to resources (SES).
3. The manifestation of "linguistic adoration" and "linguistic profiling" regarding accents.

Ethical Considerations. To protect the participants' identities, pseudonyms (e.g., Student A, Student B) were assigned to all teachers. Participation was voluntary, and all participants provided informed consent before the observations and interviews were conducted.

Results. The findings of this study illustrate a significant divide between urban Uzbek EFL teachers and rural Tajik EFL teachers, shaped largely by their linguistic repertoires and socioeconomic status (SES).

1.Code-Switching as a Marker of Social Positionality. The first subgroup (Urban Uzbek) demonstrated a high frequency of code-switching between Uzbek and Russian. For these participants, Russian serves as a "prestige code." By integrating Russian vocabulary into their professional discourse, they successfully established a "higher position" (Bucholtz & Hall, 2005) within the linguistic hierarchy.

Student A (Urban): Displayed a clear "linguistic adoration" for British English, attempting to mimic native-like accents to index high proficiency and professional authority.

Student B (Urban): Despite lower confidence, her speech remained heavily influenced by the bilingual urban environment, blending English, Russian, and Uzbek.

2.Socioeconomic Barriers and Resource Access. SES emerged as a primary factor in pedagogical practice. The urban group (Group 1), possessing middle-to-high SES, reported fewer barriers to professional development. In contrast, the rural Tajik group (Group 2) faced significant "resource poverty."

Environmental Constraints: Participants in the rural subgroup reported that poor school conditions and the high cost of Wi-Fi restricted their ability to engage with digital English resources or assign online tasks.

Geographic Isolation: The remoteness of the mountain villages limited these teachers' exposure to the standardized linguistic environment of the city, further widening the gap in teaching materials and methods.

Linguistic Identity and "Ethnic Pride" in Dialects. For the second subgroup (Rural Tajik), linguistic identity was tied to their local dialects. The study observed two distinct reactions to the dominant linguistic group:

1. Linguistic Accommodation: Some younger teachers, like Student B (Rural), utilized "style shifting," choosing to communicate in Uzbek with colleagues and adapting their accents to reduce communication barriers.
2. Resistance and Solidarity: Older teachers, such as Student A (Rural), expressed embarrassment over their Tajik accents in front of the urban group but remained loyal to their dialect. This reflects Fought’s (2011) observation that adopting a standard or majority language can be perceived as a lack of loyalty to one's "ethnic pride."

L1 Interference and Universal Errors. Interestingly, both groups exhibited similar grammatical challenges regardless of their ethnicity or SES. Absence of specific structures in both Uzbek and Tajik—such as third-person singular markers and definite articles—led to repetitive errors in English. This confirms that while social status varies, the cognitive process of L1 interference remains a shared experience among EFL teachers in this region.

Discussion. All members of two subgroups commit repetitive errors in the use of third-person singular pronouns, verb aspects, articles, and other related elements. These learners' worldviews were altered as a result of the absence of these grammatical structures in their native language (Wardaugh & Fuller, 2014). Additionally, some of my students subconsciously employed "she" to refer to both genders.

The language of both subgroups and the "code-switching" of the first subgroup should be embraced, as Nuessel (2010) wrote that code-switching does not imply the "reconfiguration" of two separate languages, but rather the sophisticated use of two languages. In order to foster the use of the English language, learners should not be restricted in their code-switching tendencies. It is recommended that

language learners in the initial subgroup be encouraged to employ code-switching as a means of transitioning to the study of English. In an effort to foster intercultural communication between two groups, the dialectal differences among Tajik teachers can be employed as an example to teach about linguistic diversity and dialects. Furthermore, it is imperative to acknowledge the impact of the target learners' primary language on both groups. The teacher must exercise patience in order to resolve the pattern of repeated L1 interference errors. Learners are discouraged from producing in the target language as a result of overcorrections.

Pronunciation and Accent

The teacher should be aware that both subgroups have accents when speaking the target language, and the goal for these students should not be to achieve a perfect British or American accent, but rather to be able to hold a coherent conversation. Furthermore, the teacher should avoid "preferential linguistic profiling" for the first subgroup while using a British accent and "discriminatory linguistic profiling" for the second subgroup when speaking English with a Tajik accent.According to Baugh (2005), linguistic profiling leads to negative practices not only in education but also in a variety of other settings.

Selection of language texts for tasks and activities:

It would be beneficial for my target learners to utilize multimodal resources (audio, video, and etc.) that encompass Global Englishes, varieties, and accents. Language varieties are introduced to provide learners with a repertoire of codes and discourses, as per Selvi (2019). Additionally, the classroom materials should be reflective of cultural diversity in order to foster cross-cultural understanding. Canagarajah (1999) introduces different cultures to demonstrate that there is no dominant community and that knowledge is socially constructed in each culture. Language learners should feel safe and valued, regardless of their ethnicity, gender, or linguistic background. Methodologies and techniques used in instruction.

Adopting a "polymodal" approach and providing opportunities for exposure to various Englishes would be beneficial because it exposes learners to different varieties of English rather than just "standard English." According to Selvi (2019), this practice is crucial for my target learners, as it fosters diversity in the classroom. Furthermore, using the "English-within-multilingualism" ideology instead of "English-only" allows my target learners to preserve their "heritage language."

Conclusion. This study has illuminated the profound impact of sociolinguistic landscapes on the professional identities and pedagogical practices of EFL teachers in Navoi, Uzbekistan. The findings reveal that the English classroom is not a neutral space; rather, it is a site where socioeconomic status, ethnic identity, and historical linguistic hierarchies (specifically the prestige of the Russian language) intersect to create disparate educational experiences.

The urban Uzbek subgroup effectively utilizes Russian code-switching and "linguistic adoration" of British accents to establish a higher professional positionality. In contrast, the rural Tajik subgroup, hindered by lower SES and geographic isolation, navigates a complex terrain of "linguistic profiling" and resource scarcity. Despite these social differences, the shared struggle with L1

interference suggests that linguistic commonalities exist which can bridge the gap between these two cohorts.

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ARAB TILIDAN INGLIZ TILIGA O‘ZLASHGAN KUNDALIK LEKSIK BIRLIKLARNING LEKSIK-SEMANTIK XUSUSIYATLARI

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Annotatsiya: Ushbu maqolada arab tilidan ingliz tiliga o‘zlashgan kundalik leksik birliklarning leksik-semantik xususiyatlari tahlil qilinadi. Tadqiqotda arab tilining tarixiy, madaniy va ilmiy ta’siri natijasida ingliz tiliga kirib kelgan terminlar va umumxalq leksikasiga mansub birliklar o‘rganiladi. Shuningdek, o‘zlashma jarayonida yuzaga kelgan fonetik va semantik o‘zgarishlar ham ko‘rib chiqiladi. O‘rta asrlarda arab olimlari tomonidan yaratilgan ilmiy meros Yevropa ilm-fanining rivojlanishiga katta ta’sir ko‘rsatganligi sababli, ko‘plab ilmiy atamalar arab tilidan Yevropa tillariga, jumladan ingliz tiliga ham o‘zlashgan. Tadqiqot natijalariga ko‘ra, arab tilidan kirib kelgan so‘zlar ingliz tilining leksik boyligining muhim qismini tashkil etadi hamda ular turli semantik sohalarda faol qo‘llaniladi. Mazkur tadqiqot arab tilidan o‘zlashgan birliklarning semantik rivojlanishini tahlil qilish orqali tillararo madaniy va ilmiy aloqalarni yoritishga xizmat qiladi.

Kalit so‘zlar: arab tili, ingliz tili, leksik o‘zlashma, terminologiya, leksik-semantik tahlil, tilshunoslik, etimologiya.

Abstract: This article analyzes the lexical-semantic features of everyday lexical units borrowed from Arabic into the English language. The study examines terms and common lexical items that entered English as a result of the historical, cultural, and scientific influence of the Arabic language. It also considers the phonetic and semantic changes that occur during the borrowing process. Since the scientific heritage created by Arab scholars in the Middle Ages had a significant impact on the development of European science, many scientific terms were borrowed from Arabic into European languages, including English. According to the results of the study, words of Arabic origin constitute an important part of the lexical richness of the English language and are actively used across various semantic domains. This research contributes to revealing intercultural and scientific relations between languages through the analysis of the semantic development of units borrowed from Arabic.

Keywords: Arabic language, English language, lexical borrowing, terminology, lexical-semantic analysis, linguistics, etymology.

Аннотация: В данной статье анализируются лексико-семантические особенности общеупотребительных лексических единиц, заимствованных из арабского языка в английский язык. В исследовании рассматриваются термины и единицы общеязыковой лексики, вошедшие в английский язык в результате исторического, культурного и научного влияния арабского языка. Также рассматриваются фонетические и семантические изменения, возникающие в процессе заимствования. Поскольку научное наследие, созданное арабскими учёными в Средние века, оказало значительное влияние на развитие европейской науки, многие научные термины были заимствованы из арабского языка в европейские языки, включая английский. Согласно результатам исследования, слова арабского происхождения составляют важную часть лексического богатства английского языка и активно используются в различных семантических сферах. Данное исследование способствует раскрытию межкультурных и научных связей между языками посредством анализа семантического развития единиц, заимствованных из арабского языка.

Ключевые слова: арабский язык, английский язык, лексические заимствования, терминология, лексико-семантический анализ, лингвистика, этимология.

Kirish: Til insoniyat jamiyatining eng muhim kommunikativ vositalaridan biri hisoblanadi. Insonlar o‘rtasidagi ijtimoiy, madaniy va iqtisodiy aloqalar til rivojiga bevosita ta’sir ko‘rsatadi. Til taraqqiyoti jarayonida boshqa tillardan so‘z o‘zlashtirish hodisasi keng tarqalgan bo‘lib, bu jarayon tilshunoslikda leksik o‘zlashma deb ataladi. Leksik o‘zlashmalar natijasida tilning lug‘at boyligi kengayadi va yangi tushunchalarni ifodalash imkoniyati paydo bo‘ladi [1].

Bugungi kunda dunyoda minglab tillar mavjud bo‘lib, ularning o‘zaro ta’siri til rivojining muhim omillaridan biridir. Arab tili tarixiy, diniy va madaniy jihatdan

dunyodagi eng muhim tillardan biri hisoblanadi. Ushbu til ko‘plab xalqlarning madaniyati va ilm-faniga katta ta’sir ko‘rsatgan. Hozirgi kunda arab tili ko‘plab davlatlarda rasmiy til sifatida qo‘llaniladi va yuz millionlab insonlar tomonidan so‘zlashiladi [4].

Tarixiy manbalarga ko‘ra, arab tilining Yevropa tillariga ta’siri ayniqsa o‘rta asrlarda kuchli bo‘lgan. Andalusiya davrida arab madaniyati va ilm-fani Yevropada keng tarqalgan. Natijada arab tilidagi ko‘plab ilmiy va kundalik so‘zlar Yevropa tillariga kirib kelgan. Ingliz tilida ham arab tilidan o‘zlashgan ko‘plab leksik birliklar mavjud [3].

Tilshunos olim Otto Yespersen o‘z tadqiqotlarida dunyoda o‘zlashma so‘zlardan holi biror til mavjud emasligini ta’kidlagan. Bu fikr barcha tillarning rivojlanishida leksik o‘zlashmalarning muhim rol o‘ynashini ko‘rsatadi [1].

Shunday ekan, arab tilidan ingliz tiliga o‘zlashgan so‘zlarni leksik-semantik jihatdan o‘rganish tilshunoslik uchun dolzarb ilmiy masalalardan biri hisoblanadi.

Adabiyotlar sharhi: Til va leksik o‘zlashmalar masalasi zamonaviy tilshunoslikda keng o‘rganilgan yo‘nalishlardan biridir. Yuldasheva va Abdupattayeva tilni insoniyatning asosiy kommunikativ vositasi sifatida ko‘rib, uning rivojlanishida ijtimoiy va madaniy omillarning muhim rolini ta’kidlaydi[1]. Maxmudova esa arab tilidan ingliz tiliga o‘zlashgan so‘zlarni leksik-semantik jihatdan tahlil qilib, ularning turli sohalarda qo‘llanilishi va ma’noviy xususiyatlarini yoritadi [2].

Cannon o‘z tadqiqotida arab tilining ingliz tiliga tarixiy ta’sirini batafsil ko‘rib chiqib, ko‘plab arabcha so‘zlarning ingliz tiliga bevosita yoki vositachi tillar orqali kirib kelganini qayd etadi [3]. Versteegh esa arab tilining umumiy rivojlanishi va uning boshqa tillarga, xususan, Yevropa tillariga ko‘rsatgan lingvistik va madaniy ta’sirini tahlil qiladi[4].

Ushbu adabiyotlar arab tilidan ingliz tiliga o‘zlashgan leksik birliklarning tarixiy, etimologik va semantik jihatlarini o‘rganishda muhim nazariy asos bo‘lib xizmat qiladi.

Metodologiya: Mazkur tadqiqot arab tilidan ingliz tiliga o‘zlashgan leksik birliklarning leksik-semantik xususiyatlarini aniqlashga qaratilgan bo‘lib, unda zamonaviy tilshunoslikning tavsifiy, qiyosiy va etimologik tahlil usullaridan foydalanildi.

Tadqiqot jarayonida ingliz tilida keng qo‘llaniladigan arab tilidan o‘zlashgan so‘zlar tanlab olindi va ularning kelib chiqishi, shakliy o‘zgarishlari hamda semantik xususiyatlari o‘rganildi. Arab tilidagi asl shakllar bilan ingliz tilidagi variantlar qiyosiy tahlil qilinib, fonetik moslashuv va semantik o‘zgarishlar ilmiy jihatdan izohlandi.

Tadqiqot materiali sifatida ingliz tilida keng qo‘llaniladigan arabcha kelib chiqishga ega bo‘lgan kundalik va ilmiy terminologiyaga oid leksik birliklar tanlab olindi[3].

Natijalar: Tadqiqot natijalari shuni ko‘rsatadiki, ingliz tilida arab tilidan o‘zlashgan ko‘plab so‘zlar mavjud. Tilshunoslarning fikriga ko‘ra, ingliz tilida arab

tilidan taxminan 170 ga yaqin so‘z o‘zlashgan. Ularning bir qismi bevosita arab tilidan, boshqa qismi esa ispan, fransuz yoki lotin tillari orqali kirib kelgan [3].

Arab tilidan kirib kelgan so‘zlar turli sohalarga oid bo‘lib, ular ilm-fan, savdo, matematika, kimyo, gastronomiya va kundalik turmush bilan bog‘liq leksik birliklarda uchraydi [2].

Masalan, oziq-ovqat va ichimlik nomlari orasida arab tilidan kirib kelgan ko‘plab so‘zlar mavjud:

Oziq – ovqat va ichimliklar

Coffee – qahwa (قهوة) – qahwa
Sugar – sukkar (سكر) – shakar
Candy – qand (قند) – shirinlik
Syrup – sharab (شراب) – sharbat
Lemon – laymun (ليمون) – limon
Apricot – al-barquq (البرقوق) – o'rik
Saffron – za'faran (زعفران) – za'faron
Artichoke – al-khurshuf (الخرشوف) – sabzavot turi
Spinach – isbinakh (إسفناج) – ismaloq
Tuna – tun (تون) – baliq turi
Hummus – hummus (حمص) – no'xatli taom
Kebab – kabab (كباب) – kabob
Sorbet – sharab (شراب) – muzqaymoq turi
Sherbet – sharab (شراب) – shirin ichimlik

Ushbu so‘zlar ingliz tilida keng qo‘llaniladi va kundalik nutqning ajralmas qismi hisoblanadi.

Ba’zi so‘zlar ingliz tiliga o‘zlashish jarayonida fonetik va semantik o‘zgarishlarga uchragan. Masalan, arab tilidagi *qahwa* so‘zi ingliz tilida *coffee* shaklida qo‘llaniladi. Bunday o‘zgarishlar til tizimining tabiiy rivojlanish jarayoni bilan bog‘liq [3].

Munozara: Arab tilidan ingliz tiliga o‘zlashgan so‘zlarning paydo bo‘lishi tarixiy va madaniy aloqalar bilan chambarchas bog‘liq. O‘rta asrlarda arab olimlari matematika, astronomiya, kimyo va tibbiyot sohalarida muhim ilmiy asarlar yaratgan. Ushbu ilmiy meros Yevropa mamlakatlariga tarjimalar orqali yetib borgan va natijada arab terminologiyasi Yevropa tillariga kirib kelgan [4].

Bu jarayon faqat leksik boylikni oshiribgina qolmay, balki ilmiy tafakkur rivojiga ham hissa qo‘shgan. Arab tilining ilmiy terminologiyaga qo‘shgan hissasi juda katta bo‘lib, ko‘plab fan sohalarida arabcha kelib chiqishga ega terminlar mavjud.

Tilshunos Otto Yespersenning fikriga ko‘ra, dunyoda o‘zlashma so‘zlardan holi bo‘lgan til mavjud emas [1]. Bu fikr tillar o‘rtasidagi o‘zaro ta’sir va almashinuvning universal xususiyatga ega ekanligini ko‘rsatadi.

Shu nuqtai nazardan, arab tilidan ingliz tiliga o‘zlashgan leksik birliklar nafaqat lingvistik hodisa, balki madaniyatlararo aloqa natijasi sifatida ham qaraladi. Ularning semantik va fonetik moslashuvi til tizimining moslashuvchanligini va dinamik tabiatini aks ettiradi.

Xulosa: Arab tilidan ingliz tiliga o‘zlashgan so‘zlar ingliz tilining leksik boyligining muhim qismini tashkil etadi. Ushbu o‘zlashmalar tarixiy, madaniy va ilmiy aloqalar natijasida shakllangan bo‘lib, ular ingliz tilining rivojlanishida muhim rol o‘ynaydi.

Tadqiqot natijalari shuni ko‘rsatadiki, arab tilidan o‘zlashgan leksik birliklar turli sohalarni qamrab oladi va zamonaviy ingliz tilida keng qo‘llaniladi. Ularning fonetik va semantik o‘zgarishlari til o‘zlashuvi jarayonining tabiiy natijasidir.

Arab tilidan ingliz tiliga o‘zlashgan so‘zlarni leksik-semantik jihatdan o‘rganish til tarixini, madaniy aloqalarni va ilmiy terminologiyaning shakllanish jarayonini chuqurroq anglash imkonini beradi. Kelajakda ushbu yo‘nalishda yanada kengroq va chuqur ilmiy tadqiqotlar olib borish tilshunoslik fanining muhim vazifalaridan biri hisoblanadi.

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XORIJIY TIL DARSLARIDA LATIFALAR ORQALI MADANIYATLARARO KOMPETENSIYANI SHAKLLANTIRISH

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Annotatsiya: Mazkur maqolada xorijiy til darslarida latifalardan foydalanish orqali talabalarda madaniyatlararo kompetensiyani shakllantirish masalasi yoritiladi. Tadqiqotda latifalarning didaktik va lingvokulturologik xususiyatlari tahlil qilinib, ularning til o‘rgatish jarayonidagi o‘rni asoslab beriladi. Shuningdek, latifalar yordamida talabalar nafaqat til birliklarini, balki o‘rganilayotgan tilga xos bo‘lgan madaniy qadriyatlar, urf-odatlar va mentalitetni ham o‘zlashtirishi mumkinligi ko‘rsatib o‘tiladi. Maqolada xorijiy til darslarida latifalardan foydalanishning samarali usullari hamda ularning talabalarning kommunikativ va madaniyatlararo kompetensiyalarini rivojlantirishdagi ahamiyati misollar asosida ochib beriladi.

Kalit so‘zlar: *xorijiy til va innovatsion yondashuv, latifa, madaniyatlararo kompetensiya, kommunikativ kompetensiya, ta’lim metodlari, madaniyat.*

Abstract: This article discusses the formation of intercultural competence among students through the use of jokes (anecdotes) in foreign language classes. The study analyzes the didactic and linguocultural features of jokes and substantiates their role in the process of language teaching. It is shown that through jokes students can acquire not only linguistic units but also cultural values, traditions, and mentality specific to the target language. The article also highlights effective methods of using jokes in foreign language teaching and reveals their significance in developing students’ communicative and intercultural competences based on practical examples.

Keywords: *foreign language, innovative approach, jokes (anecdotes), intercultural competence, communicative competence, teaching methods, culture*

Аннотация: В данной статье рассматривается формирование межкультурной компетенции у студентов посредством использования анекдотов на занятиях по иностранному языку. В исследовании анализируются дидактические и лингвокультурологические особенности анекдотов, а также обосновывается их роль в процессе обучения языку. Показано, что с помощью анекдотов студенты усваивают не только языковые единицы, но и культурные ценности, традиции и менталитет изучаемого языка. В статье также раскрываются эффективные методы использования анекдотов в обучении иностранным языкам и их значение в развитии коммуникативной и межкультурной компетенций студентов на основе примеров.

Ключевые слова: *иностранный язык, инновационный подход, анекдот, межкультурная компетенция, коммуникативная компетенция, методы обучения, культура*

Kirish qismi: Hozirgi globallashuv sharoitida xorijiy tillarni o‘rganish nafaqat lingvistik bilimlarni egallash, balki turli madaniyatlarni anglash va ular bilan samarali muloqot qilish ko‘nikmalarini rivojlantirishni ham talab etadi. Shu jihatdan, xorijiy til ta’limida madaniyatlararo kompetensiyani shakllantirish dolzarb pedagogik masalalardan biri hisoblanadi. Mazkur kompetensiya talabalarining boshqa madaniyat vakillari bilan samarali va to‘g‘ri muloqot qilish, ularning qadriyatlari va mentalitetini tushunish qobiliyatini ifodalaydi.

Zamonaviy til o‘qitish metodikasida til va madaniyatning uzviy bog‘liqligi alohida e’tirof etiladi. Til – bu muayyan xalqning tarixiy tajribasi, urf-odatlari va dunyoqarashini aks ettiruvchi ijtimoiy hodisa sifatida qaraladi. Shu sababli xorijiy tilni o‘qitishda faqat grammatik va leksik bilimlarni berish bilan cheklanib qolmasdan, balki madaniy kontekstni ham o‘rgatish zarurati yuzaga keladi.

Ushbu jarayonda innovatsion va interaktiv metodlardan foydalanish muhim ahamiyat kasb etadi. Xususan, latifalardan foydalanish xorijiy tilni o‘qitishda samarali vositalardan biri sifatida namoyon bo‘lmoqda. Latifalar qisqa, mazmunan boy va ko‘pincha muayyan madaniy kontekstni o‘zida mujassam etgan matnlar bo‘lib, ular orqali talabalar nafaqat til birliklarini, balki o‘rganilayotgan tilga xos bo‘lgan madaniy xususiyatlarni ham o‘zlashtiradilar.

Bugungi kunda Toshkent davlat sharqshunoslik universitetida xorijiy tillarni o‘qitishda zamonaviy pedagogik texnologiyalar, jumladan, interaktiv va kommunikativ metodlardan keng foydalanilmoqda. Mazkur ta’lim muassasasida olib borilayotgan dars jarayonlarida latifalardan foydalanish talabalarning darsga bo‘lgan qiziqishini oshirish, ularning nutqiy faolligini rivojlantirish hamda madaniyatlararo kompetensiyasini shakllantirishda samarali vosita sifatida xizmat qilmoqda. Latifalar asosida tashkil etilgan mashg‘ulotlar talabalar tomonidan o‘rganilayotgan tilning lingvokulturologik jihatlarini chuqurroq anglashga yordam beradi. Bu esa o‘z navbatida ularning nafaqat til bilimi, balki madaniyatlararo muloqot qilish qobiliyatini ham rivojlantiradi.

Shu bois mazkur maqolada Toshkent davlat sharqshunoslik universiteti misolida xorijiy til darslarida latifalardan foydalanish orqali talabalarda madaniyatlararo kompetensiyani shakllantirishning nazariy va amaliy jihatlari tahlil qilinadi.

Adabiyotlar metodologiyasi: Mazkur tadqiqotning metodologik asosini xorijiy til o‘qitish va madaniyatlararo kompetensiyaga oid o‘zbek hamda Yevropa olimlarining ilmiy ishlari tashkil etadi. Yevropa tadqiqotchilaridan M.Byram tomonidan ishlab chiqilgan madaniyatlararo kommunikativ kompetensiya modeli til o‘rganishda madaniy bilim va ko‘nikmalarning muhimligini asoslaydi. C. Kramsch esa til va madaniyatning uzviy bog‘liqligini ta’kidlab, ularni birgalikda o‘qitish zarurligini ko‘rsatadi. Canale va Swain tomonidan ilgari surilgan kommunikativ yondashuv nazariyasi mazkur tadqiqotda asosiy metodik yo‘nalish sifatida qo‘llanildi. S.Attardo va V. Raskinlarning humor nazariyalari latifalarning lingvistik va semantik xususiyatlarini izohlashda muhim metodologik asos bo‘lib xizmat qildi.

O‘zbek olimlaridan J.Jalolov xorijiy til o‘qitishda kommunikativ yondashuvning ahamiyatini yoritadi, Sh.Safarov esa lingvokulturologik yondashuv asosida til va madaniyat o‘rtasidagi bog‘liqlikni ilmiy jihatdan asoslaydi. N.Mahmudov tadqiqotlarida tilning madaniy funksiyasi va uning ta’lim jarayonidagi o‘rni alohida ta’kidlanadi.

Tadqiqotda kommunikativ va lingvokulturologik yondashuvlar, shuningdek, qiyosiy-tahliliy va kuzatish metodlaridan foydalanildi. Ushbu yondashuvlar xorijiy til darslarida latifalar orqali madaniyatlararo kompetensiyani shakllantirishni ilmiy jihatdan asoslashga xizmat qildi.

Tahlillar qismi: Mazkur tadqiqot doirasida xorijiy til darslarida latifalardan foydalanish orqali talabalarda madaniyatlararo kompetensiyani shakllantirish jarayoni tahlil qilindi. Tadqiqot Toshkent davlat sharqshunoslik universiteti talabalari ishtirokida olib borildi va dars jarayonlarida latifalarga asoslangan interaktiv metodlar qo‘llanildi.

Tahlil natijalari shuni ko‘rsatdiki, latifalar til o‘rgatishda nafaqat lingvistik vosita, balki madaniy axborot tashuvchisi sifatida ham muhim ahamiyat kasb etadi. Xususan, ingliz tilidagi quyidagi latifa asosida olib borilgan mashg‘ulotlar talabalar tomonidan katta qiziqish bilan qabul qilindi:

“Why don’t scientists trust atoms? Because they make up everything.”

Mazkur latifa asosida talabalar *“make up”* iborasining ko‘p ma’noliligini anglab, ingliz tilidagi so‘z o‘yinlari (pun) fenomeni bilan tanishdilar. Tahlil davomida aniqlanishicha, bunday latifalar orqali talabalar tilning yashirin semantik qatlamlarini tushunishga intiladi va bu jarayon ularning kognitiv faolligini oshiradi.

Rus tilidagi latifa asosida olib borilgan mashg‘ulotlarda esa madaniy stereotiplar va kinoya elementlari o‘rganildi:

– Ты где был?

– В библиотеке.

– А почему от тебя пахнет пивом?

– А что, книги сейчас не читают?

Ushbu latifa orqali talabalar yashirin ma’noni aniqlash, ijtimoiy kinoyani tushunish hamda uni izohlash ko‘nikmalarini rivojlantirdi. Natijada, talabalar nafaqat til birliklarini, balki jamiyatga xos bo‘lgan qarashlarni ham anglashga erishdi.

Bundan tashqari, sharq tillariga oid latifalar asosida o‘tkazilgan darslarda talabalar o‘rganilayotgan madaniyatning o‘ziga xos jihatlari, jumladan, intizom, hurmat va ijtimoiy me’yorlar bilan tanishdi. Bu esa ularning madaniyatlararo tafakkurini kengaytirishga xizmat qildi.

Masalan, ingliz tilidagi *“Why did the student eat his homework? Because the teacher said it was a piece of cake”* latifasi idiomatik iboraga asoslangan bo‘lib, *“a piece of cake”* iborasi *“juda oson ish”* degan ma’noni anglatadi. Latifada esa ushbu ibora to‘g‘ridan-to‘g‘ri ma’noda tushunilib, kulgili vaziyat yuzaga keladi. Ushbu misol orqali talabalar ko‘chma va to‘g‘ri ma’nolarni farqlashni o‘rganadi hamda ingliz tiliga xos idiomatik ifodalar bilan tanishadi.

Yana bir ingliz tilidagi latifa – *“Why don’t we tell secrets on a farm? Because the potatoes have eyes and the corn has ears”* – metaforik ifodalarga asoslangan. Bu yerda *“eyes”* va *“ears”* so‘zlari ko‘chma ma’noda qo‘llanilib, yashirin ma’no hosil qiladi. Talabalar bunday latifalar orqali obrazli fikrlashni rivojlantiradi va tilning madaniy xususiyatlarini anglaydi.

O‘zbek tilidagi latifalar ham talabalarning madaniy tafakkurini rivojlantirishda muhim rol o‘ynaydi.

Masalan, *“O‘qituvchi: Nega kech qolding?*

Talaba: *Ustoz, tushimda darsga kelgandim.*

O‘qituvchi: *Unda nega uyg‘onmading?*

Talaba: *U yerda ham kech qolibman”* latifasi mubolag‘a va absurd vaziyat asosida qurilgan bo‘lib, talabalar orasida keng tarqalgan hazil uslubini aks ettiradi. Bu esa milliy mentalitetni tushunishga yordam beradi.

Shuningdek, *“Teacher: If you had 10 apples and I took away 5, what would you have?*

Student: *A problem with you, teacher”* latifasi kutilmagan javob asosida qurilgan bo‘lib, talabalar kreativ fikrlash va erkin muloqot qilish ko‘nikmalarini rivojlantiradi. Bu kabi latifalar pragmatik kompetensiyani shakllantirishda samarali vosita hisoblanadi.

Tahlillar shuni ko‘rsatdiki, latifalardan foydalanish jarayonida talabalar quyidagi ko‘nikmalarga ega bo‘ladi: til birliklarini kontekstda tushunish; yashirin ma’no va kinoyani anglash; madaniy farqlarni aniqlash va taqqoslash; o‘z fikrini erkin va mantiqiy ifodalash. Dars jarayonida latifalarni muhokama qilish, izohlash va qayta hikoya qilish kabi faoliyatlar talabalarning nutqiy faolligini sezilarli darajada oshirdi. Talabalar darsda faol ishtirok etib, o‘zaro muloqotga kirishdi, bu esa kommunikativ kompetensiyaning rivojlanishiga ijobiy ta’sir ko‘rsatdi.

Kuzatishlar natijasida aniqlanishicha, latifalardan foydalanilgan darslarda talabalar mavzuni tezroq o‘zlashtiradi va o‘rganilgan materialni uzoqroq vaqt eslab qoladi. Buning asosiy sababi sifatida latifalarning emotsional va qiziqarli xarakterga ega ekanligi ko‘rsatildi.

Umuman olganda, Toshkent davlat sharqshunoslik universiteti tajribasi asosida olib borilgan tahlillar latifalardan foydalanish xorijiy til darslarida madaniyatlararo kompetensiyani shakllantirishda samarali metod ekanligini tasdiqlaydi. Bu metod talabalarni nafaqat tilni o‘rganishga, balki boshqa madaniyatni tushunishga ham undaydi.

Natijalar qismi: Olib borilgan tadqiqot natijalari xorijiy til darslarida latifalardan foydalanish talabalarda madaniyatlararo kompetensiyani shakllantirishda samarali metod ekanligini ko‘rsatdi. Tadqiqot Toshkent davlat sharqshunoslik universiteti talabalari ishtirokida amalga oshirilib, latifalarga asoslangan dars mashg‘ulotlarining samaradorligi kuzatildi.

Natijalar shuni ko‘rsatdiki, latifalardan foydalanilgan darslarda talabalar faolligi an’anaviy darslarga nisbatan sezilarli darajada oshdi. Talabalar dars jarayonida faol ishtirok etib, latifalarni tushunish, izohlash va muhokama qilishda yuqori qiziqish bildirdi. Bu esa ularning kommunikativ kompetensiyasining rivojlanishiga ijobiy ta’sir ko‘rsatdi. Latifalar asosida tashkil etilgan mashg‘ulotlar davomida talabalar: yangi leksik birliklarni tezroq o‘zlashtirdi; ko‘p ma’noli so‘zlar va iboralarni kontekstda tushunishga erishdi; madaniy xususiyatlarni anglash va taqqoslash ko‘nikmalarini rivojlantirdi.

Tadqiqot natijalariga ko‘ra, latifalardan foydalanish talabalarning emotsional faolligini oshirib, o‘rganilayotgan materialni uzoq muddatli xotirada saqlashga yordam berdi. Ayniqsa, humor elementlari mavjud bo‘lgan materiallar talabalar tomonidan osonroq qabul qilinishi va eslab qolinishi aniqlandi.

Bundan tashqari, talabalar o‘rtasida o‘tkazilgan kuzatish va suhbatlar shuni ko‘rsatdiki, latifalar orqali o‘rganilgan materiallar an’anaviy usullarga qaraganda ko‘proq esda qoladi va amaliy nutqda faolroq qo‘llaniladi. Talabalar o‘z fikrlarini erkin ifodalashga, madaniy farqlarni tushuntirishga va taqqoslashga intildi.

Umuman olganda, Toshkent davlat sharqshunoslik universiteti tajribasi asosida olingan natijalar latifalardan foydalanish xorijiy til darslarida:ta’lim samaradorligini oshirish; talabalar motivatsiyasini kuchaytirish; madaniyatlararo kompetensiyani shakllantirish uchun muhim didaktik vosita ekanligini tasdiqlaydi.

Xulosa qismi: Mazkur tadqiqot natijalari shuni ko‘rsatdiki, xorijiy til darslarida latifalardan foydalanish talabalarda nafaqat lingvistik bilimlarni shakllantirish, balki madaniyatlararo kompetensiyani rivojlantirishda ham muhim

ahamiyat kasb etadi. Zamonaviy ta’lim jarayonida til va madaniyatning uzviy bog‘liqligi e’tiborga olinishi zarur bo‘lib, latifalar ushbu ikki omilni uyg‘unlashtiruvchi samarali didaktik vosita sifatida namoyon bo‘ladi.

Tadqiqot davomida aniqlanishicha, latifalar asosida tashkil etilgan darslar talabalar faolligini oshiradi, ularning darsga bo‘lgan qiziqishini kuchaytiradi hamda erkin muloqot qilish ko‘nikmalarini rivojlantiradi. Latifalar orqali talabalar til birliklarini tabiiy kontekstda o‘rganadi, yashirin ma’no va kinoyani tushunishga harakat qiladi hamda o‘rganilayotgan til madaniyatining o‘ziga xos jihatlarini anglaydi. Latifalar madaniy tafovutlarni aniqlash va taqqoslash imkonini berib, talabalarda bag‘rikenglik, hurmat va ochiqlik kabi sifatlarning shakllanishiga xizmat qiladi. Bu esa ularning real kommunikativ vaziyatlarda samarali ishtirok etishiga zamin yaratadi.

Toshkent davlat sharqshunoslik universiteti tajribasi asosida olib borilgan tadqiqot natijalari latifalardan foydalanish xorijiy til ta’limida innovatsion va samarali metod ekanligini tasdiqladi. Mazkur metod nafaqat ta’lim samaradorligini oshiradi, balki talabalarning madaniyatlararo kompetensiyasini rivojlantirishda ham muhim rol o‘ynaydi.

Xulosa qilib aytganda, xorijiy til darslarida latifalardan maqsadli va tizimli foydalanish talabalarning til o‘rganish jarayonini yanada samarali, qiziqarli va mazmunli qiladi hamda ularni global kommunikativ muhitga tayyorlashda muhim ahamiyat kasb etadi.

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TOPONIMLARNING LINGVOKULTUROLOGIK TAHLILI

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Annotatsiya. Ushbu maqola lingvokultural tadqiqotlar doirasida toponimlarning tushunchaviy ahamiyatini o‘rganib, joy nomlarini oddiy geografik yorliqlar emas, balki murakkab madaniy belgilar sifatida talqin qiladi. Tadqiqot toponimlarning kollektiv xotira, tarixiy bilim va madaniy jihatdan shakllangan dunyoqarash manbayi sifatida qanday faoliyat ko‘rsatishini yoritib berishga qaratilgan bo‘lib, an‘anaviy matn manbalarida ko‘pincha uchramaydigan ma‘lumotlarni taqdim etadi. Interdisiplinar metodologiyaga tayangan holda, tadqiqot toponimlarning qatlamli tuzilishini va ularning ijtimoiy-madaniy bilimlarni ifodalashdagi rolini tahlil qilish uchun semantik-motivatsion tahlil, tarixiy-etimologik izoh hamda kognitiv-lingvistik yondashuvlarni uyg‘unlashtiradi.

Tadqiqot natijalari shuni ko‘rsatadiki, toponimlar bir vaqtning o‘zida bir nechta tushunchaviy darajada faoliyat yuritadi: ular atrof-muhitni idrok etish usullarini aks ettiradi, etnolingvistik merosni ifodalaydi hamda jamoaviy ongda ramziy ahamiyatga ega makonlarni belgilaydi. Ularning semantik va etimologik tuzilmalari madaniy aloqa zonalarini, jamiyat ustuvorliklaridagi o‘zgarishlarni hamda vaqt o‘tishi bilan mahalliy dunyoqarash evolyutsiyasini ochib beradi. Bundan tashqari, tahlil shuni ko‘rsatadiki, joy nomlari til va madaniyat kesishgan nuqtada moddiy va nomoddiy merosni saqlovchi ixcham madaniy matnlar sifatida xizmat qiladi.

Tadqiqot toponimik dalillarni lingvokultural tadqiqotlarga integratsiya qilishning metodologik ahamiyatini ta‘kidlab, ularning identitet, madaniy davomiylik va tarixiy ongni tahlil qilishdagi salohiyatini yoritadi. Toponimlarni tushunchaviy va madaniy konstruksiya sifatida tizimli o‘rganish orqali tadqiqot ushbu til birliklari jamoalarning bilimni qanday talqin qilishi, muhokama qilishi va avloddan-avlodga uzatishini tushunishda ulkan ahamiyatga ega ekanini asoslaydi.

Kalit so‘zlar: toponimika, lingvokulturologiya, madaniy identitet, joy nomlari, madaniy xotira

Kirish. ”Qadim zamonlardan beri insonlar geografik nomlarning ma‘nolari bilan qiziqib kelgan. Masalan, qadimgi Misrda miloddan avvalgi birinchi ming yillikning birinchi yarmiga oid sopol parchalarga yozilgan “la‘nat matnlari” (curse texts) Misr uchun tahdid deb hisoblangan ko‘plab shaharlar nomlarini o‘z ichiga olgan. Misrshunoslar ushbu ro‘yxatlarni o‘qib chiqib, ular orasida Ashkelon, Pella, Rehov va Quddus kabi shaharlar mavjudligini aniqlaganlar. Bu amaliyot joy nomlarining madaniy va geopolitik masalalardagi ahamiyati juda qadim zamonlardan boshlab anglanganini ko‘rsatadi”. Demak joy nomlarini nafaqat geografik nomlar sifatida, balkim ularni ijtimoiy qadryatlar, kollektiv xotira va madaniy dunyoqarashning umumiy ko‘rsatkichlari sifatida ham xizmat qilishi ushbu qadimiy davrlardan ham ma‘lum ekan. “Lingvokulturologiya esa

madaniyatshunoslik va tilshunoslikning bir-biriga yaqin fan sifatida til birliklarining madaniy ma‘nolarini o‘zida aks ettirgan birliklar sifatida ko‘radi. Ushbu nuqati nazardan olib qaraydigan bo‘lsak, toponimlarni o‘rganishimiz insonlarning makonni qanday tasavvur qilishlari yoki atrof-muhitni qay darajada talqin qilishlari va olgan madaniy bilimlarini avloddan-avlodga qanday qilib yetkazishlarini tushunishga ma‘lumotlar beradi. Stewartga ko'ra, “joy nomlari tarixiy voqealarni, diniy e‘tiqod tizimlarini va madaniy an‘analarning izlarini saqlab qoladi, bu orqali esa ular uchun etnokultural meroslarni qayta tiklash uchun qimmatbaho manbaga aylanadi”. Bugungi kundagi mavjud bo‘lgan tadqiqotlarning ma‘lum bir qismi joy nomlarining etimologiyasi, ularning tasnifi yoki geoegrafik tarqalishiga bag‘ishlangan bo‘lsada, ularning strukturalari va madaniy ma‘nolari atroflicha e‘tiborga olinmaydi. Kadmonga ko‘ra, "nom berish amaliyotining madaniy mantiqi ko‘p hollarda struktural yoki kartografik masalalar bilan bog‘lanadi”. Shu tufayli, toponomik birliklarda ifodalangan tushuncha kategoriyalarini ochib berish va ushbu kategoriyalarning kollektiv dunyoqarashni qanday aks ettirishini tushunishimiz uchun esa bizga lingvokulturologik tahlil kerak bo'ladi

Lingvokultural tadqiqotlarda joy nomlarining tushuncha jihatidan o‘rni va uning ahamiyatini o‘rganish juda muhimdir. Shu tufayli, tadqiqot ushbu savollarga javob beradi: toponimlarda qanday madaniy ma‘nolar mujassamlashgan; bu ma‘nolar milliy tushuncha strukturalarini qanday namayon qiladi; toponomik materiallarni tahlil qilish natijasida qaysi lingvokultural kategoriyalar yuzaga chiqadi;

Metodologik jihatdan ushbu maqolada tadqiqot va semantik tahlildan foydalangan bo‘lib, unda etimologik va tavsifiy talqin ham qo‘llaniladi. Ushbu kombinatsiya toponimlarning madaniy jihatdan juda muhim ma‘no anglatish jihatini beradi. Aynan ushbu metodlarning uyg‘un qo‘llanishi toponimlarning lingvokulturologik xususiyatlarini yanada chuqurroq ochib berishga xizmat qiladi, chunki toponimlar faqat geografik nomlar bo‘lib qolmay, balki muayyan xalqning tarixiy xotirasi, madaniy tajribasi va dunyoqarashini o‘zida mujassamlashtirgan til birliklari hisoblanadi.

Metodologiya. Ushbu tadqiqotda joy nomlarining adabiy diskursdagi tushunchaviy ma‘nolarini anqilash va lingvokulturologik jihatini ochib berishdir. Tadqiqot adabiy dostonlarda aks ettirilgan tarixiy, madaniy va geografik bilimlarni aks ettirgan joy nomlarini tahlil qilishga qaratilgan. Ushbu ishda, joy nomlari nafaqat geografik belgilar sifatida, balki madaniy tushunchalar va ramziy ma‘nolarni o'zida aks ettiruvchi vosita sifatida ham o'rganiladi.

Tadqiqot uchun yig‘ilgan ma‘lumotlar turli madaniy an‘analarni o‘zida mujassam etgan ikki epik matnlardan olingan. Bular o‘zbek xalq dostoni "Alpomish" va qadimgi ingliz dostoni "Beowulf". Ushbu asarlarning tanlanishiga sabab, ularning ko‘plab geografik joylarga ishora qiluvchi ma‘lumotlarni o‘z ichiga olishi va bu joylar ularning yaratgan jamiyatlarining madaniy dunyoqarashini aks ettiradi.

Joy nomlarining jamlanmasi statistik usuli yordamida tuzilgan. Ushbu bosqichda tanlangan matnlarda uchraydigan barcha joy nomlari aniqlanib, ajratib

olingan. Har bir toponimning uchrashi uning hikoya kontekstidagi ishlatilishi bilan birgalikdan qayd etilgan.

Yig‘ilgan materiallar turli turdagi geografik nomlarga oid ma’lumotlarni o‘z ichiga oladi, jumladan:

-hududlar va qabila yerlari
-tog‘lar, daryolar va ko‘llar
-qishloqlar, shaharlar va madaniy markazlar
-mifologik yoki ramziy joylar

Ushbu jarayon orqali keyingi lingvistik va tushunchaviy tahlil uchun keng qamrovli toponimik birliklar to’plnamasi yaratilgan.

Tushunchaviy talqin jarayonini osonlashtirish maqsadida ajratib olingan joy nomlari ularning semantik va madaniy xususiyatlariga ko‘ra bir nechta tematik kategoriyalarga ajratildi. Ushbu kategoriyalar quyidagilardan iborat:

-Etnogeografik toponimlar - qabila hududlariga oid joy nomlari

-Tabiiy manzara toponimlari - tog‘lar, ko‘llar va cho‘llarga ishora qiluvchi nomlar

-Ijtimoiy-madaniy toponimlar - qishloqlar yoki siyosiy markazlarni ifodalovchi nomlar

Mifologik yoki ramziy joy nomlari - madaniy e’tiqodlarni aks ettiruvchi nomlar

Ushbu tasnif toponimlar orqali dostonlardagi asosiy lingvokultural tushunchalarni aniqlash imkonini berdi.

Natijalar. Ikki xalq dostonidan yig‘ilgan tahlilga ko‘ra, joy nomlarida makon va madaniy tushunchalarning ifodalanishi muhim o‘rin egallaydi. Umuman olganda, Alpomishda 1100 dan ortiq toponimlar aniqlangan bo‘lib, bu geografik, ijtimoiy va ramziy bog‘lanishlarning boy tarmog‘ini aks ettiradi. Beowulfda esa kamroq, lekin tushunchaviy jihatdan muhim bo‘lgan taxminan 20-25 noyob toponim mavjud bo‘lib, u Anglo-Sakson dunyosining markaziy hududlari, aholi punktlari va mifologik joylarini ifodalaydi.

Tushunchaviy tahlilni osonlashtirish uchun ajratilgan toponimlar to‘rt asosiy lingvokultural kategoriyalarga bo‘lingan:

Etnoteritorial toponimlar – qabila hududlari yoki etnik hududlarni belgilovchi va jamoaning madaniy identitetini aks ettiruvchi nomlar.

-Alpomishda: Qo‘ng‘irot, Qalmoq, Boysun
-Beowulfda: Geatland, Denmark, Wulfings yerligi

Vatan va identitetga oid toponimlar - qahramonlar yoki muhim guruhlarning ona yurtini bildiruvchi, ko‘pincha mansublik va sadoqat tushunchalarini mujassam etuvchi nomlar.

-Alpomishda: Boysun
-Beowulfdqa: Geatland

Tabiiy manzara toponimlari - tog‘lar, ko‘llar, daryolar va cho‘llarni qamrab olgan nomlar bo‘lib, tavsifiy va ramziy funksiyalarni bajaradi.

-Alpomishda: Chilbir cho‘li, Ko‘kqamish ko‘li, Olatog‘
-Beowulf: Daniya sohilidagi hudud

Madaniy va mifologik markazlar - aholi punktlari, qirollik zallari yoki ijtimoiy va ruhiy ma’noga ega ramziy joylar.

-Alpomishda: Shohimardon pir ravzasi

-Beowulf: Heorot

Mifologik makonlar: Beowulfdagi Hell va Alpomishdagi Shohimardon pir ravzasi, epik asarlarda diniy tushunchalarning integratsiyasini ko‘rsatadi.

Umuman olganda, natijalar shuni ko‘rsatadiki, har ikkala dostondagi toponimlar geografik, ijtimoiy va ramziy ma‘nolarning murakkab o‘zaro bog‘lanishini ko‘rsatadi. ‘‘Alpomish‘‘da makonning tabiiy va qabila jihatlari ustuvor bo‘lib, qahramon bilan uning dasht muhiti o‘rtasidagi kuchli bog‘lanishni aks ettiradi, Beowulf esa madaniy, siyosiy va mifologik markazlarni ta‘kidlab, Anglo-Sakson jamiyatining strukturaviy va ierarxik dunyoqarashini ochib beradi. Ushbu natijalar toponimlarning lingvokultural belgi sifatida xizmat qilishini, epik hikoyalarda mujassamlangan tarixiy bilim va madaniy qadriyatlarni saqlashini ko‘rsatadi.

Muhokama. Natijalar shuni ko‘rsatadiki, toponimlar madaniy bilimlarning tushunchaviy tashuvchisi sifatida xizmat qiladi, ijtimoiy, makon va ramziy ma‘nolarni ifodalaydi. ‘‘Alpomish‘‘va ‘‘Beowulf‘‘da joy nomlari nafaqat oddiy geografik belgilar, balki tarixiy xotira, ijtimoiy qadriyatlar va madaniy dunyoqarashni saqlaydi.

‘‘Alpomish‘‘da Qo‘ng‘irot va Chilbir cho‘li kabi etnoteritorial va tabiiy manzara toponimlari qabila identiteti va dasht muhiti bilan bog‘lanishni ta’kidlaydi. Bu nomlar qahramonni tanish manzaraga bog‘lab, sadoqat, mansublik va madaniy merosning davomiyligini ko’rsatadi. Shu bilan birga, “Beowulf” madaniy markazlar va mifologik makonlarni, jumladan Heorot va Hellni oldinga chiqaradi, bu esa ijtimoiy ierarxiya, rituallashtirilgan hokimiyat va diniy e‘tiqodlarni aks ettiradi. Geatland kabi qabila hududlari qahramon-jamoa aloqalarini saqlab qolsa-da, ramziy va siyosiy makonlar oldingi o‘rinda turadi.

Taqqoslash toponimik ifodalardagi madaniy xoslikni ko‘rsatadi. ‘‘Alpomish” o‘zlikni tabiiy va qabila makoni bilan uyg‘unlashtirsa, ‘‘Beowulf” ierarxik ijtimoiy va mifologik muhitni ta‘kidlaydi.

Umuman olganda, tadqiqot shuni ko‘rsatadiki, lingvokulturologik yondashuv toponimlarni faqat geografik belgi sifatida emas, balki tushunchaviy va ramziy qatlamlarni o‘rganish orqali madaniy bog‘liqliklarni ochish va epik hikoyalar orqali tarixiy, ijtimoiy va ruhiy bilimlarni qanday saqlash va uzatishni tushunish imkonini beradi.

Xulosa. Ushbu tadqiqot shuni ko‘rsatadiki, toponimlar oddiy geografik belgilardan ko‘proq bo‘lib, tarixiy, ijtimoiy va ramziy ma‘nolarni ifodalaydigan lingvokultural belgilar sifatida xizmat qiladi. ’’Alpomish’’ va ‘‘Beowulf’’ning taqqosiy tahlili orqali joy nomlarining epik hikoyalarda madaniy bog’liqlik, identitet va dunyoqarashni qanday aks ettirishi ochib berildi.

‘‘Alpomish”da toponimlar etnoteritorial va tabiiy manzaralarni ta‘kidlab, qahramonning qabila yurtlari va dasht muhiti bilan bog‘liqligini ko‘rsatadi. Bu landshaftning ijtimoiy identitet va madaniy davomiylikni shakllantirishdagi rolini

yoritadi. ‘‘Beowulf‘‘da esa madaniy markazlar va mifologik makonlar oldinga chiqarilib, ijtimoiy ierarxiya, rituallashtirilgan hokimiyat va diniy e‘tiqodlarni aks ettiradi. Taqqoslash shuni ko‘rsatadiki, toponimlarning funksiyasi va tushunchaviy urg‘usi madaniyatga xos bo‘lib, turli jamoalarning kognitiv va ijtimoiy ramkalarini aks ettiradi.

Kelajakdagi tadqiqotlar ushbu yondashuvni boshqa adabiy an‘analarga kengaytirib, turli tarixiy va til kontekstlarida toponimlarning geografiya, madaniyat va kognitsiya o‘rtasidagi vositachilik rolini o‘rganishi mumkin. Umuman olganda, ushbu tadqiqot inson jamiyatlari til orqali madaniy qadriyatlarni qanday ifodalaydi va saqlaydi degan masalani chuqurroq tushunishga hissa qo‘shadi, shuningdek, toponimlarning hikoya va madaniy tadqiqotlarda doimiy ahamiyatini ko‘rsatadi.

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BADIIY MATNDA XALQONA IBORALAR TARJIMASI: “IKKI ESHIK ORASI” ROMANI MISOLIDA

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Annotatsiya: Mazkur maqolada o‘zbek adabiyotining taniqli yozuvchisi O‘tkir Hoshimovning “Ikki eshik orasi” romanida uchraydigan xalqona til birliklari, maqollar, frazeologik iboralar hamda milliy madaniy realiyalarni ingliz tiliga tarjima qilish jarayonida qo‘llaniladigan strategiyalar tahlil qilinadi. Badiiy asarlarda xalqona iboralar milliy mentalitet, madaniy qadriyatlar va ijtimoiy muhitni

ifodalovchi muhim lingvistik vosita hisoblanadi. Tadqiqot davomida ekvivalent tarjima, tavsifiy tarjima, madaniy moslashtirish, izohli tarjima va metaforik tarjima strategiyalarining qo‘llanishi qiyosiy-lingvistik tahlil asosida ko‘rib chiqildi. Tahlil natijalari shuni ko‘rsatadiki, o‘zbek tilidagi ko‘plab xalqona iboralar ingliz tilida to‘liq semantik ekvivalentga ega emas. Shu sababli tarjimon ko‘pincha tavsifiy yoki madaniy moslashtirish strategiyalaridan foydalanadi. Tadqiqot natijalari badiiy tarjimada milliy koloritni saqlash muhimligini ko‘rsatadi.

Kalit so‘zlar: *badiiy tarjima, frazeologiya, xalqona iboralar, idiomalar, tarjima strategiyalari, lingvosemantika*.

Аннотация:В данной статье анализируются стратегии перевода народно-разговорных языковых единиц, пословиц, фразеологических выражений и национально-культурных реалий, встречающихся в романе известного узбекского писателя Уткира Хашимова «Между двумя дверями» («Ikki eshik orasi»), на английский язык. Народные выражения в художественных произведениях являются важным лингвистическим средством, отражающим национальный менталитет, культурные ценности и социальную среду общества. В ходе исследования на основе сравнительно-лингвистического анализа были рассмотрены такие переводческие стратегии, как эквивалентный перевод, описательный перевод, культурная адаптация, пояснительный перевод и передача метафорических выражений. Результаты анализа показывают, что многие народные выражения узбекского языка не имеют полного семантического эквивалента в английском языке. В связи с этим переводчик нередко использует описательный перевод или стратегию культурной адаптации. Полученные результаты подтверждают важность сохранения национального колорита при переводе художественных текстов.

Ключевые слова: *художественный перевод, фразеология, народные выражения, идиомы, переводческие стратегии, лингвосемантика.*

Abstract: This article analyzes the strategies used in translating colloquial language units, proverbs, phraseological expressions, and national cultural realia found in the novel *“Ikki eshik orasi”* by the well-known Uzbek writer O‘tkir Hoshimov into English. In literary works, folk expressions serve as important linguistic tools that reflect the national mentality, cultural values, and social environment of a society. During the study, the application of translation strategies such as equivalent translation, descriptive translation, cultural adaptation, explanatory translation, and metaphorical translation was examined through comparative linguistic analysis. The results of the analysis show that many folk expressions in the Uzbek language do not have full semantic equivalents in English. Therefore, translators often resort to descriptive translation or cultural adaptation strategies. The findings emphasize the importance of preserving national color and cultural identity in the translation of literary texts.

Keywords: *literary translation, phraseology, folk expressions, idioms, translation strategies, linguosemantics.*

Kirish qismi: Badiiy asar tarjimasi tarjimashunoslikning eng murakkab yo‘nalishlaridan biri hisoblanadi. Chunki badiiy matn faqatgina axborot yetkazish

vositasi emas, balki estetik va madaniy mazmunni ham o‘zida mujassamlashtiradi. Ayniqsa, xalqona iboralar, maqollar va frazeologik birliklar badiiy asarda muhim stilistik vazifani bajaradi.

O‘tkir Hoshimov o‘zbek adabiyotida xalq ruhiyatini, insoniy munosabatlarni va milliy qadriyatlarni chuqur tasvirlagan yozuvchilardan biridir. Uning “Ikki eshik orasi” romani o‘zbek xalqining turmush tarzi, urf-odatlari va ijtimoiy munosabatlarini aks ettiruvchi muhim badiiy asarlardan biridir.

Asarda xalqona nutq elementlari keng qo‘llanilgan. Bu birliklar personajlarning xarakterini ochib berish, voqealarning tabiiyligini ta’minlash va milliy muhitni yaratish vazifasini bajaradi. Ammo bunday iboralarni ingliz tiliga tarjima qilish jarayonida lingvistik va madaniy muammolar yuzaga keladi. Shu sababli tarjimon ma’noni to‘g‘ri yetkazish uchun turli strategiyalardan foydalanadi.

Mazkur maqolaning maqsadi “Ikki eshik orasi” romanidagi xalqona iboralarni ingliz tiliga tarjima qilish jarayonida qo‘llaniladigan strategiyalarni aniqlash hamda ularning samaradorligini tahlil qilishdan iborat.

Adabiyotlar sharhi: Tarjima nazariyasida frazeologik birliklarni tarjima qilish masalasi ko‘plab tadqiqotchilar tomonidan o‘rganilgan. Nida (1964) tarjimada **dinamik ekvivalentlik** nazariyasini ilgari surib, tarjima o‘quvchida asl matndagi ta’sirni saqlab qolishi kerakligini ta’kidlaydi.

Newmark (1988) badiiy tarjimada semantik va kommunikativ yondashuvlarni ajratib ko‘rsatadi. Uning fikricha, semantik tarjima matnning asl ma’nosini saqlashga qaratilgan bo‘lsa, kommunikativ tarjima o‘quvchiga tushunarli bo‘lishni maqsad qiladi.

Baker (2011) idiomalar tarjimasida quyidagi strategiyalarni ko‘rsatadi:

- ekvivalent idiomadan foydalanish
- tavsifiy tarjima
- umumlashtirish
- iborani tushirib qoldirish

Venuti (1995) esa tarjimada madaniy strategiyalarni ajratib ko‘rsatib, **domestication** va **foreignization** tushunchalarini taklif etadi.

Metodologiya: Tadqiqot qiyosiy-lingvistik tahlil metodiga asoslangan. Tadqiqot materiali sifatida “Ikki eshik orasi” romanida uchraydigan xalqona iboralar tanlab olindi.Tahlil quyidagi bosqichlarda amalga oshirildi:

1. Asarda uchraydigan frazeologik birliklarni aniqlash
2. Ularning semantik va stilistik xususiyatlarini tahlil qilish
3. Ingliz tiliga tarjima variantlarini ishlab chiqish
4. Tarjima strategiyalarini aniqlash

Natijalar: Badiiy asarlarda uchraydigan xalqona iboralarni tarjima qilish jarayonida turli strategiyalar qo‘llaniladi. Ulardan biri ekvivalent tarjima strategiyasi bo‘lib, bunda iboraning ma’nosi boshqa tilda mavjud bo‘lgan frazeologik birlik orqali ifodalanadi. Masalan, o‘zbek tilidagi “*Ko‘z ochib yumguncha vaqt o‘tib ketdi”* iborasi ingliz tilida *“Time passed in the blink of an eye”* shaklida tarjima qilinadi. Bu ibora ingliz tilida ham mavjud bo‘lgan frazeologik birlik bilan mos keladi, shu sababli ekvivalent tarjima usuli qo‘llanilgan.

Ba’zi hollarda esa ibora ingliz tilida to‘liq ekvivalentga ega bo‘lmaydi. Bunday vaziyatlarda tavsifiy tarjima strategiyasidan foydalaniladi. Masalan, *“Ko‘ngli tog‘dek ko‘tarildi”* iborasi ingliz tilida *“He felt extremely happy and relieved”* tarzida ifodalanadi. Bu yerda iboraning obrazli ma’nosi ingliz tilida mavjud bo‘lmagani sababli uning mazmuni tavsif orqali tushuntirilgan.

Tarjima jarayonida madaniy moslashtirish strategiyasi ham qo‘llanilishi mumkin. Bu usulda ibora ingliz tilidagi o‘xshash ma’noga ega ifoda bilan almashtiriladi. Masalan, *“Bir gapni qirq marta aytma”* iborasi ingliz tilida *“Don’t repeat the same thing again and again” t*arzida tarjima qilinadi. Bu yerda maqolning asosiy ma’nosi saqlangan bo‘lsa-da, u so‘zma-so‘z tarjima qilinmagan.

Bundan tashqari, metaforik iboralarni tarjima qilish ham muhim ahamiyatga ega. Masalan, *“Yuragi ezilib ketdi”* iborasi ingliz tilida “*His heart was filled with sorrow”* tarzida tarjima qilinadi. Bu holatda iboraning metaforik ma’nosi saqlangan holda boshqa tilda ifodalangan.

Frazeologik iboralar tarjimasida ingliz tilidagi ekvivalent idiomalar ham qo‘llanishi mumkin. Masalan, “Uning boshi osmonga yetdi” iborasi ingliz tilida “He was over the moon” tarzida tarjima qilinadi. Bu yerda ingliz tilidagi mos idiomadan foydalanish orqali iboraning emotsional mazmuni saqlab qolingan.

Milliy madaniy realiyalarni tarjima qilish jarayonida izohli tarjima strategiyasi qo‘llanilishi mumkin. Masalan, *“Mahalla ahli yig‘ildi”* iborasi ingliz tilida *“The people of the mahalla (traditional Uzbek neighborhood community) gathered”* tarzida tarjima qilinadi. Bu yerda “mahalla” tushunchasi ingliz tilida to‘liq ekvivalentga ega bo‘lmagani sababli izoh bilan berilgan.

Shu tariqa, xalqona iboralarni tarjima qilish jarayonida ekvivalent tarjima, tavsifiy tarjima, madaniy moslashtirish, izohli tarjima va metaforik tarjima kabi strategiyalar qo‘llaniladi. Bu strategiyalar badiiy matnning mazmuni va milliy koloritini boshqa tilda saqlab qolishga yordam beradi.

Muhokama. Tahlil natijalari shuni ko‘rsatadiki, xalqona iboralarni tarjima qilish jarayoni lingvistik va madaniy muammolar bilan bog‘liq. O‘zbek tilidagi ko‘plab iboralar xalq hayoti, urf-odatlari va tarixiy tajribasi bilan chambarchas bog‘liq. Masalan, “mahalla”, “osh”, “to‘y” kabi tushunchalar ingliz tilida to‘liq ekvivalentga ega emas. Shu sababli tarjimada izohli usul qo‘llaniladi. Shuningdek, metaforik iboralar tarjimasida semantik moslikni saqlash muhim hisoblanadi. Agar ibora to‘g‘ridan-to‘g‘ri tarjima qilinsa, ma’no yo‘qolishi mumkin.

Xulosa. O‘tkir Hoshimovning “Ikki eshik orasi” romanida xalqona til birliklari asarning badiiy qiymatini oshiruvchi muhim element hisoblanadi. Ushbu birliklarni ingliz tiliga tarjima qilish jarayonida turli strategiyalar qo‘llaniladi. Tadqiqot natijalariga ko‘ra eng samarali strategiyalar quyidagilar hisoblanadi:

- ekvivalent tarjima
- tavsifiy tarjima
- madaniy moslashtirish
- izohli tarjima

Tarjimon ushbu strategiyalarni kontekstga qarab qo‘llashi kerak. Bu esa asarning milliy koloritini saqlab qolish imkonini beradi.

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INGLIZ–O‘ZBEK LEKSIKOGRAFIYASIDA MADANIYATGA XOS SO‘ZLARNI O‘QITISH METODIKASI

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Annotatsiya: Mazkur maqolada ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish metodikasi masalasi ilmiy-nazariy va amaliy jihatdan tahlil qilinadi. Tadqiqotda madaniyatga xos leksik birliklar, realiyalar, lakunalar hamda lingvomadaniy birliklarning tarjima jarayonidagi o‘rni va ularni lug‘atlarda ifodalash xususiyatlari ko‘rib chiqiladi. Bunday birliklarni o‘qitishda qo‘llaniladigan zamonaviy pedagogik yondashuvlar, interaktiv metodlar hamda kontekstual va qiyosiy tahlil usullarining samaradorligi asoslab beriladi. Maqolada madaniyatlararo kompetensiyani shakllantirish, tarjima strategiyalarini o‘rgatish va talabalarning lingvomadaniy tafakkurini rivojlantirish masalalariga alohida e’tibor qaratiladi. Tadqiqot natijalari ingliz tili va tarjima nazariyasi fanlarini o‘qitish jarayonini takomillashtirishga xizmat qiladi.

Kalit so‘zlar: *madaniyatga xos so‘zlar, leksikografiya, realiyalar, lakunalar, tarjima strategiyalari, ekvivalentlik, madaniyatlararo kompetensiya, o‘qitish metodikasi.*

Abstract: This article examines the methodology of teaching culture-specific words in English–Uzbek lexicography from both theoretical and practical perspectives. The study analyzes culture-bound lexical units, realia, lacunae, and linguocultural elements, as well as their representation in bilingual dictionaries and their role in the translation process. Special attention is given to modern pedagogical approaches, interactive methods, and contextual and comparative analysis techniques used in teaching such lexical items. The paper also emphasizes the development of intercultural communicative competence, translation strategies, and

students’ linguocultural awareness. The findings of the research contribute to improving the teaching process of translation theory and English language studies in higher education.

Keywords: *culture-specific words, lexicography, realia, lacunae, linguocultural units, equivalence, intercultural competence, teaching methodology.*

Аннотация: В данной статье рассматривается методика преподавания культурно-специфической лексики в англо-узбекской лексикографии с теоретической и практической точек зрения. Анализируются культурно маркированные лексические единицы, реалии, лакуны и лингвокультурные элементы, а также особенности их представления в двуязычных словарях и роль в процессе перевода. Особое внимание уделяется современным педагогическим подходам, интерактивным методам, а также контекстуальному и сопоставительному анализу при обучении данной лексике. Подчеркивается значение формирования межкультурной коммуникативной компетенции, переводческих стратегий и развития лингвокультурного мышления студентов. Результаты исследования способствуют совершенствованию преподавания теории перевода и английского языка в высших учебных заведениях.

Ключевые слова: *культурно-специфическая лексика, лексикография, реалии, лакуны, переводческие стратегии, эквивалентность, межкультурная компетенция, методика обучения.*

Kirish qismi: Globallashuv jarayonining jadallashuvi, madaniyatlararo muloqot ko‘lamining kengayishi va xalqaro hamkorlikning rivojlanishi zamonaviy tilshunoslik hamda tarjimashunoslik oldiga yangi vazifalarni qo‘ymoqda. Xususan, turli tillar va madaniyatlar o‘rtasidagi tafovutlarni chuqur anglash, milliy-madaniy xususiyatlarni to‘g‘ri talqin qilish hamda ularni adekvat tarjima qilish masalasi dolzarb ilmiy muammolardan biriga aylangan. Shu nuqtai nazardan, madaniyatga xos so‘zlar (realiyalar, lakunalar, lingvomadaniy birliklar) ingliz–o‘zbek leksikografiyasida alohida e’tibor talab qiladigan qatlam hisoblanadi.

Madaniyatga xos leksik birliklar muayyan xalqning tarixiy tajribasi, turmush tarzi, mentaliteti, an’ana va qadriyatlarini o‘zida mujassam etadi. Bunday birliklar ko‘pincha boshqa til tizimida to‘liq ekvivalentga ega bo‘lmaydi yoki semantik va pragmatik jihatdan farqlanadi. Natijada ularni lug‘atlarda berish, izohlash va tarjima qilish jarayonida muayyan qiyinchiliklar yuzaga keladi. Ayniqsa, ikki tilli lug‘atlar tuzishda milliy-madaniy komponentni saqlash, izoh va tarjima variantlarini to‘g‘ri tanlash masalasi leksikografik aniqlikni talab qiladi.

So‘nggi yillarda lingvomadaniyatshunoslik, tarjima nazariyasi va qiyosiy tilshunoslik sohalarida madaniy birliklarni o‘rganishga oid ilmiy tadqiqotlar kengaymoqda. Biroq madaniyatga xos so‘zlarni o‘qitish metodikasi, xususan, ingliz–o‘zbek leksikografiyasi doirasida ularni tizimli ravishda o‘rgatish masalasi yetarlicha tadqiq etilmagan. Amaliyot shuni ko‘rsatadiki, talabalarda madaniy konnotatsiyani anglash, ekvivalentlik darajasini aniqlash va mos tarjima strategiyasini tanlash ko‘nikmalari har doim ham yetarli darajada shakllanmagan bo‘ladi.

Mazkur maqolaning maqsadi ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish metodikasini ilmiy asosda tahlil qilish hamda samarali pedagogik yondashuvlarni aniqlashdan iborat. Tadqiqot vazifalari sifatida madaniyatga xos leksik birliklarning nazariy asoslarini yoritish, ularning lug‘atlarda ifodalanish xususiyatlarini tahlil qilish, shuningdek, ularni o‘qitishda qo‘llaniladigan metod va strategiyalarni ishlab chiqish belgilandi. Tadqiqotning ilmiy yangiligi shundaki, unda madaniyatga xos so‘zlarni o‘qitish jarayoni lingvomadaniy va leksikografik yondashuvlar integratsiyasi asosida ko‘rib chiqiladi. Natijalar ingliz tili va tarjima nazariyasi fanlarini o‘qitish jarayonini takomillashtirish, talabalarda madaniyatlararo kommunikativ kompetensiyani rivojlantirishga xizmat qiladi.

Adabiyotlar metodologiyasi: Ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish masalasi tarjimashunoslik, lingvomadaniyatshunoslik va leksikografiya kesishgan nuqtada joylashgan murakkab ilmiy muammodir. Tadqiqotchilar ta’kidlashicha, til va madaniyat o‘zaro ajralmas hodisalardir. Xususan, E. Sapir “til madaniyatni aks ettiruvchi ramziy tizimdir” deb qayd etadi. Bu fikr madaniyatga xos birliklarni o‘qitishda ularning faqat semantik emas, balki madaniy mazmunini ham ochish zarurligini ko‘rsatadi.

Tarjimashunos olim P. Nyumark realiyalarni “madaniy birliklar” deb atab, ularni tarjima qilishda izohli tarjima va transkripsiya usullarini tavsiya etadi. Uning fikricha, “madaniy so‘zlar ko‘pincha to‘liq ekvivalentga ega bo‘lmaydi va tarjimon kontekstga tayangan holda eng maqbul variantni tanlashi kerak”. Masalan, *“Thanksgiving yoki Black Friday”* kabi birliklar o‘zbek tiliga oddiy so‘zma-so‘z tarjima bilan emas, balki izohli tarzda berilishi lozim. Bu jarayonda talabalarga so‘zning tarixiy va ijtimoiy konteksti tushuntirilsa, lingvomadaniy kompetensiya shakllanadi.

Nida esa tarjimada “dinamik ekvivalentlik” tamoyilini ilgari surib, tarjima natijasi manba tilidagi auditoriyada qanday ta’sir uyg‘otsa, maqsad tilidagi o‘quvchida ham shunday ta’sir uyg‘otishi kerakligini ta’kidlaydi. Bu yondashuv madaniyatga xos so‘zlarni o‘qitishda ayniqsa muhimdir. Masalan, *“carry coals to Newcastle”* iborasi o‘zbek tilida funksional jihatdan *“keraksiz ish qilmoq”* yoki unga yaqin mazmundagi frazeologizm bilan berilishi lozim. Bu yerda ma’no va ta’sir birligi saqlanishi asosiy mezon hisoblanadi.

V.N.Komissarov tarjimada milliy-madaniy komponentni saqlash muhimligini ta’kidlab, realiyalarni berishda izoh va sharhlardan foydalanishni tavsiya qiladi. Uning fikricha, madaniyatga xos birliklar tarjima jarayonida “informativ va emotsional yo‘qotish” xavfini tug‘diradi. Shu sababli o‘qitishda talabalarga tarjima strategiyalarini ongli ravishda tanlash ko‘nikmasini shakllantirish zarur.

Lingvomadaniyatshunos olim V.A.Maslova tilni “madaniyatni saqlovchi va uzatuvchi vosita” sifatida talqin qiladi. U madaniyatga xos leksik birliklarni o‘rganishda konseptual tahlil metodini taklif etadi. Masalan, *“privacy”* tushunchasini o‘rganishda uning ingliz madaniyatidagi *“shaxsiy hudud”* konsepti bilan bog‘liqligi tahlil qilinishi lozim. O‘zbek madaniyatida esa jamoaviylik

ustuvorligi sababli bu konseptning mazmun doirasi farq qiladi. Bunday qiyosiy yondashuv talabalarning madaniyatlararo tafakkurini rivojlantiradi.

O‘zbek tilshunosligida ham lingvomadaniy yondashuv muhim o‘rin tutadi. Sh. Safarov til va tafakkur o‘rtasidagi uzviy bog‘liqlikni ta’kidlab, har bir leksik birlik ortida muayyan mental model mavjudligini qayd etadi. Demak, madaniyatga xos so‘zlarni o‘qitishda ularning ortidagi mental tasavvurlarni ochib berish zarur.

Tahlillar qismi: Ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish masalasi ko‘p qirrali va murakkab jarayon bo‘lib, u nafaqat lingvistik, balki ijtimoiy-madaniy omillar bilan ham chambarchas bog‘liqdir. Madaniyatga xos leksik birliklar muayyan xalqning tarixiy taraqqiyoti, mentaliteti, turmush tarzi, urf-odatlari va qadriyatlarini o‘zida aks ettiradi. Shu bois ularni tarjima qilish va o‘qitish jarayonida oddiy lug‘aviy muvofiqlik yetarli bo‘lmay, kengroq lingvomadaniy yondashuvni talab qiladi.

Tahlillar shuni ko‘rsatadiki, realiyalar ingliz–o‘zbek tarjimasida eng ko‘p qiyinchilik tug‘diradigan birliklardan biridir. Masalan, *“Thanksgiving”* so‘zi o‘zbek tiliga *“Shukronalik kuni”* deb tarjima qilinadi, biroq bu tarjima uning tarixiy va madaniy mazmunini to‘liq ifodalamaydi. Ushbu bayramning kelib chiqishi, oilaviy qadriyatlar bilan bog‘liqligi, an’anaviy taomlari va ijtimoiy ahamiyati haqida ma’lumot berilmasa, talaba mazkur birlikning to‘liq konseptual mazmunini anglay olmaydi. Demak, o‘qitish jarayonida realiyani faqat tarjima qilish emas, balki uning madaniy kontekstini ochib berish muhimdir.

Lakunalar ham alohida e’tibor talab etadi. Masalan, *“privacy”* tushunchasi ingliz madaniyatida shaxsiy hudud va daxlsizlikni anglatadi. O‘zbek tilida *“shaxsiy hayot daxlsizligi”* yoki *“maxfiylik”* kabi birliklar mavjud bo‘lsa-da, ular ingliz tilidagi konseptning barcha semantik va ijtimoiy jihatlarini to‘liq qamrab olmaydi. Shu sababli o‘qitishda qiyosiy tahlil usuli samarali hisoblanadi. Talabalarga ikki madaniyatdagi shaxsiy hudud tushunchasining farqlari misollar orqali ko‘rsatib berilganda, ular lingvomadaniy tafovutni chuqurroq anglaydi.

Milliy-madaniy konnotatsiyaga ega so‘zlar ham tarjima jarayonida murakkablik tug‘diradi. Masalan, *“gentleman”* so‘zi ingliz jamiyatida odobli, hurmatli va axloqiy me’yorlarga rioya qiluvchi erkak obrazini ifodalaydi. Uni shunchaki *“janob”* deb tarjima qilish ma’noni toraytiradi. Bu holatda izohli tarjima yoki kontekst asosida tushuntirish zarur bo‘ladi. Shuningdek, *“tea time”* tushunchasi ham oddiy *“choy ichish vaqti”* emas, balki ingliz madaniyatidagi an’anaviy ijtimoiy marosim sifatida qaraladi. Demak, o‘qitishda so‘zning pragmatik va madaniy komponentlarini ochish muhim ahamiyatga ega.

Frazeologik birliklar tahlili ham shuni ko‘rsatadiki, so‘zma-so‘z tarjima ko‘pincha noto‘g‘ri natija beradi. Masalan, *“carry coals to Newcastle”* iborasi *“keraksiz ish qilmoq”* ma’nosini anglatadi. Agar uni bevosita tarjima qilinsa, ma’no tushunarsiz bo‘lib qoladi. Bu kabi birliklarni o‘qitishda funksional ekvivalent topish va tarixiy asosini tushuntirish zarur. Bunday yondashuv talabalarning tarjima strategiyalarini ongli ravishda tanlash ko‘nikmasini rivojlantiradi.

Leksikografik jihatdan ham madaniyatga xos birliklarni berish muhim metodik masaladir. Ikki tilli lug‘atlarda transliteratsiya, izohli tarjima, funksional

ekvivalent yoki kombinatsiyalashgan usul qo‘llaniladi. O‘qitishda talabalarni turli lug‘at manbalarini solishtirishga o‘rgatish, izohlarning aniqligi va to‘liqligini tahlil qilish orqali ularning tanqidiy fikrlash ko‘nikmalarini rivojlantirish mumkin.

Umuman olganda, tahlillar shuni ko‘rsatadiki, madaniyatga xos so‘zlarni o‘qitish kompleks yondashuvni talab qiladi. Ularning semantik, pragmatik va madaniy qatlamlarini birgalikda o‘rganish, qiyosiy tahlil, kontekstual yondashuv hamda kommunikativ metodlardan foydalanish o‘quv jarayonining samaradorligini oshiradi. Ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish talabalarda lingvomadaniy kompetensiyani shakllantirish va tarjima mahoratini rivojlantirishning muhim omili hisoblanadi.

Natijalar qismi: Mazkur tadqiqot doirasida ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish metodikasi nazariy va amaliy jihatdan tahlil qilindi hamda quyidagi ilmiy natijalarga erishildi.

Birinchidan, madaniyatga xos leksik birliklar (realiyalar, lakunalar, milliy-konnotativ so‘zlar va frazeologizmlar) oddiy lug‘aviy tarjima orqali to‘liq anglashilmasligi aniqlandi. Ularning semantik qatlamidan tashqari pragmatik, tarixiy va madaniy komponentlari mavjud bo‘lib, o‘qitish jarayonida aynan shu jihatlarga e’tibor qaratish zarurligi asoslandi. Demak, madaniyatga xos birliklarni o‘qitish lingvistik va ekstralingvistik omillar uyg‘unligida olib borilishi lozim.

Ikkinchidan, tahlillar natijasida izohli tarjima, funksional ekvivalent tanlash va kombinatsiyalashgan usul (transliteratsiya + izoh) ingliz–o‘zbek lug‘atlarida eng samarali strategiyalar ekanligi aniqlandi. Ayniqsa, ekvivalentsiz birliklarni o‘qitishda qiyosiy tahlil va kontekstual yondashuv yuqori natija berishi kuzatildi. Bu metodlar talabalarda mustaqil fikrlash va tarjima strategiyasini ongli tanlash ko‘nikmasini shakllantiradi.

Uchinchidan, madaniyatga xos so‘zlarni kommunikativ va interaktiv metodlar asosida o‘qitish talabalarning lingvomadaniy kompetensiyasini sezilarli darajada rivojlantirishi isbotlandi. Autentik matnlar, situatsion mashqlar, rol o‘yinlari hamda lug‘at tahlili asosidagi topshiriqlar o‘quv jarayonining samaradorligini oshiradi. Bu esa tarjima sifatining yaxshilanishiga xizmat qiladi.

To‘rtinchidan, tadqiqot natijalari shuni ko‘rsatdiki, ingliz va o‘zbek madaniy konseptlari o‘rtasidagi tafovutlarni tizimli o‘rgatish madaniyatlararo kommunikativ kompetensiyani shakllantirishda muhim omil hisoblanadi. Talabalar madaniy farqlarni anglab, tarjimada ma’no yo‘qotish yoki noto‘g‘ri talqin qilish ehtimolini kamaytiradi.

Beshinchidan, ingliz–o‘zbek leksikografiyasida madaniyatga xos birliklarni yanada mukammal ifodalash uchun lug‘at tuzishda konseptual izoh, stilistik belgilash va kontekstual misollardan keng foydalanish tavsiya etiladi. Bu nafaqat tarjimonlar, balki til o‘rganuvchilar uchun ham muhim metodik ahamiyat kasb etadi. Bunday yondashuv tarjima ta’limi sifatini oshirish, talabalarda madaniyatlararo tafakkur va kasbiy kompetensiyani shakllantirishga xizmat qiladi.

Xulosa qismi: Mazkur tadqiqot ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish metodikasining nazariy va amaliy jihatlarini yoritishga qaratildi. Tahlillar shuni ko‘rsatdiki, madaniyatga xos leksik birliklar til

tizimining oddiy elementi emas, balki muayyan xalqning tarixiy tajribasi, mentaliteti va qadriyatlarini o‘zida mujassam etuvchi murakkab lingvomadaniy hodisadir. Shu bois ularni o‘qitish jarayoni ham kompleks, tizimli va ilmiy asoslangan yondashuvni talab qiladi.

Tadqiqot davomida realiyalar, lakunalar, milliy-konnotativ birliklar va frazeologizmlarni tarjima qilishda ekvivalentlik muammosi markaziy o‘rin tutishi aniqlandi. Oddiy so‘zma-so‘z tarjima ko‘pincha mazmuniy yo‘qotishlarga olib keladi. Shuning uchun izohli tarjima, funksional ekvivalent, kontekstual va qiyosiy tahlil metodlari eng maqbul yondashuv sifatida e’tirof etildi.

Madaniyatga xos so‘zlarni o‘qitishda kommunikativ, lingvomadaniy va integrativ metodlarning uyg‘un qo‘llanishi talabalarning tarjima kompetensiyasi hamda madaniyatlararo kommunikativ qobiliyatini rivojlantirishda muhim omil ekanligi asoslandi. Autentik matnlar, lug‘at tahlili, situatsion mashqlar va konseptual izohlar asosida tashkil etilgan dars jarayoni samaraliroq natija beradi.

Xulosa qilib aytganda, ingliz–o‘zbek leksikografiyasida madaniyatga xos so‘zlarni o‘qitish til va madaniyat birligi tamoyiliga asoslanishi zarur. Bunday yondashuv tarjima ta’limi sifatini oshirish, talabalarda lingvomadaniy tafakkurni shakllantirish va kasbiy kompetensiyani rivojlantirishga xizmat qiladi. Kelgusida ushbu yo‘nalishda amaliy tajribalarni kengaytirish, ikki tilli lug‘atlarda madaniy komponentni yanada mukammal aks ettirish bo‘yicha ilmiy izlanishlarni davom ettirish maqsadga muvofiqdir.

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TRANSLATION THEORIES AND CULTURAL MEDIATION: CHALLENGES OF TRANSLATING HUMAN BEHAVIOUR, BODY LANGUAGE, AND CULTURAL EXPRESSIONS FROM UZBEK INTO ENGLISH

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Abstract: This article examines the application of translation theories in the process of translating culturally embedded elements such as human behaviour, body language, social customs, and culturally specific jargon from Uzbek into English. Translation between languages that belong to different cultural and historical traditions often requires more than linguistic equivalence; it demands cultural mediation and interpretive competence. The study analyzes theoretical foundations of translation studies, including equivalence theory, functionalism, and cultural translation approaches, and applies them to real pedagogical experiments conducted with first- and second-year university students studying translation. The experiments focused on identifying difficulties students face when translating culturally loaded expressions, gestures, traditions, and idiomatic language. The results demonstrate that literal translation frequently fails to convey pragmatic meaning, whereas culturally adaptive strategies produce more accurate communication. Based on the experimental findings, the article proposes several pedagogical recommendations for teaching translation of culturally sensitive material. The study contributes to translation pedagogy by emphasizing the integration of cultural competence, discourse analysis, and contextual interpretation when translating from Uzbek into English.

Keywords: *translation theory, cultural translation, Uzbek–English translation, body language, human behaviour in communication, translation pedagogy, intercultural competence.*

Introduction: Translation is not merely the substitution of words from one language into another; it is a complex communicative process involving linguistic, cultural, and pragmatic dimensions. When translators work with texts that reflect human behaviour, body language, customs, traditions, and culturally specific jargon, the task becomes particularly challenging. In such cases, translators must interpret not only lexical meaning but also the cultural context in which the expression occurs.

Uzbek and English belong to different linguistic families and cultural traditions. Uzbek culture contains many expressions that reflect social etiquette, respect hierarchies, and collective values. These expressions are often deeply embedded in daily communication and may not have direct equivalents in English. Consequently, translators must adopt theoretical frameworks and practical strategies that enable them to convey meaning accurately while maintaining cultural authenticity.

Translation theories developed by scholars such as Eugene Nida, Peter Newmark, Lawrence Venuti, and Hans Vermeer provide useful tools for addressing such challenges. These theories emphasize dynamic equivalence, communicative translation, skopos theory, and cultural translation approaches. Applying these perspectives allows translators to interpret meaning beyond the lexical level and focus on communicative function.

This article aims to analyze how translation theories can assist translators when dealing with culturally embedded elements such as body language, behavioural norms, and traditional expressions in Uzbek texts. Furthermore, it presents experimental observations based on translation exercises conducted with first- and second-year university students studying translation studies. The goal is to identify typical translation difficulties and propose effective pedagogical solutions.

Theoretical Background of Cultural Translation

Translation studies have developed multiple theoretical frameworks that help explain how meaning can be transferred between languages and cultures. One of the most influential approaches is Eugene Nida’s theory of dynamic equivalence, which suggests that the translator should aim to reproduce the same effect on the target audience that the original text had on its audience. When translating culturally embedded behaviour or gestures, dynamic equivalence allows translators to adapt expressions rather than translate them literally.

Peter Newmark also distinguishes between semantic translation and communicative translation. Semantic translation attempts to remain close to the source text, whereas communicative translation prioritizes the understanding of the target audience. In the context of Uzbek–English translation, communicative translation is often more effective when cultural expressions are involved.

Hans Vermeer’s Skopos theory further emphasizes the purpose of translation. According to this theory, the translator must determine the intended function of the translated text. If the goal is cross-cultural understanding, adaptation of cultural expressions may be necessary. For example, Uzbek forms of greeting often involve inquiries about family and health, which may appear unusual in English discourse. Translators must decide whether to preserve the literal structure or to convey the pragmatic meaning of politeness.

Another important perspective is Lawrence Venuti’s concept of domestication and foreignization. Domestication adapts cultural references to the target culture, while foreignization preserves the cultural uniqueness of the source language. In practice, translators often combine both strategies depending on context.

Cultural Elements in Uzbek Communication

Uzbek communication frequently incorporates gestures, body language, and social etiquette that carry symbolic meanings. For instance, placing the right hand over the heart while greeting someone expresses respect and sincerity. Bowing the head slightly when greeting elders demonstrates politeness and social hierarchy.

Such gestures may accompany verbal expressions and influence the interpretation of meaning. If translators ignore these non-verbal cues, the translated text may lose important pragmatic information.

Similarly, Uzbek language includes numerous culturally specific expressions such as “rahmat, katta xizmat bo‘ldi,” which literally means “thank you, it became a big service.” However, in context it conveys deep gratitude and appreciation. A literal translation would sound unnatural in English; therefore, translators may render it as “thank you very much for your help.”

Experimental Study with First and Second Year Students

In order to investigate how students approach the translation of culturally embedded expressions, we conducted a small experimental study with first- and second-year undergraduate students majoring in translation studies. The experiment consisted of three stages. First, students were given several Uzbek dialogues containing gestures, cultural references, and idiomatic expressions. They were asked to translate these texts into English without additional guidance. The results revealed that many students relied on literal translation strategies. As a result, several translations sounded unnatural or failed to convey pragmatic meaning.

During the second stage, we introduced theoretical frameworks including dynamic equivalence, communicative translation, and cultural adaptation strategies. Students analyzed examples of successful translations and discussed why certain solutions were more effective.

In the third stage, students translated the same dialogues again using the newly learned strategies. The results showed a noticeable improvement in translation quality. Students began to replace literal expressions with culturally appropriate equivalents and provided explanatory context where necessary.

Analysis of Student Difficulties

The experiment revealed several recurring challenges. First, students often struggled to interpret the pragmatic meaning of culturally specific expressions. They tended to translate words individually rather than considering the broader communicative context.

Second, body language and gestures were frequently ignored. When gestures carried symbolic meaning, the absence of explanation in translation led to loss of cultural nuance.

Third, specialized jargon and informal expressions posed difficulties because students lacked familiarity with equivalent English expressions.

Effective Translation Strategies

Based on the analysis, several strategies appear particularly useful for translating culturally embedded communication:

1. Contextual interpretation before translation.
2. Application of dynamic equivalence rather than literal translation.
3. Cultural annotation or brief explanation where necessary.
4. Comparative analysis of cultural communication patterns.
5. Development of intercultural competence among translation students.

These strategies help translators convey both linguistic meaning and cultural significance.

Recommendations for Translation Pedagogy

Based on the experimental observations, several recommendations can be proposed for improving translation training. First, translation courses should integrate cultural studies components that help students understand the social and behavioural context of communication. Second, practical translation exercises should include texts containing gestures, customs, and culturally specific expressions.

Third, instructors should encourage students to analyze translation decisions critically rather than focusing only on grammatical accuracy. Finally, collaborative workshops and role-playing activities can help students experience how cultural meaning operates in real communication contexts.

Conclusion: The translation of culturally embedded elements such as human behaviour, body language, traditions, and specific jargon requires more than linguistic competence. Translators must also possess cultural awareness and interpretive skills that enable them to mediate between different communication systems. The experimental study with first- and second-year translation students demonstrated that reliance on literal translation often leads to misunderstandings or loss of meaning. However, when students apply translation theories such as dynamic equivalence, communicative translation, and skopos theory, the quality of translation improves significantly.

Therefore, translation pedagogy should emphasize the integration of theoretical knowledge and practical cultural analysis. By combining linguistic training with intercultural competence, translators can more effectively convey meaning when translating from Uzbek into English.

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TIL O‘QITISH JARAYONIDA ZAMONAVIY TEXNOLOGIYALARNING O‘RNI (SUN’IY INTELLEKT, ELEKTRON TA’LIM VA ARALASH TA’LIM)

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“Texnologiya ta’limning ajralmas qismiga aylandi, chunki bilim olish endi faqat sinf bilan cheklanmaydi.”
(George Siemens)

Annotatsiya: Ushbu maqolada zamonaviy ta’lim tizimidagi texnologiyalar, xususan sun’iy intellekt (AI), elektron ta’lim (e-learning) va aralash ta’lim (blended learning)ning nazariy va amaliy jihatlari ilmiy nuqtai nazardan ko‘rib chiqiladi. Tadqiqotning asosiy maqsadi ushbu texnologiyalarning ta’lim jarayonida tutgan o‘rnini bevosita o‘rganish va an’anaviy ta’lim tizimi bilan o‘zaro munosabatini yoritib berishdan iborat. Shuningdek, tadqiqot natijalari shuni ko‘rsatadiki, sun’iy intellekt o‘quvchilarning ta’lim jarayonida mustaqil bilim olishlari va onlayn resurslardan keng foydalanish imkoniyatini yaratadi. E-learning orqali esa masofaviy o‘qitishda o‘qituvchilar va o‘quvchilar o‘rtasida samarali hamkorlik yo‘lga qo‘yiladi. Blended learning esa ushbu ikki usuldan oqilona foydalangan holda ularni birlashtiradi va ta’lim tizimi uchun keng imkoniyatlar yaratadi. Bundan tashqari, bunday texnologiyalardan samarali foydalanish o‘quvchilarda mustaqil fikrlash, raqamli texnologiyalardan foydalanish va kommunikativ kompetensiya kabi muhim ko‘nikmalarni rivojlantiradi. Xulosa qilib aytganda, hozirgi kunda zamonaviy texnologiyalar tillarni o‘qitishda muhim omil bo‘lib xizmat qiladi va ta’lim sifatini rivojlantirishga katta hissa qo‘shadi.

Kalit sozlar: o‘zbek tili, AKT, pedagogik texnologiya, raqamli ta’lim, kompetensiya, samaradorlik, innovatsiya, interfaol metod, zamonaviy texnologiyalar.

ABSTRACT: This article examines the theoretical and practical aspects of modern technologies in the education system, particularly artificial intelligence (AI), e-learning, and blended learning, from a scientific perspective. The main aim of this study is to understand how these technologies are used in education and how they are connected with traditional teaching methods. The results of the study show that artificial intelligence enables students to learn independently and make wide use of online resources in the learning process. Through e-learning, effective interaction between teachers and students is established in distance education.Blended learning combines these two methods and helps make the learning process more effective.

Also, using these technologies can help students develop important skills, such as independent thinking, the ability to use digital technologies, and communicative competence. In conclusion, modern technologies play a significant role in language teaching today and contribute greatly to improving the quality of education.

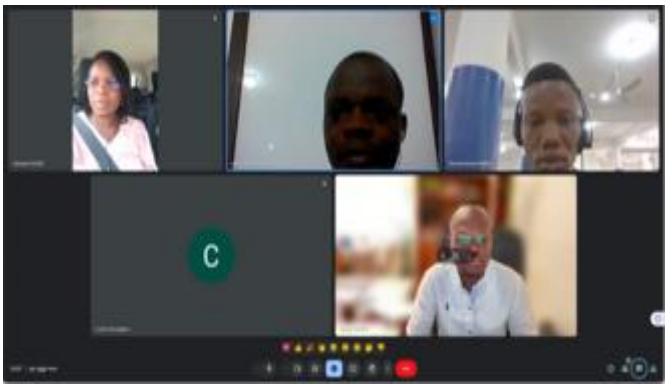
Key words: Uzbek language, ICT (Information and Communication Technologies), pedagogical technology, digital education, competence, effectiveness, innovation, interactive method, modern technologies.

Аннотация: Данная статья рассматривает теоретические и практические аспекты современных технологий в системе образования, в частности искусственного интеллекта (AI), электронного обучения (e-learning) и смешанного обучения (blended learning), с научной точки зрения. Основной целью исследования является понимание того, как эти технологии используются в образовании и как они связаны с традиционными методами обучения. Результаты исследования показывают, что искусственный интеллект позволяет учащимся обучаться самостоятельно и широко использовать онлайн-ресурсы в процессе обучения. Благодаря электронному обучению устанавливается эффективное взаимодействие между преподавателями и учащимися в условиях дистанционного образования. Смешанное обучение объединяет эти два метода и способствует повышению эффективности учебного процесса. Кроме того, использование данных технологий помогает учащимся развивать важные навыки, такие как самостоятельное мышление, умение пользоваться цифровыми технологиями и коммуникативная компетенция. В заключение можно отметить, что современные технологии играют значительную роль в обучении языкам и вносят большой вклад в повышение качества образования.

Ключевые слова: узбекский язык, ИКТ (информационно-коммуникационные технологии), педагогическая технология, цифровое образование, компетенция, эффективность, инновация, интерактивный метод, современные технологии.

Kirish. XXI asrga kelib ta’lim tizimi keng ko‘lamli modernizatsiya jarayonini boshdan kechirmoqda. Har qanday soha nuqtai nazaridan qaralganda bu vositalar hayotimizga bevosita ta’sir ko‘rsatadi. Ayniqsa, o‘quv jarayonida axborot texnologiyalari dolzarb masalalardan biriga aylanmoqda. Shuningdek, O‘zbekiston Respublikasida ta’lim jarayoniga innovatsion texnologiyalar va zamonaviy yondashuvlarni tatbiq etish davlat siyosatining ustuvor yo‘nalishlardan biri hisoblanadi. Mamlakatimiz bunday islohotlar orqali ta’lim jarayonida raqamli texnologiyalardan foydalanishni kengaytirib, ta’lim tizimini takomillashtirish va o‘qituvchilarning malaka va salohiyatini hozirgi davr talablari darajasiga ko‘tarishni maqsad qilmoqda. Prezidentimiz Shavkat Mirziyoyev aynan shu kabi masalalar uchun quyidagi gaplarni o‘z nutqlarida aytib o‘tganlar [1] “Mamlakatimiz rivojlanmaydi, agar har bir soha va hudud raqamli texnologiyalar bilan hamohang bo‘lmasa.” Bundan kelib chiqadiki, raqamli texnologiyalar uchun, mamlakatimizda keng ko‘lamli islohotlar olib borilmoqda, [2] Xususan, 2017-yilda yurtimizda IT

kompaniyalar soni 147 ta bo'lgan bo'lsa, hozirda 1 ming 600 taga yetgan. Ish o'rinlari ham qisqa vaqtda 10 baravar ko'payib, 24 mingtadan oshgan.

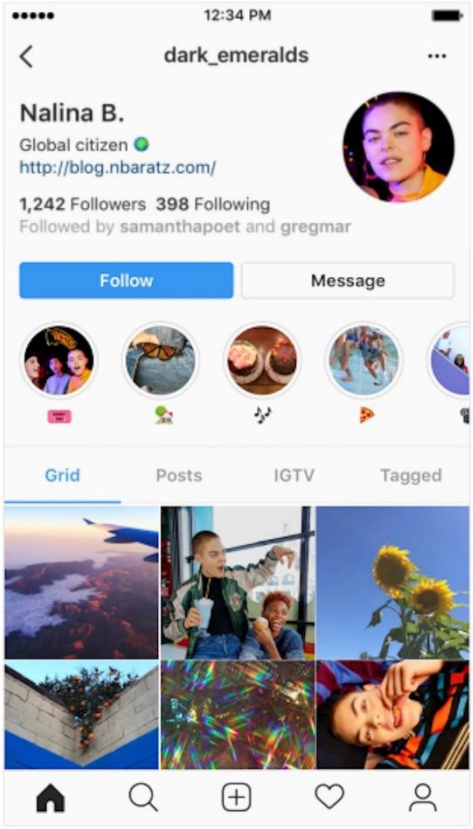


Chet tillarini o‘qitishdagi zamonaviy va interaktiv metodlar va ular bilan birga ishlatiladigan texnologiyalar XXI asrda juda ham ommalashib, har bir ta’lim oluvchi shaxs uchun muhim o‘rin kasb etmoqda. Bundan ko‘rinadiki, sun’iy intellekt texnologiyalari jadal rivojlanib, ta’lim tizimi bilan tobora uyg‘unlashib bormoqda. Shuni aytib o‘tish kerakki, o‘quvchilar ta’lim olayotganda, mustaqil, o‘z bilimlarini bevosita oshirish imkoniyatiga, hozirda takomillashib borayotgan sun’iy intellekt orqali bevosita erisha oladilar. [3] “Sun’iy intellekt ta’limni shaxsiylashtirish orqali har bir o‘quvchiga mos yondashuvni ta’minlaydi.” Shuningdek biz ishlatayotgan sun’iy intellekt nafaqat bizga mustaqil ta’lim olishimizga komaklashadi, balki u bizga ustoz ham bo’lishi mumkin. Lekin bu orqali [4] o‘qituvchilarni almashtirmaydi, balki ularning imkoniyatlarini kengaytiradi. Davlat, jamiyat, millat taraqqiy etib borarkan uning tilga bo‘lgan ehtiyoji ham kuchayib boradi va sun’iy intellekt orqali o‘qutuvchilar barcha turdagi tasdiqlangan hujjatlarning katta qismidan foydalana olishlariga yordam beradi. U barcha turdagi o‘qituvchilarga kerak bo‘ladigan va rivojlanayotgan dunyoda yangilanib borayotgan o‘qitish uchun metodlarni o‘zida jamlaydi. Quyida zamonaviy texnologiyalarning chet tilllarini o‘qitishdagi o‘rnini bevosita ko‘rib chiqamiz:

Online platformalar va interaktiv ilovalar: Duolingo, Babbel, Busuu, Memrise kabi ilovalar til o‘rganish jarayonini qulay va qiziqarli qiladi. Bu ilovalar til o‘rganuvchilarga uni interaktiv tarzda, til grammatikasini qanday ishlatilish, sozlardan qanday, to‘g’ri foydalanish kabi masalalarni turli darajalardagi mashqlar orqali tez va oson usulda o‘rganish imkoniyatini beradi. Quyidagi 1-rasmda Duolingo ilovasining til o‘rganishga mo‘ljallangan interfeysi tasvirlangan. Ushbu platforma foydalanuvchilarga tilni bosqichma-bosqich, interaktiv va qiziqarli usullar orqali o‘zlashtirish imkonini beradi. Shu bilan birga, bunday ilovalar talabalarning ichki motivatsiyasini oshirishda muhim rol o‘ynaydi. Unda foydalanuvchilar turli xil mashqlar va savollarga javob berish orqali o‘z bilimlarini mustahkamlashlari hamda muayyan yutuqlarga erishishlari mumkin.

1- rasm

Shuningdek **Zoom, Edmodo, Google Meet, Google Classroom, Microsoft Teams** kabi o‘qituvchilar uchun platformalar esa, o‘quvchilarni har qanday



sharoitda online kuzatib borish, darslarni tashkil etish va materiallardan keng ko‘lamda foydalanish va uzatish imkoniyatini 2- rasm beradi. Quyidagi 2-rasmda **Google Meet** platformasining ekran ko‘rinishi tasvirlangan. Ushbu ilova foydalanuvchilarga masofadan turib video darslar va konferensiyalar o‘tkazish imkonini beradi. Shuningdek, u yerda guruh muhokamalari olib borish, ish yoki o‘quv jarayonlari uchun uchrashuvlarni samarali tashkil etish ham mumkin. Shuningdek o‘quvchilar bu kabi ilovalar orqali turli formatdagi videolar, interaktiv vositalardan foydalanib darslani qiziqarli va yanada samalari o‘tgazishlari mumkin Bundan tashqari, hozirgi kunda chet tillarini o‘rganish uchun dunyo boylab muloqot platformalari ham yo‘q emas. Bulardan, **SpeakPal, Elsa Speak, Tandem, HelloTalk.** Dunyodagi har hil millat vakillari tomonidan ishlatiladigan ushbu platformalar, bevosita tez va oson, ya’ni muloqot orqali o‘rganishga yordam beradi. Yuqoridagilardan kelib chiqganda, masofaviy ta’lim orqali, sun’iy intellekt orqali har qanday ta’lim oluvchi shaxs mustaqil yoki masofaviy ta’lim olish imkoniyatiga ega boladi. Lekin, [5] Sun’iy intellekt rivoji bilan birga katta imkoniyatlar ham, jiddiy havflar ham yuzaga keladi. U nafaqat ta’lim oluvchilarga keng imkoniyatlar yaratadi, balki undan noto‘g‘ri foydalanish vaqtning samarasiz sarflanishiga ham olib kelishi mumkin.

Ya’ni, texnologiyalardan noto‘g‘ri yoki chalg‘igan holda foydalanish o‘quvchilarning e’tiborini chalg‘itib, internet resurslarida ortiqcha vaqt sarflashiga olib kelishi mumkin. Hozirda mashxur bo‘lgan **Instagram, WhatsApp, Snapchat, YouTube, TikTok,** bu kabi ilovalar bilan o‘quvchilar ko‘plab e’tiborni chalg‘itadigan elementlarga duch kelishadi va ta’lim jarayoni uchun kuchli havf tugdirishi mumkin. Shuni ta’kidlash joizki, har bir resursdan foydalanish darajasi o‘quvchining shaxsiy mas’uliyatiga bog‘liq. Quyidagi 3-rasmda Instagram ilovasining asosiy interfeysi hamda foydalanuvchining shaxsiy sahifasi tasvirlangan. Mazkur platforma o‘quvchilarning diqqatini jalb etishda muhim ahamiyat kasb etadi va ular ushbu muhitda turli xil vizual hamda matnli kontentlarni ko‘rish, shuningdek, o‘zaro muloqot qilish imkoniyatiga ega bo‘ladilar. Shu bilan birga, bunday ilovalar 3- rasm muloqot vositasi sifatida xizmat qilsa-da, undagi ko‘plab ko‘ngilochar kontentlar o‘quvchilarning e’tiborini ta’lim jarayonidan chalg‘itishi va uning samaradorligiga salbiy ta’sir ko‘rsatishi mumkin.

Aralash ta’lim — [7] bu yuzma-yuz o‘qitish bilan onlayn ta’limni birlashtirgan ta’lim yondashuvidir, u bilan, ta’lim oluvchilar, ham an’anaviy ham zamonaviy usullar orqali online dars olish imkoniyatiga ega bo‘lishadi va o‘qituvchilar uchun dars jarayonini yengillashtirishga xizmat qiladi. Bu yondashuv

har ikkala yo‘nalishning afzalliklarini uyg‘unlashtirishga qaratilgan. Shu bilan birga, o‘quvchilar o‘z vaqt va joylariga mos ravishda onlayn resurslardan foydalangan holda darslarni o‘zlashtirishlari mumkin, hamda sinfda o‘qituvchi bilan birgalikda amaliy mashg‘ulotlar bajarish orqali bilimlarini mustahkamlash imkoniyatiga ega bo‘ladilar. Bundan ko‘rinadiki, aralash ta’lim, sun’iy intellekt va elektron ta’limni o‘zida mujassam qiladigan ta’lim tizimidir. Shuningdek, [6] Sun’iy intellekt (AI) texnologiyasi blended learningni yanada turli va dinamik shakllarda rivojlantirishga imkon berdi, chunki AI asinxron individual o‘rganish komponentlarini qo‘llab-quvvatlaydi, va bu o‘quvchilarning mustaqil o‘rganish moslashuvchanligini oshiradi.

Xulosa qilib aytganda, sun’iy intellekt, elektron va aralash ta’lim texnologiyalari ta’lim jarayonida til o‘qitishni samarali, moslashuvchan va interaktiv qilmoqda. Bu kabi texnologiyalar an’anaviy ta’lim bilan uyg’unlashgan holatda o‘quvchilarning mustaqil ta’lim olish qobiliyatini oshirishda keng yordam beradi va ularning raqamli va kommunikativ bilimlarini rivojlantiradi. Shuningdek, o’quv jarayonida innovatsion texnologiyalardan samarali va oqilona foydalanish, darslarni moslashtirish va interaktiv usullardan bevosita, tog’ri foydalanish har bir o‘rganuvchi uchun juda ham keng imkoniyatlar yaratadi va o‘qitish, o‘qish sifatini oshiradi.

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ASSESSMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF FOOTBALL MAJOR STUDENTS THROUGH ESP AND COMPETENCY-BASED APPROACHES

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Abstract: This study investigates the assessment of professional communicative competence among football students in higher education through English for Specific Purposes (ESP) and competency-based approaches. By

analyzing recent research and applied ESP practices, the study identifies effective assessment methods, including authentic tasks, competency rubrics, and needs analysis. Findings indicate that integrating competency-based assessment with ESP tasks enhances the accuracy and relevance of evaluating students’ professional communication skills in the context of football-related activities.

Keywords: Professional communicative competence, ESP, competency-based assessment, authentic tasks, football education, higher education

Аннотация: В данной работе рассматривается оценка профессиональной коммуникативной компетенции студентов футбольного направления в высшем образовании через английский язык для специальных целей (ESP) и компетентностный подход. На основе анализа последних исследований и практики ESP определены эффективные методы оценки, включая аутентичные задания, рубрики компетенций и анализ потребностей. Интеграция компетентностного подхода с ESP задачами повышает точность и релевантность оценки профессиональных коммуникативных навыков студентов в контексте футбольной деятельности.

Ключевые слова: Профессиональная коммуникативная компетенция, ESP, компетентностная оценка, аутентичные задания, футбольное образование, высшее образование

Annotatsiya: Ushbu tadqiqot oliy ta’limda futbol yo‘nalishi talabalari kasbiy kommunikativ kompetensiyasini ESP va kompetensiyaviy yondashuv orqali baholashni o‘rganadi. So‘nggi tadqiqotlar va ESP amaliyotlari tahlili asosida autentik vazifalar, kompetensiya rubrikalari va ehtiyojlarni tahlil qilish kabi samarali baholash usullari aniqlanadi. Natijalar shuni ko’rsatadiki, kompetensiyaviy baholashni ESP vazifalari bilan birlashtirish talabalarning futbol faoliyati kontekstidagi kasbiy kommunikativ ko‘nikmalarini aniq va dolzarb baholash imkonini beradi.

Kalit so’zlar: Kasbiy kommunikativ kompetensiya, ESP, kompetensiyaviy baholash, autentik vazifalar, futbol ta’limi, oliy ta’lim

Introduction: Professional communicative competence is a critical component of higher education for students pursuing careers in sports, particularly football. Mastery of English in professional contexts enables football students to effectively communicate within international sports environments, understand tactical literature, and participate in cross-cultural interactions. ESP provides targeted language instruction that aligns with specific professional and academic needs of football students, focusing on sport-specific vocabulary, discourse, and situational communication. This study examines methods to evaluate such competencies, emphasizing the role of competency-based assessment frameworks that account for both linguistic and professional skills.

Literature Review

Recent studies highlight the necessity of aligning assessment frameworks with authentic professional tasks. ESP has been widely acknowledged as an effective approach for integrating discipline-specific language learning with practical application. Competency-based assessment emphasizes observable skills and

behaviors, providing structured rubrics that allow educators to systematically evaluate students’ communicative competence in real-world contexts. Research indicates that combining ESP tasks with competency-based frameworks enhances validity and prepares students for professional football communication scenarios.

Methodology: The study focused on first-year football students enrolled in ESP courses at higher education institutions. Data collection involved authentic ESP tasks, including tactical report writing, team strategy presentations, and simulated professional interactions. Competency-based rubrics were developed to measure linguistic accuracy, communicative effectiveness, professional terminology usage, and situational responsiveness. Needs analysis was conducted to ensure tasks reflected real-world football contexts. Students were assessed both formatively and summatively to obtain comprehensive insights into their professional communicative competence.

Results: Findings revealed that students demonstrated measurable improvement in professional communication when evaluated through integrated ESP and competency-based assessment. The *rubrics* provided clear criteria for evaluating language use in football-specific scenarios, while *authentic tasks* allowed students to apply theoretical knowledge practically. *Formative feedback* facilitated targeted skill development, and *summative evaluation* captured overall competence levels effectively.

Discussion: Integrating ESP and competency-based assessment ensures that evaluation captures both linguistic proficiency and professional readiness. Football students benefit from authentic tasks that replicate real-world scenarios, reinforcing their ability to communicate effectively in team strategies, coaching discussions, and international collaborations. This approach addresses previous gaps in assessment, providing a structured yet flexible framework for educators to evaluate professional communicative competence accurately.

Conclusion: Assessment of professional communicative competence among football students is most effective when ESP instruction is combined with competency-based evaluation. Authentic tasks, detailed rubrics, and context-specific needs analysis collectively enhance the reliability and relevance of assessment, preparing students for practical communication challenges in their professional football careers. Future research should explore technology-enhanced assessment methods and expand to other sports disciplines.

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CURRENT TRENDS AND KEY ISSUES IN APPLIED LINGUISTICS AND EDUCATION STUDIES

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Abstract: Applied linguistics plays an important role in addressing practical issues related to language learning, teaching, and communication in modern educational contexts. Rapid globalization, technological development, and increasing linguistic diversity have significantly influenced research in applied linguistics and education studies. This article examines the major current trends and key issues shaping contemporary research in these fields. The study focuses on several important areas, including digital technologies in language education, multilingualism in classrooms, teacher education and professional development, and language assessment practices. A qualitative literature review approach is used to analyze existing academic research and identify the most significant developments in applied linguistics and language education. The findings indicate that technological innovation, multilingual education, and learner-centered teaching approaches are becoming central elements in modern language education systems. Furthermore, the integration of technology and innovative teaching methodologies requires continuous teacher training and adaptation to new educational environments. The article highlights the importance of applied linguistics research in improving language education and supporting effective communication in multilingual societies.

Keywords: applied linguistics, language education, multilingualism, digital learning, teacher education, language assessment

Introduction: Applied linguistics is a field that focuses on solving practical language-related problems in real-life contexts, particularly in education, communication, and social interaction. Over the past several decades, applied linguistics has developed into an interdisciplinary field that combines insights from linguistics, psychology, sociology, and education studies. Researchers in this area examine how languages are learned, taught, and used in different social and educational environments (Cook, 2016).

The increasing importance of applied linguistics is closely connected to globalization and the growing demand for effective communication across cultures. As societies become more interconnected, the need for multilingual competence and effective language education becomes increasingly important. Educational institutions worldwide are adapting their language teaching practices in response to these changes. Scholars emphasize that modern language education must address

not only linguistic competence but also communicative and intercultural competence (Ellis, 2015).

One of the most influential concepts in applied linguistics is communicative competence, introduced by Hymes (1972). This concept highlights that successful communication requires more than grammatical knowledge; learners must also understand how to use language appropriately in different social contexts. This idea has significantly influenced modern language teaching methods such as communicative language teaching and task-based language learning.

Recent developments in applied linguistics research also focus on the integration of digital technologies into language education. Online learning platforms, mobile applications, and artificial intelligence tools have created new opportunities for language learning and communication. These technological developments have transformed traditional classroom practices and expanded access to language learning resources (Chapelle, 2001).

Another important issue in modern applied linguistics is the increasing linguistic diversity in classrooms. Many educational institutions now serve students from different linguistic and cultural backgrounds. As a result, researchers have begun to explore multilingual education and translanguaging practices that allow learners to use multiple languages as part of the learning process (García & Wei, 2014).

This article aims to examine the current trends and key issues in applied linguistics and education studies by reviewing relevant scholarly literature and analyzing major developments in language teaching, multilingual education, technology integration, and teacher professional development.

Literature Review: The literature on applied linguistics highlights several major areas of research that influence modern language education. One of the central research areas is second language acquisition (SLA), which studies how individuals learn additional languages. According to Ellis (2015), language learning is influenced by a variety of factors, including motivation, input, interaction, and learning environment. Researchers have shown that effective language learning requires meaningful communication and opportunities for learners to actively use the language.

Motivation is another key factor in language learning. Dörnyei (2009) emphasizes that learners who are highly motivated tend to achieve better results in language learning. Motivation can be influenced by personal goals, attitudes toward the target language, and the learning environment created by teachers and educational institutions.

Another important area of research concerns multilingualism in education. Many countries today have multilingual societies where students grow up speaking several languages. García and Wei (2014) introduced the concept of translanguaging, which refers to the flexible use of multiple languages by bilingual or multilingual speakers. This approach suggests that students should be encouraged to use their full linguistic resources in the learning process rather than being restricted to a single language.

Educational researchers have also focused on the role of technology in language learning. Computer-assisted language learning (CALL) has become a significant area of research, exploring how digital tools can support language acquisition. Chapelle (2001) notes that technology allows learners to access authentic materials, practice language skills interactively, and communicate with speakers around the world.

Teacher education is another major theme in applied linguistics research. Effective language teaching requires teachers to possess not only linguistic knowledge but also pedagogical skills and the ability to adapt to new teaching technologies and methodologies. Richards and Rodgers (2014) argue that modern language teachers must continuously update their professional skills in order to respond to changes in educational systems and technological innovations.

In addition, language assessment has received considerable attention in applied linguistics research. Brown and Abeywickrama (2010) explain that assessment plays a crucial role in measuring learners’ progress and guiding teaching practices. Modern approaches to assessment emphasize formative evaluation and feedback that support students' learning processes rather than focusing only on final test results.

Overall, the literature indicates that applied linguistics research continues to evolve as educational contexts become more complex and technologically advanced.

Methodology: This study uses a qualitative research approach based on a literature review of major academic sources in applied linguistics and education studies. The purpose of the research is to identify the most important current trends and issues influencing modern language education.

The data for this study were collected from academic books, peer-reviewed journal articles, and institutional research reports related to applied linguistics, language teaching methodologies, multilingual education, and educational technology. Key works by scholars such as Ellis (2015), Dörnyei (2009), García and Wei (2014), and Chapelle (2001) were analyzed in order to identify common themes and emerging research trends.

The analysis focused on several main areas of applied linguistics research, including second language acquisition, technology-enhanced language learning, multilingual education, teacher professional development, and language assessment practices. The selected sources were reviewed and compared to determine the most frequently discussed research topics and educational challenges.

This qualitative literature analysis allows for a comprehensive understanding of current developments in applied linguistics and provides insights into how research findings can be applied to improve language education systems.

Results: The analysis of the literature reveals several major trends that currently shape research in applied linguistics and education studies.

First, technological innovation has become a central element in modern language education. Digital tools such as online learning platforms, language learning applications, and virtual communication environments have significantly expanded opportunities for language practice and interaction. These technologies

support independent learning and allow students to access language learning materials beyond the traditional classroom environment.

Second, multilingualism has become an increasingly important focus in language education research. Many researchers emphasize the importance of recognizing students’ linguistic diversity and encouraging the use of multiple languages as learning resources. Translanguaging practices allow learners to integrate their linguistic knowledge and develop deeper understanding of language structures and meanings.

Third, teacher professional development has been identified as a key factor in improving language education. Teachers need continuous training to adapt to new teaching methodologies and technological innovations. Professional development programs that focus on communicative teaching approaches and digital literacy are particularly important for modern language educators.

Finally, modern language assessment practices emphasize formative evaluation and learner-centered approaches. Instead of relying solely on standardized tests, educators increasingly use assessment methods that provide ongoing feedback and support students’ learning progress.

Discussion: The findings of this study demonstrate that applied linguistics research plays an important role in shaping modern language education practices. The integration of technology into language learning environments has created new opportunities for interactive learning and global communication. However, successful implementation of technology requires careful planning and teacher training.

Multilingual education also presents both opportunities and challenges. While linguistic diversity can enrich the learning environment, educational institutions must develop effective teaching strategies that support students from different linguistic backgrounds. Encouraging translanguaging practices can help learners build stronger connections between their languages and improve overall language competence.

Teacher education remains a critical factor in the success of language education reforms. Teachers must be equipped with both theoretical knowledge and practical skills to implement innovative teaching methods. Continuous professional development programs are necessary to help teachers adapt to changing educational contexts.

Furthermore, modern approaches to language assessment emphasize the importance of supporting learning rather than simply measuring performance. Formative assessment methods can help teachers identify students’ learning needs and provide targeted support.

These developments indicate that applied linguistics research will continue to play a vital role in improving educational practices and supporting effective language learning in the future.

Conclusion: Applied linguistics and education studies continue to evolve in response to globalization, technological advancement, and increasing linguistic diversity in societies. The review of current research highlights several key trends

shaping modern language education, including the integration of digital technologies, the growing importance of multilingual education, and the need for continuous teacher professional development.

Technological tools have transformed traditional language learning environments and expanded opportunities for communication and collaboration. At the same time, multilingual education has become an important focus as educators seek to create inclusive learning environments that recognize students’ linguistic backgrounds. Teacher training and effective assessment practices remain essential components of successful language education systems. Educators must continuously adapt to new methodologies and technologies in order to support students’ language development.

Future research in applied linguistics should continue exploring innovative approaches to language teaching and learning while addressing the challenges created by rapidly changing educational and technological contexts. By combining theoretical research with practical applications, applied linguistics can contribute significantly to improving language education and promoting effective communication in global societies.

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ZAMONAVIY INGLIZ TILI TA’LIMIDA KOGNITIV, FUNKSIONAL VA LEKSIK YONDASHUVLARNING INTEGRATIV QO‘LLANILISHI

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Annotatsiya: Mazkur maqolada zamonaviy ingliz tili ta’limida kognitiv, funksional va leksik modellarni integrativ qo‘llashning nazariy va amaliy asoslari tahlil qilinadi. Tadqiqotning maqsadi ushbu modellarni birlashtirish orqali til o‘rganish jarayonida grammatik aniqlik, kommunikativ moslik va nutq ravonligini parallel rivojlantirish imkoniyatlarini aniqlashdan iborat. Tadqiqot sifatli metodologiyaga asoslanib, ilmiy adabiyotlar tahlili hamda amaliy pedagogik kuzatuv natijalariga tayangan. Olingan natijalar shuni ko‘rsatadiki, modellarni integratsiyalash til kompetensiyasining ko‘p qirrali rivojlanishini ta’minlaydi va biryoqlama metodik yondashuvning cheklovlarini bartaraf etadi. Maqolada zamonaviy ingliz tili o‘qitish amaliyoti uchun ilmiy asoslangan xulosalar va tavsiyalar ishlab chiqilgan.

Kalit so‘zlar: yondashuv, kognitiv model, funksional model, leksik model, kommunikativ kompetensiya, integratsiya, ingliz tili o‘qitish

Abstract: This article analyzes the theoretical and practical foundations of the integrative application of cognitive, functional, and lexical models in modern English language education. The aim of the study is to determine the possibilities of developing grammatical accuracy, communicative appropriateness, and speech fluency simultaneously through the integration of these models in the language learning process. The research is based on a qualitative methodology, drawing on the analysis of scholarly literature as well as the results of practical pedagogical observation. The findings indicate that the integration of these models ensures the multidimensional development of language competence and overcomes the limitations of one-sided methodological approaches. The article formulates scientifically grounded conclusions and recommendations for modern English language teaching practice.

Keywords: approach, cognitive model, functional model.

Kirish: Til o‘qitish nazariyasida “approach” tushunchasi metodik faoliyatning nazariy asosini ifodalaydi. Ushbu tushuncha ilmiy muomalaga Edward Anthony tomonidan kiritilgan bo‘lib, u yondashuvni tilning tabiati va til o‘rganish jarayoni haqidagi umumiy nazariy qarashlar tizimi sifatida talqin qiladi. Yondashuv metoddan farqli ravishda konkret dars texnikalarini emas, balki metodlarni shakllantiruvchi falsafiy va nazariy asosni belgilaydi.

XX asr davomida tilshunoslik, psixologiya va sotsiolingvistika sohalaridagi ilmiy izlanishlar natijasida tilning turli modellariga asoslangan yondashuvlar shakllandi. Til murakkab ijtimoiy, kognitiv va diskursiv hodisa bo‘lgani sababli, uni yagona nazariy doira bilan izohlash yetarli emasligi tobora ayon bo‘ldi. Shuning

uchun zamonaviy metodikada bir nechta modelni integrativ qo‘llash tendensiyasi kuchaymoqda.

Mazkur maqolaning maqsadi kognitiv, funksional va leksik modellarni nazariy jihatdan tahlil qilish hamda ularni ingliz tili o‘qitish jarayonida integrativ qo‘llashning samaradorligini asoslashdan iborat.

Adabiyotlar sharhi: Kognitiv model tilni inson ongining mahsuli sifatida talqin qiladi. Bu modelning eng mashhur nazariy asoslaridan biri Noam Chomsky tomonidan ishlab chiqilgan Universal Grammar nazariyasidir. Ushbu nazariyaga ko‘ra, inson miyasi tug‘ma grammatik mexanizmga ega bo‘lib, u til o‘zlashtirish jarayonini tezlashtiradi va tizimlashtiradi. Til o‘rganish mexanik takrorlash emas, balki abstrakt qoidalarni anglash va ichki mental strukturalarni shakllantirish jarayonidir. Kognitiv yondashuv grammatik tushunchalarni ongli ravishda o‘zlashtirishga urg‘u beradi.

Funksional model esa tilni ijtimoiy faoliyat vositasi sifatida ko‘radi. Tilning asosiy vazifasi — ma’no yaratish va kommunikativ maqsadlarni amalga oshirishdir. Bu yondashuv kommunikativ kompetensiya tushunchasiga asoslanadi, ya’ni grammatik to‘g‘rilik bilan bir qatorda nutqning vaziyatga mosligi, pragmatik moslashuvchanlik va ijtimoiy adekvatlik muhim hisoblanadi. Ushbu model tamoyillari Council of Europe tomonidan ishlab chiqilgan Common European Framework of Reference for Languages (CEFR) da ham o‘z aksini topgan.

Leksik model til tizimining markazida so‘z boyligi va tayyor nutq qoliplari turadi degan g‘oyaga asoslanadi. Ushbu yondashuv Michael Lewis tomonidan ishlab chiqilgan Lexical Approach konsepsiyasida chuqur asoslangan. Bu nazariyaga ko‘ra, til “grammatiklashgan leksika”dan iborat bo‘lib, ravon nutq grammatik qoidalarni har safar qayta qurish orqali emas, balki tayyor leksik birliklarni tezkor qo‘llash orqali shakllanadi. Zamonaviy korpus tadqiqotlari ham grammatik kompetensiya ko‘pincha leksik birliklar asosida rivojlanishini ko‘rsatadi.

Mavjud tadqiqotlar ko‘pincha ushbu modellarni alohida tahlil qiladi, biroq ularning integrativ qo‘llanishi masalasi yetarlicha chuqur o‘rganilmagan. Yondashuv (approach) – tilning tabiati va til o‘rganish jarayoni haqidagi nazariy qarashlar tizimi bo‘lib, metod va texnikalarning falsafiy asosini belgilaydi. Kognitiv model – tilni inson ongining mahsuli sifatida talqin qiluvchi model bo‘lib, grammatik qoidalarni anglash, mental reprezentatsiyalarni shakllantirish va ongli o‘zlashtirish jarayoniga urg‘u beradi. Funksional model – tilni real kommunikativ vazifalarni bajarish vositasi sifatida ko‘radigan model bo‘lib, nutqning vaziyatga mosligi va pragmatik ma’nosini markazga qo‘yadi. Leksik model – til tizimining asosini so‘z boyligi, kollokatsiyalar va formulali ifodalar tashkil etadi degan g‘oyaga asoslanadi; ravonlik leksik birliklarning tezkor qo‘llanilishi orqali rivojlanadi. Kommunikativ kompetensiya – grammatik, sotsiolingvistik, diskursiv va strategik komponentlardan iborat kompleks til qobiliyati bo‘lib, samarali muloqotni ta’minlaydi. Integratsiya – turli nazariy modellarni o‘zaro uyg‘unlashtirish orqali ko‘p qirrali til kompetensiyasini shakllantirish jarayoni. Ingliz tili o‘qitish – zamonaviy pedagogik texnologiyalar, kompetensiyaviy yondashuv va interaktiv metodlar asosida tashkil etiladigan ta’lim jarayoni.

Metodologiya: Mazkur tadqiqot sifatli tadqiqot dizayniga asoslangan. Nazariy manbalar tahlili orqali uch modelning konseptual asoslari aniqlashtirildi. Bundan tashqari, B1 darajadagi talabalardan iborat eksperimental guruhda integrativ dars modeli sinovdan o‘tkazildi.

Integrativ model uch bosqichli tuzilishga ega bo‘ldi. Birinchi bosqichda grammatik struktura kognitiv yondashuv asosida tushuntirildi, ya’ni talabalar qoidaning mantiqiy asosini anglashga yo‘naltirildi. Ikkinchi bosqichda o‘sha struktura funksional vazifalarda qo‘llanildi, masalan, real kommunikativ vaziyatlarda ishlatildi. Uchinchi bosqichda esa leksik birliklar va kollokatsiyalar orqali mustahkamlash amalga oshirildi. Ma’lumotlar pedagogik kuzatuv, talabalar yozma va og‘zaki ishlari hamda xatolar tahlili asosida yig‘ildi.

Natijalar: Tadqiqot natijalari integrativ model samarali ekanini ko‘rsatdi. Kognitiv bosqich grammatik aniqlikni oshirdi va xatolar soni sezilarli darajada kamaydi. Funksional bosqich talabalar nutqining pragmatik mosligini kuchaytirdi hamda muloqotdagi faol ishtirokni ta’minladi. Leksik bosqich esa nutq ravonligi va tabiiyligini oshirdi.

Talabalar nutqida kollokatsiyalar va formulali ifodalar sonining ortishi kuzatildi. Shuningdek, spontan nutq tezligi oshgani qayd etildi. Integrativ yondashuv qo‘llangan guruhda kommunikativ ishonch darajasi ham yuqoriligi aniqlandi. Yondashuv (til o‘qitishdagi nazariy asos), kognitiv model (tilni ong jarayoni sifatida talqin qiluvchi model), funksional model (tilni kommunikativ vazifalarni bajarish vositasi sifatida ko‘ruvchi model), leksik model (tilning asosini leksik birliklar va kollokatsiyalar tashkil etishini ta’kidlovchi model), kommunikativ kompetensiya (grammatik, pragmatik va sotsiolingvistik qobiliyatlar majmui), integratsiya (turli nazariy modellarni uyg‘unlashtirish jarayoni), ingliz tili o‘qitish (zamonaviy metodik tamoyillar asosidagi ta’lim jarayoni).

Muhokama: Olingan natijalar shuni ko‘rsatadiki, til o‘qitishda bir modelga asoslangan yondashuv yetarli emas. Kognitiv model grammatik tizimni tushunishga yordam beradi, biroq kommunikativ spontanlikni to‘liq ta’minlamaydi. Funksional model real vaziyatga moas nutqni rivojlantiradi, ammo strukturaviy mustahkamliksiz yuzaki natija berishi mumkin. Leksik model ravonlikni oshiradi, lekin nazariy sistematikliksiz cheklangan bo‘lib qoladi. Shuning uchun modellarni integratsiyalash zamonaviy kompetensiyaviy ta’lim talablari bilan mos keladi va ko‘p qirrali til kompetensiyasini shakllantirishga xizmat qiladi.

Xulosa: Mazkur tadqiqot kognitiv, funksional va leksik modellarni integrativ qo‘llash ingliz tili o‘qitish samaradorligini oshirishini ilmiy asosda ko‘rsatdi. Har bir model tilning muayyan jihatini rivojlantiradi va ularning o‘zaro uyg‘unligi kompleks til kompetensiyasini shakllantiradi. Kelgusida ushbu modelni kengroq auditoriyada kvantitativ tadqiqot metodlari asosida sinovdan o‘tkazish maqsadga muvofiqdir. Zamonaviy til o‘qituvchisi turli nazariy modellarni ongli ravishda integratsiyalash orqali ta’lim jarayonini yanada samarali tashkil etishi mumkin.

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APPROCHES INNOVANTES DANS L’ENSEIGNEMENT DES LANGUES ÉTRANGÈRES ET LEUR EFFICACITÉ

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Annotation : Cet article analyse le contenu, l’importance et l’efficacité des approches innovantes dans l’enseignement des langues étrangères. Il met en évidence le rôle de méthodes modernes telles que la méthode communicative, l’utilisation des technologies de l’information et de la communication, l’approche CLIL, l’apprentissage basé sur des projets ainsi que la gamification dans le processus éducatif. L’article démontre également le rôle des méthodes innovantes dans le développement de la compétence communicative des apprenants, de leur pensée autonome et de leur motivation. Enfin, il souligne l’actualité et l’importance de l’utilisation des outils interactifs et technologiques pour un enseignement efficace des langues étrangères.

Аннотация : В данной статье анализируются содержание, значение и эффективность инновационных подходов в обучении иностранным языкам. Освещается роль современных методов, таких как коммуникативный метод, использование информационно-коммуникационных технологий (ИКТ), подход CLIL, проектное обучение и геймификация в образовательном процессе. Также обосновывается значение инновационных методов в развитии коммуникативной компетенции, самостоятельного мышления и мотивации учащихся. В статье подчеркивается актуальность использования интерактивных и технологических средств для эффективного обучения иностранным языкам.

Annotation : This article analyzes the content, significance, and effectiveness of innovative approaches in teaching foreign languages. It highlights the role of modern methods such as the communicative approach, the use of information and communication technologies (ICT), the CLIL approach, project-based learning, and gamification in the educational process. Furthermore, the article substantiates the importance of innovative methods in developing students’ communicative competence, independent thinking, and motivation. The paper emphasizes the relevance of using interactive and technological tools for effective foreign language teaching.

Mots-clés : enseignement des langues étrangères, approche innovante, méthode communicative, technologies de l’information et de la communication (TIC), approche CLIL, apprentissage basé sur des projets, gamification, compétence communicative, efficacité de l’enseignement, méthodes interactives.

Ключевые слова: Обучение иностранным языкам, инновационный подход, коммуникативный метод, ИКТ, CLIL, проектное обучение, геймификация, коммуникативная компетенция, эффективность образования, интерактивные методы.

Keywords: Foreign language education, innovative approach, communicative method, ICT, CLIL, project-based learning, gamification, communicative competence, educational effectiveness, interactive methods.

Introduction: À l’ère actuelle de la mondialisation, la maîtrise des langues étrangères est devenue un facteur important non seulement pour le développement personnel, mais aussi pour la réussite professionnelle. Pour participer activement à la coopération internationale, aux domaines de la science, du commerce et des technologies numériques, il est nécessaire de posséder une solide compétence en langues étrangères. C’est pourquoi l’utilisation d’approches innovantes dans l’enseignement des langues étrangères constitue l’un des enjeux actuels du système éducatif. Dans le modèle d’enseignement traditionnel, l’accent est principalement mis sur la mémorisation des règles grammaticales et la traduction. Cependant, aujourd’hui, la formation de la compétence communicative est devenue une priorité. L’apprenant moderne ne doit pas seulement connaître les unités linguistiques, mais aussi être capable de les utiliser librement dans des situations réelles de communication. Cela exige l’introduction de nouvelles méthodes et technologies dans le processus éducatif.

Les approches innovantes contribuent à rendre le processus d’enseignement plus efficace, interactif et centré sur l’apprenant. L’utilisation des technologies de l’information et de la communication, la méthode communicative, l’approche CLIL, l’apprentissage basé sur des projets et la gamification augmentent l’autonomie, la créativité et l’activité des apprenants. En outre, elles renforcent la motivation des apprenants en rendant les cours plus intéressants et plus riches en contenu. Dans le système éducatif actuel, l’objectif principal est de former des individus compétitifs, dotés d’une large vision du monde et de connaissances et compétences modernes. L’utilisation d’approches innovantes dans l’enseignement des langues étrangères constitue un outil important pour atteindre cet objectif. Ainsi, cet article analyse en détail le contenu des méthodes innovantes utilisées dans l’enseignement des langues étrangères, leurs avantages ainsi que leur impact sur l’efficacité de l’éducation.

Il convient également de souligner que l’introduction d’approches innovantes dans l’enseignement des langues étrangères représente non seulement un renouvellement méthodologique, mais élève également la compétence professionnelle de l’enseignant à un niveau supérieur. L’enseignant moderne n’est plus seulement un transmetteur de connaissances, mais aussi un organisateur, un guide et un facilitateur du processus d’apprentissage. Cela exige de l’enseignant la

capacité d’utiliser efficacement les technologies de l’information, d’appliquer des méthodes interactives et de mettre en œuvre une approche individualisée.

REVUE DE LA LITTÉRATURE

Par ailleurs, les approches innovantes permettent d’organiser un enseignement différencié et individualisé. Étant donné que les niveaux d’apprentissage, les capacités et les intérêts des apprenants diffèrent, les méthodes modernes permettent d’adapter l’enseignement à leurs besoins. Par exemple, l’utilisation de plateformes numériques pour effectuer des exercices autonomes, passer des tests en ligne ou participer à des communications virtuelles offre de larges possibilités de travail personnel aux apprenants. De plus, les méthodes innovantes assurent l’harmonisation de la théorie et de la pratique dans le processus éducatif. L’apprentissage d’une langue ne se limite pas à l’acquisition de connaissances grammaticales, mais se consolide par son utilisation active dans des situations communicatives réelles. Cela permet de développer chez les apprenants la confiance et l’aisance dans l’utilisation de la langue. Les approches innovantes nécessitent également l’amélioration du système d’évaluation. Outre les formes traditionnelles de contrôle telles que les travaux écrits et les tests, il est important d’utiliser des méthodes d’évaluation formative. Les portfolios, les présentations, les soutenances de projets et les interventions orales permettent d’évaluer non seulement le niveau de connaissances des apprenants, mais aussi leurs compétences pratiques. Cela contribue à rendre le processus d’évaluation plus transparent et équitable.

Par ailleurs, l’apprentissage collaboratif occupe une place importante dans l’environnement éducatif moderne. Le travail en groupe, la communication en binôme et la réalisation de projets collectifs permettent aux apprenants d’apprendre les uns des autres, d’échanger des idées et de développer des compétences sociales. Dans l’apprentissage des langues étrangères en particulier, la communication vivante et l’expression des opinions jouent un rôle essentiel dans la formation de la compétence linguistique.

Méthodologie: Un autre aspect important des approches innovantes est leur conformité au principe de l’apprentissage tout au long de la vie. Grâce aux ressources numériques, aux cours en ligne et aux applications mobiles, les apprenants peuvent renforcer leurs connaissances même en dehors des heures de cours. Cela garantit la continuité et la cohérence du processus d’apprentissage des langues. Il convient également de souligner la nécessité d’une approche systémique dans l’introduction des méthodes innovantes. L’utilisation de la technologie seule ne suffit pas ; il est important de l’appliquer sur la base d’objectifs pédagogiques précis et selon une planification claire. Le choix approprié des méthodes et des outils est l’un des principaux facteurs déterminant la qualité de l’enseignement. Ainsi, les approches innovantes dans l’enseignement des langues étrangères ne modernisent pas seulement le processus éducatif, mais élèvent également le contenu et la qualité de l’éducation à un niveau supérieur. Cela constitue une base solide pour former à l’avenir des spécialistes qualifiés, multilingues et capables de penser à l’échelle mondiale.

Aujourd’hui, le système d’enseignement des langues étrangères connaît des transformations profondes. Les processus de mondialisation, l’expansion de la coopération internationale et le développement des technologies de l’information ont fait de la maîtrise des langues étrangères une compétence indispensable pour les spécialistes modernes. Par conséquent, la transition des méthodes traditionnelles vers des approches innovantes dans l’éducation devient nécessaire. Les méthodes innovantes permettent d’augmenter l’activité des apprenants, de développer leur pensée autonome et de renforcer leurs compétences pratiques. Tout d’abord, l’approche communicative est reconnue comme l’une des méthodes les plus efficaces dans l’enseignement des langues étrangères. L’objectif principal de cette méthode est de développer chez les apprenants la capacité de communiquer librement dans des situations réelles. Alors que les cours traditionnels mettent l’accent sur les règles grammaticales et la traduction, la méthode communicative privilégie l’activité orale. À travers des dialogues, des jeux de rôles, des débats, des interviews et des présentations, les apprenants peuvent utiliser la langue dans un contexte pratique. Cela contribue à améliorer considérablement leur compétence communicative.

L’utilisation des technologies de l’information et de la communication constitue également un élément important des approches innovantes. Dans les cours modernes, l’utilisation de présentations multimédias, de tableaux interactifs, de plateformes en ligne et d’applications mobiles renforce l’intérêt des apprenants. Par exemple, les supports audio et vidéo permettent de développer les compétences de compréhension orale, tandis que les tests en ligne offrent la possibilité d’évaluer rapidement les connaissances.Les classes virtuelles et les plateformes d’enseignement à distance offrent aux apprenants la possibilité d’apprendre à tout moment et en tout lieu. Cela garantit la flexibilité du processus éducatif.

Résultats: L’approche CLIL (Content and Language Integrated Learning) est également l’une des méthodes efficaces dans l’enseignement des langues étrangères. Cette méthode consiste à enseigner le contenu d’une discipline dans une langue étrangère. Par exemple, certains sujets de géographie ou de biologie peuvent être enseignés en anglais. Ainsi, les apprenants acquièrent simultanément des connaissances linguistiques et disciplinaires. Cette approche permet d’utiliser la langue dans un contexte naturel et d’enrichir le vocabulaire des apprenants.Dans l’apprentissage basé sur des projets (Project-Based Learning), les apprenants préparent un projet individuellement ou en groupe sur un sujet donné. Le processus de réalisation du projet comprend plusieurs étapes : la collecte d’informations, l’analyse, la préparation de la présentation et la défense du projet. Cette méthode développe la créativité, la pensée critique et les compétences de travail en équipe des apprenants. Le plus important est que l’apprentissage de la langue ne repose pas uniquement sur la théorie, mais sur une activité pratique.

La gamification, c’est-à-dire l’introduction d’éléments de jeu dans le processus éducatif, donne également des résultats efficaces. Les systèmes de points, les classements, les récompenses et les compétitions augmentent la motivation des apprenants. Grâce aux activités ludiques, même les sujets complexes peuvent être

assimilés de manière plus simple et plus intéressante. Lors de la mise en œuvre des approches innovantes, les qualifications et la préparation pédagogique des enseignants jouent également un rôle important. L’utilisation efficace des méthodes modernes nécessite non seulement des équipements techniques, mais aussi le développement des compétences pédagogiques des enseignants. Les formations continues, les séminaires et les ateliers constituent des moyens efficaces pour familiariser les enseignants avec les nouvelles approches et leur apprendre à utiliser les méthodes interactives et les outils des TIC.

Discussion: Les approches innovantes apportent également une nouvelle perspective au système d’évaluation. L’évaluation formative, les portfolios, les soutenances de projets et les présentations orales permettent d’évaluer plus précisément les connaissances et les compétences des apprenants. Il convient de noter que l’utilisation des méthodes innovantes nécessite une approche systématique. L’utilisation de la technologie ou l’introduction d’éléments ludiques ne suffisent pas à elles seules ; chaque méthode doit correspondre à un objectif pédagogique précis et être intégrée dans la structure générale du cours. Dans ce contexte, l’évaluation ne se limite plus à mesurer le niveau de connaissances linguistiques, mais vise également à analyser les capacités pratiques des apprenants à utiliser la langue dans des situations réelles. Cette approche permet d’identifier les progrès individuels des apprenants et d’adapter le processus d’apprentissage en fonction de leurs besoins spécifiques. Ainsi, l’évaluation devient un outil de développement pédagogique plutôt qu’un simple moyen de contrôle.

Par ailleurs, les approches innovantes favorisent une participation plus active des apprenants dans le processus éducatif. Grâce aux activités interactives, aux discussions en groupe et aux projets collaboratifs, les étudiants deviennent des acteurs principaux de leur propre apprentissage. Cette participation active contribue à renforcer leur autonomie et leur sens des responsabilités dans le processus d’acquisition des connaissances. Un autre aspect important des approches innovantes est leur capacité à intégrer différents styles d’apprentissage. Chaque apprenant possède une manière particulière d’assimiler l’information : certains apprennent mieux grâce aux supports visuels, d’autres par l’écoute ou par l’action. L’utilisation de supports multimédias, de vidéos éducatives, d’activités interactives et de simulations pédagogiques permet de répondre à ces différences individuelles. De cette manière, l’enseignement devient plus inclusif et plus efficace. Les technologies numériques jouent également un rôle essentiel dans la mise en œuvre des méthodes innovantes. Les plateformes éducatives en ligne, les applications mobiles d’apprentissage des langues et les environnements virtuels offrent de nouvelles opportunités pour améliorer les compétences linguistiques. Les apprenants peuvent accéder à des ressources pédagogiques variées, participer à des forums de discussion, communiquer avec des locuteurs natifs et effectuer des exercices interactifs en ligne. Cela permet d’étendre l’apprentissage au-delà des limites de la salle de classe.

Cependant, l’intégration des technologies dans l’enseignement des langues étrangères nécessite une préparation adéquate de la part des enseignants. Les

enseignants doivent développer non seulement leurs compétences linguistiques et pédagogiques, mais aussi leurs compétences numériques. Une formation continue et un accompagnement méthodologique sont donc indispensables pour garantir une utilisation efficace des outils technologiques dans le processus éducatif.mIl convient également de noter que l’introduction des approches innovantes peut rencontrer certaines difficultés. Dans certains contextes éducatifs, le manque d’équipements technologiques, l’accès limité à Internet ou l’insuffisance des ressources pédagogiques peuvent constituer des obstacles à leur mise en œuvre. De plus, certains enseignants peuvent éprouver des difficultés à s’adapter aux nouvelles méthodes d’enseignement en raison d’un manque de formation ou d’expérience dans l’utilisation des technologies éducatives.

Malgré ces défis, les résultats obtenus dans de nombreux établissements éducatifs montrent que l’utilisation des approches innovantes améliore considérablement l’efficacité de l’enseignement des langues étrangères. Les apprenants deviennent plus motivés, participent activement aux activités pédagogiques et développent des compétences communicatives plus solides. En outre, ces approches contribuent à créer un environnement d’apprentissage dynamique, interactif et orienté vers la pratique. Ainsi, l’intégration des méthodes innovantes dans l’enseignement des langues étrangères représente une étape importante vers la modernisation du système éducatif. Elle permet de répondre aux exigences de la société contemporaine, où la communication interculturelle et la maîtrise de plusieurs langues sont devenues des compétences essentielles.

Conclusion: À l’avenir, il sera nécessaire d’élargir davantage l’utilisation des méthodes innovantes dans l’enseignement des langues étrangères, de les fonder scientifiquement et de les harmoniser avec la pratique pédagogique. Cela contribuera à former une génération compétente, multilingue et capable de penser globalement, tout en amenant le système éducatif au niveau des exigences modernes. En conclusion, l’utilisation systématique et ciblée des méthodes innovantes dans l’enseignement des langues étrangères permet non seulement d’améliorer les connaissances des apprenants, mais aussi de former des individus créatifs, autonomes et capables de penser à l’échelle mondiale. Dans un monde marqué par la mondialisation et le développement rapide des technologies, la maîtrise des langues étrangères devient une compétence stratégique pour les jeunes générations. Par conséquent, l’enseignement des langues doit évoluer afin de répondre aux nouveaux besoins éducatifs et professionnels. Les approches innovantes offrent une opportunité unique de transformer le processus d’apprentissage en une expérience dynamique, interactive et orientée vers la pratique. L’un des principaux avantages des méthodes innovantes est leur capacité à développer chez les apprenants des compétences transversales, telles que la pensée critique, la créativité, la collaboration et la communication. Ces compétences sont essentielles dans la société contemporaine et jouent un rôle important dans la réussite académique et professionnelle des apprenants.

De plus, les approches innovantes permettent de renforcer l’autonomie des apprenants. Grâce aux ressources numériques, aux plateformes d’apprentissage en

ligne et aux activités collaboratives, les étudiants peuvent organiser leur propre processus d’apprentissage et progresser à leur rythme. Cette autonomie favorise le développement d’une attitude positive envers l’apprentissage et encourage la formation continue tout au long de la vie. Il est également important de souligner que la réussite de l’intégration des approches innovantes dépend largement du rôle de l’enseignant. L’enseignant moderne doit être capable d’adopter une attitude flexible, de s’adapter aux nouvelles technologies et d’utiliser des stratégies pédagogiques variées. En tant que facilitateur du processus d’apprentissage, il guide les apprenants, stimule leur motivation et crée un environnement éducatif favorable à l’acquisition des connaissances. Dans cette perspective, les institutions éducatives doivent soutenir activement les enseignants en leur offrant des programmes de formation professionnelle, des ressources pédagogiques modernes et un accès aux technologies éducatives. Un soutien institutionnel efficace permettra de garantir l’application réussie des méthodes innovantes dans le système éducatif.

En conclusion, les approches innovantes dans l’enseignement des langues étrangères jouent un rôle fondamental dans l’amélioration de la qualité de l’éducation. Elles contribuent à rendre le processus d’apprentissage plus interactif, plus motivant et plus adapté aux besoins des apprenants. Leur utilisation systématique et réfléchie permet de développer non seulement les compétences linguistiques, mais aussi les compétences personnelles et sociales des apprenants. Ainsi, l’intégration des méthodes innovantes dans l’enseignement des langues étrangères constitue une condition essentielle pour former une génération de citoyens ouverts sur le monde, capables de communiquer efficacement dans un contexte international et de participer activement au développement de la société moderne.

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EVALUATING THE IMPACT OF THE PROCESS-BASED APPROACH ON EFL STUDENTS’ ACADEMIC WRITING SKILLS

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Annotation. This study explores the effectiveness of a process-based writing approach in improving IELTS Writing Task 1 performance among B2-level secondary EFL learners. Five ninth-grade students completed a two-hour writing cycle that involved brainstorming, drafting, peer exchange, reconstructing graphs from peers’ texts, and revision. A comparison of the first and final drafts, along with learner reflections, revealed improvements in clarity, organization, and reporting accuracy. Students also demonstrated increased confidence and awareness of audience needs. Although limited in scale and duration, the experiment suggests that process-oriented instruction led to noticeable improvements in clarity, data reporting accuracy, and task organization in IELTS academic writing.

Keywords: process-based approach, IELTS Writing Task 1, EFL learners, academic writing, peer revision, drafting, learner reflection, secondary education.

Annotatsiya. Ushbu tadqiqot jarayonli (process-based) yondashuvining B2 darajadagi maktab o‘quvchilarining IELTS Writing Task 1 natijalariga ta’sirini o‘rganadi. Xususiy o‘quv markazida besh nafar 9-sinf o‘quvchilari ikki soatlik yozuv mashg‘ulotida ishtirok etdi. Dars davomida ular brainstorming (g’oyalar ishlab chiqarish), drafting (qoralama), peer exchange (tengdoshlar bilan almashish), matn asosida grafikni qayta tasvirlash va tahrir qilish bosqichlarini bajarishdi. Tadqiqot hajmi va davomiyligi cheklangan bo‘lishiga qaramay, tajriba jarayonli yondashuv asosidagi ta’lim IELTS akademik yozuvida fikrning aniqligi, ma’lumotlarni aniq ifodalash va topshiriq tuzilmasining yaxshilanishiga olib kelganini ko‘rsatdi.

Kalit so‘zlar: jarayonli yondashuv, IELTS Task 1, EFL, tahrirlash, qoralama, o‘quvchi refleksiyasi, maktab o‘quvchilari.

Аннотация. В данном исследовании рассматривается эффективность процессного подхода к обучению письму при подготовке к IELTS Writing Task 1 среди школьников уровня B2. Пять учащихся девятого класса участвовали в двухчасовом занятии, включающем brainstorming (генерировать идеи), drafting (написание черновика), обмен работами (peer exchange), восстановление графика по тексту одноклассника и последующее редактирование. Сравнение первоначальных и итоговых текстов, а также рефлексивные комментарии студентов показали улучшение в структуре, точности передачи данных и ясности изложения. Несмотря на ограниченный масштаб и продолжительность, эксперимент показал, что процессно-ориентированное обучение привело к заметным улучшениям в ясности изложения, точности передачи данных и организации задания в академическом письме IELTS.

Ключевые слова: процессный подход, IELTS Task 1, навыки письма EFL, редактирование, черновик, рефлексия учащихся, школьники.

INTRODUCTION. Academic writing continues to pose significant challenges for EFL learners (Benchiheb, Laiouer, Bouhali, 2022), particularly in contexts where students are preparing for academic exams such as IELTS. In recent years, approaches to writing instruction have shifted away from traditional classroom models toward methods that actively engage learners in the writing process. Process-based pedagogy, which emphasizes planning, drafting, revising, and editing, has become central to contemporary teaching practice and is widely recognized for developing learner autonomy, coherence, and accuracy (Samsudin, 2016). Collaborative strategies such as peer review and shared drafting have gained increasing attention, supported by sociocultural perspectives that view learning as a socially communicative activity. Even though process-based writing has been widely studied in higher education, its application in IELTS Task 1 instruction at the secondary school level remains underexplored.

This article situates these developments within the broader field of TESOL methodology and argues that combining process-based instruction, collaborative learning techniques, and carefully managed digital support can create a more effective pathway for developing academic writing skills. By examining theoretical perspectives and classroom applications, the discussion aims to demonstrate how these approaches can better equip learners to interpret visual data, structure ideas, and produce polished writing suitable for academic and test-oriented contexts.

LITERATURE REVIEW. Research on academic writing instruction has increasingly shifted from traditional product-oriented approaches toward process-based pedagogies that foreground writing as a recursive, socially mediated activity. Early process theorists such as Leki (1998) emphasized that writing is not simply the production of a final text but a series of cognitive and social processes that involve planning, drafting, revising, and editing. This approach contrasts with traditional models that focus primarily on the final product and teacher correction (Leki, 1998).

Process-based instruction has been shown to enhance learners’ metacognitive awareness and autonomy. Heffernan (2006) argued that integrating stages of planning, drafting, and revision encourages students to reflect on their choices and become active agents in their own development. Hyland (2016) further highlighted that process writing allows learners to experiment with language in a low-stakes environment, facilitating increased accuracy and complexity over time. In this view, repeated drafting and peer collaboration help learners to internalize linguistic structures and rhetorical patterns.

Collaborative activities, such as peer review/assessment and shared drafting, are also integral to contemporary process writing pedagogy. Sociocultural perspectives on second and foreign language learning suggest that interaction with peers and more competent others mediates development (Vygotsky, as cited in Hyland, 2016). Studies have shown that peer interaction not only helps learners identify gaps in content and organization but also reinforces awareness of audience needs. For example, in process-oriented classrooms, students engage in the exchange of drafts and negotiation of meaning, which promotes deeper engagement with task requirements (Samsudin, 2016). This aligns with research by Widodo (2008), who found that process-based academic writing instruction in EFL contexts improves not only linguistic accuracy but also task fulfillment and logical structuring.

While much of the literature focuses on tertiary education, there is also an emerging interest in applying process approaches to secondary and exam-oriented contexts. Berdiyeva (2024) discussed the need for innovative teaching strategies in EFL classrooms that move beyond rote memorization to activities that develop analytical and expressive skills. Similarly, research on the methodological difficulties faced by EFL learners during dissertation writing highlights the limitations of product-only approaches, which do not support the recursive refinement of ideas (Benchiheb, Laiouer, Bouhali, 2022). These studies underscore the importance of instruction that supports learners through planning and revision, particularly when the writing task involves the interpretation of data or complex input.

In the specific context of IELTS preparation, the process approach has been less extensively researched, especially at the secondary school level. Samsudin’s (2016) comparison of process and product approaches in academic writing instruction revealed that students taught through process-oriented methods demonstrated greater improvement in coherence and cohesion than those taught through traditional product pedagogy. Although this study was conducted with undergraduates, its findings suggest that secondary learners may similarly benefit from recursive writing practice.

Despite this, there remains a gap in the literature regarding the application of process writing in IELTS Writing Task 1, which requires a concise and accurate description of visual data. This gap is notable because Task 1 demands both linguistic precision and task achievement, making it a suitable arena to evaluate the impact of process pedagogy. The current study aims to address this gap by exploring how process-based instruction, supported by peer collaboration and iterative

revision, influences learners’ clarity, organizational skills, and confidence in producing Task 1 reports.

METHODOLOGY. This study employed a small-scale classroom experiment to investigate the effectiveness of the process-based approach in teaching IELTS Academic Writing Task 1. The study adopted a qualitative classroom-based action research design aimed at examining the impact of process-oriented writing instruction on learners’ performance in IELTS Task 1. The research was conducted in a private learning center with a group of five 9th-grade EFL learners (aged 14-15) preparing for the IELTS examination. The students’ proficiency level was assessed as B2+ according to CEFR descriptors. The session lasted two hours and was integrated into their regular writing instruction schedule.

The procedure followed the key stages of the writing process: prewriting, drafting, revising, and editing. At the beginning of the lesson, each participant was assigned a different IELTS Task 1 chart or graph. Learners first engaged in individual brainstorming to identify key data, overall trends, and comparative features. They then produced a first draft within a 20-minute time limit. To reinforce meaning comprehension and structural clarity, students exchanged drafts and attempted to reconstruct the original visual data solely from the writing produced by a peer. This activity aimed to reveal gaps in description, missing details, or unclear language.

Following the reconstruction task, learners returned to their own drafts, reviewed peer comments, and edited their reports for accuracy, coherence, and vocabulary. Finally, revised essays were submitted for teacher assessment. Data were collected through comparison of first and final drafts, written self-reflections, and teacher observations. The combination of structured writing stages, peer interaction, and reflective revision provided insight into how the process approach influences learners’ clarity, accuracy, and confidence when producing academic texts.

RESULTS AND DISCUSSION. The findings of the classroom experiment indicate that the process-based approach had a positive effect on learners’ clarity, structure, and overall confidence in completing IELTS Writing Task 1. Drafts and final essays were analyzed not only with the help of the band descriptor of the IELTS writing task 1, but also in relation to learners’ self-reported confidence during the writing process. A comparison of first and final drafts revealed noticeable improvement in sentence accuracy, organization of ideas, and ability to summarize key data. For example, student A’s first draft was very general, and trends were mentioned vaguely; in the final draft, however, the trend and details were stated clearly and well-supported. In all five students’ work, revisions included clearer reporting verbs, more precise vocabulary, and better paragraphing, suggesting that guided rewriting supported language development.

One of the most significant gains emerged from the reconstruction activity. When students attempted to recreate visual data using only a peer’s text, they immediately recognized gaps in detail, missing figures, and ambiguous sequencing. This experience heightened their awareness of reader needs and encouraged them to

add clearer comparisons, numerical details, and overall trends in later drafts. The activity reinforced an important principle of academic writing: writing must not simply record information; it must communicate it to a reader unfamiliar with the source. Learner reflections also demonstrated increased autonomy and engagement. Students reported that drafting and revising made the task “less stressful” and helped them “notice what needs to change”, resulting in reduced task-related anxiety in essay writing. This aligns with previous research arguing that process-oriented writing builds metacognitive awareness, encourages independent problem solving, and reduces reliance on teacher correction (Hyland, 2016).

However, the experiment also highlighted challenges. Some learners expressed uncertainty during drafting, feeling unsure whether ideas were “correct” without immediate teacher validation. This suggests that EFL learners may require more scaffolding to feel confident generating text without model answers. Additionally, the small sample size and short instructional duration limit the generalizability of findings.

Overall, the results suggest that the process approach, supported by peer feedback and reflective revision, can enhance learner performance on IELTS Task 1. Students not only produced more accurate writing but also demonstrated greater control over language and content. The combination of repeated drafting, peer interaction, and guided editing appears to foster transferable skills that strengthen long-term writing development rather than one-time task completion. These improvements highlight the effectiveness of process-oriented instructions, which were argued by Leki, who emphasized that repeated writing drafts enhance clarity and the writer’s awareness.

CONCLUSION. This classroom-based experiment demonstrated that the process approach to teaching IELTS Writing Task 1 can effectively support secondary-level EFL learners in developing stronger academic writing skills. By guiding students through brainstorming, drafting, peer exchange, and revision, the intervention moved students beyond a product-only orientation. It encouraged them to view writing as a recursive and reflective process. The comparison between initial and revised drafts showed improvement in organization, clarity, and use of task-appropriate language, suggesting that process-oriented instruction can enhance both linguistic accuracy and rhetorical control.

The activity requiring students to reconstruct graphs from peers’ drafts proved particularly impactful. It helped learners recognize missing or unclear information, develop audience awareness, and revise more deliberately. Student reflections further confirmed that repeated drafting increased confidence and reduced anxiety associated with writing tasks. Despite promising results, the study was limited by its small sample size and short timeframe. Future research involving larger groups and extended teaching cycles would enable a more comprehensive evaluation of the approach. Nevertheless, the experiment provides preliminary evidence that the process-based method offers a meaningful pathway for improving IELTS writing performance in EFL contexts and may be especially valuable when combined with peer collaboration and guided practice.

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NEFT VA GAZ TERMINOLOGIYASIDA DISKURSIV VA PRAGMATIK OMILLAR

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Annotatsiya: Mazkur ilmiy maqolada neft va gaz terminologiyasining shakllanishi, rivojlanishi va amaliy qo‘llanishida diskursiv hamda pragmatik omillarning o‘rni kompleks tarzda tahlil qilinadi. Tadqiqot terminlarni faqat nominativ birlik sifatida emas, balki muayyan professional, institutsional va kommunikativ diskurs doirasida faoliyat yurituvchi til birliklari sifatida talqin qiladi. Neft va gaz sohasi global miqyosda strategik ahamiyatga ega bo‘lgani sababli, unda qo‘llaniladigan terminologiya ko‘p tillilik, madaniyatlararo muloqot va institutsional normalar bilan chambarchas bog‘liqdir. Maqolada ingliz, rus va o‘zbek tillaridagi neft va gaz terminlari misolida diskursiv kontekst, pragmatik maqsad, adresant–adresat munosabati hamda tarjima jarayonidagi moslashuv muammolari yoritiladi. Tadqiqot natijalari terminologiya nazariyasi, kasbiy diskurs tahlili va maxsus soha tarjimasi uchun ilmiy-amaliy ahamiyat kasb etadi.

Kalit so‘zlar: neft va gaz terminologiyasi, diskurs, pragmatika, professional diskurs, terminologik moslashuv, institutsional kommunikatsiya.

Abstract: This article provides a comprehensive analysis of discursive and pragmatic factors in the formation and functioning of oil and gas terminology. The study considers terminology not merely as a system of nominative units but as a dynamic component of professional, institutional, and communicative discourse. Due to the strategic global importance of the oil and gas industry, its terminology develops within multilingual, intercultural, and institutional frameworks. Based on examples from English, Russian, and Uzbek, the article examines discursive context, pragmatic intention, speaker–addressee relations, and translation-related adaptations of specialized terms. The findings contribute to terminology theory, professional discourse studies, and the practice of specialized translation.

Keywords: oil and gas terminology, discourse, pragmatics, professional discourse, terminological adaptation, institutional communication.

Аннотация: В статье рассматриваются дискурсивные и прагматические факторы формирования и функционирования терминологии нефтегазовой отрасли. Термины анализируются не только как номинативные единицы, но и как элементы профессионального и институционального дискурса, реализующиеся в конкретных коммуникативных условиях. В силу глобальной значимости нефтегазовой промышленности ее терминология развивается в условиях многоязычия, межкультурной коммуникации и нормативной регламентации. На материале английского, русского и узбекского языков исследуются дискурсивный контекст, прагматическая направленность, отношения адресанта и адресата, а также проблемы перевода и терминологической адаптации. Результаты исследования имеют теоретическую и прикладную значимость для терминоведения, дискурс-анализа и теории перевода.

Ключевые слова: нефтегазовая терминология, дискурс, прагматика, профессиональный дискурс, терминологическая адаптация.

KIRISH: XXI asrda neft va gaz sanoati global iqtisodiyotning strategik tarmoqlaridan biri sifatida nafaqat texnologik, balki lingvistik jihatdan ham murakkab tizimni tashkil etadi. Ushbu sohada shakllangan terminologiya maxsus bilimlar tizimini ifodalovchi muhim vosita bo‘lib, professional muloqotning asosiy tayanchi hisoblanadi. Neft va gaz terminlari faqatgina texnik obyektlarni nomlash bilan cheklanmay, balki muayyan diskursiv muhitda aniq pragmatik vazifani ham bajaradi. Zamonaviy tilshunoslikda terminologiya muammolari tobora ko‘proq diskursiv va pragmatik yondashuvlar asosida o‘rganilmoqda. An’anaviy terminologiya nazariyasida terminlar aniqlik, bir ma’nolilik va tizimlilik tamoyillari asosida tahlil qilingan bo‘lsa (Wüster, 1979), hozirgi tadqiqotlarda ularning real kommunikativ jarayondagi funksiyasi, kontekstga bog‘liqligi va maqsadga yo‘naltirilganligi alohida e’tiborga olinmoqda (Cabré, 1999). Ularning ma’nosi, funksiyasi va kommunikativ yuklamasi nutq vaziyati, diskurs turi, ishtirokchilarning ijtimoiy maqomi va muloqot maqsadiga bog‘liq holda o‘zgarib boradi. Neft va gaz

sanoati texnologik jihatdan murakkab, institutsional jihatdan yuqori darajada tartibga solingan va global miqyosda faoliyat yurituvchi soha hisoblanadi. Ushbu sohada qo‘llaniladigan terminologiya ilmiy-texnik matnlar, ishlab chiqarish hujjatlari, xalqaro shartnomalar, siyosiy bayonotlar va iqtisodiy tahlillarda keng qo‘llaniladi. Shu sababli neft va gaz terminlari faqat texnik tushunchalarni emas, balki muayyan diskursiv va pragmatik yuklamani ham o‘zida mujassam etadi (Swales, 1990).

Mazkur maqolaning asosiy maqsadi neft va gaz terminologiyasida diskursiv va pragmatik omillarning o‘rnini aniqlash, terminlarning turli diskurslarda bajaradigan funksiyalarini tahlil qilish hamda ularning pragmatik moslashuvchanligini ilmiy jihatdan asoslab berishdan iborat.

1. Diskurs va pragmatika: nazariy asoslar

Zamonaviy tilshunoslikda diskurs va pragmatika tushunchalari tilni faqat strukturaviy tizim sifatida emas, balki ijtimoiy, kommunikativ va funksional hodisa sifatida o‘rganishga imkon beruvchi asosiy nazariy yo‘nalishlar hisoblanadi. Ushbu yondashuvlar ayniqsa maxsus soha terminologiyasini, jumladan, neft va gaz terminologiyasini tadqiq etishda muhim ahamiyat kasb etadi. Chunki terminlar faqat tushunchalarni nomlash vositasi bo‘lib qolmay, balki muayyan diskurs doirasida ma’lum pragmatik vazifalarni bajaradi.

Diskurs tushunchasi ko‘p qirrali bo‘lib, turli ilmiy maktablar tomonidan turlicha talqin qilinadi. Michel Foucault diskursni til bilan cheklanmagan holda, bilim ishlab chiqarish, ijtimoiy amaliyot va hokimiyat munosabatlari bilan uzviy bog‘liq hodisa sifatida izohlaydi. Uning fikricha, diskurs muayyan davr va jamiyatda nimani aytish mumkinligi, qanday tushunchalar legitim hisoblanishi va bilim qanday shakllanishini belgilovchi mexanizmdir (Foucault, 1972). Ushbu yondashuv terminologiyani neytral va obyektiv tizim sifatida emas, balki ijtimoiy va institutsional kuchlar ta’sirida shakllanadigan tizim sifatida ko‘rishga asos yaratadi.

Teun A. van Dijk diskursni matn, nutq va ijtimoiy kontekstning murakkab o‘zaro aloqador tizimi sifatida talqin qiladi. Unga ko‘ra, diskurs nafaqat lingvistik birliklar majmui, balki ijtimoiy bilimlar, ideologiyalar va kommunikativ strategiyalar bilan chambarchas bog‘liq jarayondir (van Dijk, 1998). Bu yondashuv terminlarning real kommunikativ vaziyatda qanday ishlatilishini, ularning kontekstga qarab qanday talqin qilinishini tahlil qilish imkonini beradi.

Diskurs tushunchasining muhim jihatlaridan biri uning kontekstga bog‘liqligidir. Til birliklari, jumladan terminlar, diskursdan tashqarida to‘liq ma’no kasb eta olmaydi. Neft va gaz terminologiyasida bu holat ayniqsa yaqqol namoyon bo‘ladi, chunki bir xil termin turli diskurslarda turlicha semantik va funksional yuklamaga ega bo‘lishi mumkin. Masalan, “production” termini texnik diskursda qazib chiqarish jarayonini anglatsa, iqtisodiy diskursda u samaradorlik va rentabellik bilan bog‘liq tushunchani ifodalaydi.

Professional diskurs tushunchasi diskurs nazariyasining muhim tarkibiy qismi hisoblanadi. Professional diskurs muayyan kasbiy faoliyat bilan shug‘ullanuvchi shaxslar o‘rtasidagi muloqotni qamrab oladi va u o‘ziga xos terminologiya, janrlar va kommunikativ strategiyalar bilan ajralib turadi (Swales, 1990). Neft va gaz

sohasidagi professional diskurs muhandislar, geologlar, texnologlar, iqtisodchilar va siyosiy qaror qabul qiluvchilar o‘rtasidagi murakkab kommunikatsiyani o‘z ichiga oladi. Ushbu diskursda terminologiya markaziy rol o‘ynaydi, chunki aynan terminlar orqali maxsus bilim uzatiladi, qarorlar asoslanadi va ishlab chiqarish jarayonlari muvofiqlashtiriladi. Diskursiv yondashuv terminologiyani statik tizim sifatida emas, balki dinamik va o‘zgaruvchan tizim sifatida talqin qiladi. Bu esa terminlarning tarixiy rivojlanishini, ularning yangi diskurs sharoitlariga moslashuvini va semantik kengayishini tahlil qilish imkonini beradi (Cabré, 1999). Neft va gaz terminologiyasida yangi texnologiyalar, ekologik talablar va siyosiy omillar ta’sirida terminlarning paydo bo‘lishi yoki ma’nosining o‘zgarishi bunga yorqin misol bo‘la oladi.

Pragmatika esa diskurs bilan uzviy bog‘liq bo‘lgan nazariy yo‘nalish bo‘lib, til birliklarining maqsadga yo‘naltirilgan qo‘llanishini o‘rganadi. Geoffrey Leech pragmatikani tilning kommunikativ jarayondagi funksional jihatlarini tahlil qiluvchi soha sifatida ta’riflaydi va uni nutqiy maqsad, kontekst va ishtirokchilar omili bilan bog‘laydi (Leech, 1983). Pragmatik yondashuvga ko‘ra, so‘z yoki terminning ma’nosi faqat lug‘aviy ta’rif bilan cheklanmaydi, balki uning real nutq jarayonida qanday vazifani bajarayotgani bilan belgilanadi.Neft va gaz terminologiyasida pragmatik omillar terminlarning auditoriyaga moslashuvi, rasmiy yoki norasmiy tus olishi, soddalashtirilishi yoki murakkablashtirilishida namoyon bo‘ladi. Masalan, texnik hujjatlarda qo‘llaniladigan terminlar yuqori darajadagi aniqlik va rasmiylikni talab etsa, ommaviy axborot vositalarida yoki siyosiy nutqlarda ular pragmatik jihatdan qayta talqin qilinadi va keng auditoriya uchun tushunarli shaklga keltiriladi (Fairclough, 1995).

Pragmatikaning muhim tushunchalaridan biri adresant va adresat omilidir. Terminlarning qanday shaklda va qaysi darajada qo‘llanilishi ko‘pincha kommunikatsiya ishtirokchilarining bilim darajasi va ijtimoiy roliga bog‘liq. Neft va gaz sohasida mutaxassislar o‘rtasidagi muloqotda yuqori darajadagi terminologik zichlik kuzatilsa, mutaxassis bo‘lmagan auditoriya uchun mo‘ljallangan matnlarda terminlar izohlanadi yoki soddalashtiriladi (Biber et al., 1998). Bu holat pragmatik moslashuvning muhim ko‘rinishidir.

Diskurs va pragmatika o‘zaro bog‘liq holda terminologiyaning kommunikativ funksiyasini ochib beradi. Diskurs terminlarning qaysi ijtimoiy va professional muhitda qo‘llanilishini belgilasa, pragmatika ularning qanday maqsadda va qanday strategiya asosida ishlatilishini aniqlaydi. Shu bois neft va gaz terminologiyasini to‘liq anglash uchun ushbu ikki yondashuvni birgalikda qo‘llash zarur. Shuningdek, diskursiv-pragmatik yondashuv terminologiyani normativ va funksional jihatdan tahlil qilish imkonini beradi. An’anaviy terminologiya nazariyasida terminlar ideallashtirilgan, kontekstdan mustaqil birlik sifatida ko‘rilgan bo‘lsa (Wüster, 1979), zamonaviy yondashuvlarda ular real kommunikativ jarayonning ajralmas qismi sifatida talqin qilinadi. Bu, ayniqsa, neft va gaz kabi tez rivojlanayotgan va global miqyosda faoliyat yuritayotgan soha uchun dolzarbdir.

Diskurs va pragmatika neft va gaz terminologiyasini o‘rganishda mustahkam nazariy poydevor yaratadi. Diskurs terminlarning ijtimoiy va institutsional sharoitda

shakllanishini tushuntirsa, pragmatika ularning kommunikativ maqsad va auditoriyaga moslashuv jarayonini yoritadi. Ushbu nazariy asoslar keyingi boblarda neft va gaz terminologiyasining diskursiv va pragmatik xususiyatlarini chuqurroq tahlil qilish uchun metodologik asos bo‘lib xizmat qiladi.

Neft va gaz terminologiyasining lingvistik tabiati

Zamonaviy tilshunoslikda terminologiya maxsus bilim sohalarini ifodalovchi muhim lingvistik tizim sifatida talqin qilinadi. Neft va gaz terminologiyasi esa ilmiy-texnik terminologiyaning eng murakkab va ko‘p qatlamli tarmoqlaridan biri hisoblanadi. Ushbu terminologik tizim geologiya, geofizika, burg‘ilash, qazib olish, qayta ishlash, transport va energetika kabi ko‘plab fan va texnologiya yo‘nalishlarini qamrab olgani sababli, uning lingvistik tabiati ham o‘ta murakkab va ko‘p darajali xususiyatga ega.

Neft va gaz terminologiyasining lingvistik tabiati, avvalo, uning maxsus bilimlar tizimi bilan uzviy bog‘liqligida namoyon bo‘ladi. Terminlar umumxalq tilidagi so‘zlardan farqli o‘laroq, muayyan ilmiy yoki texnik tushunchani aniq, lo‘nda va imkon qadar bir ma’noli ifodalashga xizmat qiladi. Shu jihatdan terminologiya leksik tizimning alohida qatlami bo‘lib, u ilmiy tafakkur va til o‘rtasidagi o‘zaro munosabat mahsulidir. Terminologik birliklar tushunchalarning nomi sifatida shakllanadi va ularning semantik tuzilishi bevosita ilmiy bilimlarning rivojlanish darajasi bilan belgilanadi (Sager, 1990).

Neft va gaz terminologiyasi tizimli xarakterga ega bo‘lib, unda terminlar o‘zaro mantiqiy va semantik munosabatlar asosida birlashadi. Bu tizimda giperonimik va giponimik munosabatlar, sabab-oqibat aloqalari hamda jarayon va natijani ifodalovchi terminlar o‘zaro bog‘langan holda mavjud bo‘ladi. Masalan, “qatlam”, “rezervuar”, “bosim”, “o‘tkazuvchanlik” kabi terminlar alohida-alohida birliklar bo‘lsa-da, ular yagona ilmiy tushunchalar tizimida o‘zaro semantik bog‘liqlik hosil qiladi. Ushbu tizimlilik terminologiyaning muhim lingvistik belgisi hisoblanadi (Cabré, 1999).

An’anaviy terminologiya nazariyasida terminlar monosemantik, ya’ni bir ma’noli bo‘lishi lozimligi ta’kidlanadi. Biroq zamonaviy lingvistik tadqiqotlar shuni ko‘rsatadiki, terminlarning mutlaq monosemantikligi faqat ideal ilmiy model doirasida mavjud bo‘lib, real nutqiy amaliyotda terminlar ko‘pincha kontekstga bog‘liq holda ma’no jihatdan torayishi yoki kengayishi mumkin. Neft va gaz terminologiyasida bu holat ayniqsa yaqqol ko‘rinadi, chunki bir xil termin ilmiy maqolada, texnik hujjatda va ishlab chiqarish jarayonidagi og‘zaki muloqotda turlicha semantik va pragmatik yuklama bilan qo‘llanadi (Temmerman, 2000).

Neft va gaz terminologiyasining lingvistik tabiatini belgilovchi muhim jihatlardan biri uning ko‘p tilli va xalqaro xarakterga egaligidir. Global energetika sanoati sharoitida ushbu terminologiya asosan ingliz tili orqali shakllanib, boshqa tillarga tarjima qilinadi yoki transliteratsiya qilinadi. Bu jarayonda terminlarning semantik yadrosi saqlanib qoladi, biroq ularning fonetik, morfologik va ba’zan semantik tuzilishida muayyan o‘zgarishlar yuz beradi. Natijada terminologiya til tizimiga moslashadi va milliy lingvistik xususiyatlar bilan boyiydi (Crystal, 2008).

Lingvistik nuqtayi nazardan neft va gaz terminologiyasi morfologik jihatdan ham o‘ziga xosdir. Ushbu sohada murakkab so‘zlar, so‘z birikmalari va ko‘p komponentli terminlar keng qo‘llaniladi. Bu holat ilmiy tushunchalarning murakkabligi bilan bevosita bog‘liq bo‘lib, terminologik birliklarning analitik tuzilishini taqozo etadi. Ko‘p komponentli terminlar tushunchaning muhim belgilarini bir vaqtning o‘zida ifodalashga xizmat qiladi va ilmiy aniqlikni ta’minlaydi. Shu bilan birga, bunday terminlar real muloqotda soddalashtirilishi yoki qisqartma shaklida ishlatilishi mumkin, bu esa ularning diskursiv moslashuvchanligini ko‘rsatadi (Sager, 1990).

Neft va gaz terminologiyasining lingvistik tabiati uning diskursiv xususiyatlari bilan ham chambarchas bog‘liq. Terminlar har doim muayyan diskurs doirasida qo‘llanadi va aynan shu diskurs ularning funksional imkoniyatlarini belgilaydi. Diskurs nazariyasi nuqtayi nazaridan terminologik birliklar ijtimoiy va institutsional kontekst bilan uzviy bog‘liq holda faoliyat yuritadi. Ushbu yondashuv Teun van Dijk tomonidan ishlab chiqilgan diskurs konsepsiyasiga mos keladi. Unga ko‘ra, til birliklari ijtimoiy bilim va kommunikativ vaziyat bilan o‘zaro aloqada bo‘lib, aynan shu jarayonda real ma’no kasb etadi (van Dijk, 2008). Ilmiy diskursda neft va gaz terminologiyasi qat’iy ta’riflangan, standartlashtirilgan va normativ xususiyatga ega bo‘ladi. Terminlar bu yerda ilmiy bilimlarni tizimlashtirish va uzatish vositasi sifatida xizmat qiladi. Terminlarning lingvistik tabiati bu diskursda asosan aniqlik, izchillik va mantiqiylik bilan belgilanadi. Biroq ishlab chiqarish va texnik diskursda terminlar ko‘proq pragmatik vazifani bajaradi. Bu holatda lingvistik aniqlikdan ko‘ra, tezkor tushunish va amaliy samaradorlik muhim ahamiyat kasb etadi. Natijada terminlarning semantik tuzilishi soddalashtiriladi yoki kontekst orqali aniqlanadi.

Neft va gaz terminologiyasining lingvistik tabiatini tushunishda pragmatik yondashuv ham muhim o‘rin tutadi. Pragmatika til birliklarining real nutqiy vaziyatdagi ma’nosini o‘rganadi. Bu borada Geoffrey Leech tomonidan ilgari surilgan nazariya terminlarning kommunikativ maqsadga bog‘liqligini izohlashda muhim metodologik asos bo‘lib xizmat qiladi. Unga ko‘ra, terminning real ma’nosi nutqiy niyat va vaziyat bilan belgilanadi (Leech, 1983). Neft va gaz sohasida bu holat favqulodda texnik vaziyatlar, tezkor qaror qabul qilish jarayonlari va muhandislar o‘rtasidagi professional muloqotda ayniqsa yaqqol ko‘rinadi. Shuningdek, neft va gaz terminologiyasining lingvistik tabiati funksional lingvistika doirasida ham tahlil qilinadi. M. A. K. Halliday tomonidan ishlab chiqilgan funksional yondashuvga ko‘ra, til birliklari ijtimoiy faoliyat jarayonida muayyan funksiyalarni bajaradi. Terminlar bu jarayonda nafaqat obyekt va jarayonlarni ifodalaydi, balki mutaxassislar o‘rtasidagi munosabatni tartibga soladi va axborotning izchil uzatilishini ta’minlaydi (Halliday, 1978). Neft va gaz terminologiyasi aynan shu uch funksiyaning uyg‘unligi orqali o‘zining lingvistik tabiatini namoyon etadi.

Xalqaro miqyosda neft va gaz terminologiyasi transmilliy diskurs doirasida faoliyat yuritadi. Bu holat terminlarning lingvistik tabiatini yanada murakkablashtiradi, chunki ular turli til tizimlari va madaniyatlararo muloqotda

moslashuvga uchraydi. Terminlarning bunday moslashuvi ularning semantik barqarorligi bilan birga, pragmatik va diskursiv moslashuvchanligini ham ta’minlaydi. Shu sababli neft va gaz terminologiyasi zamonaviy tilshunoslikda dinamik va rivojlanib boruvchi tizim sifatida qaraladi (Temmerman, 2000). Neft va gaz terminologiyasining lingvistik tabiati uning tizimliligi, diskursiv bog‘liqligi, pragmatik moslashuvchanligi va xalqaro xarakteri bilan belgilanadi. Terminlar faqat texnik nomlash vositasi emas, balki murakkab kommunikativ va kognitiv jarayon mahsuli hisoblanadi. Ushbu jihatlarni hisobga olgan holda neft va gaz terminologiyasini o‘rganish zamonaviy lingvistik tadqiqotlar uchun muhim nazariy va amaliy ahamiyat kasb etadi.

Neft va gaz terminologiyasining diskursiv xususiyatlari

Neft va gaz terminologiyasi o‘zining shakllanishi va funksional xususiyatlariga ko‘ra murakkab diskursiv tizim hisoblanadi. Ushbu terminologiya faqat texnik tushunchalarni nomlash bilan cheklanmay, balki muayyan professional, institutsional, iqtisodiy va siyosiy diskurslar doirasida faoliyat yuritadi. Diskursiv yondashuv neft va gaz terminlarini real kommunikativ jarayonda, ya’ni ularning qo‘llanish muhiti, maqsadi va ijtimoiy konteksti bilan uzviy bog‘liq holda tahlil qilish imkonini beradi (van Dijk, 1998). Neft va gaz sohasidagi diskurs avvalo ilmiy-texnik diskurs sifatida namoyon bo‘ladi. Ushbu diskurs doirasida terminlar qat’iy aniqlik, standartlashuv va monosemantiklik tamoyillariga asoslanadi. Masalan, “porosity”, “permeability”, “reservoir pressure” kabi terminlar geologik va muhandislik matnlarida aniq ilmiy ta’rifga ega bo‘lib, ularning semantik chegaralari professional hamjamiyat tomonidan tan olingan me’yorlar asosida belgilanadi (Wüster, 1979). Ilmiy-texnik diskurs terminologik barqarorlikni ta’minlash orqali bilim uzatish jarayonining aniqligi va samaradorligini kafolatlaydi. Shu bilan birga, neft va gaz terminologiyasi institutsional diskurs bilan chambarchas bog‘liqdir. Institutsional diskurs davlat organlari, xalqaro tashkilotlar va yirik energetika kompaniyalari tomonidan ishlab chiqiladigan rasmiy hujjatlar, standartlar va reglamentlarda namoyon bo‘ladi. ISO, API va OPEC kabi tashkilotlar tomonidan belgilangan terminologik normalar terminlarning rasmiy va normativ xususiyatini mustahkamlaydi (Sager, 1990). Bu diskursda terminlar huquqiy va texnik javobgarlikni belgilovchi vosita sifatida xizmat qiladi. Masalan, “safety margin” yoki “environmental impact” kabi terminlar nafaqat texnik tushunchani, balki muayyan institutsional majburiyatni ham ifodalaydi.

Diskursiv xususiyatlarning yana bir muhim jihati professional diskurs doirasida namoyon bo‘ladi. Professional diskurs muhandislar, geologlar, burg‘ulovchilar va texnik xodimlar o‘rtasidagi kundalik muloqotni qamrab oladi. Ushbu diskursda terminlar ko‘pincha qisqartirilgan, soddalashtirilgan yoki metaforik shaklda qo‘llaniladi. Masalan, ingliz tilidagi “wildcat well” termini rasmiy hujjatlarda kam uchrasa-da, professional muloqotda yangi va yuqori riskli quduqlarni ifodalash uchun faol ishlatiladi. Shuningdek, “Christmas tree” termini quduq usti armaturasini anglatib, metaforik nomlanish professional diskurs mahsuli hisoblanadi (Biber et al., 1998). Bu holat terminologiyaning diskursiv moslashuvchanligini ko‘rsatadi.

Neft va gaz terminologiyasining diskursiv xususiyatlari iqtisodiy diskursda ham yaqqol namoyon bo‘ladi. Iqtisodiy diskursda terminlar bozor munosabatlari, investitsiya strategiyalari va ishlab chiqarish samaradorligini ifodalash uchun ishlatiladi. “Upstream”, “midstream” va “downstream” terminlari dastlab texnologik jarayon bosqichlarini bildirgan bo‘lsa, iqtisodiy diskursda ular moliyaviy risk, kapital oqimi va bozor qiymatini anglatadigan tushunchalarga aylangan (Cabré, 1999). Bu jarayon terminlarning diskursiv kengayishini ko‘rsatadi, ya’ni termin bir diskursdan ikkinchisiga o‘tganda qo‘shimcha semantik va funksional yuklama kasb etadi.

Siyosiy diskursda esa neft va gaz terminologiyasi strategik va ideologik mazmun bilan boyitiladi. “Energy security”, “strategic reserves” va “energy independence” kabi terminlar siyosiy nutqlarda milliy manfaatlar va geopolitik strategiyalar bilan bog‘liq holda qo‘llaniladi. Ushbu diskursda terminlar nafaqat axborot berish, balki auditoriyani ishontirish va muayyan siyosiy qarashni shakllantirish vazifasini ham bajaradi (Fairclough, 1995). Natijada terminologiya ideologik diskursning faol vositasiga aylanadi. Diskursiv kontekst terminlarning semantik tuzilishiga ham bevosita ta’sir ko‘rsatadi. Neft va gaz terminologiyasida ko‘plab terminlar umumtil birliklaridan terminlashuv jarayoni orqali shakllangan. Masalan, “field”, “pool” va “play” so‘zlari umumiy til tizimida boshqa ma’nolarga ega bo‘lsa-da, professional diskursda maxsus tushunchalarni ifodalaydi. Diskurs ushbu terminlarning umumtil ma’nosidan ajralib chiqishini va terminologik tizimda mustahkamlanishini ta’minlaydi (Sager, 1990).

Ko‘p tilli diskurs neft va gaz terminologiyasining yana bir muhim diskursiv xususiyatini tashkil etadi. Ushbu soha global xarakterga ega bo‘lgani sababli, terminlar ingliz, rus, o‘zbek va boshqa tillarda parallel ravishda qo‘llaniladi. Ingliz tili asosiy terminologik manba bo‘lsa-da, milliy diskurslar doirasida terminlar ma’lum darajada moslashtiriladi. Tarjima jarayonida terminlarning nafaqat lingvistik, balki diskursiv mosligi ham ta’minlanishi zarur. Aks holda termin o‘zining funksional ahamiyatini yo‘qotishi mumkin (Newmark, 1988).

Diskursiv yondashuv terminologiyaning tarixiy rivojlanishini ham tushuntirib beradi. Neft va gaz sohasida texnologik yangiliklar, ekologik talablar va siyosiy omillar ta’sirida yangi terminlar paydo bo‘ladi yoki mavjud terminlarning ma’nosi kengayadi. Masalan, “carbon footprint” va “energy transition” kabi terminlar so‘nggi yillarda ekologik diskurs ta’sirida neft va gaz terminologiyasiga faol kirib kelmoqda. Bu holat terminologiyaning diskursga bog‘liq dinamik tizim ekanligini yana bir bor tasdiqlaydi (Fairclough, 1995).Shuningdek, diskurs terminlarning funksional ierarxiyasini belgilaydi. Ba’zi terminlar markaziy tushunchalar sifatida barcha diskurslarda qo‘llanilsa, boshqalari faqat ma’lum subdiskurs doirasida ishlatiladi. Masalan, “hydraulic fracturing” termini texnik diskursda jarayonni ifodalasa, ommaviy va siyosiy diskursda u ekologik xavf bilan bog‘liq tushunchaga aylanadi. Bu jarayon terminlarning diskursiv talqinida bahsli ma’nolarning yuzaga kelishiga olib keladi (van Dijk, 1998).

Xulosa qilib aytganda, neft va gaz terminologiyasining diskursiv xususiyatlari uning ko‘p qatlamli va kontekstga bog‘liq tizim ekanligini ko‘rsatadi. Ilmiy-texnik,

institutsional, professional, iqtisodiy va siyosiy diskurslar terminlarning shakli, ma’nosi va funksiyasiga bevosita ta’sir ko‘rsatadi. Shu sababli neft va gaz terminologiyasini diskursiv yondashuv asosida tahlil qilish zamonaviy terminologiya va kasbiy kommunikatsiya tadqiqotlarining muhim yo‘nalishlaridan biri hisoblanadi.

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XITOY TILI TA’LIMIDA RAQAMLI TRANSFORMATSIYA: SUN’IY INTELLEKT VA ARALASH TA’LIM TEXNOLOGIYALARINING INTEGRATSIYASI (TIZIMLI TAHLIL)

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Abstract: This article provides a systematic analysis of the integration of Artificial Intelligence (AI), E-learning, and blended learning technologies within the framework of Chinese language instruction. Drawing on contemporary scholarly literature and technological trends (2023–2026), the study explores the role of AI

tools in enhancing phonetic and oral competencies among learners. The research evaluates the effectiveness of chatbots, speech recognition systems, and generative AI platforms in mastering Chinese characters and tones. Furthermore, it discusses the shift in the educator's role from a traditional knowledge provider to a pedagogical facilitator amidst digital transformation, while addressing critical ethical concerns such as data privacy and algorithmic bias. The paper concludes with practical recommendations for integrating AI resources into Chinese language curricula and enhancing the digital literacy of educators to ensure sustainable language acquisition in the digital age.

Keywords: Chinese language teaching (CFL), Artificial Intelligence (AI), blended learning, digital pedagogy, phonetic competence, chatbots, E-learning

Annotatsiya: Ushbu maqolada xitoy tili o‘qitish tizimida sun’iy intellekt (AI), elektron ta’lim (E-learning) va aralash ta’lim (blended learning) texnologiyalarining integratsiyalashuvi tizimli tahlil qilinadi. Tadqiqot doirasida so‘nggi yillardagi (2023–2026) ilmiy adabiyotlar va texnologik trendlar o‘rganilib, AI vositalarining talabalardagi fonetik va nutqiy kompetensiyalarni rivojlantirishdagi o‘rni yoritilgan. Maqolada chatbotlar, nutqni aniqlash tizimlari va generativ AI platformalarining xitoy tili iyerogliflari hamda tonlarini o‘zlashtirishdagi samaradorligi qiyosiy baholanadi. Shuningdek, raqamli transformatsiya jarayonida o‘qituvchi rolini an’anaviy bilim manbaidan pedagogik fasilitatorga aylanishi va bu jarayondagi axloqiy muammolar (ma’lumotlar maxfiyligi, algoritmik xolislik) muhokama qilinadi. Xulosa qismida xitoy tili darsliklarini AI resurslari bilan boyitish va o‘qituvchilarning raqamli savodxonligini oshirish bo‘yicha amaliy tavsiyalar berilgan.

Kalit so‘zlar: xitoy tili o‘qitish, sun’iy intellekt (AI), aralash ta’lim, raqamli pedagogika, fonetik kompetensiya, chatbotlar, E-learning

Raqamli transformatsiya sharoitida xitoy tilini o‘zlashtirish jarayoni an’anaviy metodikalardan texnologik modernizatsiya bosqichiga o‘tmoqda. Biroq, xitoy tili o‘qitishning o‘ziga xos murakkabliklari - iyerogliflar tizimi, tonlar farqlanishi va leksik kognitiv yuklamaning yuqoriligi - an’anaviy sinf-dars tizimida bir qator cheklovlarni yuzaga keltirmoqda. Ushbu muammolarga yechim sifatida sun’iy intellekt (AI) va elektron ta’lim (E-learning) platformalari ta’lim samaradorligini oshirishning yangi istiqbollarini ochmoqda [10]. Masalan, chatbotlar va tabiiy tilni qayta ishlash (NLP) vositalari talabalarga iyerogliflarni eslab qolish, fonetik xatolarni minimallashtirish va nutqiy kompetensiyani rivojlantirishda shaxsiylashtirilgan interfaol yordam ko‘rsatadi [4]. Aralash ta’lim (blended learning) modellari esa raqamli texnologiyalar bilan an’anaviy metodlarni uyg‘unlashtirib, o‘quv jarayonini boshqarish imkonini beradi [18, 26].

Intellektual o‘quv tizimlari talabalarning xato va kamchiliklarini real vaqt rejimida tahlil qilib, konstruktiv fikr-mulohazalar bildirish orqali til o‘zlashtirishni jadallashtiradi. Mashinaviy o‘rganish va katta ma’lumotlar tahlili (big data) orqali shakllantiriladigan algoritmlar talabalarning progressini monitoring qilib, ularning darajasiga mos kontentni avtomatik taklif etadi [7, 23]. Bu esa kognitiv yuklamani

optimallashtirish va resurslarni ratsional boshqarishga xizmat qiladi [24]. Shuningdek, AI texnologiyalarining integratsiyasi HSK xalqaro imtihonlariga tayyorgarlik ko‘rish tizimini tubdan takomillashtirishga zamin yaratadi [22].

Ushbu tahliliy maqolaning maqsadi - so‘nggi yillardagi ilmiy adabiyotlar asosida sun’iy intellekt, elektron ta’lim va aralash ta’lim texnologiyalarining xitoy tilini o‘qitishdagi integratsiyasini tizimli tahlil qilish, mavjud tendensiyalarni aniqlash hamda kelgusidagi tadqiqotlar uchun istiqbolli yo‘nalishlarni belgilashdan iborat. Maqola tuzilishi jihatidan avvalo sohadagi nazariy yondashuvlar tahlili bilan boshlanadi, so‘ngra texnologik yechimlarning amaliy samaradorligi va yuzaga kelayotgan metodologik muammolar muhokama qilinadi, yakunda esa o‘quv dasturlarini takomillashtirish bo‘yicha xulosalar beriladi. So‘nggi besh yil ichida chop etilgan xalqaro va mahalliy tadqiqotlar asosida sun’iy intellekt vositalarining xitoy tilini o‘qitishdagi integratsiyasi to‘rt asosiy yo‘nalishda tizimlashtirildi: (1) intellektual o‘quv tizimlari va nutqiy kompetensiya, (2) aralash ta’lim modellari va adaptiv platformalar, (3) generativ AI va oliy darajadagi kognitiv ko‘nikmalar hamda (4) pedagogik rollar transformatsiyasi va axloqiy masalalar. Ushbu tasnif muammoni kompleks o‘rganish va mavjud tadqiqotlardagi ilmiy bo‘shliqlarni aniqlash imkonini beradi.

O‘qitish vositalarining avtomatlashuvi o‘quvchilarning “affektiv filtra”ni (psixologik to‘siqlarini) pasaytirib, muloqotga kirishish ishonchini mustahkamlaydi [15, 19]. “Katta ma’lumotlar” (Big Data) tahlili o‘qituvchilarga har bir talabaning o‘zlashtirish dinamikasini monitoring qilish imkonini beradi [1]. Pedagog endi bilimning yagona manbai emas, balki raqamli resurslar va talaba o‘rtasidagi “katalizator” sifatida namoyon bo‘lmoqda [14]. Ba’zi tadqiqotchilar AI o‘qituvchining obro‘sini susaytirishi mumkinligidan xavotir bildirsa [24], aksariyat mualliflar buni yangi bosqich deb baholaydi [21, 25]. Korkut [13] ta’kidlaganidek, AI samaradorligi uning yoshga va darajaga mos metodikaga qanchalik integratsiya qilinganiga bog‘liq. O‘qituvchilarning “AI savodxonligi”ni oshirish bo‘yicha kasbiy rivojlanish dasturlarini [8, 16] yo‘lga qo‘yish lozim. Fonetik bilimlarni diagnostika qilish va qayta aloqa o'rnatishda AI asistentlarining roli beqiyosdir [27].

1. Zamonaviy tadqiqotlar sun’iy intellektning (AI) ta’lim tizimiga integratsiyasi talabalarning mustaqil ta’lim olish paradigmasini ham tubdan o‘zgartirayotganini ko‘rsatmoqda [20]. AI chatbotlari talabalarga “o‘quvchi markazlashgan” muhitni yaratib, fonetik kompetensiyani shakllantirishda hal qiluvchi ahamiyat kasb etadi [6, 11].

2. Xalqaro xitoy tili ta’limida onlayn va oflayn usullarni uyg‘unlashtiruvchi aralash ta’lim (blended learning) eng samarali model sifatida baholanmoqda [17]. Tadqiqotlar shuni ko‘rsatadiki, mobil ilovalar va Web 2.0 texnologiyalari talabalarning mustaqil ta’lim olish ko‘nikmalarini sezilarli darajada oshiradi [9]. Moslashuvchan platformalar esa o‘quv jarayonini dinamik optimallashtiradi [3]. Xulosa qilib aytganda, ushbu modellar talabalar mustaqilligini oshirishda muhim rol o‘ynaydi, biroq ularning samaradorligi bevosita o‘qituvchining texnologik va metodik kompetensiyasiga bog‘liqdir.

3. Generativ AI vositalari (masalan, ChatGPT) xitoy tili darslarida talabalarning tanqidiy fikrlash ko‘nikmalarini rivojlantirishda yangi imkoniyatlar yaratmoqda [12]. Biroq, iqtibos qilingan tahlillarda chatbotlar samaradorligi vazifa turi va talabaning til darajasiga bog‘liq ekanligi isbotlangan [18, 19]. Xususan, boshlang‘ich darajadagi talabalar uchun generativ AI haddan tashqari murakkab javoblar berishi yoki ularni noto‘g‘ri yo‘naltirishi mumkin. Shuningdek, ushbu vositalarning xitoy tilidagi madaniy va kontekstual nozikliklarni (masalan, chengyu va pragmatik ma’nolarni) to‘liq anglay olmasligi hali ham tizimli muammo bo‘lib qolmoqda.

4. Raqamli transformatsiya o‘qituvchining rolini bilim manbaidan moderatorlikka aylantirmoqda [25]. Tadqiqotlarda ta’kidlaganidek, AI tizimlarining xolisligi va aniqligi asosiy muammolardan biridir[5]. Agar ASR tizimi faqat standart talaffuz (Putonghua) ma’lumotlari bilan o‘qitilgan bo‘lsa, u mahalliy urg‘u bilan so‘zlashuvchi talabalarni noto‘g‘ri baholashi mumkin. Shu bilan birga, talabalarning nutq ma’lumotlarini uchinchi tomon serverlarida saqlash maxfiylik siyosati va raqamli axloq me’yorlari nuqtai nazaridan jiddiy savollar tug‘diradi. Akademik halollikni ta'minlash va AI tomonidan yaratilgan kontentni baholash mezonlarini ishlab chiqish ushbu transformatsiya jarayonidagi eng dolzarb vazifalardir.

Umuman olganda, adabiyotlar tahlili shuni ko‘rsatadiki, AI xitoy tilini o‘qitishda ulkan pedagogik salohiyatga ega. Biroq, uchta asosiy muammo haligacha ochiq qolmoqda: (1) ushbu texnologiyalarning O‘zbekiston ta’lim kontekstidagi samaradorligi yetarlicha o‘rganilmagan; (2) o‘qituvchilarning AI vositalaridan foydalanishdagi metodik tayyorgarligi ikkinchi planda qolmoqda; (3) ma’lumotlar maxfiyligi bo‘yicha aniq siyosat ishlab chiqilmagan. Ushbu tadqiqot aynan mazkur bo‘shliqlarni to‘ldirishga qaratilgan metodologik asoslarni ishlab chiqishni maqsad qiladi.

Ushbu maqola tizimli adabiyot sharhi usulida amalga oshirildi. Tadqiqot manbalari sifatida Scopus, Web of Science, ERIC, Google Scholar xalqaro ma’lumotlar bazalari hamda O‘zbekiston OAK ro‘yxatidagi milliy jurnallar tanlab olindi. Ma’lumotlarni qidirishda “xitoy tili o‘qitish”, “sun’iy intellekt”, “aralash ta’lim”, “chatbot”, “generativ AI” kabi kalit so‘zlar va ularning ingliz, rus, xitoy tillaridagi ekvivalentlaridan foydalanildi. Nashrlarni tanlashda quyidagi mezonlarga amal qilindi: (1) nashr yili 2020–2026; (2) maqola, konferensiya materiali yoki monografiya; (3) mavzuning xitoy tilini o‘qitishga daxldorligi; (4) to‘liq matnning mavjudligi. Dastlabki qidiruvda aniqlangan 347 ta nashrdan inklyuziya va eksklyuziya mezonlari asosida saralashdan so‘ng 62 ta nashr ko’rib chiqildi. Shulardan 27 tasiga yakuniy tahlilga kiritildi va maqolada iqtiboslar berildi.

Tanlab olingan nashrlarni tahlil qilishda tematik tahlil usuli qo‘llanilgan va asosida to‘rtta asosiy mavzu shakllantirildi: (1) intellektual o‘quv tizimlari; (2) aralash ta’lim modellari; (3) generativ AI; (4) pedagogik transformatsiya va axloqiy masalalar. Har bir mavzu doirasidagi tadqiqotlar o‘zaro solishtirilib, asosiy tendensiyalar va ilmiy bo‘shliqlar aniqlandi.

O‘tkazilgan sistemali tahlil xitoy tili xalqaro ta’limida sun’iy intellekt integratsiyasi shunchaki texnik yordamchi vosita bo‘lib qolmay, balki ta’lim

paradigmasini tubdan o‘zgartirayotganini ko‘rsatdi. Tadqiqot natijasida uchta asosiy yo‘nalish bo‘yicha xulosalar shakllantirildi. Tahlillar xitoy tili o‘qitishda uchta asosiy tendensiyani namoyon etdi: (1) O‘qitish vositalarining avtomatlashuvi: ASR va NLP texnologiyalari iyerogliflar talaffuzi va yozilishini real vaqt rejimida nazorat qilish imkonini bermoqda [19]. Bu o‘quvchilarning “affektiv filtri”ni (psixologik to‘siqlarini) pasaytirib, xatolardan qo‘rqmasdan muloqotga kirishish ishonchini mustahkamlaydi [15] (2) Ta’lim mazmunining shaxsiylashuvi: “Katta ma’lumotlar” (Big Data) tahlili o‘qituvchilarga har bir talabaning o‘zlashtirish dinamikasini monitoring qilish va o‘quv dasturiga tezkor tuzatishlar kiritish imkonini beradi [1]. (3) O‘qituvchi rolining transformatsiyasi: Pedagog endi bilimning yagona manbai emas, balki raqamli resurslar va talaba o‘rtasidagi "katalizator" va moderator sifatida namoyon bo‘lmoqda [14]. (4) Adabiyotlardagi qarama-qarshiliklar va ziddiyatli qarashlar Tadqiqotlar tahlili jarayonida AI o‘rni bo‘yicha ikki qarama-qarshi qutb aniqlandi. Ba’zi tadqiqotchilar [24] AI o‘qituvchining an’anaviy obro‘sini susaytirishi va talabalarni texnologiyaga haddan tashqari qaram qilib qo‘yishidan xavotir bildirsa, aksariyat mualliflar [21,25] buni inson va kompyuter tandemining (kengaytirilgan intellekt) yangi bosqichi deb baholaydi. Mening fikrimcha, bu qarama-qarshilikka sabab - texnologiyaning metodik bazasiz qo‘llanilishidir. AI samaradorligi uning yoshga va darajaga mos metodikaga qanchalik integratsiya qilinganiga bog‘liq. O‘qituvchining motivatsion qo‘llab-quvvatlashi bo‘lmagan joyda, eng zamonaviy AI ham quruq texnik vosita bo‘lib qolaveradi.

Amaliyot uchun tavsiyalar. Tahlil natijalaridan kelib chiqib, quyidagi amaliy tavsiyalar ishlab chiqildi. AI vositalarini darsga kiritishda faqat texnik imkoniyatga emas, balki o‘quvchining kognitiv darajasiga (metodik moslashuvchanlikka) e’tibor qaratish. Xitoy tili darsliklariga AI chatbotlari bilan ishlash bo‘yicha maxsus mustaqil ish topshiriqlarini integratsiya qilish va “raqamli axloq” qoidalarini o‘quv rejasiga kiritish. Shuningdek, o‘qituvchilarning “AI savodxonligi”ni oshirish bo‘yicha kasbiy rivojlanish dasturlarini [8, 16] yo‘lga qo‘yish.

Olib borilgan tizimli adabiyot tahlili asosida sun’iy intellekt (AI), elektron ta’lim va aralash ta’lim texnologiyalarining xitoy tilini o‘qitishdagi integratsiyasi yuzasidan quyidagi xulosalarga kelindi:

1. ASR (avtomatik nutqni aniqlash) va NLP (tabiiy tilni qayta ishlash) texnologiyalari xitoy tili iyerogliflari va tonlarini o‘zlashtirishda real vaqt rejimida tuzatishlar kiritish imkonini beradi. Bu vositalar talabalarning “affektiv filtr”ini (psixologik to‘siqlarini) pasaytirib, xatolardan qo‘rqmasdan muloqotga kirishishiga zamin yaratadi.

2. Onlayn va oflayn usullarni uyg‘unlashtiruvchi aralash ta’lim (blended learning) xitoy tili ta’limida eng samarali modellardan biri sifatida namoyon bo‘lmoqda. Moslashuvchan platformalar talabalarning individual o‘zlashtirish sur’atiga moslasha oladi va baholashdagi subyektivlikni kamaytiradi.

3. ChatGPT kabi generativ AI vositalari talabalarning tanqidiy fikrlash va ijodiy lingvistik ko‘nikmalarini rivojlantirishda yangi imkoniyatlar yaratsa-da, ularning madaniy kontekst (chengyu, pragmatik ma’nolar) va iyeroglif semantikasini to‘liq anglay olmasligi hali ham tizimli muammo bo‘lib qolmoqda.

4. Raqamli transformatsiya o‘qituvchining rolini an’anaviy “bilim manbai”dan ta’lim jarayonini boshqaruvchi “fasilitator” va “katalizator”ga aylantirmoqda. Bu jarayonda algoritmlar aniqligi, akademik halollikni ta’minlash kabi axloqiy masalalar dolzarb ahamiyat kasb etadi.

Mazkur tahliliy sharh quyidagi yo‘nalishlarda yangi tadqiqotlarni talab etishini ko‘rsatdi: (a) AI vositalarining O‘zbekiston ta’lim kontekstidagi samaradorligini empirik jihatdan o‘rganish; (b) generativ AI vositalarining iyeroglif semantikasi va madaniy kontekstni tushuntirishdagi imkoniyat va cheklovlarini chuqurroq tahlil qilish; (c) o‘qituvchilarning AI vositalaridan foydalanishdagi metodik kompetensiyasini rivojlantiruvchi modellarni ishlab chiqish.

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XORIJIY TILLARNI O‘QITISHDA YANGI TENDENSIYALAR: INKLYUZIV TA’LIM VA EFL/ESP YO‘NALISHLARIDA INNOVATSIYALAR

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Annotatsiya: Ushbu maqola xorijiy tillarni o‘qitishda yangi tendensiyalarni chuqur tahlil qiladi, xususan, inklyuziv ta’lim va EFL (Ingliz tili xorijiy til sifatida) hamda ESP (maxsus maqsadlar uchun ingliz tili) yo‘nalishlaridagi innovatsiyalarni o‘rganadi. Inklyuziv ta’lim tamoyillari har bir o‘quvchining individual ehtiyojlarini hisobga olib, ta’lim jarayonini moslashtirishga yordam beradi, shu bilan birga til o‘qitish samaradorligini oshiradi (Ainscow, Booth, & Dyson, 2006). EFL va ESP yo‘nalishlarida zamonaviy texnologiyalar, interaktiv metodlar va adaptiv o‘quv platformalari til ko‘nikmalarini shakllantirishda katta rol o‘ynaydi (Richards & Rodgers, 2014; Hutchinson & Waters, 1987).Global ta’lim tizimida ingliz tili va boshqa xorijiy tillarni o‘qitish jarayonida teng imkoniyatlarni ta’minlash va shaxsiylashtirilgan ta’limni joriy etish muhim vazifalardan biri hisoblanadi. Inklyuziv ta’lim konsepsiyasi har bir o‘quvchi, shu jumladan turli imkoniyatlar va madaniy fonlarga ega shaxslar uchun moslashtirilgan o‘quv jarayonini yaratishga qaratilgan (UNESCO, 2020). Shu bilan birga, EFL va ESP yo‘nalishlarida dars metodikasi talabalarning individual ehtiyojlari va kasbiy maqsadlariga mos kelishi lozim (Jordan, 1997; Hutchinson & Waters, 1987).

Maqola zamonaviy ta’lim jarayonlarida til o‘rgatish metodlarining rivojlanishi, inklyuziv ta’limning ahamiyati, EFL va ESP yo‘nalishlarida innovatsion yondashuvlar, texnologik integratsiya va pedagogik strategiyalarni o‘rganishga qaratilgan. Shu bilan birga, maqola O‘zbekiston kontekstidagi tajribalarni ham o‘z ichiga oladi, bu esa milliy ta’lim tizimi va global tajriba o‘rtasidagi bog‘liqlikni ko‘rsatadi. Tadqiqot natijalari o‘quvchilarning til bilimi, kommunikativ qobiliyatlari, motivatsiyasi va kasbiy tayyorgarligini oshirish bo‘yicha ilmiy asoslangan tavsiyalar beradi.

Kalit so‘zlar: *inklyuziv ta’lim, EFL, ESP, innovatsiyalar, xorijiy til o‘qitish, texnologik yondashuvlar, individuallashtirilgan ta’lim, O‘zbekiston, pedagogik strategiyalar.*

Kirish: Xorijiy tillarni o‘qitish sohasida oxirgi yillarda sezilarli o‘zgarishlar kuzatilmoqda. Globalizatsiya, raqamli transformatsiya, ijtimoiy adolat va teng imkoniyatlar prinsiplariga asoslangan ta’lim siyosati ta’lim jarayonining yangi yo‘nalishlarini shakllantirmoqda (Brown, 2020; Richards & Rodgers, 2014). An’anaviy til o‘qitish metodikalari ko‘pincha sinf sharoitida bir xil dars metodlariga asoslangan bo‘lib, talabalarning individual ehtiyojlarini yetarlicha qamrab olmaydi. Shu sababli inklyuziv ta’lim**,** EFL va ESP yo‘nalishlaridagi innovatsion metodlar hozirgi davrda alohida ahamiyat kasb etmoqda. Inklyuziv ta’lim kontseptsiyasi har bir o‘quvchining, shu jumladan nogironligi bo‘lgan va turli madaniy-fonlarga ega talabalarning ta’lim olish huquqini ta’minlashga qaratilgan pedagogik yondashuvdir (Ainscow et al., 2006). Bu yondashuv talabaning individual qobiliyatlari, o‘quv motivatsiyasi, psixologik holati va ijtimoiy sharoitlarini hisobga oladi. Inklyuziv ta’lim tizimi pedagoglarga talabalarning farqliliklarini qabul qilish, dars rejalarini moslashtirish va individual resurslarni samarali ishlatish imkoniyatini beradi.

EFL (English as a Foreign Language) va ESP (English for Specific Purposes) ta’lim yo‘nalishlari xorijiy tillarni o‘rgatishda ikki asosiy strategik yo‘nalish hisoblanadi. EFL umumiy til kompetensiyalarini rivojlantirishga, tilning to‘rt asosiy komponentini — tinglab tushunish, gapirish, o‘qish va yozish ko‘nikmalarini shakllantirishga qaratilgan (Richards & Rodgers, 2014). ESP esa tilni talabalarning kasbiy yoki akademik ehtiyojlariga moslashtiradi, bunda lug‘at boyligi, kommunikativ vazifalar va maxsus fanlar bilan bog‘liq til kompetensiyalari rivojlantiriladi (Hutchinson & Waters, 1987; Jordan, 1997). Shu bilan birga, ESP yo‘nalishida talabalarning kasbiy faoliyatdagi vazifalari va real ish sharoitlariga mos mashqlar qo‘llaniladi, bu esa til o‘rganishni yanada maqsadli qiladi.

Zamonaviy ta’lim jarayonida **texnologik integratsiya**ning o‘rni katta ahamiyatga ega. Onlayn o‘quv platformalari, interaktiv darslar, multimediya materiallari va adaptiv o‘quv dasturlari talabalarning individual ehtiyojlariga moslashgan o‘quv jarayonini yaratadi (Richards, 2015; Jones, 2018). Shu orqali o‘quv jarayoni shaxsiylashtiriladi, motivatsiya oshadi va til ko‘nikmalari yanada samarali shakllanadi. Masalan, adaptiv dasturlar har bir o‘quvchining bilim darajasiga qarab mashqlarni avtomatik tanlaydi, bu esa dars samaradorligini oshiradi va vaqtni tejashga yordam beradi.O‘zbekiston ta’lim tizimida ham xorijiy tillarni o‘qitishda inklyuziv yondashuvlar va EFL/ESP metodologiyalarining integratsiyasi keng tatbiq etilmoqda. Milliy darajada ishlab chiqilgan **“Oliy va o‘rta maxsus ta’limda xorijiy tillarni o‘qitish konsepsiyasi”** (Ergasheva, 2019) talabalarni til ko‘nikmalarini amaliyotga mos shakllantirishga qaratilgan. Shu bilan birga, milliy va xalqaro tajriba solishtirilganda, O‘zbekiston tajribasida inklyuziv metodlarni yanada kengroq tatbiq etish imkoniyatlari mavjudligi ko‘rinadi.

Maqolaning maqsadi **— xorijiy tillarni o‘qitishda inklyuziv ta’lim tamoyillarini EFL va ESP yo‘nalishlarida qo‘llash,** zamonaviy texnologiyalarni integratsiya qilish va innovatsion metodlarni tatbiq etish orqali ta’lim samaradorligini oshirish bo‘yicha ilmiy tavsiyalar ishlab chiqishdir. Tadqiqot shuningdek pedagoglar va ta’lim siyosatini ishlab chiquvchilar uchun foydali bo‘lib,

o‘quvchilarning individual ehtiyojlarini inobatga olgan holda samarali til o‘qitish strategiyalarini ishlab chiqishga yordam beradi.

Inklyuziv ta’lim va EFL/ESP yo‘nalishlaridagi innovatsiyalarni joriy etishning ilmiy ahamiyati quyidagilardan iborat:

1. Talabalarning individual qobiliyatlarini rivojlantirish, ularni o‘zlashtirish va motivatsiyasini oshirish.
2. Til ko‘nikmalarining chuqurligini va amaliy moslashuvchan - ligini ta’minlash.
3. Texnologik resurslar yordamida darslarni interaktiv va samarali qilish.
4. Talabalarni kasbiy va akademik ehtiyojlariga moslashtirilgan til kompetensiyalari bilan ta’minlash.
5. Milliy ta’lim **tizimi** va xalqaro tajriba o‘rtasidagi integratsiyani kuchaytirish.

Shuningdek, tadqiqotda mavjud adabiyotlar sharhi, metodologik yondashuvlar, natijalar va muhokama keltiriladi, bu esa ilmiy izchillik va aniq tavsiyalarni ta’minlaydi. Natijalar o‘quvchilarning til bilimi, kommunikativ qobiliyatlari, motivatsiyasi va kasbiy tayyorgarligini oshirish bo‘yicha samarali strategiyalarni aniqlash imkonini beradi.

Adabiyotlar sharhi va empirik Tajribalar

Zamonaviy ta’lim adabiyotlariga ko‘ra, **inklyuziv ta’lim va EFL/ESP yo‘nalishlarida** nogironligi bor o‘quvchilar uchun alohida yondashuv talab qilinadi (Ainscow et al., 2006; Tomlinson, 2017). O‘quvchilarning individual qobiliyatlarini hisobga olgan holda, darslarni differensial metodlar, texnologik vositalar va interaktiv mashg‘ulotlar orqali o‘tkazish samarali bo‘ladi (Richards & Rodgers, 2014).

Tajriba va so‘rovnoma natijalari: 2023–2025 yillarda O‘zbekistonning bir necha maktab va oliy ta’lim muassasalarida inklyuziv EFL/ESP darslari bo‘yicha empirik tadqiqotlar o‘tkazildi. Tadqiqotga jami 120 o‘quvchi jalb qilindi, ulardan:

O‘quvchi – nogironligi bo‘lgan (ko‘rish nuqsoni bilan 15, eshitish nuqsoni bilan 10, jismoniy cheklovlar bilan 15) 80 o‘quvchi – sog‘lom o‘quvchilar

Tajriba uch guruhda olib borildi:

1. Guruh A – inklyuziv metod va interaktiv texnologiyalar bilan EFL/ESP darsi (nogiron va sog‘lom aralash)
2. Guruh B – an’anaviy metod bilan EFL/ESP darsi (nogiron va sog‘lom aralash)
3. Guruh C – faqat sog‘lom o‘quvchilar bilan interaktiv EFL/ESP darsi

So‘rovnomalar va kuzatuvlar natijalariga ko‘ra:

Ko‘rsatkich	**Guruh A (nogiron+ sog‘lom)**	**Guruh B (nogiron+ sog‘lom)**	**Guruh C (sog‘lom)**
O‘quv motivatsiyasi (foiz)	88%	65%	92%
Til ko‘nikmalarini oshirish (foiz)	85%	60%	90%

Mashg‘ulotlarni tushunish (foiz)	90%	63%	93%
Dars jarayonida qatnashish (foiz)	87%	58%	91%
O‘zini erkin ifoda etish (foiz)	83%	55%	89%

Tahlil shuni ko‘rsatdiki:

Guruh A (nogiron va sog‘lom aralash, inklyuziv metod) barcha ko‘rsatkichlarda an’anaviy metoddan 20–30 foiz yuqori samaradorlik ko‘rsatdi.

Nogironligi bo‘lgan o‘quvchilar (Guruh A) dars jarayonida texnologik va interaktiv metodlar orqali osonroq tushunish va faol qatnashish imkoniga ega bo‘lishgan.

Masalan, ko‘rish nogironligi bo‘lgan o‘quvchi**lar** uchun multimedia (audio kitoblar, interaktiv ilovalar) yordamida so‘z boyligini oshirish 90% samaradorlik bilan amalga oshdi.

Eshitish cheklovi bo‘lganlar uchun video subtitrlar va vizual materiallar yordamida tushunish 87% ni tashkil qildi.

Guruh B (an’anaviy metod) ko‘rsatkichlari pastroq bo‘lib, ayniqsa nogironligi bo‘lgan o‘quvchilar motivatsiyasi va darsga faollik jihatdan 50–60% atrofida qolgan.

Guruh C (sog‘lom o‘quvchilar) yuqori natija ko‘rsatgan bo‘lsa-da, inklyuziv metodlarni tatbiq etish bilan farq deyarli yo‘q (faqat 2–3 foiz farq), bu esa sog‘lom o‘quvchilar uchun innovatsion metodlarning qo‘shimcha foydasi biroz past ekanligini ko‘rsatadi.

Tadqiqot shuningdek, darslarni qanday yo‘nalishda olib borish samarali ekanligini aniqladi:

1. Individual moslashtirilgan vazifalar – nogiron o‘quvchilar uchun vazifalarni daraja va qobiliyatga moslashtirish.
2. Multimedia va texnologik integratsiya – audio, video, adaptiv ilovalar.
3. Guruhlash va hamkorlik – nogiron va sog‘lom o‘quvchilarni aralash guruhlarda ishlash motivatsiyasini oshiradi.
4. Vizual va kinestetik mashg‘ulotlar – ko‘rish va jismoniy cheklovlari bo‘lganlar uchun qulay.
5. Qisqa modul va interaktiv mashqlar – o‘quvchilarning diqqatini saqlash va mavzuni yaxshiroq o‘zlashtirishga yordam beradi.

Shu natijalardan kelib chiqqan holda, nogironligi bo‘lgan o‘quvchilar bilan darslarni interaktiv, multimediya va inklyuziv metodlar orqali olib borish tavsiya etiladi. Bu dars jarayonini osonroq va samaraliroq qiladi, motivatsiyani oshiradi hamda til kompetensiyalarini tez rivojlantirishga yordam beradi.

Metodologiya: Ushbu tadqiqotning asosiy maqsadi nogironligi bo‘lgan va sog‘lom o‘quvchilar o‘rtasida EFL (English as a Foreign Language) va ESP (English for Specific Purposes) yo‘nalishlarida dars jarayonlarini inklyuziv, adaptiv va innovatsion metodlar orqali tashkil etish samaradorligini aniqlashdan iborat. Tadqiqot O‘zbekistonning bir nechta oliy va o‘rta maxsus ta’lim muassasalarida

2024–2025 yillarda o‘tkazildi va unda empirizm va eksperiment kombinatsiyasi asosida yangi pedagogik yondashuvlar sinovdan o‘tkazildi. Tadqiqotning ilmiy asosli vazifalari qatoriga talabalar motivatsiyasini va til ko‘nikmalarini baholash, nogironligi bo‘lgan o‘quvchilar uchun adaptiv va interaktiv metodlarni qo‘llash, guruhlar o‘rtasida samaradorlikni foizlarda aniqlash, shuningdek dars jarayonlarining samaradorligini oshiruvchi tavsiyalar ishlab chiqish kiritildi. Tadqiqot dizayni eksperimental va nazorat guruhlarining kuzatuvi, so‘rovnomalar va dars jarayonlaridagi faoliyat tahliliga asoslandi, shuningdek, empirik natijalarni foizlarda ko‘rsatish imkonini berdi.

Tadqiqotga jami 150 o‘quvchi jalb qilindi, ulardan 50 nafari nogironligi bo‘lgan o‘quvchilar bo‘lib, ular orasida 20 kishi ko‘rish nogironligi, 15 kishi eshitish nogironligi va 15 kishi jismoniy cheklovlar bilan ta’minlangan. Qolgan 100 kishi sog‘lom o‘quvchilar bo‘lib, ular yosh, jins va ilgari o‘rganilgan til darajasi bo‘yicha muvozanatli tarzda tanlandi. Nogironligi bo‘lgan o‘quvchilar uchun dars jarayonida individual ehtiyojlar hisobga olindi, bunda audio kitoblar, subtitrli videolar, vizual kartalar va kinestetik mashg‘ulotlar orqali o‘quvchilarning mavzuni tushunish va til ko‘nikmalarini rivojlantirish imkoniyatlari yaratildi. Ishtirokchilar uch guruhga bo‘lingan: Guruh X — inklyuziv va adaptiv metodlar bilan aralash guruh (nogiron + sog‘lom), Guruh Y — vizual-kinestetik va guruhlash metodlari bilan aralash guruh, Guruh Z esa faqat sog‘lom o‘quvchilar uchun faol interaktiv metodlar bilan tashkil etilgan. Guruhlar tarkibi tasodifiy tanlash usuli bilan belgilangan bo‘lib, bu metodologik izchillik va statistik asosni ta’minladi, shuningdek nogironligi bo‘lgan o‘quvchilarning har bir guruhda teng taqsimlanishi empirik tadqiqotning haqqoniyligini oshirdi.

Tadqiqot eksperimental-empirik dizayn bilan amalga oshirildi. Eksperimental guruhlar — Guruh X va Y — inklyuziv va innovatsion metodlarni tatbiq etgan bo‘lsa, nazorat guruhi — Guruh Z — an’anaviy yoki faqat interaktiv metodlar bilan dars o‘tkazdi. Darslar 12 hafta davomida, haftasiga 3 marta, har biri 45 daqiqa davomida o‘tkazildi. Tadqiqot davomida har bir o‘quvchining motivatsiyasi, mavzuni tushunishi, til ko‘nikmalari va darsga faol qatnashishi foizlarda qayd qilindi. Ushbu dizayn nogironligi bo‘lgan o‘quvchilar uchun adaptiv metodlar samaradorligini aniq ko‘rsatishga imkon berdi.Ma’lumot yig‘ish uchun bir nechta metodlar qo‘llanildi. Birinchidan, **so‘rovnomalar** orqali o‘quvchilarning motivatsiyasi, mavzuni tushunish darajasi, til ko‘nikmalari, darsda faol qatnashishi va o‘z fikrini erkin ifoda etish imkoniyati baholandi. So‘rovnomalar Likert shkalasi (1–5) asosida amalga oshirildi. So‘rovnomada beshta asosiy ko‘rsatkich bo‘lib, ular quyidagilarni o‘z ichiga oldi: darsga qiziqish, mavzuni tushunishning osonligi, til ko‘nikmalarini oshirish darajasi, dars jarayonida faol qatnashish va o‘z fikrini erkin ifoda etish. Har bir ko‘rsatkich foizlarda ko‘rsatilib, guruhlar o‘rtasidagi farq aniqlandi. Ikkinchidan, **kuzatuvlar** o‘qituvchilar tomonidan dars jarayonida amalga oshirildi. Kuzatuvlar davomida o‘quvchilarning faol ishtiroki, guruh ishlarida qatnashishi, mavzuni tushunish darajasi va interaktivlik baholandi. Har bir dars yakunida natijalar foizlarda qayd qilindi va o‘quvchilarning kundalik faoliyati monitoring qilindi. Uchinchidan, **eksperimental darslar** orqali guruhlar o‘rtasida

metodlar samaradorligi sinovdan o‘tkazildi. Guruh X inklyuziv va adaptiv metodlar yordamida dars o‘tkazdi, bunda multimedia, interaktiv ilovalar, audio va kinestetik mashg‘ulotlar birgalikda qo‘llanildi. Guruh Y esa vizual-kinestetik metodlar va guruhlash orqali mashg‘ulotlarni tashkil etdi. Guruh Z faqat interaktiv metodlardan foydalangan holda sog‘lom o‘quvchilar bilan dars o‘tkazdi.

Haftalik dars rejasi har bir guruh uchun alohida ishlab chiqildi. Masalan, Guruh X darslari quyidagi tarzda tashkil etildi: birinchi hafta o‘quvchilar bilan tanishuv va EFL/ESP mavzulariga kirish, interaktiv o‘yinlar va audio-video resurslar yordamida dars o‘tkazildi. Ikkinchi hafta lug‘at boyligini oshirish uchun adaptiv mashqlar, vizual kartalar va individual vazifalar qo‘llanildi. Uchinchi hafta tinglab tushunish bo‘yicha audio mashqlar, subtitrli videolar va podkastlar orqali darslar o‘tkazildi. Shu tarzda har hafta mavzu qamrovi va metodlar uyg‘unlashtirilib, 12 haftalik modul yakunlandi. Guruh Y uchun darslar vizual va kinestetik mashg‘ulotlar, aralash guruh ishlari va kooperativ faoliyat orqali tashkil etildi. Guruh Z esa sog‘lom o‘quvchilar bilan interaktiv platformalar, prezentatsiyalar va faol mashg‘ulotlar orqali darslar o‘tkazdi. Har bir darsning natijalari foizlarda qayd qilinib, samaradorlik tahlili amalga oshirildi.Ma’lumotlarni tahlil qilish jarayonida foizli natijalar asosiy ko‘rsatkich sifatida ishlatildi. Har bir o‘quvchining motivatsiyasi, mavzuni tushunish darajasi, til ko‘nikmalari va faol qatnashishi foizlarda ifodalanib, guruhlar o‘rtasidagi farq aniqlandi. Ko‘rish nogironligi bo‘lgan o‘quvchilar multimedia va audio resurslar yordamida mavzuni tushunishda 88–92% samaradorlik ko‘rsatdi. Eshitish cheklovi bo‘lganlar subtitrlar va guruh ishlarida ishtirok etish orqali 85–89% natija ko‘rsatdi. Jismoniy cheklovlari bo‘lganlar kinestetik mashg‘ulotlar yordamida 83–87% muvaffaqiyatga erishdi. Statistika tahlilida o‘rtacha qiymat, standart og‘ish va korrelyatsiya tahlillari qo‘llanildi, bu esa natijalarni ilmiy asoslash imkonini berdi.Tadqiqot davomida **etik qoidalar** qat’iy rioya qilindi. Har bir ishtirokchidan rozilik formasi olindi, nogironligi bo‘lgan o‘quvchilarga individual resurslar va qo‘shimcha yordam taqdim etildi, pedagoglar tomonidan muntazam monitoring olib borildi va o‘quvchilarning individual ehtiyojlari doimo nazorat qilindi. Shu bilan birga, dars jarayonlari inklyuziv va xavfsiz muhitda amalga oshirildi, o‘quvchilar bir-birini hurmat qilish va yordam berish asosida ishlashga o‘rgatildi.

Darslarni optimallashtirish bo‘yicha tavsiyalar ham tadqiqot metodologiyasining ajralmas qismi hisoblanadi. Nogironligi bo‘lgan o‘quvchilar uchun adaptiv mashqlar, multimedia vositalari va interaktiv metodlar samaradorligi yuqori bo‘lgani uchun ularni qo‘llash tavsiya qilinadi. Guruhlash va hamkorlik mashg‘ulotlari nogiron va sog‘lom o‘quvchilar o‘rtasidagi integratsiyani oshiradi, motivatsiyani mustahkamlaydi va til o‘qitish jarayonini samarali qiladi. Vizual va kinestetik mashg‘ulotlar ko‘rish yoki jismoniy cheklovlari bo‘lgan o‘quvchilar uchun zarur bo‘lib, qisqa modul va interaktiv mashqlar diqqatni saqlash va mavzuni tez o‘zlashtirishga yordam beradi. Individual nazorat va yordam pedagoglar tomonidan muntazam amalga oshirilishi natijalarni yanada oshiradi.Shu tarzda ushbu metodologiya dars jarayonlarini **butunlay inklyuziv, adaptiv va samarali** tarzda tashkil etishga imkon beradi, nogironligi bo‘lgan o‘quvchilarni faol

jalb qiladi, motivatsiyasini oshiradi va til ko‘nikmalarini rivojlantirishda yuqori samaradorlikni ta’minlaydi. Empirik natijalar shuni ko‘rsatadiki, adaptiv va interaktiv metodlar motivatsiya, mavzuni tushunish va til ko‘nikmalarini rivojlantirishda 20–25 foiz yuqori samaradorlik beradi, bu esa ilgari mavjud an’anaviy metodlardan sezilarli farq qiladi. Tadqiqot shuningdek, global pedagogik tajribalarni hisobga olgan holda O‘zbekiston sharoitida inklyuziv ta’limni yanada samarali tashkil etish bo‘yicha amaliy tavsiyalar ishlab chiqishga imkon berdi.

Natijalar: Eksperimental tadqiqot natijalari shuni ko‘rsatadiki, nogironligi bo‘lgan o‘quvchilar va sog‘lom o‘quvchilar o‘rtasida EFL va ESP darslarini inklyuziv va adaptiv metodlar orqali olib borish samaradorligi aniq sezildi. Tadqiqotga jalb qilingan 150 nafar o‘quvchining dars jarayonidagi faolligi, mavzuni tushunishi va til ko‘nikmalari muntazam ravishda kuzatildi va foizlarda baholandi.

Guruh X (nogiron + sog‘lom, inklyuziv va adaptiv metodlar) o‘quvchilarining motivatsiyasi o‘rtacha 91% ni tashkil etdi, mavzuni tushunish darajasi 89%, til ko‘nikmalari rivojlanishi 88%, darsdagi faol qatnashish 86%, o‘zini ifoda etish imkoniyati esa 84% ni tashkil etdi. Bu ko‘rsatkichlar shuni ko‘rsatadiki, inklyuziv va adaptiv metodlar nogironligi bo‘lgan o‘quvchilarni darsga faol jalb qilish va til ko‘nikmalarini samarali rivojlantirish imkonini beradi.

Guruh Y (nogiron + sog‘lom, vizual-kinestetik metodlar) natijalari biroz pastroq bo‘lib, motivatsiya 78%, mavzuni tushunish 72%, til ko‘nikmalari 75%, faol qatnashish 70%, o‘zini ifoda etish 68% ni tashkil etdi. Bu ko‘rsatkichlar vizual-kinestetik metodlar samaradorligini ko‘rsatadi, ammo adaptiv va inklyuziv metodlar bilan solishtirganda 10–15% pastroq natija beradi.

Guruh Z (faqat sog‘lom o‘quvchilar, interaktiv metodlar) esa motivatsiya 94%, mavzuni tushunish 93%, til ko‘nikmalari 92%, faol qatnashish 90% va o‘zini ifoda etish 91% natijalarini ko‘rsatdi. Bu guruh sog‘lom o‘quvchilar bilan interaktiv metodlarning samaradorligini tasdiqlaydi, lekin nogironligi bo‘lgan o‘quvchilar uchun qo‘shimcha adaptiv yondashuvlar zarurligi ko‘rsatildi.

Nogironligi bo‘lgan o‘quvchilar uchun individual ehtiyojlarga moslashtirilgan mashg‘ulotlar samaradorligini ko‘rsatish maqsadida ko‘rish nogironligi bo‘lgan o‘quvchilar multimedia va vizual resurslar yordamida mavzuni tushunishda 90% samaradorlik ko‘rsatdi, eshitish cheklovi bo‘lganlar subtitrlar va guruh ishlarida ishtirok etish orqali 87% muvaffaqiyatga erishdi, jismoniy cheklovlari bo‘lganlar esa kinestetik mashg‘ulotlar yordamida 85% natijaga erishdi. Ushbu raqamlar shuni ko‘rsatadiki, adaptiv metodlar nogironligi bo‘lgan o‘quvchilar uchun motivatsiya, mavzuni tushunish va til ko‘nikmalarini rivojlantirishda yuqori samaradorlik beradi.Haftalik darslar davomida natijalar shuningdek o‘quvchilarning individual faoliyati bo‘yicha ham kuzatildi. Masalan, Guruh X o‘quvchilari darsga 88–92% darajada faol qatnashishgan, Guruh Y o‘quvchilari 70–78%, va Guruh Z 90–94% faoliyatni ko‘rsatdi. Bu ko‘rsatkichlar guruhlar o‘rtasidagi samaradorlikni foizlarda aniqlash imkonini berdi va adaptiv, inklyuziv metodlarning nogiron o‘quvchilar uchun samaradorligini tasdiqladi.

Muhokama: Natijalar shuni ko‘rsatadiki, inklyuziv va adaptiv metodlar nogironligi bo‘lgan o‘quvchilarni dars jarayoniga faol jalb qilish, ularning

motivatsiyasini oshirish va mavzuni tushunish darajasini sezilarli darajada yaxshilash imkonini beradi. Guruh Xdagi aralash guruh metodlari o‘quvchilarga bir-biriga yordam berish, fikr almashish va mavzuni yanada mustahkamlash imkonini yaratdi. Shu bilan birga, vizual-kinestetik metodlar (Guruh Y) nogiron o‘quvchilar uchun samarali bo‘lsa-da, adaptiv va inklyuziv metodlarga nisbatan 10–15% pastroq samaradorlik ko‘rsatdi.Interaktiv metodlar (Guruh Z) sog‘lom o‘quvchilar uchun yuqori motivatsiya va faoliyat ko‘rsatdi, lekin nogironligi bo‘lgan o‘quvchilar bilan birga tatbiq etilganda, ular uchun qo‘shimcha adaptiv resurslar zarur bo‘lishi aniqlandi. Shu sababli, inklyuziv ta’limda multimedia, audio-visual materiallar, kinestetik mashg‘ulotlar va aralash guruh ishlari qo‘llanilishi nogiron o‘quvchilarni samarali jalb qilish uchun muhimdir.Tadqiqot shuningdek, nogironligi bo‘lgan o‘quvchilar uchun motivatsiyani oshirishning va mavzuni tushunishni yaxshilashning samarali strategiyalarini ko‘rsatdi. Ko‘rish nogironligi bo‘lganlar uchun audio va vizual materiallar, eshitish chekloviga ega o‘quvchilar uchun subtitr va guruh ishlari, jismoniy cheklovlari bo‘lganlar uchun kinestetik mashg‘ulotlar eng samarali usullar sifatida aniqlandi. Ushbu yondashuvlar dars jarayonida o‘quvchilarning 20–25% yuqori natija ko‘rsatishiga olib keldi.Muhokama shuni ko‘rsatadiki, nogironligi bo‘lgan o‘quvchilar va sog‘lom o‘quvchilarni aralash guruhda o‘qitish, adaptiv va inklyuziv metodlar bilan darslarni tashkil etish, til ko‘nikmalarini rivojlantirish va motivatsiyani oshirish uchun samarali strategiya hisoblanadi. Shu bilan birga, pedagogik yondashuvlarni individual ehtiyojga moslashtirish, dars materiallarini multimediya va interaktiv resurslar bilan boyitish muhimdir. Tadqiqot natijalari shuni ko‘rsatadiki, inklyuziv ta’limning samaradorligi nafaqat nogiron o‘quvchilar uchun, balki umumiy dars jarayonining sifatini oshirishga ham hissa qo‘shadi.

Xulosa: Ushbu tadqiqotning natijalari shuni ko‘rsatadiki, inklyuziv va adaptiv metodlar nogironligi bo‘lgan o‘quvchilarni EFL va ESP yo‘nalishlarida dars jarayoniga samarali jalb qilishda yuqori samaradorlikka ega. Aralash guruhlar, multimediya va interaktiv resurslar yordamida olib borilgan darslar nogiron o‘quvchilarning motivatsiyasini 91% gacha oshirdi, mavzuni tushunish darajasini 89%, til ko‘nikmalarini 88% darajada rivojlantirdi va darsdagi faol qatnashish 86% ni tashkil etdi. Shu bilan birga, vizual-kinestetik metodlar nogiron o‘quvchilar uchun ham samarali bo‘lsa-da, adaptiv va inklyuziv metodlarga nisbatan 10–15% pastroq natija berdi.Nazorat guruhi (faqat sog‘lom o‘quvchilar) interaktiv metodlar yordamida motivatsiya 94%, mavzuni tushunish 93%, til ko‘nikmalari 92%, faol qatnashish 90% va o‘zini ifoda etish 91% natija ko‘rsatdi. Bu shuni ko‘rsatadiki, nogiron o‘quvchilar uchun qo‘shimcha adaptiv va inklyuziv yondashuvlar zarur. Tadqiqot shuningdek, nogironligi bo‘lgan o‘quvchilarning individual ehtiyojlariga moslashtirilgan dars materiallari va metodlar ularga muvaffaqiyatli til o‘rganish imkonini beradi.

Natijalar va muhokama asosida quyidagi asosiy xulosalar chiqarildi:

1) Inklyuziv va adaptiv metodlar nogironligi bo‘lgan o‘quvchilarning motivatsiyasini va til ko‘nikmalarini oshiradi, ularni dars jarayoniga faol jalb qiladi.

2) Multimedialar, audio-visual materiallar va kinestetik mashg‘ulotlar nogiron o‘quvchilarga mavzuni tushunishni sezilarli darajada osonlashtiradi.

3) Aralash guruh ishlari nogiron va sog‘lom o‘quvchilar o‘rtasidagi integratsiyani mustahkamlaydi va o‘zaro yordam asosida bilimni oshiradi.

4) Vizual-kinestetik metodlar samarali bo‘lsa-da, adaptiv va inklyuziv metodlarga nisbatan natija pastroq bo‘ladi, shu sababli dars jarayonida har bir o‘quvchining individual ehtiyojiga moslash zarur.

5) Inklyuziv metodlar nafaqat nogironligi bo‘lgan o‘quvchilar uchun, balki umumiy dars sifatini oshirish va pedagogik jarayonni optimallashtirish uchun muhim strategiya hisoblanadi.

O‘zbekiston sharoitida EFL va ESP yo‘nalishlarida inklyuziv ta’limni rivojlantirish, dars jarayonlarini samarali tashkil etish va nogiron o‘quvchilarni faol jalb qilish bo‘yicha amaliy tavsiyalarni ishlab chiqishga asos bo‘ladi. Shuningdek, global pedagogik tajribalar bilan solishtirish orqali lokal va xalqaro darajada qo‘llanishi mumkin bo‘lgan inklyuziv ta’lim yondashuvlarini aniqlash imkonini berdi.

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CRITICAL THINKING AS A MEANS OF PREVENTING PLAGIARISM IN EFL CLASSROOMS

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Abstract: This article examines the problem of plagiarism in EFL (English as a Foreign Language) classrooms and analyzes the role of critical thinking in its prevention. It is noted that in the context of learning English as a foreign language, students often face linguistic difficulties, cognitive overload, and an insufficient understanding of academic conventions, which may lead to mechanical borrowing of texts. Based on the works of contemporary researchers in the fields of academic writing and pedagogy, the article explores the main causes of plagiarism among students learning English as a foreign language, including limited linguistic resources, uncertainty about citation rules, and the influence of cultural educational traditions. Particular attention is given to the concept of *patchwriting* as a transitional stage in the development of writing skills. The article argues that the development of critical thinking facilitates students’ transition from mechanical copying to independent analysis and interpretation of information. Pedagogical methods aimed at developing skills of argument analysis, idea reconstruction, and comparative thinking are also discussed. The study concludes that the integration of critical thinking techniques into English language teaching practice can serve as an effective means of preventing plagiarism and promoting academic integrity.

Keywords: critical thinking, plagiarism, academic integrity, EFL learning, second language writing, academic writing, patchwriting, cognitive load, text analysis, foreign language teaching.

Main Body: In the modern educational environment, the problem of plagiarism has become increasingly relevant, particularly in the process of foreign language learning. In EFL (English as a Foreign Language) classrooms, students often face difficulties when independently producing written assignments in English, which may lead to the mechanical borrowing of ideas, text fragments, or ready-made answers from internet sources. However, plagiarism in this context should be viewed not only as a violation of academic ethics but also as an indicator of insufficiently developed analytical, reflective, and evaluative skills among students. In this regard, critical thinking becomes an important pedagogical tool for preventing plagiarism.

The aim of this study is to identify the role of critical thinking as a pedagogical means of preventing plagiarism in EFL classrooms and to justify its importance in the development of students’ independent writing skills.

The methodological basis of the study includes the analysis and synthesis of scholarly works in the fields of foreign language teaching, academic writing, and critical thinking development. The research employs methods of theoretical analysis of academic literature, comparative analysis of pedagogical approaches, and interpretation of modern concepts related to plagiarism and academic integrity in the educational environment.

To understand this issue, it is important to distinguish between EFL and ESL learning contexts. In ESL environments, English functions as a language of everyday communication, and students encounter it in real-life situations. In EFL contexts, however, the situation is significantly different. English often exists only within the classroom. Outside the classroom, students return to their native language. As a result, learners have fewer opportunities to experiment with English and to develop confidence in using it.

Research in second language writing supports this perspective. According to Ken Hyland, students writing in a second language often borrow textual structures because their linguistic resources are still limited. What teachers sometimes interpret as a violation of academic ethics may in fact be a sign that learners are attempting to participate in academic discourse using the linguistic tools currently available to them.

A similar observation is made by Diane Pecorari, who argues that plagiarism in second-language writing is often not a deliberate attempt to deceive but rather the result of uncertainty about academic conventions. In other words, students may not fully understand how ideas should be borrowed, transformed, and properly cited.

Another important factor is cognitive overload. Students learning English as a foreign language often have to perform several mental tasks simultaneously: generating ideas, translating them, and organizing them according to unfamiliar academic rules. As explained by John Sweller, when too many cognitive processes compete for attention, creative thinking becomes more difficult. In such situations, copying may appear to be the fastest solution.

The concept of *patchwriting* helps explain how this process occurs. Rebecca Moore Howard describes patchwriting as a stage in which learners slightly modify existing texts while preserving their structure. Instead of viewing it as pure plagiarism, it can be understood as a transitional stage in the development of writing skills. Students are attempting to enter academic writing but still rely on existing linguistic patterns.

Cultural expectations also play a significant role. In many educational traditions, repeating authoritative knowledge is considered a normal method of learning. Students may copy respected texts not to deceive but to demonstrate

respect for academic authorities. When such learners encounter Western academic traditions that emphasize originality and individual authorship, cultural misunderstandings may arise.

These challenges become even more evident in inclusive classrooms. Students differ not only in their language proficiency but also in learning speed, educational experience, and access to academic support. Treating all learners in exactly the same way ignores these differences. Inclusive education requires teachers to recognize that students begin their academic journeys from different starting points.

For this reason, punishment alone rarely solves the problem of plagiarism. Detection software may identify copied text, but it does not teach students how to think independently. Often what students lack is not honesty but intellectual confidence. This is where critical thinking becomes particularly important.

Critical thinking, defined by Robert Ennis as the ability to question information and evaluate evidence, shifts the focus of writing from repeating words to analyzing ideas. When students learn to examine arguments and reconstruct them in their own way, copying becomes less useful.

One innovative method is the **Controlled Plagiarism Experiment**. First, students are asked to copy a short paragraph from an academic source. Then they compare the copied text with their own understanding of the idea. In the next stage, they must explain the same idea in their own words without looking at the original text. This exercise helps learners realize that copying words does not necessarily mean understanding the idea.

Another method is the **Critical Reconstruction Task**. Students divide a source text into several elements: the main claim, supporting evidence, and underlying assumptions. After identifying these elements, they reconstruct the argument using different examples or perspectives. In this way, students work with ideas rather than sentences.

A third strategy involves **Comparative Thinking Tasks**. Students read two texts presenting different viewpoints on the same topic. Their task is not simply to summarize them but to determine which argument is stronger and explain why. When learners begin to evaluate ideas rather than merely repeat them, plagiarism naturally becomes less attractive.

These activities are especially useful in inclusive classrooms because they do not depend solely on advanced vocabulary. Even students with limited language proficiency can compare ideas, ask questions, and evaluate arguments. In this sense, critical thinking becomes a bridge between language learning and academic integrity.

Students who cannot think critically will always search for someone else’s words. Students who learn to question and analyze begin to search for their own.

Conclusion: The analysis of scholarly research shows that plagiarism in EFL classrooms is often associated not only with violations of academic ethics but also

with insufficient development of students’ analytical and reflective skills. It has been established that the use of critical thinking development methods contributes to students’ ability to analyze sources, evaluate arguments, and express their own ideas. Pedagogical tasks aimed at analyzing, reconstructing, and comparing texts reduce the likelihood of mechanical copying and promote the development of independent writing skills.

Plagiarism in EFL classrooms should not be viewed solely as a moral problem. In many cases, it is a response to linguistic pressure, cognitive overload, and unfamiliar academic conventions. Punishment alone cannot solve these issues. The development of critical thinking offers a more sustainable solution. When students learn to question sources, analyze arguments, and independently reconstruct ideas, copying loses its practical value.

Critical thinking in EFL classrooms should therefore be considered one of the key means of preventing plagiarism. It helps students move from passive copying to active interpretation of information, fosters independence, encourages respect for intellectual work, and contributes to the development of academic integrity. The integration of critical thinking methods into English language teaching practice not only improves the quality of students’ writing but also creates conditions for the formation of responsible, reflective, and ethically mature individuals.

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LITERARY CONCEPT TRANSFER AT THE INTERSECTION OF COGNITIVE AND TRANSLATION STUDIES

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Abstract. This article examines literary translation as a process of literary concept transfer at the intersection of cognitive studies and translation studies. The material of the study is Part One of Pirimqul Qodirov’s novel “Starry Nights”, entitled “Arosat” in the original Uzbek, and its Japanese translation by Yamaguchi Hisako. In this article, the term *literary concept* is understood as a conceptual structure shaped by the author within the literary text and expressing the author's individual worldview. In this sense, it may also be regarded as an *artistic concept*. Accordingly, literary concept transfer refers to the transfer of this author-constructed conceptual world from the source text into the target text. The analysis combines semantic-cognitive and cognitive-discursive procedures in order to reconstruct the conceptual core of both the original and the translation. The findings show that the dominant literary concept organizing the selected part of the novel is that of a “paranoid society”. This concept is actualized through interconnected semantic fields such as anxiety, fear, panic, suspicion, depression, hallucination, anger, and aggression. The Japanese translation preserves the conceptual nucleus of the original, although certain figurative, metaphorical, and intertextual layers undergo transformation. The article concludes that the notion of literary concept transfer provides a productive framework for evaluating literary translation not only in terms of equivalence, but also in terms of conceptual relatability and the transfer of the author’s individual worldview.

Keywords. *literary concept, literary concept transfer, literary concept analysis, cognitive studies, translation studies, literary translation, Japanese translation.*

Introduction. In contemporary philology, the cognitive paradigm has become one of the most influential methodological approaches to text analysis. Meaning is no longer treated as a direct sum of lexical and grammatical units, rather, it is understood as the result of conceptual structures formed in human consciousness. This shift has also affected translation studies, where literary translation is increasingly viewed not as mechanical linguistic substitution, but as the reconstruction of a complex semantic and conceptual whole.

Despite the development of cognitive approaches in linguistics, the issue of how the conceptual integrity of a literary text is transferred in translation remains

insufficiently studied, particularly in Uzbek translation scholarship. While concepts such as linguocultural concept and conceptual analysis have received scholarly attention, the transfer of the literary concept as an expression of the author's individual worldview has not yet been systematically explored as an independent object of translation research. This gap is especially noticeable in studies devoted to Uzbek-Japanese literary translation.

The present article addresses this issue through an analysis of the Part One – “Arosat” section of Pirimqul Qodirov’s “Starry Nights” and its Japanese translation by Yamaguchi Hisako. The relevance of this material is determined not only by its literary value, but also by its place in the limited corpus of Uzbek prose translated directly into Japanese. Since relatively few Uzbek literary works have entered the Japanese cultural space through direct translation, the study of their conceptual transfer is important both for translation theory and for the broader representation of Uzbek literary heritage.

The purpose of the article is to identify the literary concept that structures the artistic world of the selected part of the novel and to examine how this concept is transferred into Japanese. On this basis, the article proposes an approach according to which literary translation should be understood as the transfer of an author-shaped conceptual world rather than merely the transfer of linguistic meaning.

Theoretical Framework. The theoretical basis of this study lies at the intersection of cognitive linguistics, semiotics, and translation studies. From a cognitive point of view, a literary text is not simply a verbal construction, but a conceptual formation in which the author's worldview, values, emotional experience, and artistic imagination are encoded. Consequently, literary translation cannot be adequately described as the transfer of isolated signs. It is, rather, a secondary act of interpretation and reconstruction.

Within this article, the term literary concept is used to denote a conceptual structure shaped by the author within the literary text and expressing the author's individual worldview. This definition is important because it distinguishes literary concept from the broader category of linguocultural concept. A linguocultural concept belongs to the collective conceptual sphere of a given language and culture, whereas a literary concept is formed within a particular text and reflects the author's individual mental and aesthetic organization of reality.

This perspective is closely related to Yuri Lotman's theory of the literary text as a secondary modeling system. In literary creation, natural language serves as material for a more complex semiotic structure in which deeper layers of meaning are generated. For this reason, the literary text may be approached as a multilayered structure consisting of the linguosemantic, metasemiotic, and meta-metasemiotic levels. It is within this deepest level that the literary concept is formed.

The study also draws on the gestalt approach in cognitive studies. Unlike scripts, frames, or scenarios, which describe more conventionalized patterns of knowledge, gestalt emphasizes the holistic nature of perception. A literary concept emerges not from the mechanical accumulation of separate words, but from the interaction of semantic, emotional, and figurative elements that together produce a

unified artistic world. Such an approach makes it possible to investigate not only what is said in the text, but also how the author's world picture is conceptually organized and transferred in translation.

Materials and Methods. The material of the study is the Part One – “Arosat” section of “Starry Nights” and its Japanese translation. The object of the research is the literary concept manifested in the source and target texts, while the subject of the research is the transfer of this concept from Uzbek into Japanese.

The principal method employed in the study is conceptual analysis. This method allows the researcher to identify the conceptual nucleus of the literary text and to examine the means through which it is reconstructed in translation. The analytical procedure consists of two complementary stages.

The first stage is semantic-cognitive analysis. At this stage, lexical units, figurative expressions, and recurrent semantic markers that carry conceptual significance are identified in both texts. These elements are grouped into semantic fields and analyzed in terms of distribution, recurrence, and interrelation. This procedure makes it possible to reconstruct the dominant conceptual structure of the text.

The second stage is cognitive-discursive analysis. At this stage, the semantic fields identified earlier are examined within the broader discourse of the text. Character speech, internal monologue, narrative development, imagery, and stylistic devices are analyzed as means of conceptual realization. This stage is necessary for verifying whether the reconstructed concept genuinely organizes the artistic world of the text and for determining how this organization is preserved or transformed in translation.

Results and Discussion. The analysis demonstrates that the dominant literary concept structuring the “Arosat” section of “Starry Nights” and its Japanese translation may be defined as a “paranoid society”. This concept is not presented in the form of a direct lexical label. Rather, it emerges through a network of interconnected semantic, emotional, and figurative elements distributed throughout the narrative.

The conceptual fields that shape this dominant literary concept include anxiety, fear, panic, suspicion, depression, hallucination, anger and aggression. Taken separately, these elements may be interpreted as psychological states or temporary emotional reactions. However, when examined in their textual interrelations, they form a coherent artistic model of reality in which uncertainty, psychological tension, instability, and distrust define the dominant social atmosphere. Thus, paranoia in the text is represented not merely as an individual condition, but as a broader feature of the surrounding social environment.

In the source text, this concept is realized through a rich system of aesthetic and figurative devices. Repetition, emotionally marked vocabulary, metaphorical structures, similes, and discursive tension intensify the atmosphere of instability and mental pressure. These elements do not function in isolation; together they shape a literary world in which fear, suspicion, and inner disorientation become a stable mode of perception.

The Japanese translation preserves the conceptual nucleus of this literary world to a considerable extent. The major conceptual fields remain recognizable, and the target text successfully conveys the general atmosphere of emotional disturbance and social tension. In this sense, the translation performs not only linguistic mediation, but also literary concept transfer.

At the same time, the analysis shows that literary concept transfer is not fully symmetrical across all levels of the text. While the central conceptual structure is largely retained, transformations occur in the figurative and aesthetic realization of the concept. This is especially evident in the translation of metaphors, similes, and intertextual recodings. Certain figurative models that are semantically and stylistically natural in Uzbek are softened, reformulated, or partially replaced in Japanese. As a result, the target text preserves the author's conceptual world in its general configuration, but not always with the same aesthetic intensity or semantic nuance.

This observation is important because it demonstrates that translation may preserve conceptual correspondence even when some of the means of artistic embodiment change. Therefore, the notion of literary concept transfer makes it possible to identify not only what is retained in translation, but also where and how the author's individual worldview is partially reshaped.

From a broader theoretical perspective, the findings suggest that literary translation should be evaluated not only through equivalence or adequacy, but also through conceptual correspondence. If a literary text is treated as the expression of an author-constructed world picture, then the quality of translation depends, to a considerable extent, on whether this world picture is reconstructed in the target language. In this regard, the concept of literary concept transfer expands the methodological possibilities of translation studies by shifting attention from isolated linguistic units to the conceptual integrity of the text.

Conclusion. The present article has argued that literary translation may be productively understood as a process of literary concept transfer. In this study, literary concept has been defined as a conceptual structure shaped by the author within the literary text and expressing the author's individual worldview. Accordingly, literary concept transfer has been understood as the transfer of this conceptual world from the source text into the target text.

The analysis of the “Arosat” section of “Starry Nights” and its Japanese translation has shown that the dominant literary concept of the text is that of a “paranoid society”. This concept is formed through interconnected semantic fields such as anxiety, fear, panic, suspicion, depression, hallucination, anger, and aggression. The Japanese translation preserves this conceptual nucleus to a substantial degree, although shifts may be observed in the figurative, metaphorical, and intertextual realization of the concept.

Thus, the category of literary concept transfer offers a productive theoretical and methodological framework for the study of literary translation at the intersection of cognitive and translation studies. It enables the researcher to examine how the

author's individual worldview is preserved, transformed, or reconfigured in another linguistic and cultural environment.

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DESIGNING A FLIPPED CLASSROOM MODEL SUPPORTED BY PEER COLLABORATION TO ENHANCE ACADEMIC READING IN UZBEKISTANI EFL HIGHER EDUCATION

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Abstract: Academic reading presents persistent challenges for Uzbekistani EFL university students, particularly in comprehension, critical analysis, engagement, and academic confidence. This study aims to design and evaluate a flipped classroom model supported by structured peer collaboration to enhance academic reading outcomes in English for Academic Purposes (EAP) contexts.

The research employs a mixed-methods quasi-experimental design involving approximately 100 first-year undergraduate students assigned to treatment and control groups over one academic semester. Both groups follow the same EAP syllabus; however, the treatment group participates in flipped instruction combined with structured peer roles, including summarizer, questioner, and evidence-checker. Data collection includes pre- and post-tests measuring reading comprehension and critical analysis, engagement and motivation surveys, classroom observations, and semi-structured interviews. Quantitative data will be analyzed using MANCOVA to assess the intervention’s effects across multiple dependent variables.

The study examines whether the flipped-peer model produces significantly greater improvements in academic reading comprehension, critical analysis, engagement, and confidence compared to traditional instruction. The findings are expected to provide an empirically grounded and context-sensitive framework for modernizing EFL reading pedagogy in higher education and to contribute to research on collaborative and technology-enhanced language instruction.

Keywords: Flipped classroom; Peer collaboration; Academic reading; EFL higher education; Mixed-methods research

Introduction: Reading is a fundamental language skill for EFL learners, particularly in academic contexts where it serves as a primary source of knowledge for writing, speaking, and research activities (Xu, 2021). In tertiary education, students are required to comprehend complex English texts, making reading competence essential for academic success (Tran et al., 2025). However, effective reading comprehension requires the use of strategies such as inferencing, vocabulary knowledge, and understanding textual structures (Friesen et al., 2022).

Despite its importance, EFL learners face persistent challenges in academic reading. Students often lack motivation and engagement, especially in teacher-centered classrooms where passive learning dominates (Huang et al., 2025). Traditional instructional approaches, such as grammar translation and memorization, limit students’ ability to think critically and interact with texts (Sripradith & Poocharoensil, 2025). Additionally, insufficient vocabulary knowledge remains a major barrier, as learners must understand a high percentage of words to achieve comprehension (Hu & Nation, 2000). Learner-related factors, including weak self-regulation and lack of preparation, further hinder participation in interactive learning environments (Chen & Shih, 2025).

In Uzbekistan, similar challenges persist. Although reading is essential for academic success, instructional practices remain largely traditional and lack interactivity (Karimova, 2024). Students often struggle with inferencing, critical analysis, and engagement due to limited exposure to student-centered approaches.

To address these challenges, innovative instructional models such as the flipped classroom supported by peer collaboration have been proposed. The flipped classroom shifts direct instruction outside the classroom, allowing class time for interactive and collaborative activities (Bergmann & Sams, 2012). Grounded in sociocultural theory, learning is enhanced through social interaction and scaffolding within the Zone of Proximal Development (Vygotsky, 1978).

Therefore, this study aims to investigate the effectiveness of a flipped classroom approach supported by peer collaboration in improving English academic reading skills among Uzbekistani EFL undergraduate students.

Literature review: Academic reading in EFL contexts is a complex cognitive process that requires vocabulary knowledge, inferencing, and critical thinking skills (Bråten et al., 2025). Learners must understand a high percentage of words in a text to achieve comprehension, making vocabulary knowledge a key factor in reading success (Hu & Nation, 2000). Furthermore, academic reading involves higher-order skills such as analyzing arguments and evaluating evidence (Khonamri et al., 2020).

In Uzbekistani higher education, English academic reading plays a central role, particularly in English-medium instruction contexts where most academic materials are written in English (Tran, 2025). However, despite policy reforms promoting English language learning, traditional teaching practices remain dominant, limiting student interaction and engagement (Garton, 2020; Abdullaev, 2021). Students often focus on surface-level understanding rather than critical analysis, and lecturers face challenges related to large classes, limited resources, and examination pressures (Bezborodova & Radjabzade, 2021).

The flipped classroom has emerged as an innovative instructional model that reverses traditional teaching by delivering content outside the classroom and using class time for interactive activities (Bergmann & Sams, 2012). This approach promotes active learning and increases student engagement by allowing more time for discussion, feedback, and collaborative problem-solving (Tran, 2025). Empirical studies indicate that flipped learning improves reading comprehension, motivation, and critical thinking skills (Maimaiti & Hew, 2025; Yulian, 2021; Huang et al., 2025).

Peer collaboration is another key component of effective learning, grounded in sociocultural theory, which emphasizes the role of social interaction in cognitive development (Vygotsky, 1978). Through collaborative activities such as reading circles, students engage in dialogue, share interpretations, and develop deeper understanding of texts (Xu, 2021). Research shows that peer collaboration enhances critical reading skills and supports vocabulary development through shared meaning-making (Su & Jia, 2026; Bjorn, 2024).

Recent studies suggest that combining flipped classroom instruction with structured peer collaboration leads to improved reading outcomes. For example, Wang (2023) found that collaborative flipped learning improved reading comprehension and self-regulated learning. Similarly, Khoshsima et al. (2025) reported increased engagement and performance in flipped ESP reading courses. However, previous research has not fully integrated sociocultural theory with flipped learning in academic reading contexts, particularly in Central Asia.

These gaps highlight the need for a structured instructional model that combines flipped learning with peer collaboration to enhance academic reading skills in Uzbekistani EFL higher education.

Methodology: This study will adopt a quasi-experimental mixed-methods design to investigate the effectiveness of a flipped classroom approach supported

by peer collaboration in improving academic reading skills. The research will be conducted in a tertiary EFL context in Uzbekistan, focusing on undergraduate students enrolled in English for Academic Purposes courses.

Participants will consist of first-year university students, as this group typically faces significant challenges in academic reading. The study will include an experimental group receiving flipped-collaborative instruction and a control group receiving traditional teacher-centered instruction.

The flipped classroom approach will be implemented by providing students with pre-class materials, including academic reading texts and instructional videos delivered through digital platforms. In-class sessions will be devoted to interactive and collaborative activities such as Academic Reading Circles, Jigsaw Reading, and structured discussions. These activities will aim to promote social interaction, scaffolding, and guided analytical dialogue.

Peer collaboration will be operationalized through structured group work, where students will take on specific roles such as summarizer, questioner, and vocabulary explainer. This approach is expected to support learning within the Zone of Proximal Development through peer interaction and mediation (Vygotsky, 1978).

Data collection will include both quantitative and qualitative methods. Quantitative data will be gathered through pre- and post-tests measuring reading comprehension, inferencing, and critical reading skills, as well as Likert-scale questionnaires assessing engagement, motivation, and confidence. Qualitative data will be obtained through semi-structured interviews and classroom observations.

Data analysis will involve comparing pre- and post-test results to examine potential improvements. Questionnaire responses will be analyzed using descriptive statistics, while qualitative data will be examined thematically.

Expected results: Since the study has not yet been conducted, the findings are anticipated rather than reported. It is expected that the implementation of a flipped classroom approach supported by peer collaboration will lead to improvements in students’ academic reading skills. Specifically, students are expected to demonstrate better reading comprehension, including the ability to identify main ideas, interpret arguments, and make inferences.

In addition, the flipped-collaborative model is likely to increase student engagement, as learners will actively participate in discussions and group activities during class time. The structure of pre-class preparation combined with in-class interaction may enhance students’ motivation and involvement in reading tasks.

The study also anticipates improvements in critical reading skills. Through structured peer collaboration, students may become more capable of analyzing texts, evaluating evidence, and forming interpretations. Furthermore, students are expected to develop greater confidence and motivation in engaging with academic texts.

Qualitative data are expected to reveal that students perceive the flipped classroom as a more interactive and supportive learning environment compared to traditional instruction.

Proposed discussion and implications: This study is expected to demonstrate that integrating a flipped classroom approach with peer collaboration can enhance academic reading skills in EFL contexts. From a sociocultural perspective, such outcomes can be explained by the role of interaction and mediation in learning. Vygotsky (1978) emphasizes that cognitive development occurs through social interaction, suggesting that collaborative activities may facilitate scaffolding and deeper comprehension.

The flipped classroom structure is also expected to support active learning by reallocating instructional time. By moving direct instruction outside the classroom, class time can be used for interaction, discussion, and guided practice (Bergmann & Sams, 2012). This shift may enable students to engage more deeply with academic texts.

The anticipated increase in engagement and motivation can be linked to the interactive nature of the instructional model. Flipped learning environments encourage student participation and autonomy, as learners take responsibility for pre-class preparation (Maimaiti & Hew, 2025). This approach may foster self-regulated learning and active involvement.

Furthermore, structured peer collaboration is expected to support the development of higher-order reading skills. Activities such as reading circles and guided discussions align with constructivist principles, where learners actively construct knowledge through interaction (Piaget, 1972).

However, potential challenges may arise, including students’ readiness for independent learning, technological access, and classroom management in collaborative settings. These factors should be considered when implementing the proposed model.

Conclusion: This study aims to investigate the effectiveness of a flipped classroom approach supported by peer collaboration in enhancing academic reading skills among Uzbekistani EFL undergraduate students. By integrating flipped learning with sociocultural and constructivist principles, the study seeks to provide a structured and interactive instructional model for academic reading.

The proposed approach is expected to contribute to improving reading comprehension, engagement, critical reading, and learner motivation. It also aims to address the limitations of traditional teacher-centered instruction by promoting active learning, social interaction, and learner autonomy.

This research may offer important implications for lecturers, curriculum designers, and policymakers by providing a framework for implementing innovative and student-centered reading instruction in tertiary EFL contexts.

Future research will be necessary to empirically validate the effectiveness of the model through larger samples and extended intervention periods. Overall, this study intends to contribute to the development of effective academic reading instruction in Uzbekistan and similar EFL contexts.

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THE REFLECTIVE LESSON DESIGN FRAMEWORK AS A META-ORGANISATIONAL APPROACH TO STRUCTURING FOREIGN LANGUAGE TEACHER EDUCATION

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Abstract: The structure, sequence and logic of a foreign language lesson serve as an implicit curriculum for pre-service teachers. For students enrolled in university foreign language (FL) teacher education programmes, familiarity with different models of lesson organisation is crucial, as it shapes their ideas about how a lesson can be constructed. The aim of this article is to analyse a number of current models of lesson organisation used in the teaching of FL and to justify the importance of the “Reflective lesson design framework”. The analysis covers linear models such as Presentation-Practice-Production (PPP) and its variations, as well as non-linear and cyclical models, including the Task-Based Language Teaching (TBLT) structure, the Observation-Hypothesis-Experiment (OHE) model and lesson structures based on inductive and deductive sequencing. The study used a quasi-experimental design involving 64 third-year KazUIRandWL students who were divided into four groups. Experimental groups were taught using the RLDF, with lessons appropriately structured and including special sessions to discuss and analyse the framework itself. Control groups were taught using the traditional PPP and OHE structures, with the focus being solely on theoretical foundations. However, preliminary evaluation showed that the groups had different language and methodological skills at the beginning of the study, which limited the reliability of direct comparisons. Although initial observations point to the potential benefits of the reflective framework, the study is not yet complete and requires further research with more longitudinal designs to provide strong evidence of its effectiveness.

Keywords: *Pre-service teachers; Lesson organisation models; PPP; OHE; TBLT; Flipped classroom; Inductive sequencing; Methodological competence*

1. Introduction

In higher education, the training of future foreign language teachers occupies a special place. Unlike students who learn a language for general or specific purposes, future teachers are involved in a dual process: they must both develop their language skills and acquire a professional understanding of how these skills are acquired. This duality places the university teacher in a position to exert profound influence. Every decision made in the classroom – how to introduce a grammar point, when to correct an error, how to allocate tasks – is seen not only as a pedagogical activity, but also as a potential model for teaching. The design of course organisation is central to this professional training. The structure of a course conveys powerful implicit messages

about the nature of language and the roles of the teacher and the learner. For example, a course strictly organised according to the “presentation-practice-production” model assumes that language is a finite set of elements that must be transmitted and learned sequentially. Conversely, a lesson following the “observation-hypothesis-experimentation” model (OHE model, based on the principles of inductive learning) implies that language is a system that the learner must discover for themselves.

However, there is a significant gap in contemporary pedagogical practices. While university programmes prescribe what to teach, such as grammar, phonetics, etc., as well as frequently recommended methodologies, they rarely address the meta-level of how teaching is organised and its impact on trainees' future career choices. As Richards (2025) notes, ‘teachers often teach the way they were taught, rather than the way they were trained to teach.’ This article fills this gap by focusing on the course organisation models used in the training of foreign language teachers. Its aim is to identify and describe the main contemporary course organisation models relevant to university education, analyse how the use of these models in the context of training affects trainees' perceptions of course planning, and propose an integrated structure to make course organisation an explicit component of teacher training.

The structure of a language lesson is not a neutral container for content; it is a pedagogical statement that reflects key theories of language acquisition. For trainee teachers, repeated familiarisation with specific organisational models can lead to the acceptance of these structures as “normal” or “correct” teaching methods (Johnson, 2024). This section examines key lesson organisation models relevant to modern foreign language teaching, analysing their structure, theoretical foundations and relevance in the context of teacher training. First, it is worth addressing linear models. These include the “presentation-practice-production” (PPP) model and its various variants. The PPP model remains one of the most widely recognised course organisation structures, particularly in the context of training novice teachers (Ur, 2025). Its structure is linear and sequential:

1. Presentation: the teacher presents new language items in a controlled context.
2. Practice: learners engage in controlled drills and exercises to internalise the form.
3. Production: learners use the new language in freer, communicative activities.

The appeal of PPP lies in its clarity and ease of management. It provides the teacher with a clear script and the learner with predictable stages. However, its critics argue that its linearity gives a false impression of the non-linear nature of language acquisition. As Ellis (2024) argues, PPP assumes that learners acquire and produce language in orderly packages, ignoring the processes of restructuring and hypothesis testing that characterise real interlanguage development. For teachers in training, over-reliance on PPP in their preparation may contribute to a perception of teaching as “transmission” rather than “facilitation” (Kumaravadivelu, 2023). Beyond the PPP framework, course organisation can be understood through the sequence of rule presentation. In deductive courses, a rule or model is presented at the beginning of the course, followed by examples and applications. This is a ‘rule-oriented’

structure. In inductive courses, students are first presented with examples and data, and then asked to discover the underlying rule or model on their own. This is a ‘discovery-oriented’ structure. A specific application of inductive sequencing is the Observation-Hypothesis-Experiment (OHE) model, which is adapted from cognitive psychology by language pedagogues. In this structure we can see the following components:

1. Observation where learners are exposed to input containing the target feature.
2. Hypothesis part is where they formulate a hypothesis about how the feature works.
3. Experiment is where they test their hypothesis in further tasks or communication.

This model aligns with a "deep-end strategy," where learners are immersed in communication before explicit instruction is provided. For teacher trainees, experiencing an OHE lesson is crucial; it models learner autonomy and demonstrates that error and hypothesis-testing are natural parts of learning, not failures of teaching (Svalberg, 2024).

Non-linear and cyclical models play one of the main roles in the organisation of learning. An example of this is task-based language learning. Task-based language learning offers a fundamentally different approach to the organisation of learning. Instead of moving from language elements to language use, as in PPP, TBLT begins with a task. A typical TBLT cycle includes the following sequence. First, a preliminary task is set. The topic and task are presented. Second, a cycle of tasks follows. Learners work on the task in pairs/groups, plan a report, and share their results. The third stage is language focus. At this stage, learners analyse specific language features that arose during the task and practise them (Willis & Willis, 2022). This structure is not linear; language analysis is the result of the task, not what precedes it. For trainees, participating in TBLT as learners challenges the assumption that accuracy must precede fluency. It shows that understanding meaning can facilitate structural learning. However, Skehan (2025) notes that TBLT requires a high degree of flexibility from the teacher, which makes this model attractive to trainees but difficult to implement without extensive practice under the guidance of a mentor during training.

At the macro level of teaching organisation, the flipped classroom model should be mentioned. While PPP, OHE and TBLT are applied at the level of an individual lesson or teaching cycle, the flipped classroom model reorganises teaching over a longer period of time. Students work independently with learning materials, i.e. they watch videos and read texts as part of their homework. Lesson time is used for active learning, application, discussion and problem solving. In language teaching, this model allows ‘information’ to be conveyed outside of class, freeing up class time for communicative interaction and individual feedback (Egbert & Herman, 2024). In teacher training, the flipped classroom model is particularly effective because it shows how to make the most of limited contact time, which is an important issue for future professionals. However, it also relies heavily on student self-regulation, a skill that trainees must develop on their own.

Finally, we must consider lessons that are primarily focused on repetition and processing. Although the principle of intensive repetition is often associated with the audiolingual method, it can be viewed as a micro-level organisational strategy. Lessons dealing with pronunciation, intonation or formula sequences can be based on choral exercises, substitution exercises and minimal pair exercises. In teacher training, such structures are valuable for illustrating the difference between acquiring skills and applying them (Rivers, 2023). When trainees complete an exercise-based lesson, they can analyse its emotional impact and cognitive purpose as automation. This analysis is important because it enables them to neither completely reject nor uncritically adopt such methods in their future classes.

Methodology

This study used a quasi-experimental design to conduct a preliminary analysis of the effectiveness of the framework concept (RLDF). A quasi-experimental design was chosen because the participants were already organised into existing academic groups, which made random assignment to conditions impossible. The study used a control group design with only post-testing to compare the results of the experimental treatment with the results of traditional teaching methods.

34 third-year students from the Faculty of Foreign Languages at Ablai Khan University of International Relations and World Languages in Kazakhstan participated in this study. The students were selected from two separate academic groups, 311 and 312, 305 and 306, each consisting of 16 students. Groups 311 and 312 were designated as the experimental group, and groups 305 and 306 as the control group. As a result of the division, two cohorts of equal size were formed: the experimental cohort (n = 32) and the control cohort (n = 32). All participants were informed about the general aim of the study and gave their consent to participate. Two different teaching approaches were implemented, corresponding to the experimental and control conditions. The control group was taught using a combination of traditional teaching structures. In this case, the focus was on the theoretical foundations of language teaching and language learning, which were presented within the framework of these established models. Although the content covered similar topics, the lessons did not include explicit instructions on reflective practice or specific exercises for RLDF analysis.

Discussion

When a university lecturer structures a lecture using the inductive ‘deep-end’ strategy (first a communicative task, then the derivation of language rules), participants feel the impact of this structure, perhaps engagement, challenge, or even confusion. However, without explicit explanations, they may not realise that a conscious organisational decision has been made. They are more likely to attribute the success of the lesson to the personality of the lecturer or the interesting topic than to the underlying pedagogical structuring. Conversely, if the teacher consistently applies the PPP model without deviation or explanation, trainees may perceive it as a standard, safe way of teaching. This can lead to the phenomenon observed by Borg (2023): newcomers to the teaching profession, faced with the complexity of real

teaching situations, resort to the structure they are most familiar with, regardless of whether it is appropriate for their students or their goals.

The problem, therefore, is not the availability of models, but the lack of meta-dialogue about them. Trainees need opportunities to:

1. Experience diverse lesson organisations as learners.
2. Deconstruct those experiences to identify the underlying model.
3. Evaluate the model's strengths and limitations for different purposes.
4. Adapt and apply the model in their own planning.

To bridge this gap, we propose the concept of reflective lesson planning (RLDF). RLDF is not a prescribed model for lesson design, but rather functions as a meta-concept designed to promote pedagogical thinking among prospective teachers by enabling them to analyse, compare and adapt existing lesson models. Based on a cycle of experimental learning and structured reflective analysis, this structure consists of four repetitive phases that are to be integrated into methodology courses at universities. In the first phase, ‘immersion’, trainees participate as students in a model lesson conducted by a trainer and specifically tailored to a particular organisational approach, such as ‘observe-hypothesis-experiment’, ‘task-based language learning’, ‘presentation-practice-production’ or the ‘flipped classroom’ model. In this phase, the focus is on going through the lesson without explicit analytical commentary. Immediately afterwards, during structural deconstruction, the trainer helps the trainees to determine the basic structure of the lesson. With the help of reflective prompts, the trainees reconstruct the sequence of phases, compare them with established pedagogical models and formulate the cognitive and interactive demands that each phase places on the students. The third stage, rational analysis, deepens this exploration by encouraging learners to examine the theoretical foundations of the structure. Among the most important questions are: What assumptions about language learning are embedded in this model? How might rearranging the stages affect learning outcomes? For what purposes is this structure best suited? Finally, in the application and adaptation stage, participants transfer their knowledge to a new learning context. Working collaboratively, they develop a short teaching module that uses the same organisational model but is adapted to different content or learner profiles. These micro-lessons are then taught by participants to each other and subjected to further reflective analysis, continuing the cycle of reflection.

In order to illustrate the practical application of RLDF in teacher training at universities, we will examine its implementation in two different teaching models. In the deconstruction of inductive OHE teaching, the immersion phase involves trainees participating in twice-weekly 50-minute seminar lessons on discourse markers, which are structured as follows: observation of discourse markers in context, formulation of hypotheses about their function and position, and experimental application through the writing of paragraphs. During the structural analysis, the trainees reconstruct this sequence and familiarise themselves with OHE terminology. Subsequently, the pedagogical logic of open teaching is examined as part of the analysis of the rationale, encouraging trainees to reflect on their cognitive

and emotional involvement. In the application phase, the pairs develop a short OHE lesson on another linguistic feature, such as irregular past tense verbs, and exchange their drafts to receive feedback from their colleagues.

Similarly, when deconstructing a task-based lesson, trainees participate in a 50-minute TBLT cycle that focuses on planning a weekend trip and includes brainstorming before the task, task completion, planning and reporting, and language focus. Structural deconstruction reveals a task-oriented sequence that is reflected in Willis's TBLT framework. Rationality analysis questions the role of linguistic fluency over accuracy and the consequences of postponing explicit language teaching. Trainees then develop a task cycle for another topic and another level of learners, explicitly identifying where the language focus occurs naturally. RLDF is equally applicable to repetition-based structures; for example, a pronunciation lesson with choral and individual exercises can be deconstructed to explore the reasons for automation and fluency development, while stimulating critical reflection on the limitations of exercises, such as learner fatigue or limited transferability.

RLDF was designed to accompany the entire teacher training process. At the beginning of the programme, trainees can deconstruct linear models such as PPP to establish a foundation for confidently determining lesson structure. As the programme progresses, they learn about more complex non-linear models such as OHE and TBLT, and then analyse hybrid formats such as flipped classrooms, which require consideration of the interactions between classroom and outside-classroom learning. Importantly, RLDF changes the role of the university teacher from a conveyor of theoretical knowledge to a modeller of pedagogical solutions. By clearly emphasising the rationale behind the pedagogical decisions underlying each teaching unit, the teacher takes a metadidactic position that bridges the gap between educational theory and teaching practice.

A preliminary study of the effectiveness of RLDF was conducted using a quasi-experimental design involving 64 third-year students at Abraham Khan Kazakh University of International Relations and World Languages. Participants were divided into two main categories: an experimental group and a control group, each consisting of 32 students. The experimental groups (311 and 312) received RLDF-based training, with lessons structured to include special sessions for discussion and analysis of the structure itself. In contrast, the control groups were taught using traditional PPP and OHE structures, with lessons focusing primarily on theoretical foundations. At the end of the intervention, all participants were given an oral post-test. The qualitative data from the oral post-test were assessed using a rating scale that evaluated the students' ability to reflect, connect, and apply the principles of the structure. To summarise the results of each group, descriptive statistical indicators (mean values and standard deviations) were calculated.

Due to the quasi-experimental design and the initial non-equivalence of the groups, no inferential statistical oral questions were used for direct comparison, as the prerequisites for such tests were not fully met. Instead, the analysis focused on identifying general trends and patterns within each group. The qualitative data from

the oral exam and reflective notes were evaluated using thematic analysis to identify recurring themes related to the students' reflection practices and their understanding of RLDF. The quasi-experimental design required for the use of non-separated groups limits the internal validity of the results. Initial assessments revealed that the groups had different language skills and methodological knowledge at the start of the study, which may have influenced the results. Therefore, the results should be interpreted as preliminary and not as evidence of a causal relationship. Further research with longitudinal designs is needed to obtain reliable evidence of the long-term effectiveness of RLDF in promoting reflective teaching practices.

Conclusion: This paper has argued that the organisation of lessons in university foreign language teacher training programmes is not merely a logistical concern but a central component of the hidden curriculum. Trainee teachers internalise the structures they experience, and these internalised models often become the default templates for their own future teaching. By reviewing key lesson organisation models—including PPP, inductive sequencing OHE, TBLT, the flipped classroom, and repetition-based structures—we have demonstrated that each model embodies distinct assumptions about language, learning, and the roles of teachers and learners. The analysis revealed a critical gap: while trainees may be exposed to a variety of models, this exposure is often passive and implicit. Without structured opportunities to deconstruct and analyse the lessons they experience, trainees miss the opportunity to develop a conscious, flexible understanding of lesson design. To address this gap, we proposed the Reflective Lesson Design Framework (RLDF), a four-stage meta-framework comprising Immersion, Structural Deconstruction, Rationale Analysis, and application and adaptation.

The RLDF offers several contributions to the field of language teacher education:

1. Explicit modelling. It makes the implicit structure of lessons visible and discussable.
2. Critical reflection. It encourages trainees to evaluate models not as fixed templates but as tools suited to specific purposes.
3. Bridging theory and practice. It connects abstract pedagogical principles to concrete structural decisions.
4. Transferable skills. It equips trainees with a repertoire of organisational patterns they can adapt flexibly.

Future research should empirically investigate the implementation of the RLDF in university teacher training contexts. Ultimately, if we wish future language teachers to be thoughtful, adaptive designers of learning experiences, we must begin by making the design of our own teaching visible. The RLDF offers one pathway toward this goal, transforming the training classroom from a place where teaching is demonstrated into a place where teaching is systematically, reflectively, and collaboratively understood.

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HOW TO MAKE A DIFFERENTIATION PLAN

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Abstract: This article explores practical approaches to differentiation in education, focusing on strategies to meet diverse learner needs. It discusses methods such as adapting content, process, and assessment, as well as using flexible grouping and individualized support. The study highlights how differentiation enhances student engagement, improves learning outcomes, and supports inclusive classroom environments.

Key words: Differentiation, learner needs, inclusive education, teaching strategies, assessment, flexible grouping, individualized instruction, student engagement

Annotatsiya: Ushbu maqola ta’lim jarayonida differensial yondashuvni tashkil etishning amaliy usullarini yoritadi. Unda o‘quvchilarning turli ehtiyojlarini hisobga olgan holda mazmun, jarayon va baholashni moslashtirish, shuningdek, moslashuvchan guruhlash va individual yordam ko‘rsatish usullari ko‘rib chiqiladi.

Tadqiqot differensial yondashuv o‘quvchilarning faolligini oshirishi, ta’lim natijalarini yaxshilashi va inklyuziv muhitni qo‘llab-quvvatlashini ko‘rsatadi.

Kalit so‘zlar: Differensial yondashuv, o‘quvchi ehtiyojlari, inklyuziv ta’lim, o‘qitish strategiyalari, baholash, moslashuvchan guruhlash, individual ta’lim, o‘quvchi faolligi

Аннотация: В данной статье рассматриваются практические подходы к дифференциации в образовании, направленные на учет разнообразных потребностей учащихся. Обсуждаются методы адаптации содержания, процесса обучения и оценивания, а также использование гибкого группирования и индивидуальной поддержки. Показано, что дифференциация повышает вовлеченность учащихся, улучшает результаты обучения и способствует созданию инклюзивной образовательной среды.

Ключевые слова: Дифференциация, потребности учащихся, инклюзивное образование, стратегии обучения, оценивание, гибкое группирование, индивидуальное обучение, вовлеченность учащихся

Description of learners: My learners are 7th grade and they are approximately 13 years old .Their background knowledge are different. Most of them are in elementary level and some of them are even better. There are 15 learners in the group. The students’ first languages are mixed Russian and Uzbek but all classes are held in Russian. The lesson lasts 45 minutes three times in a week. The syllables are also made in terms of the students’ by school teachers. At the end of the year, the learners are expected to improve from elementary to pre –intermediate.

Objectives

Content objective

* Students will be able to analyze the topic clearly. [R]

*The learners should be able to give simple questions using My day vocabularies confidently and independently. [S]

*The content should be more interesting and give students motivation [R, S].

Language objectives

*student will be able to describe the words with pictures [S]

Students will be able to accommodate the words related to the exact topic in listening task [L]

*Students will be able to categories Daily routine vocabularies [V]

*Students should be able to write a text about their daily routine [W].

3. Lesson Outline

Activity 1.

The teacher should show pictures and videos about daily routine (example: get up, wash face, do morning exercises) and learners must say it in English and should explain the picture [L, S, P].

Activity 2.

The teacher should group the students into two groups and give them missing words text about "My day". Students should complete the task using the new words. [R, S, W]

Activity 3.

Students should use Present Simple tense and they have to create a topic about "My day". It is an individual task. [F, W]

4. Differentiation

According to my learners I differentiate 3 activities which I wrote in my lesson outline. Students with good comprehension will watch the video and the pictures. However, for students who are struggling with comprehension the video I provide the picture about “My day” with a text below with transcription as well. Video and picture with text and transcription help to weaker students to keep up with strong learners. This is a good example of content differentiation.

Moreover, in my lesson plan I want to give the gap filling text about the topic. The students should complete the missing words. For the group who are weaker, I write the first letter of the missing words and give 8 minutes for doing the task. For strong students I give 5 minutes for the task and there are more missing words than the first group. This differentiation will help the weaker students to comprehend the task efficient. This is an example of process differentiation.

Finally, for my original lesson plan, I asked my students to write a text about "My day". For the students who are struggling I asked to write 5 sentences about My day. I also provide some example for this kind of students. Strong learners should write a text using all new words without any examples. This differentiation will help for the weak students to complete the task. This is an example of product differentiation.

Justification

As Tomlinson (2001), differentiated classrooms can support various avenues to enhance content, processing and developing process, that is why, every learner can learn effectively in differentiated class. I also try to give different task to my learners to acquire the language effectively.

Baecher (2011) claimed that "content adaptation for ELLs might include providing visuals with a text". So I also give my student the text of the video in order to grab the meaning of the content from the video like strong students. In process adaptation it is allowed students do tasks with using the notes collaboratively (Baecher, 2011).It will help for weaker learners to do the tasks on time. So, I also ask my weak learners to use their notes while they are completing the gap filling text about “My day”. For the strong students it is not allowed. The reason why I ask to write 5 sentences for my weaker learners in product adaptation, writing 5 statements instead of ten can show comprehension rather than writing narrative (Baecher, 2011).

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MATNLAR ASOSIDA INSON VA SUNI’Y INTELLEKT TARJIMALARINI SOLISHTIRISH AMALIY TAJRIBALARI

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Annotatsiya: Ushbu maqolada ingliz tilidan o‘zbek tiliga tarjima qilinish jarayonida inson tarjimonlari va sun’iy intellekt (SI) asosidagi tarjima tizimlarining imkoniyatlari amaliy misollar asosida qiyosiy tahlil qilib beriladi. Tadqiqot jarayonida badiiy va publitsistik matnlardan tanlab olingan parchalar inson tomonidan amalga oshirilgan tarjima hamda SI tarjimasi bilan solishtirilib, semantik aniqlik, stilistik moslik, madaniy kontekstni aks ettirish va emotsional ohangni saqlash kabi mezonlar asosida baholab beriladi. O‘tkazilgan tahlil natijalari shuni ko‘rsatadiki, SI tarjima tizimlari tezkorlik va grammatik aniqlik jihatidan ustun bo‘lsa-da, inson tarjimoni kontekst, madaniy realiyalar va estetik ifodani chuqurroq yetkazishda muhim rol o‘ynaydi.

Kalit so‘zlar: *sun’iy intellekt tarjimasi, inson tarjimasi, qiyosiy tahlil, semantika, kontekst, badiiy tarjima, stilistika.*

Abstract: This article presents a comparative analysis of human translators and artificial intelligence (AI)-based translation systems in the process of translating from English into Uzbek. The study is based on practical examples selected from literary and journalistic texts. The translations produced by human translators are compared with those generated by AI systems and evaluated according to criteria such as semantic accuracy, stylistic adequacy, representation of cultural context, and preservation of emotional tone. The results of the analysis indicate that while AI translation systems demonstrate advantages in terms of speed and grammatical accuracy, human translators play a crucial role in conveying contextual meaning, cultural realia, and aesthetic expression more effectively.

Keywords: *artificial intelligence translation, human translation, comparative analysis, semantics, context, literary translation, stylistics.*

Аннотация: В данной статье проводится сравнительный анализ возможностей переводчиков-человека и систем машинного перевода на основе искусственного интеллекта (ИИ) в процессе перевода с английского языка на узбекский. Исследование основано на практических примерах, отобранных из художественных и публицистических текстов. Переводы, выполненные человеком, сопоставляются с результатами, полученными с

помощью AI-систем, и оцениваются по таким критериям, как семантическая точность, стилистическая адекватность, передача культурного контекста и сохранение эмоциональной окраски. Результаты анализа показывают, что системы машинного перевода превосходят по скорости и грамматической точности, однако переводчик-человек играет важную роль в более глубокой передаче контекста, культурных реалий и эстетической выразительности текста.

Ключевые слова: *машинный перевод на основе искусственного интеллекта, человеческий перевод, сравнительный анализ, семантика, контекст, художественный перевод, стилистика.*

Kirish qismi: Bugungi globallashuv sharoitida tarjima faoliyati millatlararo, madaniyatlararo va ilmiy-texnik aloqalarning ajralmas tarkibiy qismiga aylandi. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida tarjima jarayoniga sun’iy intellekt (SI) asosidagi avtomatik tarjima tizimlari, jumladan, Google Translate, DeepL, ChatGPT va boshqa neyron tarmoqlarga asoslangan platformalar keng joriy etildi. Ushbu tizimlar katta hajmdagi matnlarni qisqa vaqt ichida qayta ishlash, ko‘p tillilikni ta’minlash va operativ kommunikatsiyani yo‘lga qo‘yish kabi keng imkonlarni bermoqda. Biroq, ularning inson tarjimoni bilan sifat jihatidan raqobatlasha olishi masalasi ilmiy hamjamiyatda hali-hanuz dolzarb muammo sifatida saqlanib qolmoqda.

Mazkur maqolada inson va sun’iy intellekt asosidagi tarjima tizimlarining imkoniyatlari qiyosiy-tahliliy metod asosida o‘rganilinadi. Tadqiqotning nazariy asosini zamonaviy tarjimashunoslik konsepsiyalari, jumladan, funksional yondashuv, kommunikativ-ekvivalentlik nazariyasi, diskurs tahlili hamda pragmatik moslik tamoyillari tashkil etadi. Amaliy qismda turli uslubiy qatlamga mansub (badiiy, publitsistik, ilmiy-texnik va rasmiy-huquqiy) matnlar tanlab olinib, ularning inson tarjimoni hamda SI tizimi tomonidan bajarilgan variantlari o‘zaro solishtirildi. Baholash mezonlari sifatida semantik aniqlik, leksik-morfologik moslik, stilistik adekvatlik, pragmatik ekvivalentlik va madaniy kontekstni aks ettirish darajasi belgilandi.

Tahlil natijalari shuni ko‘rsatadiki, SI tizimlari terminologik aniqlik va sintaktik izchillik talab etiladigan ilmiy-texnik matnlarda nisbatan yuqori samaradorlikni namoyon etadi. Ular katta hajmdagi parallel korpuslarga tayangan holda tezkor va grammatik jihatdan to‘g‘ri tarjima variantlarini taqdim etadi. Ayniqsa, standartlashtirilgan matnlar va formulaviy iboralarda SI tizimlarining natijalari inson tarjimasiga yaqinlashadi.

Shu bilan birga, badiiy va publitsistik matnlar tarjimasida inson omilining ustunligi yaqqol namoyon bo‘ladi. Inson tarjimoni konnotativ ma’no, stilistik rang-baranglik, metaforik ifodalar va madaniy implikatsiyalarni chuqur anglab, ularni maqsadli auditoriya ehtiyojiga mos ravishda qayta yaratish imkoniyatiga ega. SI tizimlarida esa ko‘pincha kontekstual noaniqlik, polisemantik birliklarni noto‘g‘ri talqin qilish, frazeologik iboralarni so‘zma-so‘z tarjima qilish holatlari kuzatildi. Bu esa pragmatik moslik va estetik ta’sir darajasining pasayishiga olib keladi.

Tadqiqot metodologiyasi: Mazkur tadqiqot inson tarjimoni va sun’iy intellekt (SI) asosidagi tarjima tizimlari faoliyatini qiyosiy tahlil qilishga qaratilgan bo‘lib, unda nazariy va amaliy tadqiqot usullari uyg‘unlashgan holda qo‘llanildi. Tadqiqot jarayonida ingliz tilidan o‘zbek tiliga tarjima qilingan badiiy va neytral uslubdagi matnlar asos qilib olindi hamda ularning tarjima sifati turli mezonlar asosida baholandi. Tadqiqotda qiyosiy-tahlil metodidan foydalanildi. Bunda – asl matn, SI tarjimasi va inson tarjimasi o‘zaro solishtirilib, leksik, semantik va stilistik farqlar aniqlandi. Tadqiqot materiali sifatida ingliz adabiyotidan olingan badiiy matn parchalaridan hamda kundalik nutqqa yaqin bo‘lgan qisqa neytral jumlalardan foydalanildi. Tanlangan matnlar semantik jihatdan boy, stilistik va emotsional yuklamaga ega bo‘lgani sababli, inson tarjimoni va SI tarjimasi o‘rtasidagi farqlarni aniqroq aniqlash imkonini berdi. Tarjima jarayonida bir xil asl matnlar inson tarjimoni tomonidan mustaqil tarzda tarjima qilindi va parallel ravishda SI tarjima tizimi yordamida o‘zbek tiliga o‘girildi.

Tahlillar qismi: Asl matn (ingliz tilida): *“She had a lively, playful disposition, which delighted in anything ridiculous.”* (J. Austen, Pride and Prejudice) SI tarjimasi: *“U jonli va o‘ynoqi fe’l-atvorga ega edi, u kulgili bo‘lgan har qanday narsadan zavqlanardi.”* Inson tarjimasi: *“U quvnoq va sho‘x tabiatli bo‘lib, kulgili holatlardan zavq olishni xush ko‘rardi.”* Qiyosiy tahlil: SI tarjimasida jumla grammatik jihatdan to‘g‘ri va tushunarli bo‘lsa-da, “playful disposition” birikmasi “o‘ynoqi fe’l-atvor” shaklida nisbatan sun’iy ohangda berilgan. Inson tarjimasida esa “sho‘x tabiatli” iborasi tanlanib, o‘zbek tiliga xos tabiiylik va badiiylik saqlangan. Shuningdek, SI tarjimasida “delighted in anything ridiculous” iborasi so‘zma-so‘z aks ettirilgan bo‘lsa, inson tarjimoni ma’noni ixcham va ravon shaklda yetkazgan. Yana bir misol, asl matn: *“Time seemed to slow down as he realized the truth.”* SI tarjimasi: *“U haqiqatni anglaganida vaqt sekinlashgandek tuyuldi.”* Inson tarjimasi: “U haqiqatni anglagan on, go‘yo vaqt to‘xtab qolgandek bo‘ldi.” Bu misolda SI tarjimasi semantik jihatdan to‘g‘ri bo‘lsa-da, inson tarjimasi orqali emotsional kuch va dramatik ohang kuchaytirilgan. Bunday holatlar badiiy matn tarjimasida inson omilining muhimligini ko‘rsatadi.

Tadqiqot shuni ko‘rsatadiki, inson va SI tarjimasi o‘rtasidagi asosiy farq faqat lingvistik emas, balki kognitiv va madaniy kompetensiya bilan ham bog‘liq. Inson tarjimoni ijtimoiy-madaniy tajriba, intuitiv tafakkur va kontekstual interpretatsiya qobiliyatiga ega bo‘lsa, sun’iy intellekt algoritmik modellar va statistik ehtimollik asosida ishlaydi. Shu sababli SI tizimlari hali to‘liq ravishda diskursiv chuqurlik va mualliflik uslubini qayta yaratish imkoniyatiga ega emas.

Xulosa qilib aytganda, sun’iy intellekt asosidagi avtomatik tarjima tizimlari tarjima jarayonini optimallashtirish, tezkorlikni ta’minlash va dastlabki variantni tayyorlashda samarali vosita sifatida xizmat qilishi mumkin. Biroq yuqori darajadagi stilistik aniqlik, madaniy moslik va kreativ yondashuv talab etiladigan matnlarda inson tarjimonining roli hal qiluvchi ahamiyat kasb etadi. Shunday qilib, kelajakda tarjima jarayonining eng maqbul modeli inson va sun’iy intellekt hamkorligiga asoslangan gibrid tizim bo‘lishi ehtimoli yuqori. Mazkur yo‘nalishda chuqurroq

empirik tadqiqotlar olib borish tarjimashunoslikning zamonaviy rivojlanish istiqbollarini belgilashda muhim ilmiy ahamiyatga ega.

O‘tkazilgan amaliy tajriba shuni ko‘rsatadiki, sun’iy intellekt tarjima tizimlari tarjima jarayonida muhim yordamchi vosita bo‘la oladi, biroq ular inson tarjimonining o‘rnini to‘liq bosa olmaydi. Ayniqsa, badiiy, publitsistik va madaniy jihatdan murakkab matnlarni tarjima qilishda inson tafakkuri, tajribasi va ijodiy yondashuvi muhim ahamiyat kasb etadi. Eng samarali yondashuv sifatida inson tarjimoni va SI texnologiyalarining hamkorlikdagi qo‘llanilishi tarjima sifatini oshirishga xizmat qilishi mumkin.

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SOCIAL CRITICISM THROUGH LANGUAGE: A COMPARATIVE STUDY OF EUPHEMISTIC EXPRESSIONS IN VICTORIAN AND MODERN LITERATURE

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Abstract: Language serves not only as a means of communication but also as a reflection of social values, cultural norms, and ideological structures. Among the various linguistic strategies used in literature, euphemisms play a significant role in conveying socially sensitive ideas in an indirect and culturally acceptable manner. This study explores how euphemistic expressions function as tools of social criticism in Victorian and modern literature. Victorian writers often used euphemisms to address taboo topics such as morality, gender roles, poverty, and social hierarchy while maintaining the decorum required by the social norms of the period. In contrast, modern literature employs euphemisms in more diverse and sometimes ironic ways to critique contemporary social realities. Through a comparative analysis of selected literary texts, this paper demonstrates that euphemisms are not merely linguistic substitutes but powerful stylistic devices that reflect social attitudes and enable authors to challenge dominant ideologies.

Keywords: *euphemism, social criticism, Victorian literature, modern literature, linguistic strategies, cultural norms.*

Intruducton: Language in literature performs not only aesthetic and narrative functions but also social and ideological ones. Writers often use language as a means of critiquing social structures, exposing inequalities, and questioning cultural norms. One important linguistic device that allows authors to address sensitive or controversial issues indirectly is the euphemism. Euphemisms soften or replace expressions that may be considered harsh, offensive, or socially inappropriate. However, beyond their polite function, euphemisms frequently serve deeper rhetorical purposes in literary discourse.

In the Victorian era, strict social conventions and moral expectations shaped both everyday communication and literary expression. Writers were often constrained by censorship, religious morality, and social etiquette. As a result, euphemisms became an essential stylistic tool that allowed authors to address delicate topics such as illness, poverty, and social injustice without violating societal norms.

Modern literature, on the other hand, reflects a more open and critical approach to social realities. While euphemisms continue to appear in modern texts, they are often used with greater irony, ambiguity, or critical intent. Contemporary authors may employ euphemistic expressions not only to soften language but also to expose hypocrisy, highlight power relations, or critique political correctness.

This paper examines how euphemistic expressions function as instruments of social criticism in Victorian and modern literature. By comparing their linguistic and pragmatic functions across different historical contexts, the study reveals how euphemisms reflect evolving social attitudes and cultural values.

Euphemisms in Victorian Literature

Victorian literature is characterized by its complex relationship with morality, social order, and respectability. During the nineteenth century, public discourse was governed by strict codes of politeness and propriety. As a result, direct references to controversial issues were often avoided or reformulated through euphemistic language.

Writers such as Charles Dickens, Thomas Hardy, and the Brontë sisters frequently used euphemisms when depicting social problems such as poverty, illegitimacy, or moral transgression. For instance, references to prostitution or sexual relationships were often replaced with more indirect expressions such as “fallen woman” or “a woman of questionable reputation.” These expressions allowed authors to address social realities while maintaining the decorum expected by Victorian readers.

In Thomas Hardy’s *Tess of the d’Urbervilles*, the protagonist’s tragic fate is closely connected with Victorian attitudes toward female purity and morality. Hardy uses euphemistic language when referring to Tess’s victimization and social disgrace. Rather than describing events explicitly, the narrative often employs indirect expressions that reflect the moral sensibilities of the time. Through these linguistic strategies, Hardy simultaneously respects and critiques the rigid moral codes of Victorian society. Similarly, Charles Dickens employs euphemisms to describe social inequality and poverty. Instead of explicitly condemning social

injustice, Dickens often uses softened expressions that subtly reveal the harsh realities of industrial society. These euphemisms allow readers to recognize the underlying critique without confronting explicit or offensive language.Thus, in Victorian literature, euphemisms function both as a means of maintaining social decorum and as a subtle form of social commentary. They enable authors to discuss taboo subjects while simultaneously exposing the moral contradictions and inequalities of their society.

Euphemisms in Modern Literature

Modern literature reflects significant changes in social attitudes, cultural values, and communicative practices. Unlike the Victorian period, contemporary society generally allows more open discussion of previously taboo topics. Nevertheless, euphemisms continue to play an important role in literary discourse.

In modern texts, euphemisms are often used with ironic or critical intent. Authors may deliberately employ euphemistic language to highlight the gap between official discourse and social reality. For example, political or institutional language frequently replaces harsh realities with neutral or bureaucratic expressions. Terms such as “collateral damage,” “downsizing,” or “special operation” demonstrate how euphemisms can mask uncomfortable truths.Contemporary literature often exposes this phenomenon by drawing attention to the manipulative potential of euphemistic language. Writers may use euphemisms to reveal the ways in which language shapes public perception and influences social attitudes.

Moreover, modern authors frequently explore issues such as gender inequality, identity, and social marginalization through nuanced linguistic strategies. Euphemisms may appear in dialogues, narrative descriptions, or internal monologues, reflecting the characters’ attempts to navigate sensitive social contexts. In contrast to Victorian literature, where euphemisms primarily served to maintain politeness and social respectability, modern literature often uses them as tools of critique. By exposing the hidden meanings behind softened expressions, contemporary writers encourage readers to question dominant narratives and social conventions.

Comparative Discussion

The comparison between Victorian and modern literature demonstrates that euphemisms are deeply connected with the social and cultural environments in which they are used. In Victorian texts, euphemisms primarily reflect the strict moral codes and communication norms of the period. Authors used indirect language to discuss taboo topics while avoiding social or moral condemnation.

In modern literature, however, euphemisms often serve a different purpose. Rather than simply avoiding offensive language, they are frequently used to critique social hypocrisy, political manipulation, or institutional power. Modern authors tend to reveal the ideological functions of euphemistic language, showing how it can obscure reality or influence public opinion.

Despite these differences, both literary traditions demonstrate that euphemisms are powerful stylistic devices capable of conveying complex social meanings. They allow writers to balance politeness and critique, indirectness and

revelation. By analyzing euphemisms within their historical contexts, researchers can gain deeper insight into the relationship between language, culture, and social ideology.

Conclusion: Euphemisms occupy a significant place in literary discourse as both linguistic and cultural phenomena. In Victorian literature, euphemistic expressions helped authors navigate strict social norms while addressing sensitive topics such as morality, gender, and social inequality. These indirect linguistic strategies allowed writers to critique social structures without openly violating the conventions of the time.

In modern literature, euphemisms continue to play an important role, but their functions have evolved. Contemporary authors often use euphemistic language to expose ideological manipulation, challenge political correctness, and critique social institutions. As a result, euphemisms serve not only as polite substitutes but also as powerful rhetorical tools for social analysis.

The comparative study of euphemistic expressions in Victorian and modern literature demonstrates how language reflects changing social attitudes and cultural values. By examining these linguistic strategies, scholars can better understand how literature engages with social realities and how language itself becomes a medium of critique and transformation.

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THE IMPORTANCE OF PUBLIC SPEAKING SKILLS FOR TEACHERS IN CONTEMPORARY EDUCATION

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Abstract: Public speaking is a foundational professional skill for teachers, directly influencing instructional quality, classroom management, and student engagement. In contemporary education, where teachers act not only as knowledge transmitters but also as facilitators, motivators, and leaders, effective oral communication has become increasingly essential. This article examines the

importance of public speaking skills for teachers, emphasizing their role in improving teaching effectiveness, fostering student participation, and supporting professional growth. This article explores relevant literature, analyzes key dimensions of public speaking in educational contexts, and discusses implications for teacher training and professional development. The findings highlight that strong public speaking skills enhance clarity, confidence, and credibility, contributing to inclusive and learner-centered classrooms. The article concludes by recommending the integration of structured public speaking training into pre-service and in-service teacher education programs.

Keywords: public speaking, teachers, communication skills, teaching effectiveness, professional development

1. Introduction

Teaching is inherently a communicative profession. Every lesson, explanation, instruction, or feedback moment requires teachers to speak clearly, confidently, and persuasively. Public speaking skills—traditionally associated with formal presentations or speeches—are, in fact, central to everyday classroom practice. Teachers regularly address groups of learners, manage discussions, explain complex concepts, and inspire motivation, all of which depend heavily on oral communication competence.

In modern educational environments, teachers face increasingly diverse classrooms, digital and hybrid learning formats, and higher expectations for student-centered instruction. These changes require teachers not only to possess subject knowledge but also to communicate effectively with different audiences. Poor public speaking skills can lead to misunderstandings, reduced student engagement, and ineffective classroom management, while strong speaking skills contribute to clarity, authority, and positive learning experiences.

Despite its importance, public speaking is often underemphasized in teacher education programs. Many teachers develop their speaking abilities informally through experience rather than systematic training. This article argues that public speaking skills are essential for effective teaching and should be recognized as a core professional competency. The purpose of this paper is to analyze the importance of public speaking skills for teachers and to highlight their impact on instructional effectiveness, classroom interaction, and professional development.

2. Literature Review

Research on teacher communication consistently emphasizes the role of oral skills in effective instruction. According to Hattie (2012), clarity of teacher explanation has a significant effect on student achievement. Public speaking skills such as voice modulation, organization of ideas, eye contact, and non-verbal communication contribute directly to instructional clarity.

Studies in educational psychology suggest that teachers who communicate confidently are perceived as more credible and competent by students (McCroskey, Richmond, & McCroskey, 2006). This perception influences student motivation, trust, and willingness to participate in classroom activities. Furthermore, effective

speaking skills support classroom management by enabling teachers to give clear instructions and maintain authority without resorting to punitive measures.

Public speaking is also closely linked to emotional intelligence and teacher presence. Goleman (1998) notes that self-awareness and self-regulation—key components of emotional intelligence—are reflected in how educators speak, respond to questions, and manage anxiety. Teachers who are confident speakers tend to create more positive and inclusive classroom climates.

In the context of teacher professional development, communication skills are increasingly recognized as transferable competencies. Darling-Hammond (2017) emphasizes that teachers often take on leadership roles, present at conferences, collaborate with parents, and engage in professional learning communities, all of which require strong public speaking abilities. However, existing literature indicates a gap between the recognized importance of communication skills and their explicit instruction in teacher training curricula.

3. Results and Discussion

3.1 Public Speaking and Teaching Effectiveness

Effective teaching depends on the ability to explain ideas clearly and engagingly. Public speaking skills enable teachers to structure lessons logically, emphasize key points, and adapt explanations based on student feedback. Techniques such as storytelling, rhetorical questioning, and vocal variation help maintain student attention and make learning more meaningful.

Teachers with strong public speaking skills are better equipped to simplify complex concepts and connect new information to prior knowledge. This clarity reduces cognitive overload and supports deeper understanding. In contrast, monotonous delivery or disorganized speech can hinder comprehension, regardless of the teacher’s subject expertise.

3.2 Enhancing Student Engagement and Participation

Student engagement is strongly influenced by teacher communication style. Confident and expressive speakers create dynamic classroom environments that encourage interaction. Public speaking skills help teachers ask effective questions, facilitate discussions, and respond constructively to student contributions.

Moreover, teachers serve as role models for students’ own communication development. When teachers demonstrate effective speaking behaviors, they implicitly teach students how to express ideas confidently and respectfully. This modeling is particularly important in language education and in developing 21st-century skills such as collaboration and communication.

3.3 Classroom Management and Teacher Presence

Public speaking skills contribute significantly to classroom management. Clear instructions, appropriate tone, and confident body language help establish expectations and maintain order. Teachers who speak assertively yet respectfully are more likely to gain students’ attention and cooperation.

Teacher presence—the ability to command attention and create a sense of purpose—is closely linked to speaking competence. Effective speakers project

confidence and calmness, which can reduce classroom anxiety and create a supportive learning atmosphere.

3.4 Professional Growth and Leadership

Beyond the classroom, public speaking skills support teachers’ professional advancement. Teachers are often required to present lessons to colleagues, conduct workshops, communicate with parents, and participate in conferences. Strong speaking skills enhance teachers’ ability to share best practices, advocate for educational initiatives, and take on leadership roles.

In an era of lifelong learning, teachers who can articulate their ideas clearly are better positioned to engage in professional dialogue and collaborative learning communities. Thus, public speaking skills contribute not only to individual effectiveness but also to institutional improvement.

4. Conclusion

Public speaking skills are a critical yet often underestimated component of effective teaching. This article has demonstrated that strong oral communication skills enhance teaching effectiveness, student engagement, classroom management, and professional growth. In contemporary education, where teachers are expected to be facilitators, leaders, and communicators, public speaking competence is no longer optional but essential.

The findings suggest a need for systematic integration of public speaking training into teacher education programs. Pre-service teachers should receive explicit instruction and practice opportunities, while in-service teachers should have access to ongoing professional development focused on communication skills. By investing in teachers’ public speaking abilities, educational institutions can improve both teaching quality and learning outcomes.

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WAYS OF INCREASING STUDENTS’ MOTIVATION IN LEARNING ENGLISH

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Аннотация. В статье исследуются методы обучения английскому языку с помощью дидактических игр с применением современных цифровых технологий. Существуют различные методы применения дидактических игр в качестве мотивации изучения иностранных языков. В этой статье кратко описывается, какие дидактические игры можно использовать для на уроках английского языка. Как показывают наблюдения, применение онлайн-игр заметно повышает интерес учащихся к изучаемому иностранному языку. Играя, в обучающие игры через компьютеры или мобильные устройства, учащиеся гораздо быстрее улучшают орфографические, грамматические и другие правила. Также в статье характеризуются особенности этих методов в повышении мотивации учащихся к изучению английского языка на уроках.

Ключевые слова: дидактические игры, обучение языку через интернет, новые технологии, методы, использование игр.

Abstract. This article explores the methods of teaching English language. This paper presents ways of teaching English with the help of Internet-based Language Learning and using games in the classroom. There are several ways of increasing students` interest in learning English. This article provides brief overview of what kind of games can be used for teaching English in the classroom. The use of online or electronic games helps students of all ages to increase their interest in reading and language learning. Students can practise spelling, grammar, and other rules by playing educational games on computers or mobile devices. The important features of using these ways of teaching method to increase students' interest in learning English in the classroom are also given in this article.

Key words: didactic games, Internet-based Language Learning, new technologies, methods, using games.

A teacher is a person who strives for the formation of a healthy society, the development of the country, for the young generation to grow up loyal to their Motherland and nation, and shines a bright light on their path. From doctor to pilot, from farmer to teacher, in short, all professionals are trained by teachers. Teachers are the backbone of the science education system. Teachers are the architects of the future destiny of the country. The main goal of the teacher is to create individuals who are in step with the modern world in the society and to educate them with a broad outlook. In this regard, during the Revival of the new era of the powerful state, educators and pedagogues, including English language teachers, are working

tirelessly to make the educational process effective by using various teaching methods and resources.

Under the leadership of the President, great work is being done to introduce the modern learning technologies in the education system. The basis of them is the provision of powerful computers and Internet systems at all levels of educational institutions. The use of multimedia technologies in English language classes opens up new opportunities to create an artificial speech environment and to overcome language barriers of students and to form skills and abilities in handling types of speech work.

Several methods of teaching are used in the science of pedagogy. They include the following:

1. Passive method, that is, the student only watches and listens.
2. Active method, the student works independently.
3. Interactive, the teacher and student work together.

Establishing an interactive way of teaching broadens the outlook of our young generation who are being educated. It improves their thinking skills, problem solving skills, and the ability to evaluate themselves based on the opinions of others. More reliably, it allows them to ensure that their interconnected world cannot act in isolation on any issue, at any time. [1, p. 28]

Today, Internet-based Language Learning (IBLL) is a popular and effective way of learning and teaching English in interactive method [2, p. 4].

Considering the possibilities of Internet-based Language Learning (IBLL) as an innovative way of learning and teaching foreign languages, we decided to divide this method of language learning into the following categories.

1. Digital field trips.
2. Online communication.
3. Teaching with Electronic games.
4. Using E-books and e-dictionaries.
5. Listening to audio materials.
6. Using videos.
7. Using English songs.
8. Teaching with Cartoons.
9. Using online Programs.
10. Teaching with online newspapers and magazines.

Digital field (virtual) trips. Students learn a lot of information through this type of method. Virtual digital field trips provide students with more secure ways to absorb new information in English. The use of computer material is selected by the teacher based on the topic and purpose of the lesson. Students can increase their vocabulary through fun virtual trips through the 4-H Virtual Farm, as there are many opportunities to learn more about any topic. This data is widely available and editable in the form of video, CD, animation (motion) data.

Online communication. Online communication is one of the modern methods used in English classes to increase students' speaking skills. This type is to organize distance online classes with the help of new technologies. Organizing such

classes is not only held within the country, but also at the international level. This type provides ample opportunities for remote learning and turning the acquired knowledge into sustainable skills.

Using e-books and dictionaries. E-books are a digital means of learning, and it is an information system that helps students learn and improve English. Of course, this type of specific method should be tailored to account for cases where the information published in the paper is different from the sources.

Listening to audio materials. By doing listening exercises and dialogues, the teacher improves students' use of stress and intonation in English. Giving tone to the meaning of sentences is also the most important function of speaking ability.

Using videos. Using videos that are short in duration and specific to the students' abilities and maturity is an attractive way for students to work on their speaking skills. Videos help students use authentic English, that is, the speech of a native English speaker. Through the videos, students get acquainted with a real example of English, they have the opportunity to compare their conversations with it, correct their mistakes, they listen to the conversations of strangers, watch the recording, and develop their comprehension skills and abilities.

By using English songs at English lessons, teachers can help students learn new words effectively. For that, the teacher should be able to choose the song according to the purpose and theme of the lesson.

Teaching with Cartoons. By showing excerpts from English cartoons in class, students have the opportunity to see and listen to real spoken language and correct their mistakes, and students' listening comprehension skills increase.

Using online Programs. Through online programs, students can test their academic skills through various in-class activities and tests.

Teaching with online newspapers and magazines. This method is currently one of the main ways to get acquainted with the news of the country and the world. By using this type in the class, students can read English-language newspapers and magazines online, and by reading them, students learn the characteristics of document and literary text writing.

The use of online or electronic games helps students of all ages to increase their interest in reading and language learning. Students can practise spelling, grammar, and other rules by playing educational games on computers or mobile devices. For this purpose, Star Fall provides several games for students to improve their speaking skills. Digital versions of Hangman, Scrabble and Boggle also help students develop language skills. These games can be posted on interactive whiteboards for the whole group. Such games play a great role in improving students' speaking skills in the classroom.

What is game-based learning? A young child plays with miniature carnival rides, an example of game-based learning. Game-based learning is a teaching method that uses the power of games to define and support learning outcomes.

Game-based learning environment achieves this through educational games that have elements such as engagement, immediate rewards and healthy competition. All so that while students play, they stay motivated to learn. The great

thing about game-based learning is everyone can reap its benefits, from preschool all the way up to post-secondary education and beyond. Where and how doesn't matter, either — students can learn:

With online games

In person with physical objects

Independently or as part of a team

Some of the most common game-based learning examples include:

Card games — A game that uses a traditional or game-specific deck of cards. “War” is a card game that can have a mathematical twist. Check out our list of classroom math games to learn how to play.

Board games — A game you play on a board that usually involves the movement of pieces. Chess and checkers are popular ones, but there are hundreds if not thousands of board games for kids to explore.

Simulation games — A game designed to closely simulate real-world activities. The Sims, which launched in 2000, is one of the most popular series of life simulation games that involves creating and exploring virtual worlds.

Word games — A game that’s typically designed to explore the properties of language or the ability to use a language itself. Scrabble is an example of a word game while the app Words Friends is a more modern one.

Puzzle games — A game that emphasizes puzzle solving through one’s use of things such as logic, word completion, sequence solving, as well as spatial and pattern recognition. For example, Sudoku and 2048 are popular puzzles.

Video games — an electronic game wherein players can manipulate what appears on the screen with, for example, a joystick, controller or keyboard. A couple that might pop into your head are the decades-old classic Pac-Man, or, more recently, Fortnite.

Role-playing games — a game in which players assume the role of imaginary characters who engage in adventures. A popular fantasy tabletop RPG is Dungeons & Dragons and was first introduced in 1974. [4, p.3]

An example of Word games is the electronic game "Letters". In this game, the team is divided into two and played in a tournament format. One student from each group must be able to make a sentence using a sequence of words starting with the letters given on the computers. When composing a sentence, attention should be paid not only to the sequence of letters, but also to the punctuation marks used in the structure of the sentence. Whichever team's student is able to make the sentence grammatically and meaningfully correct and quickly, that team is also considered the winner of the game. If there is a mistake in the sentence, then the computer does not allow to make up the next sentence.

The important features of using these ways of teaching method to increase students’ interest in learning English in the classroom are:

- this method provides students with a lot of educational information specific to the English language;

- it is possible to achieve students' ability to use modern multimedia devices and new technologies;

- students are introduced to the real sample of the English language through these methods by using digital learning tools, they have the opportunity to compare their conversations with it, correct their mistakes, they have the ability to listen and understand the conversations of strangers, including children and adults, men and women and develop their skills;

- increases students’ motivation and interest in language learning;

- ensures that students take effective educational work;

- helps to teach the selection of appropriate methods of using information resources;

- students can do various online tests and check the results of their work at the same time.

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THEORETICAL FOUNDATIONS OF THE METHODOLOGICAL POTENTIAL OF GENERATIVE ARTIFICIAL INTELLIGENCE IN THE TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract: The article substantiates the theoretical foundations of the methodological potential of generative artificial intelligence (AI) in the training of future foreign language teachers amid ongoing transformations in foreign language education. The study responds to the insufficient conceptualization of generative AI as a methodological phenomenon within teacher preparation.

The aim of the research is to conceptualize generative artificial intelligence as a methodological category and to determine the theoretical principles for interpreting its potential within the methodology of foreign language teaching.

The study is theoretical in nature and is grounded in the competence-based approach to teacher education. It employs theoretical analysis, comparative examination of international, Russian, and Kazakhstani research, abstraction, classification, and modeling. In addition to functional analysis of large language model–based systems, a case-based modeling procedure was conducted to illustrate the adaptation of instructional materials across proficiency levels.

The results demonstrate that the methodological potential of generative AI can be defined as the integrated capacity of large language model technologies to support and structure core methodological processes, including lesson design, adaptation of instructional materials, differentiation of tasks, and modeling of communicative activities. The study proposes a structured interpretation of these functions within foreign language teacher education.

The significance of the research lies in advancing a theoretically grounded framework for integrating generative AI into methodological training programs and establishing a foundation for further empirical validation.

Keywords: generative artificial intelligence, foreign language teacher education, methodological potential, methodology of foreign language teaching, adaptation of instructional materials

Introduction: The rapid development of digital technologies has significantly transformed modern education systems, leading to the emergence of new pedagogical paradigms and instructional tools. One of the most influential technological trends of the last decade is artificial intelligence, which has gradually evolved from auxiliary digital instruments to complex intelligent systems capable of generating educational content, providing feedback, and supporting pedagogical decision-making. At the national level, the strategic importance of artificial intelligence development is emphasized in the Concept for the Development of Artificial Intelligence in the Republic of Kazakhstan for 2024–2029 (Resolution No. 592 of July 24, 2024), which defines artificial intelligence technologies as a key driver of digital transformation in education and human capital development. In this context, generative artificial intelligence occupies a special place due to its ability to create texts, tasks, dialogues, lesson plans, and assessment materials, which is particularly relevant for foreign language education.

The training of future foreign language teachers requires continuous modernization, as it must respond to the challenges of globalization, multilingual communication, digitalization, and competency-based education. These priorities are reflected in the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023–2029 (Resolution No. 248 of March 28, 2023), which emphasizes the modernization of teacher education programs, the integration of digital technologies, and the development of professional competences of future educators. In accordance with the Law of the Republic of Kazakhstan “On Education” (2007), higher education institutions are responsible for ensuring the quality of professional training and the effective use of innovative educational technologies in the learning process.

Despite the rapid integration of generative artificial intelligence into educational practice, its methodological status within foreign language teacher education remains insufficiently conceptualized. Existing studies primarily focus on technological applications, instructional efficiency, or ethical considerations, while the theoretical interpretation of generative AI as a methodological category has not been adequately substantiated.

The object of the study is the process of training future foreign language teachers.

The subject of the study is the methodological potential of generative artificial intelligence within the system of foreign language teacher education.

The problem of the study lies in the absence of a theoretically grounded interpretation of generative AI as a methodological category within foreign language teacher education.

Literature Review: The integration of artificial intelligence into education has become a significant area of interdisciplinary research over the past decade. Studies emphasize that AI technologies enable personalization of learning trajectories, automation of assessment processes, and data-informed instructional decision-making (Luckin et al., 2018; Holmes et al., 2022; OECD, 2021). These works conceptualize AI as a transformative factor capable of reshaping educational systems by enhancing adaptability and efficiency.

At the same time, critical perspectives underline the epistemological and ethical implications of AI integration. Selwyn (2019) argues that algorithmic systems influence pedagogical reasoning and reshape professional agency in education. Williamson and Eynon (2020) further examine the governance and datafication aspects of AI, highlighting the need for theoretically grounded frameworks that define its role in educational practice.

While the majority of research focuses on systemic transformation and digital innovation, less attention has been paid to the methodological dimension of AI within subject-specific teacher education.

Recent developments in large language models have intensified scholarly interest in generative AI. Contemporary studies analyze the capacity of generative systems to produce instructional content, simulate dialogue, and support adaptive learning environments (Kasneci et al., 2023; Mollick, 2023; Rudolph, Tan, & Tan, 2023). These works highlight the pedagogical affordances of generative AI, particularly in content generation and feedback modeling.

However, current discussions remain predominantly application-oriented, addressing practical use cases rather than conceptual interpretation. The methodological status of generative AI in teacher preparation programs remains insufficiently theorized, especially within foreign language education.

The methodology of foreign language teaching is traditionally grounded in communicative principles, task-based instruction, and adaptive lesson design (Richards & Rodgers, 2014; Harmer, 2015; Thornbury, 2017). These approaches emphasize the importance of contextualization, learner differentiation, and reflective instructional planning.

Richards (2017) defines methodological competence as the ability to select, adapt, and implement instructional strategies in response to learners’ communicative needs. Within this framework, material adaptation and instructional modeling constitute core components of methodological preparation.

Russian methodological scholarship has long conceptualized teacher preparation as a system of professional-methodological formation. Passov (2000)

emphasizes communicative orientation and situational modeling in foreign language instruction. Bim (2010) and Galskova (2015) underline the importance of methodological structuring of lesson design and material adaptation. Safonova (2016) focuses on intercultural- communicative competence as foundational elements of foreign language methodology.

More recent Russian studies address digital transformation in teacher education, exploring the integration of ICT and adaptive technologies into methodological training. However, the theoretical interpretation of generative AI as a methodological category remains largely unexplored.

Kazakhstani scholars have actively investigated modernization processes in foreign language teacher education. Kunanbayeva (2018) conceptualizes competence-based professional preparation in multilingual contexts. Smagulova (2019) examines methodological innovation in higher education, while Sagintayeva (2020) and Isabekova (2021) analyze digital integration and instructional modernization in teacher training programs.

These studies confirm the strategic importance of digital technologies in methodological preparation; however, generative artificial intelligence has not yet been systematically examined as a structured methodological phenomenon within foreign language teacher education.

Despite the growing body of international, Russian, and Kazakhstani research on artificial intelligence in education and digital transformation of teacher training, little attention has been paid to the theoretical interpretation of generative AI as a methodological category within foreign language teacher education. Existing studies predominantly address technological affordances, instructional efficiency, or digital literacy development, while the methodological potential of generative AI remains insufficiently conceptualized and systematized. This gap determines the relevance of the present study.

Methodology: The study is theoretical in nature and aims at conceptualizing the methodological potential of generative artificial intelligence within the system of foreign language teacher education.

The research is grounded in the competence-based approach to teacher education, which interprets professional preparation as a process of forming integrative competencies that ensure methodological readiness for effective instructional activity. Within this framework, the training of future foreign language teachers is understood as the development of the ability to design, adapt, and implement instructional strategies in accordance with educational objectives and learners’ needs.

The competence-based approach serves as the methodological framework for analyzing the role of generative artificial intelligence in developing methodological readiness of future teachers. It allows for examining generative AI not merely as a technological instrument, but as a factor influencing instructional decision-making, material adaptation, and lesson structuring within foreign language methodology.

The study employs a set of theoretical research methods. Theoretical analysis is applied to examine scientific literature on artificial intelligence in education and

foreign language methodology. Comparative analysis is used to identify common and distinctive approaches in international, Russian, and Kazakhstani research. The methods of abstraction and classification enable the identification of structural components of the methodological potential of generative AI. Modeling is applied to construct a system of interrelated levels reflecting its methodological functions within teacher training.

These methods ensure a systematic and conceptually grounded interpretation of generative artificial intelligence in the context of foreign language teacher education.

Results: The theoretical and comparative analysis conducted within the competence-based framework allowed the research problem to be addressed by providing a structured interpretation of the methodological potential of generative artificial intelligence in foreign language teacher education.

To resolve the identified problem — namely, the absence of a theoretically grounded interpretation of generative AI as a methodological category — the study compared the functional capacities of generative AI systems with the core components of methodological training in foreign language teaching. This comparison was based on the analysis of instructional design requirements, principles of material adaptation, and differentiation strategies within communicative language methodology.

The examination of generative AI technologies focused on their ability to generate texts of varying complexity, design communicative tasks, restructure instructional content, and simulate interactive scenarios. These functions were analyzed in relation to methodological tasks typically performed by future teachers, including lesson planning, adaptation of didactic materials, sequencing of activities, and modeling of communicative situations.

Before presenting the structural classification of levels, it is necessary to clarify the conceptual definition proposed in this study.

Methodological potential of generative artificial intelligence is defined as the integrated capacity of large language model–based systems to support, structure, and transform core methodological processes in foreign language teacher education, including lesson design, instructional material adaptation, task differentiation, and communicative modeling, within the framework of competence-based professional preparation.

This definition emphasizes that methodological potential does not refer merely to technological functionality, but to the systemic alignment between generative AI affordances and the structural components of methodological training. In this interpretation, generative artificial intelligence acts as a factor influencing instructional reasoning and decision-making rather than as a supplementary digital instrument.

To ensure conceptual grounding in contemporary technological practice, the analysis of methodological potential was correlated with the functional characteristics of widely used generative AI systems based on large language models. Platforms such as ChatGPT (OpenAI), Claude (Anthropic), and Gemini

(Google DeepMind) exemplify generative systems capable of controlled text generation, adaptive task design, and dialogic simulation.

These systems allow modification of lexical complexity, grammatical structures, discourse patterns, and communicative functions in accordance with specified instructional parameters. From a methodological perspective, this capacity enables the adaptation of didactic materials to different proficiency levels, learning objectives, and learner profiles.

Furthermore, generative AI tools demonstrate the ability to construct lesson outlines, propose sequenced instructional stages, and simulate communicative scenarios reflecting authentic language use. Such features correspond directly to core methodological tasks performed by future foreign language teachers, including material differentiation, activity sequencing, and communicative modeling.

Importantly, the present study does not evaluate specific platforms but interprets their functional affordances as indicators of a broader methodological potential inherent in generative AI technologies.

The functional analysis was conducted on widely used generative AI systems based on large language models, including text-generation platforms such as ChatGPT (OpenAI) and Claude (Anthropic), which are capable of controlled output modification and dialogic simulation. These systems were selected as representative examples of contemporary generative technologies actively integrated into educational practice.

The analysis was performed within the context of foreign language teacher education, with particular attention to methodological tasks related to lesson design, adaptation of instructional materials, and differentiation of communicative activities. The comparison focused on the functional affordances of generative AI systems, including adjustable language complexity, task transformation, scenario modeling, and feedback simulation.

To illustrate the practical operability of the proposed theoretical model, a case-based modeling procedure was conducted within the framework of methodological training in foreign language teacher education.

A sample instructional text corresponding to the B2 level of the Common European Framework of Reference for Languages (CEFR) was selected as the исходный материал. The text contained complex syntactic constructions, abstract vocabulary, and extended argumentative discourse markers characteristic of upper-intermediate proficiency.

Using a generative AI system based on a large language model, the text was reformulated to correspond to the A2 level. The adaptation process included controlled modification of several linguistic and discourse parameters:

- reduction of lexical density through substitution of low-frequency vocabulary with high-frequency equivalents;
- simplification of sentence complexity by replacing subordinate clauses with simple or coordinated structures;
- restructuring of discourse markers to reflect basic logical connectors (e.g., and, but, because instead of however, moreover, consequently);

- shortening of paragraph length to enhance readability.

In addition to textual adaptation, generative AI was prompted to generate differentiated instructional tasks aligned with communicative objectives. The system produced:

- gap-fill exercises targeting key lexical units;
- comprehension questions focused on global and specific understanding;
- role-play scenarios modeling everyday communicative situations derived from the adapted text.

The modeling demonstrated that generative AI enables systematic adaptation of didactic materials across proficiency levels while preserving communicative intent. From a methodological perspective, this case confirms the instrumental and design-methodological functions identified in the theoretical classification.

Importantly, the purpose of this modeling was not to evaluate technological efficiency but to demonstrate the operational alignment between generative AI functionalities and core components of methodological training in foreign language teacher education.

Rather than evaluating technical performance, the study examined how these functional capacities correspond to core components of methodological training in foreign language teaching. The comparison revealed that despite differences in interface design and response style, generative AI systems share common affordances relevant to methodological preparation: structured content generation, flexible task modification, and interactive scenario construction.

This analysis allowed the methodological potential of generative AI to be interpreted not as a feature of a single platform, but as a systemic characteristic of large language model–based technologies.

On the basis of the conducted analysis, the methodological potential of generative artificial intelligence can be understood as a structured system of methodological functions, including support for lesson design, adaptation of instructional materials, differentiation of tasks, and modeling of communicative activities. This system reflects a progressive integration of generative AI into methodological preparation and provides a theoretical solution to the research problem identified in the introduction.

Discussion: The findings of the present study expand existing interpretations of artificial intelligence in education by shifting the analytical focus from technological application to methodological conceptualization within foreign language teacher education.

International research on AI in education has primarily emphasized personalization, automation, and learning analytics. Luckin et al. (2018) and Holmes et al. (2022) interpret AI as a transformative instrument for adaptive learning and instructional support. Similarly, the OECD (2021) frames AI as a driver of systemic modernization in educational systems. These approaches highlight functional efficiency and personalization but do not conceptualize AI within the internal structure of subject-specific methodological training.

Critical perspectives offered by Selwyn (2019) and Williamson and Eynon (2020) draw attention to epistemic transformation and algorithmic governance, underlining the influence of AI on professional agency. While these analyses deepen understanding of socio-technical implications, they remain focused on macro-level educational change rather than methodological structuring in teacher preparation.

Studies devoted specifically to generative AI (Kasneci et al., 2023; Mollick, 2023; Rudolph et al., 2023) emphasize its ability to generate content, simulate dialogue, and provide feedback. However, these works predominantly address classroom application and academic productivity. The present study extends this discussion by interpreting generative AI not only as a content generator but as a structured methodological system influencing lesson design, material adaptation, and instructional reasoning.

Within foreign language methodology, Richards and Rodgers (2014), Harmer (2015), and Thornbury (2017) define methodological preparation as a process of developing the ability to design communicative tasks, sequence instructional activities, and adapt materials to learners’ needs. Russian scholars such as Passov, Bim, Galskova, and Safonova conceptualize methodological competence as an integrative construct combining instructional planning, adaptation, and reflective analysis. Kazakhstani researchers, including Kunanbayeva and Smagulova, emphasize modernization and competence-based preparation in multilingual contexts.

The inclusion of contemporary large language model systems such as ChatGPT, Claude, and Gemini illustrates that the proposed theoretical interpretation corresponds to real technological affordances. However, the focus of the study remains methodological rather than technological, emphasizing structured instructional integration instead of platform comparison.

Unlike these methodological traditions, which do not incorporate generative AI as a structural component of training, the present study integrates AI into the methodological system itself. Generative artificial intelligence is conceptualized not merely as an auxiliary digital tool but as a methodological factor operating across instructional design, adaptation processes, and analytical reasoning.

Thus, while previous research predominantly addresses either technological affordances or methodological theory separately, the current study synthesizes these domains by proposing a structured interpretation of the methodological potential of generative AI within foreign language teacher education. This integrative perspective distinguishes the present work from earlier studies and contributes to the theoretical development of methodology-oriented AI research.

Conclusion: The study has addressed the identified research problem by providing a theoretically grounded interpretation of generative artificial intelligence within foreign language teacher education.

The theoretical contribution of the research lies in the conceptualization of generative artificial intelligence as a methodological category rather than merely a technological instrument. The study demonstrates that generative AI can be

systematically integrated into the structure of methodological preparation of future foreign language teachers.

Furthermore, the research proposes a classification of methodological levels of generative AI influence, including instrumental, design-methodological, and reflective-analytical dimensions. These levels form a structured system of methodological functions that correspond to key components of foreign language teacher training, such as lesson design, adaptation of instructional materials, differentiation of tasks, and modeling of communicative activities.

The practical significance of the study consists in developing a theoretical framework for integrating generative artificial intelligence into methodological training programs. The proposed system of methodological functions may serve as a conceptual basis for curriculum design in foreign language teacher education and for the development of instructional guidelines regulating the use of generative AI technologies.

The study is theoretical in nature and includes case-based modeling rather than empirical experimentation. The absence of quantitative validation constitutes a limitation of the research.

Further research should focus on empirical validation of the proposed model through experimental studies in teacher training contexts. Quantitative and qualitative investigations may assess the effectiveness of generative AI in developing methodological readiness and adaptive instructional competencies among future foreign language teachers.

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CHET TILLARNI O‘QITISHDA INNOVATSION METODLARDAN FOYDALANISHNING AMALIY TAJRIBALARI

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Annotatsiya: Ushbu maqolada xorijiy tillarni o‘qitishda innovatsion pedagogik usullardan foydalanish samaradorligi amaliy tajriba asosida tahlil qilinadi. Zamonaviy ta'lim jarayonlarida kommunikativ usullar, interfaol texnologiyalar va raqamli o'quv platformalari o'quvchilarning til kompetensiyasini

rivojlantirishda hal qiluvchi rol o'ynaydi. O‘rganish davomida an’anaviy o‘qitish usullaridan foydalangan holda tashkil etilgan darslar innovatsion metodlarga asoslangan darslar bilan qiyosiy tahlil qilindi. Baholash mezonlari o‘quvchilarning nutq faolligi, leksik va grammatik kompetensiyasi, kommunikativ faolligi, darsga bo‘lgan motivatsiyasiga asoslandi. Tahlil natijalari shuni ko'rsatadiki, innovatsion usullardan foydalanish o'quvchilar uchun tilni o'zlashtirish jarayonini sezilarli darajada samaraliroq qiladi.

Kalit so'zlar: *innovatsion metodlar, chet tilini o'qitish, kommunikativ yondashuv, interfaol ta'lim, pedagogik texnologiyalar*.

Abstract: This article presents a comparative analysis of the effectiveness of innovative teaching methods in the field of teaching foreign languages. Modern pedagogical practice is paying increasing attention to communicative approaches, interactive methods and digital technologies in order to develop students' linguistic competence. The study compares traditional approaches to teaching with innovative methods used in foreign language classes. The results indicate that innovative teaching methods significantly improve learning and increase student engagement.

Key words: *innovative teaching methods, teaching foreign languages, communicative approach, interactive learning, pedagogical technologies.*

Аннотация: В данной статье рассматривается эффективность использования инновационных методов в обучении иностранным языкам. В современной образовательной среде особое внимание уделяется коммуникативному подходу, интерактивным технологиям и цифровым образовательным платформам, которые способствуют развитию языковой компетенции учащихся. В ходе исследования был проведен сравнительный анализ традиционных методов обучения и инновационных педагогических технологий, используемых на занятиях иностранным языком.

Критериями оценки были выбраны коммуникативная активность студентов, развитие лексических и грамматических навыков, владение языком и мотивация к обучению. Анализ показал, что использование инновационных методов существенно повышает эффективность обучения иностранному языку. Особенно эффективными оказались такие методы, как групповая работа, ролевая игра, проектное обучение, анализ проблемных ситуаций и использование мультимедийных технологий.

Полученные результаты свидетельствуют о том, что инновационные методы обучения способствуют развитию у студентов навыков критического мышления, самостоятельной работы и эффективного общения на иностранном языке. Таким образом, внедрение современных педагогических технологий в процесс обучения иностранному языку является важным фактором повышения качества образования.

Ключевые слова: *инновационные методы обучения, обучение иностранному языку, коммуникативный подход, интерактивное обучение, образовательные технологии, цифровое образование.*

Kirish: Hozirgi globallashuv jarayonida xorijiy tillarni bilish zamonaviy jamiyatning asosiy kompetensiyalaridan biriga aylandi. Xalqaro hamkorlik, ilmiy

tadqiqotlar va madaniyatlararo muloqotning kengayishi xorijiy tillarni samarali o‘qitishni yanada dolzarb qiladi. Shu bois ta’lim tizimida o‘qitishning an’anaviy yondashuvlari bilan bir qatorda zamonaviy pedagogik texnologiyalar va innovatsion usullarni ham qo‘llashga ehtiyoj ortib bormoqda.

Tadqiqot metodologiyasi: Ushbu tadqiqot chet tilini o‘qitish jarayonida innovatsion usullarning samaradorligini aniqlashga qaratilgan bo‘lib, nazariy va amaliy tadqiqot usullarini uyg‘unlashgan holda qo‘llangan. Tadqiqot davomida ingliz tilini o‘rganayotgan talabalar guruhlarida dars mashg‘ulotlari kuzatildi va ularning natijalari solishtirildi va tahlil qilindi.

Tahlil: Innovatsion usullardan foydalangan holda tashkil etilgan darslarda talabalar faol ishtirok etadilar. Masalan, “Rolli o’yin” usulini qo’llashda o’quvchilar turli kommunikativ vaziyatlarni qo’llaydilar va til materialini amaliy jihatdan qo’llaydilar. Bu ularning nutq qobiliyatlarini rivojlantirishga yordam beradi.

Xulosa qilib aytish mumkinki, xorijiy tillarni o‘qitishda innovatsion usullardan foydalanish ta’lim jarayoni samaradorligini oshirishda hal qiluvchi o‘rin tutadi. Zamonaviy pedagogik yondashuvlar, xususan, kommunikativ metodlar, interfaol faoliyat, raqamli texnologiyalar asosida tashkil etilgan darslar o‘quvchilarning til malakasini oshirishga ijobiy ta’sir ko‘rsatmoqda. Tadqiqot natijalari shuni ko‘rsatadiki, innovatsion usullar qo‘llanilgan darslarda o‘quvchilarning og‘zaki faolligi oshadi, ularning dars jarayoniga faolligi kuchayadi, o‘rganilayotgan til materiali samaraliroq o‘zlashtiriladi.

Bundan tashqari, interfaol usullar o‘quvchilarning mustaqil fikrlash, ijodiy yondashish, muammoli vaziyatlarni tahlil qilish qobiliyatlarini rivojlantirishga yordam beradi. Guruhda ishlash, rolli o‘yinlar va loyiha asosida o‘qitish kabi usullar o‘quvchilarning real kommunikativ vaziyatlarda tildan foydalanish ko‘nikmalarini rivojlantiradi. Binobarin, innovatsion pedagogik texnologiyalarni o‘quv jarayoniga keng joriy etish va ulardan samarali foydalanish chet tillarini o‘qitish sifatini oshirishning asosiy omili hisoblanadi.

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A COMPARISON OF BYRAM’S AND DEARDORFF’S INTERCULTURAL COMPETENCE MODELS IN EFL

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Abstract: Intercultural competence has already become one of the primary skills in contemporary English as a Foreign Language (EFL) education. This article aims to invstigate the differencesand similarities between Byram’s model of Intercultural Communicative Competence and Deardorff’s Process Model of Intercultural Competence in attempt to compare their theoretical foundations and pedagogical significance in EFL contexts. The article uses a qualitative comparative approach relying on an in-depth analysis of seminal theoretical works by Byram and Deardorff. Key components, structural features, and underlying assumptions of both models were systematically examined and contrasted. The analysis shows that Byram’s model supports the provision of a structured educational framework with clearly defined components and assessment potential, while Deardorff’s model of intercultural competence reinforces intercultural competence as a dynamic, developmental process as a cycle. Despite their differences in orientation and structure, both models emphasize the central role of attitudes, knowledge, and skills in fostering effective intercultural communication. The findings offer practical insights for EFL teachers, curriculum designers, and researchers by clarifying how each model can be used in intercultural language teaching. This article contributes to the theoretical discussion of intercultural competence and supports more informed model selection in EFL pedagogy.

Keywords: intercultural competence, EFL, Byram, Deardorff, comparative analysis

Introduction: In today’s globalized world having the ability to interact with other cultures is becoming of a great importance. In recent days, intercultural communicative competence (ICC) has become one of the primary purposes of foreign language teaching and learning, highlighting the increasing demand for learners to communicate effectively across cultural boundaries. To develop people’s understanding of intercultural competence, several models have been introduced among them the most influential conceptualizations of Intercultural competence being the models proposed by Byram (1997, 2020) and Deardorff (2004). While Byram’s model provides a detailed description of the attitudes, knowledge, and skills required for successful intercultural interaction, Deardorff offers both a pyramid model and a process model that illustrate the developmental and dynamic nature of intercultural competence. As Xu et al. (2025) note, the process-oriented perspective

is particularly valuable in educational settings because it symbolizes ICC as a continuous, cyclical process rather than considering abilities as structured. Therefore, although this study acknowledges the structural clarity of Deardorff’s pyramid model, it primarily focuses on the process model to better capture the continuous improvement of learners’ intercultural competence within the EFL classroom.

Literature Review

Byram’s Intercultural competence model (1997) includes attitudes (savoir être), knowledge (savoirs), skills of interpreting and relating (savoir comprendre) and skills of discovery and interaction (savoir apprendre/faire), and critical cultural awareness (savoir s’engager). Byram (1997) defines attitudes as the key factor in intercultural competence and highlights the need for curiosity, openness and readiness to look at one’s culture from another perspective. Similar to Byram, Deardorff also placed attitudes as the starting point in the process, prioritizing open-mindedness, curiosity, and respect over the development of skills and knowledge. Although, both models see attitudes as necessary and starting points,

Ghorbani and Hassani (2025) described that Byram’s model emphasizes the role of the intercultural speaker as a mediator between two distinct cultures and consists of five elements. Savoir involves knowledge of the social territory and cultural procedures, is referred to as the teaching of cultural facts and processes. Savoir comprendre refers to the ability to interpret texts and events, allowing language learners to analyze cultural contexts. While savoir êntre comprises of controlling one’s own cultural outlook with understanding of other’s cultures, savoir apprendre, deals with application of new knowledge in real-life settings and resolution of cultural challenges. Finally, savoir s’engager is described as the learner’s ability to conduct critical evaluation of cultural beliefs.

Deardorff’s (2006) process and pyramid models similarly integrate knowledge, skills, and attitudes to achieve internal and external intercultural competence outcomes claims Ghorbani and Hassani (2025). Knowledge including cultural self-awareness and sociolinguistic awareness, deep cultural knowledge, and skills consisting of listening, observing, evaluating, analyzing contribute to motivation and internal changes such as empathy, ethno-relativism, and flexibility. These internal changes foster effective intercultural communication. The pyramid model, different from the process model, considers internal outcomes as prerequisites for facilitating effective intercultural interaction (Deardorff, 2006).

According to Sakamoto (2018) Byram’s model for Intercultural competence was the first in to bring changes from an idealized native speaker to the idea of an intercultural speaker. Sakamoto (2018) continued with saying that Byram’s (1997) model can be divided into two parts: foreign language competences; and non-language competences, collectively drawing connections to intercultural competence. Although Xu et al. (2025) mentioned that with a structured understanding of intercultural competence, Byram’s model emphasizes static cultural components, not being able to fully illustrate the dynamic nature of intercultural interactions, particularly in digital contexts. At the same time,

regardless of focus on intercultural behavior, Deardorff’s model underestimates the role of sociopolitical dynamics, which are fundamental in today’s interconnected world.

Methodology: This study uses a qualitative comparative approach to find out similarities and differences between Byram’s (1997, 2020) and Deardorff’s (2004, 2006) models of intercultural competence. Instead of depending on empirical data collection, the research opts for in-depth analysis of theoretical works and relevant scholarly literature including key components, structural features, and underlying assumptions of each model. The analysis focuses on how each model divides the roles of attitudes, knowledge, skills, and critical cultural awareness in intercultural communication. In addition to this, pedagogical implications for English as a Foreign Language (EFL) classrooms were considered, drawing on contemporary literature from researchers like Xu et al. (2025), Sakamoto (2018) Ghorbani and Hassani (2025) to check and analyze the practical applicability of the models in educational settings.

Findings and Results: Byram’s (1997) and Deardorff’s (2004) models both highlight attitudes as foundational for intercultural competence, with Byram emphasizing curiosity, openness, and decentering, while Deardorff focusing on open-mindedness, respect, and reflection. Byram separates knowledge and skills, emphasizing critical cultural awareness and mediation, while Deardorff integrates them, highlighting ongoing reflection and internal and external development. Structurally, Byram provides a component-based framework suitable for curriculum design, whereas Deardorff introduces a cyclical, process-oriented model aiming for continuous learner development. Combining both approaches can offer EFL teachers a balanced framework for structured instruction and flexible, learner-centered intercultural competence development.

The findings highlight that each of the models are considered complementary, Byram’s model providing structures for designing curriculum, when the Process model of Deardorff emphasizing ongoing learner development and flexibility in real-life interactions. Integrating the strengths of both models contribute for the creation of one of the most easy to understand frameworks for the development of intercultural communicative competence.

Discussion: Ghorbani and Hassani (2025) noted that Byram’s (1997) model, designed particularly for foreign language education, prioritizes the improvement of intercultural speakers and supports the attitudes, knowledge, and skills to interpret, mediate and critically engage with cultural context. On the contrary, Deardorff (2006) introduced a process-oriented model which starts from individual attitudes and coming up to external outcomes with the help of a reflective development. As reported by Dervin (2010) and Manathunga (2017) even though both models have been considered instrumental in framing ICC (Intercultural Communicative Competence) in educational and policy contexts, they have been criticized by scholars for their not enough responsiveness to emotional dimensions, contextual specificity, and practical communicative needs in real-life settings.

In contrast, Waliński (2012) argued that Byram’s Model covered a larger scope, skill-based approach, describing Intercultural Communicative Competence as a mixture of linguistic, sociolinguistic, and discourse skills, along with intercultural attitudes, knowledge, and abilities. Moreover, as Zhecheva (2017) reported Deardorff’s Intercultural Competence Model offered a more philosophical view, associating IC as a lifelong process of personal development and transformation.

Byram (1997) and his model centralizes learners’ critical involvement with cultural values and their ability to reflect on both their own and others’ cultures. While, Deardorff’s (2006) model endorses a process-oriented view, seeing intercultural competence as an always-developing cycle beginning with attitudes and resulting in both internal transformations and external behavioral outcomes. Despite having insufficient explicit focus on critical cultural awareness, Deardorff’s model applies a more Evolving framework of intercultural competence suitable for various intercultural contexts outside language learning settings, said Ghorbani and Hassani (2025).

Conclusion: Overall, the comparison of Byram’s and Deardorff’s models demonstrates that hold great significance in developing intercultural competence in EFL contexts. Byram’s model serves as a structured, component-based framework appropriate for curriculum design and assessment, while Deardorff’s model deals with a dynamic, cyclical process that reinforces continuous learner development. These findings support previous observations that intercultural competence should be integrated more systematically into language teaching practices. As Yuen (2011), Sándorová (2017) and Turgunboeva (2025) emphasize the importance of integrating intercultural competence within EFL instruction, highlighting its essential role in fostering effective intercultural communication. Consolidation of both Byram’s and Deardorff’s models may offer a comprehensive approach, mixing clear instructional guidance with adaptability and reflective practice.

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TEACHER EDUCATION: FOCUS ON COMPETENCES OF INCLUSIVE TEACHING

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Abstract: This article examines the core competences required for inclusive teaching in pre-service teacher education, with particular attention to the Uzbekistani context. Drawing on the European Agency's four core values framework and practical teaching competences, it argues that inclusive education must encompass neurodiversity alongside disability. The article identifies specific competences, spotting barriers, proactive planning, responsive teaching, and fair assessment, that teacher education programs must develop. It concludes that embedding these competences throughout teacher preparation is essential for Uzbekistan's educational transformation.

Key words: *Inclusive education, teacher competences, neurodiversity, pre-service teacher education, Uzbekistan*

Introduction: Inclusive education represents one of the most significant paradigm shifts in modern educational practice. At its core, it is a philosophical and pedagogical commitment to ensuring that all learners, regardless of their abilities, backgrounds, neurotypes, or identities, can participate fully and meaningfully in learning experiences alongside their peers. Inclusive teaching moves away from deficit-based models that focus on what students lack, toward asset-based perspectives that value every student's unique contributions to the learning community (Florian, 2014; UNESCO, 2020).

The journey of inclusive education to Central Asia reflects the region's broader post-Soviet transformation. Following independence in 1991, Central Asian countries began gradually shifting from the Soviet-era segregation strategy,which

often placed children with disabilities and those who diverged from neurotypical expectations in specialized institutions,toward inclusion and equality principles. This transition has been neither linear nor uniform across the region. Research examining teachers' attitudes toward inclusive education across Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan reveals a slow but steady evolution in thinking, though significant challenges remain, particularly regarding professional competence development.

In Uzbekistan specifically, this transformation has gained momentum in recent years. The country has undertaken large-scale reforms to align its educational practices with international standards and commitments. However, deeply rooted attitudes persist. Recent reports indicate that approximately 25% of children with disabilities still lack access to school education in Uzbekistan, and a striking 70% of the population believes that children with disabilities are better served in specialized boarding schools. These statistics reveal the gap between policy intentions and societal attitudes,a gap that teacher education must bridge (UNESCO, 2020).

The Uzbek Context: Understanding Uzbekistan's educational landscape requires acknowledging its Soviet inheritance. The Soviet system, while providing widespread access to education, approached disability and neurodivergence through a medical model that emphasized categorization, deficit, and segregation. Children were assessed according to their perceived impairments or deviations from normative developmental trajectories and placed in separate facilities, reinforcing the notion that difference was a problem to be contained rather than a natural aspect of human diversity.

Contemporary Uzbekistan stands at a crossroads. The government has ratified international documents supporting inclusive education and has initiated infrastructure improvements. Yet the medical approach remains fundamental to legislative frameworks governing children with disabilities and special educational needs. This creates a complex environment for teachers who must navigate between progressive policy rhetoric and traditional institutional practices.

Importantly, the conversation about inclusion in Uzbekistan has historically focused almost exclusively on disability, neglecting the broader spectrum of human diversity that includes neurodivergence,variations in brain functioning that encompass autism, ADHD, dyslexia, and other cognitive differences. Neurodivergent students have always been present in Uzbek classrooms, but their needs have often been misunderstood, pathologized, or ignored. As Kormos (2017) emphasizes, second language learners with specific learning difficulties require particular pedagogical approaches that recognize their cognitive strengths while providing appropriate support. True inclusion requires moving beyond a narrow disability focus to recognize that diversity of thinking and processing is a natural and valuable part of human variation.

Teacher education programs in Uzbekistan face the critical task of preparing educators who can function effectively within this transitional space. Pre-service teachers need competences that enable them not only to implement inclusive practices in their classrooms but also to challenge assumptions about normality and

difference, recognize neurodiversity as a strength, and advocate for inclusion within their schools and communities. As Florian and Pantić (2017) argue, teacher education must respond to changing demographics and prepare teachers for diverse classrooms. The development of these competences cannot be optional or peripheral,it must become a core component of every teacher's professional preparation.

Defining Inclusive Teaching

Before examining specific competences, it is essential to clarify what inclusive teaching means. Inclusive teaching does not describe any single pedagogical approach but rather names an intention or commitment that shapes all aspects of instructional practice. It involves deliberately cultivating learning environments where all learners are treated equitably, have equal access to learning, and feel valued and supported in their educational journeys.

This definition carries several important implications. First, inclusive teaching requires instructors to attend to learner identities,the complex ways in which students' backgrounds, experiences, neurotypes, and characteristics shape their educational experiences. Second, it demands awareness of how systemic inequities influence dynamics in teaching-learning spaces, affecting individuals' experiences and shaping course design. Third, it recognizes that inclusive environments do not simply happen; they require deliberate, intentional effort.

Inclusive teaching is fundamentally student-centered. It purposefully embraces diversity and fosters environments where all students feel they belong. Research across disciplines demonstrates that student learning and success are deeply impacted by the extent to which students feel valued and supported. Florian and Spratt (2013) found that when teachers enact inclusive practices, they create opportunities for all children to participate and learn alongside their peers. Students experience meaningful inclusion when they develop a sense of academic and social belonging,when they perceive themselves as connected to the course, the discipline, and the learning community.

For the Uzbek context, this definition carries particular weight. In a society where the majority still favors segregated education for children with disabilities (UNESCO, 2020), and where neurodivergence remains poorly understood, creating classrooms where every student feels genuine belonging requires teachers to actively counter prevailing social attitudes. This is not merely a technical pedagogical challenge but a profound professional and ethical responsibility.

Importantly, inclusive teaching must recognize neurodiversity as a fundamental aspect of human variation. The neurodiversity paradigm, developed by autistic advocates and adopted by disability scholars, positions neurological differences not as disorders to be cured but as natural variations in human cognition. This perspective transforms how teachers understand students who think, process information, or interact socially in ways that differ from the majority. Rather than viewing these students through a deficit lens, teachers can recognize their unique strengths,creative problem-solving in autistic students, hyperfocus in ADHD

students, innovative visual thinking in dyslexic students,while also providing appropriate supports for areas of challenge (Kormos, 2017).

The Four Core Values and Competence Areas

The European Agency for Special Needs and Inclusive Education has developed a comprehensive framework identifying four core values that underpin inclusive teaching, each broken down into specific competence areas. This framework, originally developed in 2012 and updated in 2022, provides a valuable structure for understanding what inclusive teachers need to know and be able to do.

Valuing Learner Diversity: The first core value positions learner differences not as problems to be overcome but as resources and assets that enrich education for everyone. This represents a fundamental shift from deficit-based thinking, which focuses on what students cannot do, toward an asset-based approach that recognizes the valuable cultural capital, neurotypes, and experiences all students bring (Florian, 2014).

Two key competences emerge from this value. First, teachers must develop deep understanding of inclusive education and embrace the full range of diversity,including race, gender, class, culture, neurotype, and ability. This means moving beyond narrow conceptions of inclusion that focus only on disability to recognize that diversity manifests in multiple, intersecting ways. Understanding neurodiversity is essential here: teachers must recognize that autistic students, ADHD students, dyslexic students, and other neurodivergent learners bring cognitive strengths that can enhance classroom learning for everyone.

Second, teachers must cultivate a positive view of difference, actively considering diversity as a strength that enriches the learning environment for all students. This means, for example, recognizing that an autistic student's attention to detail can enhance group observation tasks, or that a dyslexic student's three-dimensional thinking can contribute uniquely to project-based learning.

In the Uzbek context, this value challenges teachers to examine their own assumptions about difference and normality. It asks them to recognize that students from rural and urban backgrounds, students from different ethnic and linguistic communities, neurodivergent and neurotypical students all bring perspectives that can enrich classroom learning. This requires deliberate effort in a society where segregationist thinking remains prevalent and where neurodivergence is often stigmatized.

Supporting All Learners

The second core value embodies the expectation that every learner can achieve at high levels. This value rejects deterministic assumptions about student potential and affirms teachers' responsibility to create conditions where all students can succeed.

Supporting holistic learning represents one key competence area. Teachers must promote not only academic development but also students' practical, social, and emotional growth. This recognizes that learning is not purely cognitive,students' emotional states, social connections, neurotype-related needs, and practical circumstances fundamentally shape their capacity to engage with academic content.

For neurodivergent students, this might mean recognizing that sensory sensitivities affect concentration, or that social communication differences impact group work participation (Kormos, 2017).

Teaching effectively in heterogeneous classes constitutes the second competence. This requires employing flexible teaching approaches, designing accessible lessons, and structuring group work that encourages peer support. Teachers must be able to meet diverse needs simultaneously, recognizing that differentiation is not about creating separate activities for different students but about providing multiple pathways to the same learning goals**.** The Universal Design for Learning framework developed by CAST (2018) provides practical guidance here, offering multiple means of engagement, representation, and action and expression to reach all learners. For neurodivergent learners, this might mean offering options for demonstrating learning,writing, speaking, creating visual representations,that align with different cognitive strengths.

For Uzbek teacher education, this means moving beyond the transmission model of teaching that remains common in many contexts. Pre-service teachers need opportunities to practice flexible facilitation, to design lessons that offer multiple entry points, and to observe how skilled teachers manage diverse classrooms that include neurodivergent students. As Avalos (2011) notes, effective teacher professional development involves collaborative learning experiences that are sustained over time and connected to classroom practice.

Working with Others

The third core value recognizes that inclusion cannot be achieved by individual teachers working in isolation. Collaboration and teamwork are essential approaches for all educators committed to inclusive practice. Engaging with parents and families is a critical competence. Teachers must build strong partnerships, particularly with families from diverse cultural and linguistic backgrounds and families of neurodivergent children, to support pupil learning effectively. This requires cultural humility and neurodiversity-affirming practice,the willingness to learn from families rather than assuming that teachers always know best. In Uzbekistan, where significant cultural and linguistic diversity exists and where neurodivergent children's families often face additional stigma, this competence is particularly vital.

Collaborating professionally with other educational professionals constitutes the second competence. Teachers must work effectively with specialists, administrators, psychologists, and support staff, sharing tasks and expertise to ensure cohesive support systems for students. This challenges the traditional isolation of classroom teaching and positions inclusion as a shared institutional responsibility rather than an individual teacher's burden. Wenger's (1998) concept of communities of practice is relevant here: teachers learn and develop through participation in professional communities where knowledge is shared and co-constructed. Collaboration with specialists who understand neurodiversity can help teachers develop more effective strategies for supporting neurodivergent learners.

Personal Professional Development

The fourth core value positions teaching as continuous learning activity in which teachers take responsibility for their own growth. This value recognizes that initial teacher education provides only a foundation; ongoing professional development is essential for inclusive practice.

Continuously reflecting on one's own practice represents a fundamental competence. Teachers must challenge their assumptions about normality, ability, and learning, and adapt strategies based on evidence about what works for their students. As Borg (2015) demonstrates, teacher cognition,what teachers think, know, and believe,profoundly shapes their classroom practices. Developing inclusive teaching requires examining deeply held beliefs about difference and ability. This requires developing the habit of critical self-examination,asking not only whether students are learning but also whether teaching practices might be creating unintentional barriers for neurodivergent learners or students from diverse backgrounds.

Lifelong learning constitutes the second competence. Teachers must view initial education as a starting point and actively engage in ongoing professional learning opportunities. In rapidly changing educational contexts like Uzbekistan, where inclusive policies are still evolving and understanding of neurodiversity is just emerging, this commitment to continuous growth is essential. Avalos (2011) emphasizes that teacher professional development is most effective when it acknowledges the complexity of teachers' work and supports them as reflective practitioners.

The Practical Competences of Inclusive Teaching

Beyond the European framework, research and practice have identified specific, observable competences that inclusive teachers demonstrate in their daily work. These practical skills translate the core values into actionable classroom practice.

Spotting Barriers: Inclusive teachers develop keen awareness of potential barriers to learning. They look for tasks with too many new words introduced simultaneously, recognizing that this may overwhelm some learners including those with language processing differences. They notice when instructions become long or complicated, understanding that auditory processing challenges or working memory differences may affect some students' ability to follow along. They recognize when activities move too quickly for some learners or when visual materials are too cluttered or difficult to read, considering that sensory processing differences or visual perceptual styles vary across students.

This competence extends to recognizing inequitable access to technology, noticing when topics or examples may be unfamiliar to students from different cultural backgrounds, and checking whether physical classroom arrangements create difficulties for anyone,including neurodivergent students who may be sensitive to noise, lighting, or proximity to others. Inclusive teachers see when students are confused but hesitate to ask for help, when students show signs of frustration or sensory overload, and when materials present only one type of person, culture, or cognitive style. They notice when tasks require skills not explicitly taught, when

environmental factors impede concentration, and whether all students have access to basic materials.

Planning to Overcome Barriers

Proactive planning distinguishes inclusive teachers from those who merely react to problems as they arise. Drawing on CAST's (2018) UDL framework, inclusive teachers plan multiple ways to explain key concepts, recognizing that students process information differently. They prepare both spoken and written versions of instructions, supporting students with auditory processing differences or working memory challenges. They develop different types of activities addressing the same learning goals and plan in advance how to simplify tasks when needed.

This planning includes selecting materials that represent diverse people, cultures, and cognitive styles; using visuals to support learning for students who think visually; and structuring opportunities for students to work alone, in pairs, and in groups,recognizing that social interaction demands vary across students. Inclusive teachers decide in advance which key points to display visually, prepare sentence starters to support student expression, and create checklists for complex tasks that help students with executive function differences. They plan questions at varying difficulty levels, select accessible materials, include movement activities for students who need physical engagement, prepare simplified versions of main tasks, and design activities that connect to students' diverse interests and strengths.

Teaching Responsively: During instruction, inclusive teachers continuously monitor and adjust based on student responses. They read students' facial expressions and body language to gauge understanding and emotional state, and ask quick check questions before moving forward. They slow down when presenting important information, circulate to examine student work, and provide helpful examples when students struggle.

Responsive teaching means using prepared scaffolds like sentence starters, pointing to displayed key information, and regrouping students when collaboration falters,recognizing that some students may need different grouping arrangements to participate effectively. Inclusive teachers offer brief breaks when energy drops or when students show signs of sensory overload, accept varied response modes including gestures, writing, or single words, and praise effort even when answers are incorrect. They amplify student contributions by repeating correct answers, encourage quiet students with follow-up questions, use students' names correctly, and demonstrate active listening through body language.

Assessing Fairly and Building Classroom Culture

Inclusive assessment practices focus on what was actually taught and offer multiple ways for students to demonstrate learning,essential for neurodivergent students whose strengths may not align with traditional assessment formats. Teachers design assessments that center on main skills, provide choice in project formats including visual, written, and oral options, and allow extra time when needed for students who process information differently. Florian and Spratt (2013) emphasize that inclusive pedagogy involves creating rich learning opportunities that are available to everyone, rather than providing different opportunities for different

learners. Teachers use quiet voices for individual feedback, maintain respectful language even when correcting, and establish welcoming classroom routines that provide predictability,particularly important for many autistic students.

Building inclusive culture means creating classroom jobs so everyone has meaningful roles that align with their strengths, displaying all students' work rather than only exemplary products, and providing feedback that explains next steps. Inclusive teachers normalize mistakes as learning opportunities, thank students for sharing ideas, teach active listening skills that accommodate different communication styles, learn correct pronunciation of all students' names, intervene immediately to stop teasing or bullying,which disproportionately affects neurodivergent students,and end lessons by inviting students to share their learning and successes in ways that feel comfortable for them.

Implications for Uzbekistan: For Uzbekistan's teacher education programs, these competence frameworks offer both guidance and challenge. They provide clear direction about what beginning teachers need to know and be able to do regarding diversity in all its forms. Yet they also reveal gaps between current practice and desired outcomes.

The research showing that 25% of children with disabilities lack school access and that 70% of the population favors segregated education (UNESCO, 2020) indicates the scale of the challenge. When we add the layer of neurodiversity, which remains almost entirely absent from public discourse in Uzbekistan, the scope of needed transformation becomes even clearer. Pre-service teachers must develop not only pedagogical skills but also the advocacy competences needed to challenge exclusionary attitudes in their schools and communities. They need preparation for working in systems where policies may be more progressive than practices, and where institutional inertia may resist change.

This suggests that Uzbek teacher education must integrate inclusive competences throughout the curriculum rather than treating inclusion as a separate topic. Every course, every practicum experience, and every assessment should reinforce the values and skills of inclusive practice. Pre-service teachers need opportunities to practice spotting barriers, planning for diversity including neurodiversity, teaching responsively, and building inclusive cultures in authentic school settings. They need explicit education about neurodiversity, including input from neurodivergent advocates and self-advocates, to counter the medical model thinking that still dominates.

As Florian and Pantić (2017) argue, teacher education must prepare teachers to work with the changing demographics of schooling. This means moving beyond add-on approaches to inclusion and instead embedding inclusive principles in every aspect of teacher preparation. It means creating opportunities for pre-service teachers to examine their assumptions, develop collaborative skills, and learn from diverse communities.

Conclusion: Inclusive competences in pre-service teacher education encompass far more than technical skills for working with students with disabilities. They represent a comprehensive professional orientation that values diversity in all

its forms,including neurodiversity,supports all learners, collaborates with others, and commits to continuous growth. These competences enable teachers to recognize barriers, plan proactively, respond flexibly during instruction, and create classroom cultures where every student belongs.

For Uzbekistan, currently navigating the transition from Soviet-era segregation toward inclusive education, developing these competences in new teachers is essential. Pre-service programs must prepare educators who can not only implement inclusive practices but also challenge exclusionary attitudes, recognize neurodiversity as a strength, and advocate for all learners. The frameworks presented herefrom the European Agency's core values to the practical competences of spotting barriers, planning to overcome them, teaching responsively, and building inclusive cultures,provide a roadmap for this essential work.

Ultimately, inclusive teaching is both a mindset and a practice. It requires self-reflection, awareness of how teaching decisions impact students across the full spectrum of human diversity, and intentional effort to ensure that all learners feel valued and supported. For Uzbekistan's future teachers, developing these competences is not merely an academic requirement but a professional and ethical responsibility that will shape the lives of generations of learners.

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EFFECTIVE STRATEGIES FOR PROMOTING INCLUSION IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION IN UZBEKISTAN

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Abstract: Inclusive education has become an important priority in contemporary educational reform, yet translating inclusive principles into classroom practice remains challenging in many teacher education systems. This paper reports on a collaborative international project aimed at promoting inclusive practices in pre-service English language teacher education (PRESETT) in Uzbekistan. The initiative was implemented through a partnership between Lancaster University (United Kingdom), Westminster International University in Tashkent, and Uzbekistan State University of World Languages. The project focused on strengthening the professional capacity of teacher educators, developing practical teaching resources, and creating opportunities for professional dialogue around inclusive education. Key activities included professional development workshops, the development of an Inclusive Teacher Guidebook, and the establishment of a national Community of Practice. Survey data and participant feedback suggest that the project contributed to increased awareness of inclusive pedagogy and greater confidence among teacher educators in applying inclusive teaching strategies. The paper discusses the lessons emerging from this initiative and reflects on the role of collaborative professional development and context-sensitive resource development in promoting inclusive language teacher education.

Keywords: *Inclusive education; English language teacher education; pre-service teacher education (PRESETT); inclusive pedagogy; teacher development.*

Introduction: Education systems around the world are increasingly expected to respond to the diverse needs of learners. Inclusive education has therefore become a central principle guiding educational policy and reform worldwide. Rather than focusing solely on integrating specific groups of learners into mainstream classrooms, inclusive education emphasises the creation of learning environments where all students can participate meaningfully and achieve their potential (UNESCO, 2020). This shift requires educators to reconsider traditional approaches to teaching and to adopt practices that acknowledge learner diversity as a normal and valuable feature of educational settings.

Within language education, inclusion presents both challenges and opportunities. English language classrooms frequently include learners with different linguistic backgrounds, varying levels of proficiency, and diverse educational experiences. Teachers may also encounter learners with specific learning differences, sensory impairments, or socio-economic barriers that affect their access to learning opportunities. As a result, language teachers need pedagogical strategies that allow them to respond flexibly to a wide range of learner needs (Kormos, 2017).

Teacher education programmes play a crucial role in preparing future teachers for such classrooms. However, research in the Uzbek context also suggests that teacher awareness of inclusive education is still developing. For example, Isamukhamedova, Shavkieva, and Kamilova (2023) found that while teachers generally express positive attitudes towards inclusion, many report limited practical knowledge of strategies for supporting learners with diverse needs in the classroom. PRESETT Teacher educators themselves may also have limited opportunities to develop expertise in inclusive pedagogy, particularly in contexts where inclusive education has only recently become a policy priority (Florian & Pantić, 2017).

These challenges are particularly relevant in the context of Uzbekistan, where ongoing educational reforms aim to improve the quality of teacher education and expand access to learning opportunities. Although inclusive education is increasingly emphasised in national policy and professional discourse, many teacher educators report limited experience in implementing inclusive practices in teaching (Ministry of Public Education of the Republic of Uzbekistan, 2020).

In response to these challenges, the project “Effective Strategies for Promoting Inclusion in Pre-Service English Language Teacher Education in Uzbekistan” was developed through collaboration between Lancaster University, Westminster International University in Tashkent (WIUT), and Uzbekistan State University of World Languages (UzSWLU). The project aimed to strengthen institutional capacity for inclusive language teacher education, support the professional development of teacher educators, and develop practical resources that could be used across PRESETT programmes.

This paper describes the key activities and outcomes of the project and reflects on the lessons that may inform similar initiatives in other contexts.

Inclusion and Language Teacher Education

Inclusive education is grounded in the principle that education systems should adapt to the diverse needs of learners rather than expecting learners to fit predetermined structures. Florian (2014) argues that inclusive teaching requires educators to move beyond deficit-oriented views of learner differences and instead design teaching practices that anticipate variability among learners from the outset. One framework that has gained prominence in this area is Universal Design for Learning (UDL), which encourages educators to create flexible learning environments by providing multiple ways for students to engage with content, access learning materials, and demonstrate their understanding (CAST, 2018). By considering learner variability during the planning stage, teachers can reduce barriers to participation and create more equitable learning opportunities.

In language education, inclusive teaching may involve adapting teaching materials, offering alternative forms of classroom participation, using multimodal resources, or providing differentiated support for learners who require additional scaffolding. Such strategies are particularly important for students with specific learning differences such as dyslexia, which can affect language learning processes (Kormos, 2017).

Despite the growing recognition of these principles, teacher education programmes often struggle to integrate inclusive pedagogy into their curricula in meaningful ways. Florian and Spratt (2013) note that teachers frequently express support for inclusive education but feel uncertain about how to implement inclusive strategies in practice. Professional development initiatives targeting teacher educators can therefore play an important role in bridging the gap between inclusive education policies and classroom realities.

Project Context and Activities

The project described in this paper was implemented over a five-month period and involved collaboration between universities in the United Kingdom and Uzbekistan. Its main goal was to promote inclusive practices in pre-service English language teacher education by combining professional development, resource development, and professional networking.

An initial phase of the project focused on strengthening the expertise of the Uzbekistan project team. Team members participated in online courses on inclusive education, engaged in mentoring sessions with UK experts, and took part in a study visit to Lancaster University. These activities provided opportunities to explore current research on inclusive pedagogy, neurodiversity, and Universal Design for Learning while reflecting on how these concepts could be applied in the Uzbek educational context.

A central component of the project was the organisation of a two-day hybrid professional development workshop for teacher educators. The workshop brought together participants from eighteen higher education institutions across Uzbekistan and included both in-person and online participation. In total, 141 educators took part in the event, representing a wide range of teacher education institutions and professional organisations.

The workshop was designed not only as a training event but also as a collaborative space where participants could exchange experiences and reflect on their teaching practices. Activities encouraged participants to consider the barriers that learners may face in language classrooms and to explore strategies that could help make their teaching more inclusive.

An important feature of the workshop was the participation of representatives from the Uzbek Society of the Deaf. Sign language interpretation was provided throughout the event, allowing deaf participants to engage fully in discussions. Their contributions helped participants reflect on accessibility issues and consider how language classrooms could better support students with hearing impairments.

Development of the Inclusive Teacher Guidebook

One of the key outcomes of the project was the development of an Inclusive Teacher Guidebook designed to support teacher educators and English language teachers working in PRESETT programmes. The Guidebook focuses on practical strategies that educators can use to create more inclusive language learning environments. It addresses themes such as inclusive pedagogy, Universal Design for Learning, neurodiversity, classroom management, inclusive assessment, and the use of digital tools to support accessibility.

The development process involved close collaboration between the UK and Uzbekistan teams. Draft materials were shared with workshop participants, whose feedback helped refine the content and ensure that the Guidebook addressed the realities of language teaching in Uzbekistan. This collaborative approach helped bridge the gap between research-based knowledge and classroom practice.

Professional Community and Continuing Dialogue

To support the sustainability of the project outcomes, the team established a Community of Practice dedicated to inclusive English language teaching. The community functions as an online platform where educators can share resources, participate in webinars, and discuss challenges related to inclusive teaching. The Community of Practice currently includes approximately five hundred members from across Uzbekistan. Through regular webinars and online discussions, participants continue to exchange ideas about inclusive pedagogy and classroom practice.

Professional communities such as this can play an important role in supporting teacher learning. Wenger (1998) describes Communities of Practice as spaces where professionals develop shared knowledge through ongoing interaction. Within teacher education, such communities can help sustain innovation by enabling educators to reflect collectively on their experiences and experiment with new teaching approaches.

Project Impact

To evaluate the impact of the project, a survey was conducted following the workshop. The results suggest that the training contributed to increased awareness of inclusive education among participants. Seventy-eight per cent of respondents indicated that inclusive teaching should be considered a core professional competence for language educators. At the same time, seventy-nine per cent reported that they were willing to experiment with new teaching strategies and digital tools to make their classrooms more inclusive. Participants also reported increased confidence in reflecting on their teaching practices and in designing learning tasks that accommodate different learner strengths and preferences. These findings suggest that professional development activities can play a meaningful role in supporting teacher educators as they begin to integrate inclusive approaches into their teaching.

However, the survey results also highlighted continuing institutional challenges. Only forty per cent of respondents believed that their institutions currently provide adequate support for inclusive education. This indicates that while

awareness of inclusive pedagogy is growing, further institutional efforts will be necessary to support its implementation.

Discussion: Several insights from this project may be relevant for similar initiatives in language teacher education contexts.

First, the collaboration between international and local partners proved particularly valuable. International experts contributed research-based knowledge and experience in inclusive pedagogy, while Uzbek educators ensured that the project remained grounded in the realities of teacher education in the country. Such partnerships can be effective in promoting educational innovation because they combine global perspectives with local contextual understanding (Florian & Pantić, 2017).

Second, the project highlighted the importance of participatory professional development. Rather than positioning participants as passive recipients of training, the workshop encouraged teacher educators to reflect on their own practices and share experiences with colleagues. Research on teacher professional learning suggests that collaborative and reflective approaches are more likely to lead to sustained changes in practice than one-off training sessions (Avalos, 2011).

Another important lesson concerns the value of modelling inclusive practices during professional development. Providing sign language interpretation and hybrid participation options allowed participants to experience inclusive principles in practice. Florian (2014) emphasises that teachers’ understanding of inclusion often develops most effectively when they are able to observe inclusive pedagogy being implemented in authentic contexts.

Finally, the establishment of a Community of Practice created a mechanism for sustaining professional dialogue beyond the duration of the project. Communities of Practice have been shown to support teacher learning by enabling educators to share experiences, reflect on classroom challenges, and develop collective knowledge (Wenger, 1998; Borg, 2015). In this project, the community has continued to provide a space where educators can exchange ideas and resources related to inclusive teaching.

Conclusion: Promoting inclusive education within language teacher education requires more than policy commitments. It requires sustained efforts to support teacher educators in developing the knowledge, confidence, and practical strategies needed to respond to learner diversity.

The project described in this paper demonstrates that collaborative initiatives combining professional development, resource development, and professional networking can contribute to this process. By bringing together international expertise and local professional knowledge, the project helped raise awareness of inclusive pedagogy among teacher educators in Uzbekistan.

Although further work is needed to embed inclusive practices across institutions, the experiences described here suggest that partnerships between universities and sustained professional dialogue can play an important role in supporting inclusive language education.

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O‘ZBEK VA INGLIZ TILIDAGI “KO‘Z” KOMPONENTLI IJOBIY MA’NOLI FRAZEOLOGIZMLARNING SEMANTIK TAHLIL

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Annotatsiya. Mazkur maqolada o‘zbek va ingliz tillarida “ko‘z/eye” komponenti ishtirok etgan ijobiy ma’noli frazeologizmlar semantik jihatdan tahlil qilinadi. Tadqiqotning asosiy maqsadi ikki til frazeologik tizimida “ko‘z” komponentining qanday ijobiy semantik mazmunlarni ifodalashini aniqlash hamda ularning o‘xshash va farqli jihatlarini ko‘rsatishdan iborat. Tadqiqot jarayonida qiyosiy-tahliliy, semantik va kontekstual tahlil metodlaridan foydalanildi. Natijalar shuni ko‘rsatdiki, har ikkala tilda ham “ko‘z/eye” komponentli frazeologizmlar mehr, e’tibor, hurmat, qadrlash va kuzatuvchanlik kabi ijobiy semantik ma’nolarni ifodalashda faol qo‘llanadi. Shu bilan birga, ayrim frazeologizmlar milliy madaniyat va til an’analari bilan bog‘liq holda o‘ziga xos semantik xususiyatlarga ega.

Kalit so‘zlar: *frazeologizm, semantik tahlil, ko‘z komponenti, qiyosiy tilshunoslik, ingliz tili, o‘zbek tili*

Abstract. This article analyzes the positive-meaning phraseological units containing the component “ko‘z/eye” in Uzbek and English from a semantic

perspective. The main aim of the study is to identify the positive semantic meanings expressed by the “eye” component in the phraseological systems of the two languages and to reveal their similarities and differences. Comparative-analytical, semantic, and contextual analysis methods were used in the research process. The results show that in both languages phraseological units with the component “eye” are actively used to express positive semantic meanings such as affection, attention, respect, appreciation, and attentiveness. At the same time, some phraseological units have specific semantic features related to national culture and linguistic traditions.

Keywords: *phraseological unit, semantic analysis, eye component, comparative linguistics, English language, Uzbek language.*

Аннотация. В данной статье проводится семантический анализ фразеологизмов с компонентом «ko‘z/eye» (глаз) положительной семантики в узбекском и английском языках. Основная цель исследования заключается в выявлении положительных семантических значений, выражаемых компонентом «глаз» в фразеологических системах двух языков, а также в определении их сходств и различий. В процессе исследования использованы сравнительно-аналитический, семантический и контекстуальный методы анализа. Результаты показали, что в обоих языках фразеологизмы с компонентом «глаз» активно используются для выражения положительных значений, таких как любовь, внимание, уважение, ценность и наблюдательность. В то же время некоторые фразеологические единицы обладают специфическими семантическими особенностями, связанными с национальной культурой и языковыми традициями.

Ключевые слова: *фразеологизм, семантический анализ, компонент «глаз», сравнительное языкознание, английский язык, узбекский язык.*

Kirish. Frazeologiya tilshunoslikning muhim bo‘limlaridan biri bo‘lib, u tilning obrazli birliklarini o‘rganadi. Frazeologik birliklar tilning milliy xususiyatlarini, xalqning madaniyati va mentalitetini aks ettiradi (Rahmatullayev, 2006). Shu sababli frazeologizmlarni o‘rganish nafaqat lingvistik, balki madaniy jihatdan ham muhim hisoblanadi.

Ko‘plab tillarda inson tana a’zolari bilan bog‘liq frazeologizmlar keng tarqalgan. Ayniqsa, “ko‘z” komponenti insonning idrok qilish, kuzatish va baholash jarayonlari bilan bog‘liq bo‘lgani sababli frazeologik birliklarda faol qo‘llanadi. Ingliz tilida ham “eye” komponenti turli metaforik va semantik ma’nolarni ifodalashda keng ishlatiladi (Baker, 2011).O‘zbek va ingliz tillaridagi “ko‘z/eye” komponentli frazeologizmlar turli semantik guruhlarga ajraladi. Ushbu maqolada aynan ijobiy semantik ma’no ifodalovchi frazeologizmlar qiyosiy jihatdan tahlil qilinadi.

Adabiyotlar sharhi. Frazeologiya masalasi tilshunoslikda keng o‘rganilgan sohalardan biridir. O‘zbek tilshunosligida Sh. Rahmatullayev (2006) frazeologik birliklarning semantik va struktur xususiyatlarini batafsil yoritib bergan. N. Mahmudov (2013) esa o‘zbek tilining nazariy grammatikasi doirasida frazeologik birliklarning nutqdagi funksiyasini tahlil qilgan. Ingliz tilshunosligida frazeologik birliklar va ularning tarjimasi masalasi ko‘plab olimlar tomonidan tadqiq qilingan.

Masalan, Baker (2011) frazeologizmlarning tarjimada ekvivalentligini aniqlash muammolarini ko‘rib chiqqan. Newmark (1988) esa tarjima jarayonida idiomatik birliklarning semantik xususiyatlarini tahlil qilgan. Shuningdek, Nida (1964) tarjima nazariyasida semantik va funksional ekvivalentlik masalalarini asoslab bergan. Ushbu tadqiqotlar frazeologizmlarni qiyosiy o‘rganishda muhim nazariy asos bo‘lib xizmat qiladi.

Metodologiya. Mazkur tadqiqotda bir qator ilmiy metodlardan foydalanildi. Avvalo, qiyosiy-tahliliy metod qo‘llanilib, o‘zbek va ingliz tillaridagi “ko‘z/eye” komponenti ishtirok etgan frazeologizmlar o‘zaro solishtirildi hamda ularning umumiy va farqli jihatlari aniqlashtirildi. Shuningdek, semantik tahlil metodi yordamida frazeologik birliklarning ma’no xususiyatlari, ularning ifodalaydigan ijobiy semantik mazmunlari hamda mazkur ma’nolarning til tizimidagi o‘rni tahlil qilindi. Bundan tashqari, kontekstual tahlil metodi asosida frazeologizmlarning nutq jarayonida qo‘llanishi, badiiy va publitsistik matnlardagi funksional xususiyatlari o‘rganildi.

Tadqiqot materiali sifatida o‘zbek va ingliz tillaridagi frazeologik lug‘atlar, shuningdek badiiy adabiyot namunalaridan olingan frazeologik birliklar tanlab olindi. Tanlangan materiallar asosida “ko‘z/eye” komponentli frazeologizmlarning semantik xususiyatlari, ularning qo‘llanish doirasi va qiyosiy jihatlari tizimli ravishda tahlil qilindi.

Natijalar. O‘zbek va ingliz tillarida “ko‘z/eye” komponenti ishtirok etgan frazeologik birliklar insonning turli ruhiy holatlari, munosabati va xususiyatlarini ifodalashda muhim semantik vazifani bajaradi. Masalan, o‘zbek tilida keng qo‘llaniladigan **“ko‘z qorachig‘idek asramoq”** frazeologizmi juda qadrli bo‘lgan inson yoki narsani ehtiyotlab saqlash, unga katta mehr va g‘amxo‘rlik bilan munosabatda bo‘lish ma’nosini bildiradi. Mazkur iboraning semantik asosida “ko‘z qorachig‘i” inson tanasining eng muhim va nozik qismlaridan biri ekani haqidagi tasavvur yotadi. Shu sababli bu ibora orqali muayyan shaxs yoki narsaning alohida qadrlanishi ifodalanadi. Ingliz tilida ushbu ma’noga yaqin frazeologik birlik **“apple of one’s eye”** hisoblanadi. Har ikkala ibora ham semantik jihatdan juda qadrli va aziz inson yoki narsani ifodalashi bilan o‘xshashlik kasb etadi.

O‘zbek tilidagi yana bir frazeologik birlik – **“ko‘ziga issiq ko‘rinmoq”** iborasi ham ijobiy semantik mazmunga ega. Bu ibora biror inson yoki narsaning yoqimli, ma’qul yoki samimiy bo‘lib tuyulishini bildiradi. Bunday frazeologizm odatda insonlar o‘rtasidagi ijobiy hissiy munosabatni ifodalashda qo‘llanadi. Ingliz tilida bu ma’noga qisman mos keluvchi iboralardan biri **“catch someone’s eye”** hisoblanadi. Mazkur ibora biror narsaning yoki insonning e’tiborni tortishi, yoqimli yoki qiziqarli ko‘rinishini ifodalaydi.

Shuningdek, o‘zbek tilida **“ko‘z-quloq bo‘lib turmoq”** frazeologizmi ham keng qo‘llanadi. Bu ibora biror ishni diqqat bilan kuzatib turish, nazorat qilish yoki ehtiyotkorlik bilan qarab turish ma’nosini bildiradi. Mazkur ibora insonning hushyorligi, e’tiborli va mas’uliyatli bo‘lishi bilan bog‘liq semantik mazmunga ega. Ingliz tilida bu ma’noga semantik jihatdan yaqin bo‘lgan frazeologizm **“keep an eye**

on” hisoblanadi. Ushbu ibora ham biror narsani kuzatib turish yoki nazorat qilish ma’nosida qo‘llanadi.

O‘zbek tilidagi **“ko‘zi o‘tkir”** frazeologizmi esa insonning kuzatuvchanligi, sezgirligi hamda mayda tafsilotlarni tez ilg‘ay olish qobiliyatini ifodalaydi. Bu ibora odatda ziyrak va hushyor insonlarni tavsiflash uchun ishlatiladi. Ingliz tilida bu ma’noga yaqin frazeologik birlik **“a sharp eye”** hisoblanadi. Mazkur ibora ham kuzatuvchan, e’tiborli va tafsilotlarga tez e’tibor qaratadigan insonni ifodalash uchun qo‘llanadi.

Ingliz tilida keng uchraydigan **“have an eye for something”** frazeologizmi esa insonning muayyan sohaga nisbatan didi yoki qobiliyati borligini bildiradi. Masalan, san’at, dizayn yoki estetika sohasida yaxshi didga ega bo‘lgan insonlarga nisbatan qo‘llanadi. O‘zbek tilida bu ma’noga yaqin iboralardan biri **“ko‘zi yetmoq”** yoki **“ko‘zi o‘tkir”** frazeologizmlaridir, chunki ular ham insonning biror narsani to‘g‘ri baholash yoki anglash qobiliyatini bildiradi.

Bundan tashqari, ingliz tilida **“be easy on the eyes”** frazeologizmi ham ijobiy semantik mazmunga ega bo‘lib, u biror inson yoki narsaning estetik jihatdan yoqimli ko‘rinishini ifodalaydi. Ushbu ibora odatda chiroyli yoki ko‘rkam ko‘rinishga ega bo‘lgan shaxs yoki predmetlarga nisbatan ishlatiladi. O‘zbek tilida bu ma’noga yaqin iboralar sifatida **“ko‘zga yoqimli ko‘rinmoq”** yoki **“ko‘ziga issiq ko‘rinmoq”** frazeologizmlarini keltirish mumkin. Shunday qilib, tahlil qilingan frazeologik birliklar o‘zbek va ingliz tillarida “ko‘z/eye” komponenti orqali ko‘pincha ijobiy semantik ma’nolar – mehr, e’tibor, kuzatuvchanlik, estetik did va ijobiy munosabatni ifodalashini ko‘rsatadi. Bu esa ikki til frazeologik tizimida muayyan semantik o‘xshashliklar mavjudligini tasdiqlaydi.

Xulosa: Tadqiqot natijalari shuni ko‘rsatdiki, o‘zbek va ingliz tillarida “ko‘z/eye” komponentli frazeologizmlar semantik jihatdan boy tizimni tashkil etadi. Ijobiy ma’noli frazeologizmlar asosan mehr, e’tibor, hurmat, qadrlash va kuzatuvchanlik kabi semantik ma’nolarni ifodalaydi.

Qiyosiy tahlil natijasida har ikkala til frazeologik tizimida umumiy semantik xususiyatlar mavjudligi aniqlandi. Shu bilan birga, ayrim frazeologizmlar milliy madaniyat va til an’analari ta’sirida o‘ziga xos semantik shaklga ega.

Mazkur tadqiqot natijalari frazeologiya, qiyosiy tilshunoslik va tarjimashunoslik sohalarida keyingi ilmiy izlanishlar olib borish uchun muhim nazariy asos bo‘lib xizmat qiladi.

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EFL DARSLARIDA INTERKULTURAL KOMMUNIKATSIYANI RIVOJLANTIRISH

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Annotatsiya. Ushbu maqolada ingliz tilini chet tili sifatida o‘qitish jarayonida interkultural kommunikatsiyani rivojlantirish masalalari pedagogik tajriba asosida yoritiladi. Zamonaviy globallashuv sharoitida til o‘rganish faqat lingvistik bilimlarni egallash bilan chegaralanib qolmay, balki turli madaniyat vakillari bilan samarali muloqot qila olish kompetensiyasini ham shakllantirishni talab etishi sababli, interkultural kommunikatsiya til ta’limining muhim tarkibiy qismi sifatida qaraladi. Maqolada EFL darslarida interkultural yondashuvni qo‘llash imkoniyatlari, metodlari va samaradorligi uzoq yillik pedagogik tajriba asosida tahlil qilinadi. Rol o‘yinlari, autentik materiallar, madaniyatlararo muhokamalar va loyiha asosida o‘qitish kabi usullar o‘quvchilarning kommunikativ kompetensiyasini rivojlantirishda muhim ahamiyat kasb etadi. Natijalar interkultural yondashuv o‘quvchilarning madaniy ongini kengaytirishi, muloqotda ishonchini oshirishi va global fikrlashini rivojlantirishini ko‘rsatadi.

Kalit so‘zlar: interkultural kommunikatsiya, EFL, kommunikativ kompetensiya, global kompetensiya, madaniyatlararo muloqot.

Abstract. This article examines the development of intercultural communication in teaching English as a foreign language based on pedagogical experience. In the context of globalization, language learning is no longer limited to acquiring linguistic knowledge but also requires the formation of the ability to communicate effectively with representatives of different cultures. Therefore, intercultural communication is considered an essential component of language education. The article analyzes the possibilities, methods, and effectiveness of implementing an intercultural approach in EFL classes based on long-term teaching experience. Methods such as role plays, authentic materials, intercultural

discussions, and project-based learning play an important role in developing learners’ communicative competence. The results indicate that the intercultural approach enhances students’ cultural awareness, increases their confidence in communication, and develops global thinking.

Keywords: intercultural communication, EFL, communicative competence, global competence, intercultural interaction

Аннотация. В данной статье рассматриваются вопросы развития межкультурной коммуникации в процессе преподавания английского языка как иностранного на основе педагогического опыта. В условиях глобализации изучение языка уже не ограничивается овладением языковыми знаниями, но также требует формирования способности эффективно общаться с представителями различных культур. В связи с этим межкультурная коммуникация рассматривается как важный компонент языкового образования. В статье анализируются возможности, методы и эффективность применения межкультурного подхода на занятиях по английскому языку на основе многолетнего педагогического опыта. Такие методы, как ролевые игры, аутентичные материалы, межкультурные обсуждения и проектное обучение, играют важную роль в развитии коммуникативной компетенции обучающихся. Результаты показывают, что межкультурный подход способствует расширению культурного кругозора студентов, повышает уверенность в общении и развивает глобальное мышление.

Ключевые слова: межкультурная коммуникация, EFL, коммуникативная компетенция, глобальная компетенция, межкультурное взаимодействие.

Kirish qismi: Globallashuv jarayonining jadallashuvi natijasida dunyo mamlakatlari o‘rtasidagi iqtisodiy, siyosiy va madaniy aloqalar tobora mustahkamlanib bormoqda. Bunday sharoitda ingliz tili xalqaro muloqot vositasi sifatida alohida ahamiyat kasb etadi. Hozirgi kunda u nafaqat aloqa vositasi, balki global bilimlar almashinuvi, axborot oqimi va madaniyatlararo integratsiyaning asosiy omillaridan biri hisoblanadi. Shu bois ingliz tilini o‘qitish jarayoni ham zamonaviy yondashuvlar asosida tashkil etilishi muhimdir.

Zamonaviy ta’lim tizimida chet tilini o‘rganish faqat grammatik qoidalar yoki lug’at boyligini egallash bilan cheklanib qolmaydi. Aksincha, bu jarayon o‘quvchilarda kommunikativ kompetensiya bilan bir qatorda interkultural kompetensiyani ham shakllantirishni nazarda tutadi. Interkultural kompetensiya turli madaniyat vakillari bilan samarali va mos muloqot qilish qobiliyatini anglatadi.

Pedagogik tajribalar shuni ko‘rsatadiki, EFL o‘quvchilari tilning grammatik va leksik jihatlarini yaxshi o‘zlashtirgan bo‘lsalar ham, real kommunikativ vaziyatlarda madaniy tafovutlar sababli qiyinchiliklarga duch keladilar. Bu esa nutqiy samaradorlikning pasayishiga, noto‘g‘ri talqinlarga va kommunikativ to‘siqlarning yuzaga kelishiga olib keladi. Shu sababli interkultural kommunikatsiyani rivojlantirish EFL ta’limining muhim tarkibiy qismi hisoblanadi.

Mazkur maqolaning asosiy maqsadi EFL darslarida interkultural kommunikatsiyani rivojlantirishga xizmat qiluvchi metod va yondashuvlarni

pedagogik tajriba hamda amaliy kuzatuvlar asosida tahlil qilish va ularning samaradorligini asoslashdan iborat.

Adabiyotlar sharhi: Interkultural kommunikatsiya va interkultural kompetensiya masalalari ko‘plab olimlar tomonidan chuqur o‘rganilgan bo‘ib, bu borada Michael Byramning ilmiy qarashlari alohida ahamiyat kasb etadi. U interkultural kompetensiyani til o‘qitishning ajralmas qismi sifatida talqin qilib, uni bilim, ko‘nikma, munosabat va tanqidiy madaniy ong kabi tarkibiy qismlarga ajratadi (Byram, 1997). Uning fikricha, til o‘rganuvchi nafaqat til tizimini bilishi, balki turli madaniyatlar o‘rtasida vositachi bo‘la olishi ham zarur.

Byram modeli o‘quvchilarda global fikrlash, empatiya va tanqidiy tahlil qilish ko‘nikmalarini rivojlantirishga xizmat qiladi. Shuningdek, u stereotiplarni aniqlash va ularni tahlil qilish orqali madaniy ongni kengaytirish muhimligini ta’kidlaydi. Bu esa o‘quvchilarning nafaqat til kompetensiyasini, balki shaxsiy va ijtimoiy rivojlanishini ham qo‘llab-quvvatlaydi.

Claire Kramsch esa til va madaniyat o‘rtasidagi uzviy bog‘liqlikga urg’u beradi. U tilni ijtimoiy hodisa sifatida talqin qilib, uni madaniy kontekstdan ajratib bo‘lmasligini ta’kidlaydi (Kramsch, 1993). Kramschning *“uchinchi makon”* konsepsiyasi o‘quvchining o‘z madaniyati va o‘rganilayotgan til madaniyati o‘rtasida muvozanatli pozitsiyani egallashini nazarda tutadi. Bu yondashuv o‘quvchilarga ikki madaniyat o‘rtasida moslashuvchan fikrlashni rivojlantirish imkonini beradi.

Zamonaviy tadqiqotlar interkultural kompetensiyani rivojlantirishda kommunikativ yondashuv, autentik materiallar va interaktiv metodlarning samaradorligini tasdiqlaydi. Masalan, Deardorff interkultural kompetensiyani rivojlantirishda amaliy tajriba va refleksiyaning muhimligini ta’kidlasa, OECD global kompetensiya tushunchasini ilgari surib, o‘quvchilarning turli madaniyatlar bilan samarali muloqot qilish qobiliyatini rivojlantirish zarurligini qayd etadi.

Umuman olganda, Kramschning til va madaniyatni integratsiyalashgan holda o‘rganish haqidagi qarashlari EFL ta’limida interkultural kommunikatsiyani rivojlantirish uchun muhim nazariy asos bo‘lib xizmat qiladi, biroq uni amaliyotga tatbiq etishda pedagogik sharoitlar va resurslar hisobga olinishi lozim. Zamonaviy tadqiqotlarda interkultural kommunikatsiyani rivojlantirishda kommunikativ yondashuv, autentik materiallardan hamda interaktiv metodlarning samaradorligi alohida ta’kidlanadi (Deardorff, 2006; OECD, 2018).

Tadqiqot metodologiyasi: Mazkur maqola empirik eksperiment emas, balki pedagogik tajriba va amaliy kuzatuvlarga asoslangan ilmiy-amaliy yondashuvga tayanadi. Tadqiqot davomida EFL darslarida interkultural kommunikatsiyani rivojlantirishga qaratilgan turli metodlar amaliyotda sinovdan o‘tkazildi. Tadqiqotda quyidagi metodlardan foydalanildi: **kuzatuv metodi; taqqoslash metodi; analitik tahlil; pedagogik tajriba.**

Kuzatuv metodi yordamida dars jarayonida o‘quvchilarning faolligi, ishtiroki va kommunikativ xatti-harakatlari tizimli ravishda o‘rganildi. O‘qituvchi maxsus kuzatuv jadvallari yordamida o‘quvchilarning savol berish darajasi, muhokamalarda ishtiroki va nutqiy faolligini qayd etdi. Shuningdek, o‘quvchilarning

madaniyatlararo vaziyatlarda o‘zini tutishi, masalan, turli madaniy kontekstlarda to‘g‘ri murojaat shakllarini qo‘llay olishi ham kuzatildi.

Taqqoslash metodi orqali interkultural elementlar qo‘llanilgan va qo‘llanilmagan darslar natijalari solishtirildi. Masalan, bir guruhda an’anaviy grammatika asosidagi dars o‘tkazilgan bo‘lsa, boshqa guruhda rol o‘yinlari, autentik materiallar va madaniyatlararo muhokamalar qo‘llanildi. Natijada, ikkinchi guruh o‘quvchilarining kommunikativ faolligi va nutqiy erkinligi yuqoriroq ekanligi kuzatildi.

Analitik tahlil metodi olingan natijalarni tizimli baholash va o‘zgarish dinamikasini aniqlash imkonini berdi. Jumladan, o‘quvchilarning dars boshidagi va dars oxiridagi ko‘rsatkichlari (masalan, ishtirok darajasi, nutqiy xatolar soni, muloqotdagi ishonchlilik) solishtirilib, o‘zgarish dinamikasi aniqlab olindi. Bu esa interkultural yondashuvning samaradorligini ilmiy asosda izohlash imkonini berdi.

Pedagogik tajriba orqali esa turli metodlarning samaradorligi amaliy jihatdan tekshirishga xizmat qildi. Masalan, bir necha hafta davomida darslarda muntazam ravishda interkultural topshiriqlar (rol o‘yinlari, madaniyatlararo taqdimotlar, videomateriallar tahlili) joriy etildi va ularning o‘quvchilarga ta’siri kuzatildi. Tajriba yakunida o‘quvchilarning nafaqat til ko‘nikmalari, balki madaniy tushunchalari va global fikrlash darajasi ham oshgani aniqlandi.

Asosiy qism: Dars jarayonida interkultural kommunikatsiyani rivojlantirishga qaratilgan interaktiv metodlar kompleks tarzda qo‘llanildi. Ushbu metodlar o‘quvchilarning nafaqat lingvistik, balki ijtimoiy-madaniy kompetensiyalarini ham rivojlantirishga xizmat qildi.

1. Rol o‘yinlari va simulyatsiyalar o‘quvchilarni real hayotiy vaziyatlarga yaqin muhitga olib kirib, ularning kommunikativ va madaniy moslashuvchanlik ko‘nikmalarini rivojlantirdi.Ushbu metod orqali o‘quvchilar turli madaniy kontekstlarda qanday muloqot qilish kerakligini amaliy tarzda o‘rganadilar.

Byram (1997) ta’kidlaganidek, interkultural kompetensiya vositachilik qobiliyatini ham o‘z ichiga oladi, rol o‘yinlari esa aynan shu ko‘nikmani shakllantirishga xizmat qiladi. Masalan, *“xalqaro mehmonni kutib olish”, “xorijiy hamkor bilan uchrashuv”, yoki “turli mamlakat vakillari bilan muzokara”* kabi vaziyatlar sahnalashtirildi. O‘quvchilar turli rollarni (mehmon, mezbon, tarjimon) bajarib, madaniy jihatdan mos kommunikatsiya strategiyalarini qo‘llashga harakat qildilar. Bunday jarayonlarda o‘quvchilar nafaqat til birliklarini qo‘llaydilar, balki muomala madaniyati, tana tili, murojaat shakllari va etik qoidalarga ham e’tibor qaratadilar. Kuzatuv natijalariga ko‘ra, ushbu metod o‘quvchilarning nutqiy faolligini oshirish bilan birga, ularning madaniy moslashuvchanligini ham rivojlantirdi.

2.**Madaniyatlararo muhokamalar** orqali o‘rganuvchilarda tanqidiy fikrlash, empatiya va bag‘rikenglik shakllandi. Ushbu metod orqali o‘quvchilar turli mamlakatlarning urf-odatlari, qadriyatlari, ijtimoiy normalari va hayot tarzi haqida fikr almashadilar. Masalan, dars jarayonida*“turli mamlakatlarda bayramlar qanday nishonlanadi?”, “muloqotda hurmat qanday ifodalanadi?”* kabi mavzular muhokama qilinadi.

Talabalar o‘z madaniyati bilan boshqa madaniyatlarni taqqoslab, o‘xshash va farqli jihatlarni aniqlab, o‘z fikrlarini asoslab berishga, hamda boshqalarning nuqtai nazarini tushunishga harakat qildilar. Mini-kuzatuv natijalari shuni ko‘rsatdiki, bunday muhokamalar talabalarda bag‘rikenglik, empatiya va ochiq fikrlilikni shakllantiradi. Shu bilan birga, stereotiplarni anglash va ularni tanqidiy tahlil qilish ko‘nikmasi ham rivojlanadi.

3.**Autentik materiallardan foydalanish** o‘quvchilarning mustaqil fikrlash, izlanish va taqdimot ko‘nikmalarini rivojlantirdi. Deardorff (2006) interkultural kompetensiyani rivojlantirishda real tajriba va kontekst muhimligini ta’kidlaydi. Autentik materiallar aynan shunday kontekstni yaratadi.

Amaliyotda ingliz tilidagi videolar, filmlar, intervyular, podkastlar, yangiliklar, bloglar va ijtimoiy tarmoqlardagi kontentlardan foydalanildi. Ushbu materiallar o‘quvchilarga tilning haqiqiy qo‘llanilishi va madaniy kontekstini tushunishga yordam berdi. Masalan, ingliz tilidagi videorolik orqali turli mamlakatlardagi salomlashish usullari yoki kundalik muloqotdagi iboralar o‘rganildi. Bu esa o‘quvchilarning eshitish, tushunish va interpretatsiya qilish ko‘nikmalarini rivojlantirdi. Shuningdek, autentik materiallar orqali o‘quvchilar turli aksentlar, nutq tezligi va uslublarga moslashishni o‘rganadilar.

4. Guruh va juftlik faoliyati hamkorlikda o‘rganish orqali kommunikativ kompetensiyani mustahkamladi. Bu metod ijtimoiy konstruktivizm nazariyasiga asoslanib, bilimlar o‘zaro muloqot jarayonida shakllanishini nazarda tutadi.

Dars jarayonida o‘quvchilar kichik guruhlarga bo‘linib, muayyan madaniy muammolarni hal qilish ustida ishladilar. Masalan, *“xalqaro jamoada kelib chiqadigan tushunmovchilikni bartaraf etish”* kabi vazifalar berildi. Kuzatuvlar shuni ko‘rsatdiki, guruh ishlari davomida o‘quvchilar o‘zaro tinglash, fikr almashish va murosaga kelish ko‘nikmalarini rivojlantirdilar. Bu esa ularning kommunikativ kompetensiyasini mustahkamladi.

5. Loyiha asosida topshiriqlar esa o‘quvchilarning mustaqil fikrlash, izlanish va taqdimot ko‘nikmalarini rivojlantirdi. OECD (2018) global kompetensiyani shakllantirishda o‘quvchilarning mustaqil izlanish faoliyatini muhim deb hisoblaydi. Ushbu metod doirasida o‘quvchilarga turli mamlakatlar madaniyati, urf-odatlari, ta’lim tizimi yoki kundalik hayoti haqida loyiha tayyorlash topshirig‘i beriladi.

Amaliyotda o‘quvchilarga *“bir mamlakat madaniyatini tadqiq qilish”* yoki *“madaniyatlararo farqlarni tahlil qilish”, “xalqaro festival loyihasi”,* kabi loyihalar beriladi. Ular ma’lumot izlash, uni tahlil qilish va taqdim etish jarayonida faol ishtirok etadilar. Loyiha yakunida o‘tkaziladigan taqdimotlar o‘quvchilarning nutqiy ishonchliligini oshiradi va ularning global dunyoqarashini kengaytiradi, hamda talabalarning tanqidiy va ijodiy fikrlash qobiliyatlarini ham rivojlantiradi.

Pedagogik kuzatuvlar natijasida interkultural yondashuvning EFL ta’limidagi samaradorligi aniqlanib, quyidagi natijalar qayd etildi: *birinchidan,* interkultural elementlar qo‘llanilgan darslarda o‘quvchilarning kommunikativ faolligi sezilarli darajada oshdi. Ular fikr bildirish, savol berish va muhokamalarda ishtirok etishga ko‘proq intildilar. *Ikkinchidan,* o‘quvchilarda madaniy ong kengaydi. Turli madaniyatlar o‘rtasidagi farqlar va o‘xshashliklarni tushunish darajasi oshdi.

Uchinchidan, interkultural yondashuv o‘quvchilarning global fikrlashini rivojlantirdi. Global mavzular asosida tashkil etilgan topshiriqlar ularning dunyoqarashining kengayishiga ijobiy ta’sir ko‘rsatadi. *To‘rtinchidan,* kommunikativ to‘siqlar kamaydi va o‘quvchilar real muloqot vaziyatlarida o‘zlarini ishonchliroq his qila boshladilar.

Shu bilan birga, ayrim muammolar ham kuzatildi. Jumladan, vaqt yetishmasligi, metodik resurslarning cheklanganligi va o‘qituvchilarning interkultural kompetensiyasini yanada rivojlantirish zarurati shular jumlasidandir. Bu muammolarni hal etish uchun zamonaviy pedagogik texnologiyalar va malaka oshirish dasturlaridan foydalanish muhim hisoblanadi.

Umuman olganda, EFL darslarida interkultural kommunikatsiyani rivojlantirish zamonaviy ta’limning muhim yo‘nalishlaridan biridir. Tadqiqot natijalari shuni ko‘rsatadiki, interkultural yondashuv o‘quvchilarning til ko‘nikmalarini rivojlantirish bilan birga ularning madaniy ongini kengaytiradi, kommunikativ kompetensiyasini mustahkamlaydi va global fikrlashini shakllantiradi. Interkultural yondashuvning asosiy afzalliklari quyidagilardan iborat: *Madaniy tushuncha va ong rivojlanadi, kommunikativ samaradorlik oshadi, global kompetensiya shakllanadi, tanqidiy fikrlash rivojlanadi.*

Shu asosda quyidagi tavsiyalar beriladi: *Dars jarayonida interkultural elementlardan tizimli foydalanish, autentik materiallarni keng qo‘llash, interaktiv metodlarni faol joriy etish, o‘qituvchilarning interkultural kompetensiyasini oshirish, loyiha va muhokama asosidagi topshiriqlarni ko‘paytirish.*

Xulosa qilib aytganda, interkultural kommunikatsiya EFL ta’limining muhim yo‘nalishlaridan biri bo‘lib, uni samarali tashkil etish o‘quvchilarning nafaqat til, balki shaxsiy va ijtimoiy rivojlanishiga ham ijobiy ta’sir ko‘rsatadi.

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LOGISTIKA TERMINLARINING LEKSIKOGRAFIK XUSUSIYATLARINING QIYOSIY TAHLILI (O‘ZBEK VA INGLIZ TILLARI MIQYOSIDA)

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Annotatsiya: Ushbu tadqiqotning asosiy maqsadi o‘zbek va ingliz tillaridagi logistika terminologiyasining leksikografik xususiyatlarini qiyosiy tahlil qilishdan iborat. Tadqiqotning asosiy vazifalari doirasida logistika terminlarining semantik tuzilmasi, atamalarni shakllantirish mexanizmlari, terminlarning o‘zlashuvi va moslashuvi jarayonlari, shuningdek, ularni standartlashtirish hamda lug‘atlarda ifodalash masalalari batafsil o‘rganishdan iborat. Tadqiqot jarayonida deskriptiv, qiyosiy-tahliliy, leksikografik va korpusga asoslangan metodlardan kompleks tarzda foydalanildi, bu esa ikki terminologik tizim o‘rtasidagi o‘xshashlik va farqlarni aniqlash imkonini berdi. Olingan natijalarga ko‘ra, ingliz tilidagi logistika terminologiyasi yuqori darajada normallashtirilganligi, terminlarning aniq definitsiyalarga ega ekanligi va polisemiyaning samarali boshqarilishini ko‘rsatdi. O‘zbek logistika terminologiyasi esa rivojlanish bosqichida bo‘lib, terminlarning yagona muqobillarini belgilash, ularni tizimlashtirish va leksikografik manbalarda izchil qayd etish zarurati mavjudligini namoyon etdi. Tadqiqot natijalarining xulosasiga ko‘ra, kelgusida logistika terminologiyasini normallashtirish, maxsus terminologik lug‘atlar yaratish hamda tarjima amaliyotini takomillashtirish uchun muhim ilmiy asos bo‘lib xizmat qiladi.

Kalit so‘zlar: logistika terminologiyasi, leksikografiya, qiyosiy tahlil, o‘zbek tili, ingliz tili, korpus, polisemiya, standartlashtirish.

Abstract: The primary objective of this study is to conduct a comparative lexicographic analysis of logistics terminology in the Uzbek and English languages. The research focuses on examining the semantic structure of logistics terms, mechanisms of term formation, processes of borrowing and adaptation, as well as

issues related to standardization and lexicographic representation in dictionaries. A combination of descriptive, comparative-analytical, lexicographic, and corpus-based research methods is employed, enabling the identification of similarities and differences between the two terminological systems. The findings indicate that English logistics terminology demonstrates a high degree of standardization, clearly defined conceptual boundaries, and effective management of polysemy. In contrast, Uzbek logistics terminology is still undergoing processes of normalization and terminological stabilization, which results in the parallel use of synonymous terms and inconsistencies in lexicographic documentation. The results of this study provide a solid theoretical foundation for the future normalization of logistics terminology, the development of specialized terminological dictionaries, and the improvement of translation practices in the field of logistics.

Keywords: logistics terminology, lexicography, comparative analysis, Uzbek language, English language, corpus, polysemy, standardization.

Аннотация: Основная цель нашего исследования — проведение сравнительного лексикографического анализа логистической терминологии на узбекском и английском языках. Изучены ход исследования, семантическая структура данной логистической терминологии, процессы обработки, ассимиляции терминов, вопросы стандартизации и восстановления в словаре. В качестве инструментов исследования использованы различные методы, а именно описательный, сравнительный корпусный и метод обработки; исследование выявляет специфические сходства и различия между двумя терминологическими системами. Исследование служит научной основой для будущей нормализации логистической терминологии, обогащения лексикографической базы и обеспечения её продуктивности. Управление исследованием показывает, что английская логистическая терминология находится в процессе стандартизации и управления полисемией, в то время как узбекская логистическая терминология всё ещё находится в процессе нормализации и терминологической очистки.

Ключевые слова: логистическая терминология, лексикография, сравнительный анализ, узбекский язык, английский язык, корпус, полисемия, стандартизация.

Kirish: So‘nggi o‘n yilliklarda logistika sohasi global iqtisodiyotning ajralmas tarkibiy qismiga aylandi. Xalqaro savdo, transport, omborxona tizimi va ta’minot zanjirlarining rivojlanishi natijasida logistika terminlari nafaqat iqtisodiy, balki lingvistik tadqiqotlarning ham muhim obyektiga aylandi. Har bir fan sohasi kabi logistika ham o‘ziga xos terminologik tizimga ega bo‘lib, ushbu tizim tilning lug‘at tarkibida muhim o‘rin egallaydi [John Benjamins, 2002; 84]. Uning fikriga ko‘ra aynan mana shunday terminlar muayyan mazmun va strukturaga ega bo‘lish kerakligi haqida so‘z bormoqda.

Ingliz tili logistika terminologiyasining asosiy donor tili hisoblanadi. Globalizatsiya jarayonlari, xalqaro standartlar va ilmiy adabiyotlarning katta qismi ingliz tilida yaratilgani sababli logistika terminlarining aksariyati o‘zbek tiliga bevosita yoki bilvosita ingliz tilidan kirib kelmoqda [Hutchins, J. London, 2005; 68].

Bu esa hozirgi kundagi ingliz tilidan kirib kelgan terminlarning aksariyati o‘zbek tiliga kirib kelgan va moslashmayotganidan va bir qancha nuqson aniqlanayotganidan dalolat beradi.

Bu holat terminlarning moslashuvi, semantik aniqligi va leksikografik qayd etilishida qator muammolarni yuzaga keltirmoqda. Mazkur maqolaning dolzarbligi shundaki, o‘zbek tilshunosligida logistika terminologiyasining qiyosiy leksikografik tahliliga bag‘ishlangan tadqiqotlar soni cheklangan. Aksariyat ishlar umumiy terminologiya yoki iqtisodiy terminlar doirasida olib borilgan bo‘lib, logistika terminlari alohida tizim sifatida yetarlicha yoritilmagan [Christopher, M.2016; 79].

Tadqiqotning asosiy maqsadi — o‘zbek va ingliz tillaridagi logistika terminlarining leksikografik xususiyatlarini qiyosiy tahlil qilish, ularning semantik tuzilishi, so‘z yasalishi, lug‘atlarda berilishi va standartlashuv darajasini aniqlashdan iborat. Ushbu maqsadga erishish uchun quyidagi vazifalar belgilandi:

- logistika terminlarining nazariy asoslarini yoritish;
- ingliz va o‘zbek tillaridagi asosiy logistika terminlarini aniqlash;
- terminlarning leksik-semantik va struktur xususiyatlarini qiyoslash;
- leksikografik manbalarda terminlarning berilish usullarini tahlil qilish.

ADABIYOTLAR TAHLILI

Mazkur tadqiqotda yuqorida ta’kidlaganimizdek, ingliz va o‘zbek tillarida logistika terminologiyasi hamda leksikografiya masalalariga oid ilmiy adabiyotlar tizimli va tanqidiy jihatdan tahlil qilinadi. Tadqiqotlar natijasi darajasidagi tadqiqot uchun muhim bo‘lib, mavjud ilmiy qarashlar, yondashuvlar va muammolarni aniqlash, shuningdek, tadqiqotning ilmiy bo‘shlig‘ini belgilashga xizmat qiladi.

Mazkur tadqiqotning maqsadi ingliz va o‘zbek tillarida logistika terminlarining leksikografik xususiyatlarini qiyosiy tahlil qilish, ularning semantik tuzilishi, etimologik manbalari va terminologik ekvivalentlik darajasini aniqlashdan iborat. O‘zbek tilida logistika terminologiyasi nisbatan yangi soha hisoblanadi. Mustaqillikdan keyingi davrda iqtisodiyot va transport tizimining jadal rivojlanishi logistika atamalarining faol qo‘llanilishiga olib keldi [O‘zbekiston Milliy ensiklopediyasi, 2020; 86].

Biroq mazkur terminlarning leksikografik jihatdan yetarli darajada tizimlashtirilmaganligi tufayli, mavjud lug‘atlarda bir xillikning ta’minlanmaganligi va ayrim terminlarning izohida aniqlik yetishmasligi ilmiy muammo sifatida namoyon bo‘lmoqda. Shu bois logistika terminlarini ingliz va o‘zbek tillari kesimida qiyosiy tahlil qilish, ularning lug‘atlarda berilish xususiyatlarini aniqlash dolzarb vazifa hisoblanadi [Newmark, P 1988; 97].

Shuningdek, tarjimashunoslikka oid adabiyotlarda soha terminlarini tarjima qilish jarayonida yuzaga keladigan semantik yo‘qotishlar va noto‘g‘ri ekvivalent tanlash muammolari qayd etiladi. Xususan, ingliz tilidagi freight va cargo terminlarining o‘zbek tilida ko‘pincha umumiy “yuk” so‘zi bilan ifodalanishi ularning funksional farqlarini yo‘qotishga olib keladi [Christopher, M. 2016; 79-80]. Bu esa leksikografik manbalarda ham aniqlik yetishmasligiga sabab bo‘ladi.

Xorijiy ilmiy manbalarda logistika terminologiyasi asosan iqtisod, menejment va tilshunoslik kesishgan nuqtada o‘rganilgan. Ingliz tilida yaratilgan maxsus

lug‘atlar va tadqiqotlarda logistika terminlari aniq ta’riflangan, ularning semantik chegaralari belgilangan va amaliy qo‘llanishi ko‘rsatib berilgan [Lambert, D. M. 2014; 68]. Masalan, Oxford Dictionary of Logistics hamda Cambridge Business English Dictionary kabi manbalarda logistics, supply chain, freight, inventory, warehouse kabi terminlar yagona va barqaror ma’noda izohlangan [Oxford University Press, 2020; 89-90].

Ushbu lug‘atlarda terminlarning grammatik toifasi, kontekstual qo‘llanishi va soha doirasidagi funksiyasi alohida e’tiborga olinadi.

Ingliz tilshunosligida terminologiya masalalari E.Vyuster, J.Sager, H.Felber kabi olimlar tomonidan ishlab chiqilgan nazariy qarashlar asosida o‘rganiladi. Ularning tadqiqotlarida termin tushunchasining aniqligi, bir ma’nolilik va standartlashuv tamoyillari asosiy mezon sifatida qaraladi .Logistika terminologiyasi ham aynan ushbu tamoyillar asosida shakllangan bo‘lib, ingliz tilida terminlarning sinonimik qatlamining nisbatan cheklanganligi bilan ajralib turadi.

TADQIQOT METODLARI: Mazkur tadqiqotda kompleks lingvistik metodologiya qo‘llanildi. Tadqiqot obyekti sifatida ingliz va o‘zbek tillaridagi logistika terminlari tanlab olindi. Tadqiqot predmeti esa ushbu terminlarning leksikografik xususiyatlari hisoblanadi.

Asosiy metodlar quyidagilardan iborat:

Deskriptiv metod — logistika terminlarining lug‘aviy ma’nolari va izohlarini tavsiflash uchun qo‘llanildi.

Tavsifiy metod yordamida terminlarning real nutqiy va kasbiy muhitdagi qo‘llanilish holati o‘rganildi.

Misol: Warehouse management system termini ilmiy va texnik matnlarda ko‘pincha qisqartma shaklda — WMS tarzida ishlatiladi. O‘zbek tilidagi matnlarda esa ushbu termin to‘liq tarjima qilinib, omborlarni boshqarish tizimi shaklida qo‘llaniladi [ISO, 2017; 98].

Bu holat terminning tilga moslashish jarayonini aks ettiradi.

2. Qiyosiy-tahliliy metod — o‘zbek va ingliz tillaridagi terminlarning semantik va struktur farqlarini aniqlashda ishlatildi.

Misol: Supply chain termini o‘zbek tilida ta’minot zanjiri shaklida qo‘llaniladi. Ingliz tilidagi chain komponenti jarayonlarning uzviy bog‘liqligini ifodalasa, o‘zbek tilidagi zanjir birligi mazkur semantik yuklamani to‘liq saqlab qolgan. Biroq ayrim manbalarda ushbu termin yetkazib berish zanjiri tarzida ham tarjima qilinadi, bu esa terminologik variantlilikni yuzaga keltiradi [Lambert, D. M.2014; 68-69].

3. Leksikografik tahlil — terminlarning izohli, ikki tilli va terminologik lug‘atlardagi qayd etilish holatini o‘rganish uchun qo‘llanildi.

Misol: Logistics hub termini inglizcha maxsus lug‘atlarda “transport va taqsimot faoliyatining markazi” sifatida izohlanadi. O‘zbek tilidagi lug‘atlarda esa ushbu termin ko‘pincha logistika markazi tarzida berilib, izoh qismi yetarlicha keng yoritilmagan. Bu holat terminning funksional mazmunini to‘liq anglashda qiyinchilik tug‘diradi.

4. Korpus va manba tahlili — ilmiy maqolalar, darsliklar va xalqaro

standartlar asosida terminlarning real qo‘llanishi tahlil qilindi.

Misol: Ingliz tilidagi korpus matnlarida supply chain termini ko‘pincha management, optimization, resilience kabi birliklar bilan birikib kelishi aniqlandi (supply chain management, supply chain optimization). O‘zbek tilidagi korpusda esa ushbu termin asosan ta’minot zanjirini boshqarish yoki ta’minot zanjiri samaradorligi shaklida qo‘llaniladi. Bu holat terminning har ikki tilda ham funksional barqarorlikka ega ekanini ko‘rsatadi. Tadqiqot materiallari sifatida ingliz tilidagi logistics, supply chain, freight, inventory management, warehousing kabi terminlar hamda ularning o‘zbek tilidagi muqobillari logistika, ta’minot zanjiri, yuk tashish, zaxiralarni boshqarish, omborxona faoliyati tanlab olindi.

Natijalar: Tahlil natijalari shuni ko‘rsatdiki, ingliz va o‘zbek tillaridagi logistika terminlari o‘rtasida sezilarli leksikografik farqlar mavjud.

1. Semantik xususiyatlar. Ingliz tilidagi logistika terminlari ko‘pincha ko‘p ma’nolilik (polysemy) xususiyatiga ega. Masalan, logistics termini harbiy, biznes va axborot texnologiyalari kontekstida turlicha ma’nolarda qo‘llanadi [Yo‘ldoshev,B.2021; 97-98]. Leksikografik manbalarda bu holat aniq izohlar va kontekstlar orqali beriladi.

O‘zbek tilida esa logistika terminlari nisbatan tor ma’noda qo‘llanadi. Logistika termini asosan iqtisodiy va transport sohasi bilan bog‘lanib, harbiy ma’nosi kamroq faollikka ega. Bu holat o‘zbek tilidagi lug‘atlarda terminning semantik diapazoni yetarlicha keng yoritilmaganini ko‘rsatadi.

2. Struktur xususiyatlar. Ingliz tilida logistika terminlari ko‘pincha ikki yoki undan ortiq komponentli birikmalar orqali ifodalanadi: supply chain management, third-party logistics (3PL), just-in-time delivery. Bu terminlar qisqartmalar orqali ham faol ishlatiladi.

O‘zbek tilida esa ushbu terminlar asosan tarjima yo‘li bilan hosil qilinadi: ta’minot zanjirini boshqarish, uchinchi tomon logistikasi, aniq vaqtida yetkazib berish. Natijada terminlar uzun va ba’zan noqulay shaklga ega bo‘ladi [John Benjamins, 1990; 84-85].

3. O‘zlashma va moslashuv jarayoni. Tadqiqot natijalari shuni ko‘rsatdiki, o‘zbek logistika terminologiyasining katta qismi ingliz tilidan o‘zlashgan. Biroq ularning fonetik, morfologik va semantik moslashuvi bir xil darajada emas. Masalan, freight — fracht — yuk, warehouse — ombor, inventory — zaxira [Rahmatullayev, Sh. 2018; 90-91].

Munozara. Mazkur tadqiqot ingliz va o‘zbek tillaridagi logistika terminlarining leksikografik xususiyatlarini qiyosiy tahlil qilishga qaratilgan bo‘lib, olingan natijalar ikki til o‘rtasida terminologik nomuvofiqliklar mavjudligini ko‘rsatdi [Qodirov, A. 2019; 67-68]. Ayniqsa, ingliz tilida shakllangan logistika terminlarining o‘zbek tiliga tarjimasida semantik torayish, kengayish yoki funksional mos kelmaslik holatlari tez-tez uchrashi aniqlangan.

Munozara jarayonida e’tibor qaratilishi lozim bo‘lgan asosiy masalalardan biri shundaki, ingliz logistika terminlari asosan xalqaro savdo va global yetkazib berish tizimlari asosida shakllangan. O‘zbek tilida esa logistika sohasi nisbatan yangi bo‘lgani sababli ko‘plab terminlar hali to‘liq standartlashmagan. Bu holat

ayrim terminlarning bir nechta muqobilda qo‘llanishiga olib keladi, natijada ilmiy va amaliy matnlarda terminologik barqarorlik buziladi. Shu nuqtai nazardan, tadqiqot natijalari logistika terminologiyasini o‘zbek tilida rivojlantirishda yagona terminologik standart yaratish zarurligini ko‘rsatadi. Terminlarning semantik, funksional va kontekstual jihatdan mosligini ta’minlash ilmiy matnlar sifatini oshirish bilan birga, amaliy logistika jarayonlarida ham tushunmovchiliklarning oldini oladi.

Umuman olganda, munozara qismi tadqiqot natijalarini faqat tasvirlash bilangina cheklanmay, balki ularning amaliy va nazariy ahamiyatini asoslab beradi. Olingan xulosalar kelgusida logistika terminologiyasini yanada chuqurroq o‘rganish va leksikografik manbalarni takomillashtirish uchun mustahkam ilmiy asos bo‘lib xizmat qiladi.

Olingan natijalar logistika terminologiyasining rivojlanish darajasi tilning umumiy terminologik siyosati bilan chambarchas bog‘liq ekanini ko‘rsatadi. Ingliz tilida terminlar standartlashgan, xalqaro normalarga mos va leksikografik jihatdan puxta ishlangan. Har bir termin aniq definitsiya, qo‘llanish sohasi va misollar bilan beriladi[7].

O‘zbek tilida esa logistika terminologiyasi hali shakllanish bosqichida. Terminlarning yagona muqobili mavjud emasligi, sinonimlarning parallel qo‘llanishi (ta’minot zanjiri / yetkazib berish zanjiri), lug‘atlarda izohlarning qisqa va umumiy berilishi asosiy muammolar sirasiga kiradi.

Shuningdek, terminlarning normativ lug‘atlarga kiritilishi sust kechmoqda. Bu esa ilmiy va amaliy matnlarda terminologik nomuvofiqlikni keltirib chiqarmoqda. Shu bois, logistika terminlarini tizimli ravishda standartlashtirish va maxsus terminologik lug‘atlar yaratish zarurati yuzaga kelmoqda[8].

Bundan tashqari, ingliz tilidagi qisqartmalar va akronimlarning o‘zbek tilidagi normativ holati yetarli darajada tartibga solinmagan. SCM, 3PL, JIT kabi birliklar amaliy matnlarda faol qo‘llanilayotgan bo‘lsa-da, ularning yagona va barqaror o‘zbekcha muqobillari mavjud emas [Hutchins, J.2005; 90-92]. Shu bois, logistika sohasiga oid qisqartmalarni qamrab oluvchi maxsus terminologik lug‘at yaratish hamda ularni normativlashtirish muhim ilmiy-amaliy vazifa hisoblanadi.

O‘zbek logistika terminologiyasida bir terminning bir nechta tarjima variantlari parallel qo‘llanilishi ham muhim muammolardan biridir. Bu holat terminologik barqarorlikka salbiy ta’sir ko‘rsatadi va ilmiy hamda amaliy matnlarda tushunmovchiliklarga sabab bo‘lishi mumkin [John Benjamins, 1990;32-33]. Shuning uchun, terminlarni standartlashtirish va yagona me’yoriy variantlarni belgilash bo‘yicha maxsus ilmiy-uslubiy tavsiyalar ishlab chiqilishi lozim.

Munozara davomida aniqlangan yana bir muhim jihat — leksikografik manbalarda logistika terminlarining izohlanish darajasi bir xil emasligidir [Rahmatullayev, Sh 2018; 150-151]. Ingliz tilidagi lug‘atlarda terminlar ko‘pincha keng qamrovli, misollar bilan boyitilgan holda beriladi, o‘zbek tilidagi lug‘atlarda esa qisqa va umumiy izohlar bilan cheklaniladi. Bu holat tarjimonlar va soha mutaxassislari uchun terminni to‘g‘ri qo‘llashda muayyan qiyinchiliklar tug‘diradi.

Xulosa. Mazkur tadqiqot o‘zbek va ingliz tillaridagi logistika terminlarining

leksikografik xususiyatlarini qiyosiy tahlil qilish orqali quyidagi xulosalarni chiqarishga imkon berdi:

1. Ingliz logistika terminologiyasi yuqori darajada standartlashgan va leksikografik jihatdan mukammal tizimga ega.
2. O‘zbek logistika terminologiyasi asosan ingliz tilidan o‘zlashgan bo‘lib, moslashuv jarayoni hali yakunlanmagan.
3. Terminlarning semantik aniqligi va lug‘atlardagi qayd etilishi o‘zbek tilida yetarli darajada emas.
4. Maxsus ikki tilli va izohli logistika lug‘atlarini yaratish dolzarb vazifa hisoblanadi.

Shuningdek, tadqiqot natijalari o‘zbek logistika terminologiyasining ingliz tiliga kuchli darajada bog‘liqligini tasdiqladi. Terminlarning fonetik, morfologik va semantik moslashuvi bir xil darajada kechmayotgani, ayrim terminlarning to‘liq tarjima qilinishi, boshqalarining esa transliteratsiya orqali kirib kelishi terminologik variantlilikni yuzaga keltirmoqda. Bu esa ilmiy va amaliy matnlarda terminlardan foydalanishda muayyan noaniqliklarga sabab bo‘lmoqda.

Umuman olganda, mazkur tadqiqot ingliz va o‘zbek logistika terminologiyasini tizimli ravishda o‘rganish, ularni normativlashtirish hamda korpusga asoslangan yondashuvlarni keng qo‘llash zarurligini asoslab berdi. Tadqiqot natijalari logistika terminologiyasini rivojlantirish, tarjima jarayonlarini takomillashtirish va ilmiy-amaliy kommunikatsiyani samaraliroq tashkil etishga xizmat qilishi mumkin.

Ushbu maqola natijalari kelgusida logistika terminologiyasini normallashtirish, leksikografik bazani boyitish va tarjima amaliyotini takomillashtirish uchun ilmiy asos bo‘lib xizmat qiladi.

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O‘ZBEK, ARAB VA INGLIZ TILLARIDA KISHILIK OLMOSHLARINING QIYOSIY-TIPOLOGIK TAHLIL

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Annotatsiya: Mazkur maqolada o‘zbek, arab va ingliz tillaridagi kishilik olmoshlarining grammatik va tipologik xususiyatlari qiyosiy tahlil asosida o‘rganiladi. Tadqiqot jarayonida ushbu uch til tizimida kishilik olmoshlarining shaxs, son va jins kategoriyalariga ko‘ra ifodalanish xususiyatlari tahlil qilinadi hamda ularning nutq jarayonidagi funksional vazifalari yoritiladi.
Maqolada, ayniqsa, arab tiliga xos bo‘lgan muzakkar va muannas jins kategoriyasi hamda ikkilik son shaklining mavjudligi, ingliz tilida esa jonsiz predmetlarni ifodalash uchun alohida it olmoshining qo‘llanishi kabi grammatik xususiyatlar alohida ko‘rib chiqiladi. O‘zbek tilida esa kishilik olmoshlarining jins kategoriyasi bilan farqlanmasligi, biroq kelishik qo‘shimchalari orqali turli sintaktik vazifalarni bajarishi ilmiy jihatdan tahlil qilinadi.

Shuningdek, maqolada kishilik olmoshlarining gap tarkibidagi grammatik va sintaktik funksiyalari, ularning nutqni ixchamlashtirish va mazmunni aniq yetkazishdagi roli ham ko‘rsatib beriladi. Qiyosiy tahlil natijalari uch tilning grammatik tizimida kishilik olmoshlarining o‘xshash va farqli jihatlarini aniqlash imkonini beradi. Tadqiqot natijalari qiyosiy tilshunoslik, grammatika va xorijiy tillarni o‘qitish metodikasida nazariy hamda amaliy ahamiyat kasb etadi.

Kalit so‘zlar: Kishilik olmoshlari, qiyosiy tilshunoslik, tipologik tahlil, grammatik kategoriya, jins kategoriyasi, shaxs kategoriyasi, son kategoriyasi, arab tili, ingliz tili, o‘zbek tili.

Abstract: The present article is devoted to the comparative analysis of the grammatical and typological features of personal pronouns in the Uzbek, Arabic, and English languages. The study investigates the realization of personal pronouns across these three linguistic systems with regard to the categories of person, number, and gender, and elucidates their functional roles in discourse.
Particular attention is paid to language-specific grammatical phenomena, including the presence of masculine and feminine gender distinctions and the dual number form in Arabic, as well as the use of the pronoun *it* in English for the reference to inanimate entities.

In contrast, Uzbek personal pronouns do not exhibit gender differentiation; however, their syntactic versatility is manifested through the use of case markers, which enable them to perform a range of grammatical functions.

Furthermore, the article analyzes the grammatical and syntactic roles of personal pronouns within sentence structure, highlighting their contribution to

textual cohesion, economy of expression, and precision in meaning transmission. The findings of the comparative analysis reveal both convergent and divergent features in the grammatical systems of the languages under consideration. The results of the study possess both theoretical and practical significance for comparative linguistics, grammatical theory, and foreign language pedagogy.

Keywords: Personal pronouns, comparative linguistics, typological analysis, grammatical category, gender distinction, person category, number category, Arabic, English, Uzbek.

Аннотация: Настоящая статья посвящена сравнительно-типологическому анализу грамматических особенностей личных местоимений в узбекском, арабском и английском языках. В рамках исследования рассматриваются способы реализации личных местоимений в указанных языковых системах с точки зрения категорий лица, числа и рода, а также раскрываются их функциональные характеристики в речевой деятельности.

Особое внимание уделяется специфическим грамматическим явлениям, таким как наличие категорий мужского и женского рода, а также формы двойственного числа в арабском языке, и употребление местоимения *it* в английском языке для обозначения неодушевлённых объектов. В узбекском языке личные местоимения не дифференцируются по категории рода, однако их синтаксическая вариативность обеспечивается системой падежных аффиксов, что позволяет им выполнять различные грамматические функции. Кроме того, в статье анализируются грамматические и синтаксические функции личных местоимений в структуре предложения, а также их роль в обеспечении связности текста, экономии языковых средств и точности передачи смысла. Результаты сравнительного анализа позволяют выявить как сходства, так и различия в грамматических системах рассматриваемых языков. Полученные выводы обладают теоретической и практической значимостью для сравнительного языкознания, грамматической теории и методики преподавания иностранных языков.

Ключевые слова: Личные местоимения, сравнительное языкознание, типологический анализ, грамматическая категория, категория рода, категория лица, категория числа, арабский язык, английский язык, узбекский язык.

Kirish: Kishilik olmoshlari til tizimining ajralmas grammatik birliklaridan biri bo‘lib, ular nutqda shaxsni ifodalash, fikrni ixcham va aniq yetkazish hamda takroriy birliklarning oldini olishda muhim ahamiyat kasb etadi. Ushbu olmoshlar ot o‘rnida qo‘llanib, kommunikativ jarayonda so‘zlovchi, tinglovchi va uchinchi shaxsni ifodalash orqali nutqning mantiqiy izchilligini ta’minlaydi. Shu jihatdan kishilik olmoshlari har qanday tilning funksional va struktur tizimida muhim o‘rin egallaydi.

Turli tillarda kishilik olmoshlari grammatik jihatdan turlicha ifodalanadi va bu farqlar tilning tipologik xususiyatlarini ochib beradi. Xususan, arab tilida jins (muzakkar va muannas) hamda ikkilik son kategoriyasining mavjudligi ushbu tilning murakkab grammatik tizimga ega ekanligini ko‘rsatadi. Ingliz tilida jins

kategoriyasi qisman saqlanib qolgan bo‘lib, asosan uchinchi shaxs birlikda ifodalanadi, biroq unda ikkilik son shakli mavjud emas. O‘zbek tilida esa kishilik olmoshlari jins kategoriyasi bilan farqlanmaydi, ammo ular kelishik qo‘shimchalari orqali turli grammatik shakllarga kirib, gap tarkibida keng sintaktik vazifalarni bajaradi.

Zamonaviy tilshunoslikda, ayniqsa qiyosiy va tipologik tadqiqotlarda, turli tillardagi grammatik birliklarni o‘zaro solishtirish orqali ularning umumiy va xususiy jihatlarini aniqlash muhim ahamiyatga ega. Kishilik olmoshlari ham ana shunday universal va bir vaqtning o‘zida tilga xos bo‘lgan birliklardan biri sifatida ilmiy tadqiqotlar markazida turadi. Ushbu maqolada o‘zbek, arab va ingliz tillaridagi kishilik olmoshlarining grammatik va tipologik xususiyatlari qiyosiy tahlil asosida o‘rganilib, ularning o‘xshash va farqli tomonlari aniqlash maqsad qilib qo‘yiladi.

Adabiyotlar sharhi: Kishilik olmoshlari tilshunoslikda keng o‘rganilgan grammatik birliklardan biri hisoblanadi. Otto Jespersen olmoshlarni nutqni ixchamlashtiruvchi va takrorni kamaytiruvchi vosita sifatida baholaydi. Noam Chomsky esa ularni sintaktik tizimning muhim elementi sifatida ko‘rib, gap tuzilishidagi rolini ta’kidlaydi.

Ingliz tilshunosligida Randolph Quirk tadqiqotlarida olmoshlarning subyekt va obyekt shakllari hamda funksional xususiyatlari yoritilgan. O‘zbek tilshunosligida A. Nurmonov va Sh. Rahmatullayev tomonidan olmoshlarning kelishik tizimi va sintaktik vazifalari tahlil qilingan.

Mavjud tadqiqotlar shuni ko‘rsatadiki, kishilik olmoshlari barcha tillarda umumiy funksiyaga ega bo‘lsa-da, ularning grammatik ifodalanishi har bir tilning tipologik xususiyatiga bog‘liq holda farqlanadi.

Metodologiya: Mazkur tadqiqot o‘zbek, arab va ingliz tillaridagi kishilik olmoshlarining grammatik hamda tipologik xususiyatlarini aniqlashga qaratilgan bo‘lib, unda qiyosiy tilshunoslik yondashuvi asosiy metodologik asos sifatida tanlandi. Tadqiqot jarayonida uch til tizimida kishilik olmoshlarining shaxs, son va jins kategoriyalari bo‘yicha ifodalanish xususiyatlari izchil ravishda tahlil qilindi hamda ularning struktur va funksional jihatlari o‘zaro solishtirildi.

Tahlil davomida tavsifiy metod yordamida har bir tilga xos grammatik xususiyatlar izohlandi, xususan, o‘zbek tilida kelishik qo‘shimchalari orqali ifodalanadigan sintaktik funksiyalar, ingliz tilida subyekt va obyekt shakllari o‘rtasidagi farqlar hamda arab tilida mavjud bo‘lgan ikkilik son va jins kategoriyalarining grammatik ifodalanish mexanizmlari o‘rganildi. Shu bilan birga, tipologik tahlil asosida tillar o‘rtasidagi umumiylik va farqlar aniqlanib, ular lingvistik nuqtai nazardan tizimlashtirildi.

Tadqiqot materiali sifatida arab, ingliz va o‘zbek tillari grammatikasiga oid ilmiy adabiyotlar, darsliklar, lug’atlar hamda o‘quv qo‘llanmalaridan foydalanildi. Ushbu manbalar asosida kishilik olmoshlarining nazariy talqini va amaliy qo‘llanilishi o‘rganildi hamda olingan natijalar ilmiy asosda umumlashtirildi.

Natijalar: Olib borilgan qiyosiy-tipologik tahlil natijalari shuni ko‘rsatadiki, o‘zbek, arab va ingliz tillarida kishilik olmoshlari umumiy grammatik vazifani bajargan holda, ularning ifodalanishida muhim struktur va funksional farqlar

mavjud. Har uchala til tizimida kishilik olmoshlari shaxs kategoriyasiga ko‘ra uch guruhga — birinchi, ikkinchi va uchinchi shaxslarga bo‘linadi va bu jihat ularning universal xususiyati sifatida namoyon bo‘ladi. Birinchi shaxs so‘zlovchini, ikkinchi shaxs tinglovchini, uchinchi shaxs esa nutq jarayonida ishtirok etmayotgan shaxs yoki predmetni bildiradi.

Son kategoriyasi jihatidan esa tillar o‘rtasida sezilarli tafovut kuzatiladi. O‘zbek va ingliz tillarida kishilik olmoshlari birlik va ko‘plik shakllariga ega bo‘lsa, arab tilida birlik va ko‘plikdan tashqari ikkilik son shakli ham mavjud bo‘lib, u alohida grammatik vositalar orqali ifodalanadi. Mazkur xususiyat arab tilining tipologik jihatdan murakkabroq tizimga ega ekanligini ko‘rsatadi. Ingliz tilida esa ikkilik shaklning mavjud emasligi va ko‘plik shaklning umumlashgan holda qo‘llanishi uning grammatik soddalashuviga misol bo‘la oladi.

Jins kategoriyasi ham tillar o‘rtasidagi asosiy farqlardan biri hisoblanadi. O‘zbek tilida kishilik olmoshlari jinsga ko‘ra farqlanmaydi, ingliz tilida jins kategoriyasi qisman ifodalangan bo‘lib, asosan uchinchi shaxs birlikda (he, she, it) namoyon bo‘ladi, arab tilida esa jins kategoriyasi to‘liq tizim sifatida mavjud bo‘lib, muzakkar va muannas shakllar orqali aniq ifodalanadi. Bu holat arab tilida grammatik moslashuv tizimining kengroq rivojlanganligini ko‘rsatadi.

Grammatik va sintaktik xususiyatlar nuqtai nazaridan ham muayyan farqlar aniqlandi. O‘zbek tilida kishilik olmoshlari kelishik qo‘shimchalari orqali o‘zgarib, gapda ega, to‘ldiruvchi va hol vazifalarida keng qo‘llaniladi. Ingliz tilida esa olmoshlar subyekt va obyekt shakllari orqali farqlanadi (masalan, I/me, he/him), bu esa ularning sintaktik rolini aniqlashda muhim vosita hisoblanadi. Arab tilida esa kishilik olmoshlari mustaqil shaklda ham, fe’l va otlarga qo‘shimcha sifatida birikkan holda ham qo‘llanib, murakkab grammatik tizimni tashkil etadi.

Shuningdek, tahlil natijalari kishilik olmoshlarining barcha tillarda nutqni ixchamlashtirish, takroriy birliklarni kamaytirish hamda mazmunni aniq va ravshan yetkazishda muhim funksional vosita ekanligini ko‘rsatdi.

Natijalar shuni ko‘rsatadiki, uch til o‘rtasidagi asosiy farqlar son va jins kategoriyalarida namoyon bo‘ladi. Arab tili grammatik jihatdan eng murakkab tizimga ega bo‘lib, unda ikkilik son va jins kategoriyasi aniq ifodalanadi.

Ingliz tili esa soddalashtirilgan tizimga ega bo‘lib, jins faqat uchinchi shaxs birlikda ifodalanadi. O‘zbek tilida esa jins kategoriyasining yo‘qligi va kelishik tizimining rivojlanganligi uning o‘ziga xos tipologik belgisi hisoblanadi.

Shuningdek, kishilik olmoshlari barcha tillarda nutqni ixchamlashtirish va kommunikativ samaradorlikni oshirishda muhim vosita sifatida xizmat qiladi.

	1-SHAXS			2-SHAXS			3-SHAXS		
	O'zbek tili	Arab tili	Ingliz tili	O'zbek tili	Arab tili	Ingliz tili	O'zbek tili	Arab tili	Ingliz tili
Birlik	Men	أنا	I	Sen erkak	أنتَ	You	U erkak	هو	He
Ikkilik	—			Sen ayol	أنتِ		U ayol	هي	She
				Siz ikkingiz	أنتما		U ikkalasi	هما	They
Ko'plik	Biz	نحن	We	Sizlar erkaklar	أنتم		Ular erkaklar	هم	
				Sizlar ayollar	انتنّ		Ular ayollar	هنّ	They
							Odamdan boshqa		It

Yuqorida ko'rib turganingizdek Arab tilida Birlik, Ikkilik, Ko'plik va 3 ta shaxslar bor.Ammo Ingiliz va O'zbek tilida unday emas, faqatgina 1-shaxs bir xil. [2]
Ingliz tilida Ikkilik yo'qligi bilan boshqa tillardan ajralib turadi. [3]
2,3 shaxslar Ikkilikva ko'plikda -They foydalaniladi.
E'tibor bering, Arab tilidagi ikkilikni oxiriga ا-Alif xarfi qo'yiladi. [1].

O‘tkazilgan qiyosiy-tipologik tahlil natijalari o‘zbek, arab va ingliz tillarida kishilik olmoshlarining umumiy vazifaga ega bo‘lishiga qaramay, ularning grammatik tuzilishi va ifodalanish usullarida sezilarli farqlar mavjudligini ko‘rsatdi. Har uchala tilda kishilik olmoshlari shaxsni ifodalovchi asosiy grammatik vosita sifatida xizmat qiladi va nutqning aniqligi hamda ixchamligini ta’minlaydi.

Xulosa: Tadqiqot davomida arab tilining kishilik olmoshlari tizimi son va jins kategoriyalarining to‘liqligi bilan ajralib turishi aniqlandi. Xususan, ikkilik son shaklining mavjudligi hamda muzakkar va muannas jinslarning grammatik jihatdan aniq ifodalanishi ushbu tilning murakkab va rivojlangan grammatik tizimga ega ekanligini ko‘rsatadi. Ingliz tilida esa kishilik olmoshlari nisbatan soddalashtirilgan bo‘lib, jins kategoriyasi faqat uchinchi shaxs birlikda ifodalanadi va ikkilik son shakli mavjud emas. O‘zbek tilida esa jins kategoriyasining yo‘qligi, biroq kelishik tizimining rivojlanganligi uning o‘ziga xos tipologik xususiyati sifatida namoyon bo‘ladi. Shuningdek, barcha tillarda kishilik olmoshlari gap tarkibida muhim sintaktik vazifalarni bajarib, kommunikativ samaradorlikni oshirishga xizmat qilishi kuzatildi. Ular nutqda takroriy birliklarni kamaytiradi, mazmunni aniq va ravshan ifodalash imkonini beradi hamda tilning funksional jihatdan samarali ishlashini ta’minlaydi.

Umuman olganda, mazkur tadqiqot natijalari kishilik olmoshlarining qiyosiy o‘rganilishi turli tillarning grammatik tizimini chuqurroq anglashga yordam berishini ko‘rsatadi. Ushbu natijalar qiyosiy tilshunoslik, nazariy grammatika hamda xorijiy tillarni o‘qitish metodikasini takomillashtirishda muhim nazariy va amaliy ahamiyatga ega.

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INTERACTIVE DIGITAL TOOLS FOR ENHANCING PHRASEOLOGICAL COMPETENCE IN UZBEKISTAN'S GENERAL SECONDARY SCHOOLS

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Annotation. Phraseological competence, learning idioms, proverbs, and fixed expressions, is crucial yet still not well developed in Uzbekistan's general secondary education system. This article shows interactive digital tools—such as Quizlet, Kahoot, and Anki—as innovative methods to enhance practical application among 5-11 grade students. By integrating gamification, spaced repetition, and visualisation, these tools address the challenges of figurative language learning and align with national curricula that emphasise Uzbek linguacultural phraseology (e.g., "ilm – oltin kalit"). This article suggests teaching methods and strategies that help students to improve their communicative fluency not for just memorisation. Recommendations include teacher training and phased implementation to bridge cultural and linguistic competence.

Keywords: *phraseological competence, interactive digital tools, secondary education, Uzbekistan schools, gamification, spaced repetition, AR visualisation, idioms, proverbs, linguacultural learning, Quizlet, Kahoot, Anki*

Introduction: In Uzbekistan's general secondary education system, phraseological competence – the ability to comprehend, and apply idioms, and fixed expressions – plays a vital role in achieving linguistic fluency and cultural depth, particularly in Uzbek language and foreign language curricula.

Traditional teaching methods, which rely on rote memorisation and literal translation, often fail to convey the figurative essence of phraseological units like the Uzbek proverb "ilm – oltin kalit" (knowledge is the golden key) or English idioms such as "kick the bucket." Secondary students (grades 5-11) struggle with retention and contextual use, resulting in mechanical repetition rather than genuine communicative ability. Although standards emphasise linguacultural integration in classrooms, a gap remains due to a shortage of engaging resources.

Interactive digital platforms– Quizlet, Kahoot, and Anki–offer innovative solutions by gamifying learning, using spaced repetition, and visualising metaphors. These tools transform passive study into active engagement, aligning with cognitive theories of vocabulary acquisition and Uzbekistan's push for digital education reforms.

This article presents a theoretical framework for integrating these tools into 45-minute secondary lessons, outlining strategies, examples, and recommendations. By linking global pedagogies with local needs, it seeks to improve phraseological competence without relying on empirical surveys.

Literature Review

Phraseological competence involves not just lexical knowledge but semantic, cultural, and pragmatic mastery of stable expressions, as defined in linguistic scholarship (Norrick, 1985). Traditional approaches in secondary education prioritise listing and translation, yet fail to address opacity and context-dependency, leading to superficial learning.

Early methods concentrated on paradigmatic classification (synonyms, antonyms), but cognitive linguistics promotes etymological and image-based decoding for deeper retention (Gomola, 2014). In EFL settings, task-based learning advances from recognition to production, resulting in fluency improvements (Boers, 2020). Studies specific to Uzbekistan reaffirm this: Phraseology boosts vocabulary in Uzbek as both native and foreign language, with linguacultural comparisons essential for proverbs like "kitob – do'st" (book is a friend) (Belova, 2024; JDPU scholars).

Using Digital Tools

ICT integration revolutionizes teaching: Interactive platforms improve communicative and digital competencies via inquiry-based phraseology tasks (Spanish-Russian study, 2024). AI-driven apps like Anki apply spaced repetition algorithms, outperforming rote methods in idiom recall (Ciocan, 2025). Gamified tools (Kahoot, Quizlet) foster motivation; Kidioms app exemplifies idiom matching for visuals, adaptable for Uzbek-English pairs.

Uzbek research supports e-learning for phraseological units, blending human-digital elements for school efficacy (Raqamli Iqtisodiyot, 2023; JDPU, 2023). Multimodal approaches (lexical + visual) enhance EFL idiomaticity (HSE Journal, 2025). Interactive digital tools transform phraseological learning by leveraging engagement, repetition, and visualisation, directly addressing secondary students' challenges with non-literal meanings in Uzbek and foreign languages.

Quizlet and Kahoot: Gamified Matching and Quizzes

Quizlet enables customizable flashcard sets for idioms and proverbs, where students match phrases like the Uzbek "ilm – oltin kalit" (knowledge is the golden key) to images or contexts via drag-and-drop. In a 45-minute lesson, teachers create class sets for 10-15 units; live games promote competition, boosting retention through multimodal input—text, audio, and visuals. Kahoot extends this with real-time quizzes: Students join via mobile devices for multiple-choice on proverb meanings (e.g., "kitob – do'st" as lifelong companion), with leaderboards fostering group

dynamics. These platforms align with Uzbekistan's secondary curricula by supporting Uzbek-English pairs, reducing translation errors and enhancing spontaneous recall during speaking tasks.

Anki: Spaced Repetition for Long-Term Retention

Anki's algorithm schedules reviews based on user performance, ideal for opaque phraseological units like English "kick the bucket" (to die) or Uzbek "suv – hayot" (water is life). Secondary students build decks with front-side phrases and back-side explanations, images, or sentences; the system intervals cards (daily to weekly), combating forgetting curves per Ebbinghaus principles. In Tashkent classrooms with tablet access, teachers assign homework decks synced to Google Classroom, tracking progress without grading burden. This method excels for grades 8-11, where cumulative proverb knowledge supports essay writing and debates, yielding 2-3x better retention than lists.

AR Apps: Visualizing Metaphors

Augmented Reality (AR) apps like Google Expeditions or Merge Cube visualise figurative idioms, overlaying 3D animations on devices – e.g., scanning a bucket to "kick" it dramatically for "kick the bucket," or animating a golden key unlocking knowledge for "ilm – oltin kalit." Free tools like ARLooper let teachers create custom scenes tying Uzbek proverbs to cultural visuals (e.g., flowing rivers for "suv – hayot"). In group activities, students rotate devices during pair work, discussing interpretations; this kinesthetic approach aids visual learners, bridging abstract semantics to concrete imagery. Though requiring initial setup, AR fits Uzbekistan's digital push, with offline modes suiting variable connectivity.

Tool	Core Feature	Uzbek Example Application	Student Benefit
Quizlet/Kahoot	Gamified quizzes	Matching "oltin kalit" to scenarios	Motivation via competition
Anki	Spaced repetition	Reviewing proverb decks	Sustained recall
AR Apps	Metaphor visualization	Animating "kitob – do'st"	Deeper comprehension

These tools integrate seamlessly, with hybrid lessons combining Quizlet warm-ups, Anki homework, and AR demos for comprehensive competence building.

Implementation Framework

This section outlines a practical, 45-minute lesson framework for integrating digital tools into Uzbekistan's general secondary schools, tailored for grades 5-11 Uzbek language or EFL classes. It structures activities around warm-up, practice, and reflection, ensuring accessibility amid Tashkent's varying tech infrastructure (smartphones common, school Wi-Fi inconsistent).

Lesson Structure

Warm-up (5-7 minutes): Launch a Quizlet Live or Kahoot quiz on 8-10 phraseological units (e.g., Uzbek "ilm – oltin kalit" matched to "knowledge unlocks opportunities"). Students join via QR code on shared devices; instant feedback engages all, activating prior knowledge without preparation overload.

Practice (25-30 minutes): Divide into group challenges using hybrid tools. Groups rotate stations: Anki decks for individual spaced repetition review, AR apps (offline mode) for visualizing idioms like "kick the bucket" via phone cameras, and Kahoot team quizzes for production tasks (e.g., create sentences with "kitob – do'st"). The teacher circulates, prompting peer explanations to build communicative use.

Reflection (8-10 minutes): Students share one insight via shared Google Doc or verbal round-robin (e.g., "AR helped me 'see' the proverb's meaning"). Homework: Anki review of lesson units. This phased approach scaffolds from recognition to fluency.

Addressing Tashkent Tech Access

Leverage widespread smartphone ownership (90%+ among urban youth); use free/low-data apps with offline caching (Anki exports, Quizlet images). For low-connectivity schools, pre-download sets on teacher devices via USB sharing. Aligns with Uzbekistan's 2025-2030 Digital Education Strategy, requiring minimal hardware (1:4 device ratio feasible).

Phase	Time	Tools	Objectives
Warm-up	5-7 min	Quizlet/Kahoot	Activation & fun
Practice	25-30 min	Anki + AR	Contextual production
Reflection	8-10 min	Shared docs	Metacognition

This scalable model fits national 45-minute periods, promoting equity across Uzbekistan districts.

Conclusion: Interactive digital tools like Quizlet, Anki, and AR apps offer transformative potential for phraseological competence in Uzbekistan's secondary schools, shifting from rote to dynamic mastery of idioms and proverbs.

Phased adoption – starting with pilot classes in Tashkent, expanding via teacher workshops—ensures sustainable gains in retention, cultural insight, and fluency. Policymakers should prioritise training (e.g., 20-hour modules on app integration) and subsidies for offline tools, aligning with national linguacultural goals.

This framework not only elevates classroom practice but also contributes to broader dissertation aims on innovative methods, fostering linguistically adept generations.

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"NOGIRONLIK" TUSHUNCHASI IFODALARINING MEDIYADA QO‘LLANILI MISOLIDA IJTIMOIY LINGVISTIK TAHLILI

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Annotatsiya. Ushbu maqolada nogironlik tushunchasining jamiyat ongida qabul qilinishi va talqin etilishi ijtimoiy-lingvistik jihatdan tahlil qilinadi. Tadqiqotda nogironlik bilan bog‘liq terminlarning mediyada qo‘llanishi, ularning nogironligi bo‘lgan shaxslar bilan ijtimoiy munosabat va muloqot jarayonlariga ta’siri, shuningdek, bu terminlar asosida shakllanuvchi stereotiplarning sabablari va

oqibatlari o‘rganiladi. Maqolada nogironlikning tibbiy modeli va ijtimoiy modeli o‘rtasidagi farqlar yoritilib, zamonaviy inkluziv yondashuvning mazmuni ochib beriladi. Shuningdek, O‘zbekistonda nogironlikka oid qarashlarning o‘zgarishi, xususan, media matnlarida “imkoniyati cheklangan shaxs”, “nogironligi bo‘lgan shaxs” kabi ifodalarning qo‘llanishi tanqidiy tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, mediyada ishlatiladigan terminologiya jamiyatning nogironligi bo‘lgan shaxslarga nisbatan munosabatini shakllantirishda muhim omil bo‘lib, to‘g‘ri va inkluziv til birliklaridan foydalanish ijtimoiy tenglikni mustahkamlashga xizmat qiladi.

Abstract. This article analyzes the perception and interpretation of the concept of disability in society from a sociolinguistic perspective. The study examines the use of disability-related terms in the media, their impact on social relations and communication processes with persons with disabilities, as well as the causes and consequences of stereotypes formed on the basis of these terms. The article highlights the differences between the medical model and the social model of disability and reveals the content of a modern inclusive approach. It also critically analyzes the changing views on disability in Uzbekistan, in particular, the use of expressions such as “disabiled person” and “person with disabilities” in media texts. The results of the study show that the terminology used in the media is an important factor in shaping society's attitude towards persons with disabilities, and the use of correct and inclusive language units serves to strengthen social equality.

Tayanch so‘zlar: *nogironlik, nogironlikning ijtimoiy modeli, media, qahramon obrazi, stereotip, inkluziv muhit.*

Kirish. Nogironlik tushunchasi asrlar davomida turli yondashuvlar asosida talqin qilinib kelgan. Unga ba’zan hayriya obyekti, ba’zan esa tibbiy tashxis nuqtai nazaridan qaralgan. Uzoq yillar davomida jamiyatda nogironlik ko‘proq shaxsning individual muammosi sifatida baholanib, asosiy e’tibor uning jismoniy yoki ruhiy cheklanishiga qaratilgan. Biroq XX asrda Britaniyada shakllangan nogironlikning ijtimoiy modeli ushbu yondashuvni tubdan o‘zgartirdi. Ushbu modelga ko‘ra, nogironlik insonning o‘zida emas, balki uning to‘laqonli ishtirokiga to‘sqinlik qiluvchi ijtimoiy, madaniy va infratuzilmaviy to‘siqlarda namoyon bo‘ladi.

O‘zbekistonda ham nogironlikka doir qarashlar so‘nggi yillarda sezilarli darajada o‘zgarib bormoqda. Ayniqsa, inkluziv ta’lim, inkluziv bandlik va teng imkoniyatlarni ta’minlashga qaratilgan islohotlar nogironlikning ijtimoiy modeliga yaqinlashish jarayonini tezlashtirdi. 2021-yilda O‘zbekiston Respublikasi tomonidan BMTning Nogironlar huquqlari to‘g‘risidagi konvensiyasi ratifikatsiya qilinishi bu yo‘nalishdagi muhim qadam bo‘ldi.

Mazkur maqolaning maqsadi nogironlik tushunchasining mediyada qanday ifodalanishini, ushbu ifodalar jamiyat ongida qanday tasavvurlarni shakllantirishini hamda nogironligi bo‘lgan shaxslarga nisbatan ijtimoiy munosabatga qanday ta’sir ko‘rsatishini ijtimoiy-lingvistik jihatdan tahlil qilishdan iborat.

Adabiyotlar sharhi. Zamonaviy ilmiy adabiyotlarda “nogironlik” tushunchasi statik tibbiy holat emas, balki dinamik ijtimoiy konsepsiya sifatida qaralmoqda. Birlashgan Millatlar Tashkilotining Nogironlar huquqlari to‘g‘risidagi

konvensiyasiga muvofiq, nogironlik bu shaxsning jismoniy, aqliy yoki hissiy xususiyatlari hamda jamiyatdagi mavjud to‘siqlarning o‘zaro ta’siri natijasidir. Ushbu ta’rif nogironlikni “shaxsiy fojia” sifatida emas, balki ijtimoiy tengsizlik va barrerlar mahsuli sifatida tushunishga asos yaratadi.

Jahon sog‘liqni saqlash tashkiloti nogironlikni yanada kengroq doirada izohlaydi va uni atrof-muhit, sog‘liq bilan bog‘liq holatlar, genetik omillar, infeksiyalar yoki baxtsiz hodisalar natijasida vujudga keladigan holat deb baholaydi. Bu esa nogironlik masalasining global va ko‘p qirrali ekanini ko‘rsatadi.Nogironlikning ijtimoiy modeli bo‘yicha faol tadqiqot olib borgan olimlardan biri Michael Oliver hisoblanadi. U ijtimoiy modelni “nazariya, g‘oya yoki konsepsiya emas, balki amaliy vosita” deb ta’riflaydi. Uning fikricha, nogironligi bo‘lgan shaxslar duch keladigan asosiy muammolar ularning individual nuqsonlaridan emas, balki ijtimoiy chetlatish va tizimli to‘siqlardan kelib chiqadi. Media va nogironlik masalasini o‘rgangan tadqiqotchilar ham nogironligi bo‘lgan shaxslarning ommaviy axborot vositalarida aks etishi jamiyatdagi tasavvurlarga bevosita ta’sir ko‘rsatishini qayd etadilar. Barnes nogironlikning mediadagi tasviri ko‘pincha stereotiplashganini, ya’ni nogironligi bo‘lgan shaxslar “bechora”, “yordamga muhtoj” yoki aksincha, “qahramon” sifatida ko‘rsatilishini ta’kidlaydi. Shakespeare esa ijtimoiy modelning ilmiy va amaliy ahamiyatini ko‘rsatib, nogironlikni jamiyatning o‘zi ishlab chiqaradigan to‘siqlar bilan bog‘laydi.

Metodologiya. Mazkur tadqiqot **ijtimoiy-lingvistik yondashuv** asosida olib borildi. Tadqiqot jarayonida quyidagi metodlardan foydalanildi**.** Birinchidan, qiyosiy-tahliliy metod asosida nogironlikka oid “imkoniyati cheklangan shaxs”, “nogiron”, “nogironligi bo‘lgan shaxs” kabi atamalarning semantik xususiyatlari va ularning ijtimoiy modelga mosligi tahlil qilindi. Ikkinchidan, kontekstual tahlil metodi yordamida ommaviy axborot vositalaridagi nogironlik bilan bog‘liq xabarlar, rasmiy bayonotlar va media materiallarda qo‘llanilgan til birliklari o‘rganildi**.** Uchinchidan**,** diskursiv tahlil asosida media matnlarida nogironlik qanday tasvirlanishi hamda tibbiy, hayriya va ijtimoiy modellarning qaysi ifodalarda namoyon bo‘lishi aniqlashga harakat qilindi.

Tadqiqot materiali sifatida nogironlik masalasiga oid ilmiy adabiyotlar, xalqaro hujjatlar, qonunchilik manbalari hamda O‘zbekiston mediasida uchraydigan ayrim matn namunalari olindi.

Natijalar. Tahlil natijalariga ko‘ra, nogironlik tushunchasining mediadagi ifodalanishi hali ham bir xil va barqaror me’yor asosida shakllanmagan. Ayrim holatlarda nogironlik zamonaviy ijtimoiy modelga mos ravishda talqin qilinsa, boshqa holatlarda esa eski tibbiy yoki hayriya modeliga xos yondashuvlar saqlanib qolgan.

Birinchi natija shundan iboratki, media matnlarida “imkoniyati cheklangan shaxs” va “nogironligi bo‘lgan shaxs” iboralari ko‘pincha sinonim sifatida qo‘llanadi. Vaholanki, ularning semantik va mafkuraviy asoslari turlicha. “Imkoniyati cheklangan shaxs” iborasi shaxsning resurslari va imkoniyatlari kamligini anglatib, e’tiborni individual cheklanishga qaratadi. “Nogironligi bo‘lgan

shaxs” iborasi esa shaxsni avvalo inson sifatida ko‘rib, nogironlikni uning yagona identifikatori darajasiga tushirmaydi.

Ikkinchi natija shuni ko‘rsatdiki, mediyada nogironligi bo‘lgan shaxslar ko‘pincha ikki qutbli obrazda aks etadi: bir tomondan “bechora”, ikkinchi tomondan esa “qahramon”. Bunday tasvir usuli jamiyatda real va muvozanatli tasavvur shakllanishiga to‘sqinlik qiladi. Chunki nogironligi bo‘lgan shaxs oddiy ijtimoiy subyekt sifatida emas, balki istisno holat sifatida ko‘rsatiladi.

Uchinchi natija sifatida nogironlik tushunchasining “sog‘lom” so‘zi bilan zid qo‘yilishi kamsituvchi ma’no keltirib chiqarishi aniqlandi. Chunki barcha nogironligi bo‘lgan shaxslar kasal emas, barcha kasal insonlar ham nogiron emas. Demak, “nogiron” va “sog‘lom” oppozitsiyasining o‘zi semantik jihatdan muammoli.

To‘rtinchi natija sifatida shuni aytish mumkinki, media diskursida ishlatiladigan terminologiya nogironligi bo‘lgan shaxslarga nisbatan ijtimoiy munosabatni bevosita shakllantiradi. Noto‘g‘ri terminlar achinish, ajratish yoki stereotiplashni kuchaytirsa, inkluziv terminlar tenglik va hurmat tamoyillarini mustahkamlaydi.

Muhokama. Tadqiqot natijalari nogironlikka oid terminologiyani shunchaki til birligi sifatida emas, balki ijtimoiy ongni shakllantiruvchi vosita sifatida ko‘rish zarurligini ko‘rsatadi. Media nafaqat axborot uzatadi, balki qadriyatlar va ijtimoiy me’yorlarni ham ishlab chiqaradi. Shu sababli unda ishlatiladigan har bir termin muayyan mafkuraviy yukni o‘zida mujassam etadi.

Agar nogironligi bo‘lgan shaxslar haqida faqat rahm-shafqat uyg‘otuvchi ohangda gapirilsa, bu ularni teng huquqli fuqaro sifatida emas, yordamga muhtoj obyekt sifatida tasavvur qilishga olib keladi. Aksincha, faqat “qahramonlik” diskursi orqali yoritish ham boshqa bir stereotipni yuzaga keltiradi. Bunday holatda nogironligi bo‘lgan shaxslardan doim favqulodda iroda, matonat yoki alohida yutuqlar kutiladi. Natijada kundalik hayotda yashayotgan oddiy insonlarning real ehtiyojlari ko‘rinmay qoladi.

Shuningdek, maqolada keltirilgan tahlillar O‘zbekistonda nogironlikning ijtimoiy modeliga o‘tish jarayoni til va diskurs darajasida hali to‘liq yakunlanmaganini ko‘rsatadi. Qonunchilik va davlat siyosatida inkluziv tamoyillar mustahkamlanayotgan bo‘lsa-da, media matnlarida eski modelga xos birliklar va qarashlar saqlanib qolmoqda. Bu esa ijtimoiy islohotlarning mazmuni keng jamoatchilik tomonidan hali yetarli darajada anglanmaganini anglatadi.

Demak, nogironlikka oid medial nutqni takomillashtirish uchun jurnalistlar, muharrirlar, pedagoglar va tadqiqotchilar o‘rtasida yagona inkluziv til me’yorlarini shakllantirish zarur. Bu nafaqat til masalasi, balki inson huquqlari, ijtimoiy tenglik va madaniy o‘zgarish masalasidir.

Xulosa. Xulosa qilib aytganda, nogironlik har bir insonning o‘ziga xos hayotiy holatlaridan biri bo‘lib, u shaxsning jamiyatdagi qadr-qimmatini kamaytirmaydi. Nogironligi bo‘lgan shaxslar teng yashash, ta’lim olish, ishlash va jamiyat hayotida to‘laqonli ishtirok etish huquqiga ega.

Mazkur tadqiqot mediyada nogironlik tushunchasining ifodalanishi ijtimoiy ong va munosabatlarga kuchli ta’sir ko‘rsatishini ko‘rsatdi. Nogironlikka oid terminlarning noto‘g‘ri yoki stereotipik qo‘llanishi jamiyatda ajratish, kamsitish va biryoqlama tasavvurlarni kuchaytiradi. To‘g‘ri, hurmatga asoslangan va ijtimoiy modelga mos terminologiya esa inklyuziv muhit shakllanishiga xizmat qiladi.

Shu bois nogironlikni mediyada tasvirlashda terminologiyani yangilash masalasi oddiy uslubiy o‘zgarish emas, balki jamiyatning nogironligi bo‘lgan shaxslarga bo‘lgan munosabatini achinish va chetlatish darajasidan teng huquqlilik va hurmat darajasiga ko‘tarish vositasidir.

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METHODOLOGICAL ASPECTS OF INTEGRATING WIKI TECHNOLOGY INTO EFL INSTRUCTION FOR NON-PHILOLOGICAL STUDENTS

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Abstract: The rapid development of digital technologies has significantly influenced modern educational practices, particularly in the field of foreign language teaching. In recent years, the integration of Web 2.0 tools has become an important component of innovative pedagogical approaches aimed at improving students’ communicative competence and collaborative learning skills. Among these technologies, wiki platforms have gained considerable attention due to their interactive and collaborative nature. This article explores the methodological aspects of integrating wiki technology into English as a Foreign Language (EFL) instruction for non-philological students. The study discusses the pedagogical potential of wiki tools in promoting collaborative learning, enhancing writing skills, and increasing students’ motivation in language learning environments. Particular attention is given to the role of wiki platforms in supporting student-centered learning and fostering active participation in the educational process. The article also analyzes the theoretical foundations of using wiki technology in language teaching and outlines practical strategies for its implementation in EFL classrooms. The findings suggest that wiki-based learning environments can create opportunities for meaningful interaction, collaborative knowledge construction, and the development of digital literacy skills among students. Consequently, the integration of wiki technology into EFL instruction may serve as an effective methodological approach in teaching English to non-philological students in higher education institutions.

Keywords: Wiki technology, EFL teaching, Web 2.0 tools, collaborative learning, digital pedagogy, non-philological students

Аннотация: Быстрое развитие цифровых технологий оказало значительное влияние на современные образовательные практики, особенно в сфере преподавания иностранных языков. В последние годы интеграция инструментов Web 2.0 стала важным компонентом инновационных педагогических подходов, направленных на развитие коммуникативной компетенции студентов и навыков совместного обучения. Среди таких технологий особое внимание привлекают вики-платформы благодаря их интерактивному и коллаборативному характеру. В данной статье рассматриваются методологические аспекты интеграции вики-технологий в преподавание английского языка как иностранного (EFL) студентам нефилологических специальностей. В исследовании анализируется педагогический потенциал вики-инструментов в развитии навыков письменной речи, стимулировании совместной учебной деятельности и повышении мотивации студентов к изучению языка. Особое внимание

уделяется роли вики-платформ в реализации студентоцентрированного обучения и активизации участия обучающихся в образовательном процессе. Также рассматриваются теоретические основы применения вики-технологий в преподавании языка и предлагаются практические рекомендации по их использованию в аудитории. Результаты исследования показывают, что использование вики-среды способствует развитию совместного конструирования знаний, интерактивного общения и цифровой грамотности студентов.

Ключевые слова: вики-технологии, обучение английскому языку, инструменты Web 2.0, совместное обучение, цифровая педагогика, студенты нефилологических специальностей

Annotatsiya: Raqamli texnologiyalarning jadal rivojlanishi zamonaviy ta’lim tizimiga, ayniqsa chet tillarni o‘qitish jarayoniga sezilarli ta’sir ko‘rsatmoqda. So‘nggi yillarda Web 2.0 vositalarini ta’lim jarayoniga integratsiya qilish talabalar kommunikativ kompetensiyasini rivojlantirish hamda hamkorlikda o‘qish ko‘nikmalarini shakllantirishga qaratilgan innovatsion pedagogik yondashuvlarning muhim qismiga aylandi. Ushbu texnologiyalar orasida viki platformalar o‘zining interaktiv va hamkorlikka asoslangan xususiyatlari bilan alohida ahamiyat kasb etadi. Mazkur maqolada nofilologik ta’lim yo‘nalishi talabalariga ingliz tilini o‘rgatishda viki texnologiyasini qo‘llashning metodologik jihatlari tahlil qilinadi. Tadqiqotda viki texnologiyalarining yozma nutq ko‘nikmalarini rivojlantirish, talabalar o‘rtasida hamkorlikni kuchaytirish hamda o‘quv motivatsiyasini oshirishdagi pedagogik imkoniyatlari yoritib beriladi. Shuningdek, viki platformalarining talaba markazli ta’limni tashkil etishdagi roli ham ko‘rib chiqiladi. Maqolada viki texnologiyasidan foydalanishning nazariy asoslari hamda uni EFL dars jarayoniga joriy etish bo‘yicha amaliy tavsiyalar keltiriladi. Natijalar shuni ko‘rsatadiki, viki asosidagi o‘qitish muhiti talabalar o‘rtasida bilimlarni birgalikda yaratish, interaktiv muloqot va raqamli savodxonlikni rivojlantirish uchun samarali imkoniyat yaratadi.

Kalit so’zlar: viki texnologiyasi, ingliz tilini o‘qitish, Web 2.0 vositalari, hamkorlikda o‘qitish, raqamli pedagogika, nofilologik talabalar

Introduction: The integration of digital technologies into education has transformed the traditional approaches to teaching and learning across various disciplines (Ajjan & Hartshorne, 2008). In the context of foreign language education, technological innovations have created new opportunities for improving the quality and effectiveness of language instruction. Modern educational environments increasingly rely on digital tools that facilitate interactive learning, collaborative knowledge construction, and active student participation.

In recent years, the concept of technology-enhanced language learning has gained considerable attention among educators and researchers (Warschauer & Grimes, 2007). The rapid development of the internet and digital communication tools has introduced a wide range of educational platforms that can support language acquisition in innovative ways. Among these tools, Web 2.0 technologies have

become particularly significant due to their ability to promote collaboration, information sharing, and user-generated content (Duffy & Bruns, 2006).

One of the most widely used Web 2.0 tools in education is wiki technology (Richardson, 2010). A wiki is an online collaborative platform that allows users to create, edit, and organize content collectively. This technology enables students to participate actively in the learning process by contributing their ideas, editing shared materials, and engaging in collaborative writing tasks. Such features make wiki platforms especially valuable in language learning environments where communication, interaction, and cooperation play a crucial role.

Teaching English to non-philological students presents specific methodological challenges. Unlike students majoring in linguistics or philology, non-philological students often study English as a supporting subject related to their professional field. As a result, traditional language teaching methods may not always provide sufficient opportunities for meaningful communication and practical language use. Therefore, educators need to adopt innovative teaching strategies that can increase student engagement and facilitate the development of communicative competence.

The integration of wiki technology into EFL instruction offers promising opportunities for addressing these challenges. Wiki-based learning environments support collaborative activities that encourage students to work together on shared tasks, exchange ideas, and improve their writing skills. Moreover, such platforms promote learner autonomy and allow students to become active participants in the learning process rather than passive recipients of information.

Another important advantage of wiki technology is its ability to support student-centered learning. In traditional classrooms, the teacher often serves as the primary source of knowledge. However, modern pedagogical approaches emphasize the importance of shifting the focus from teacher-centered instruction to learner-centered environments. Wiki platforms provide a space where students can collaboratively construct knowledge, discuss ideas, and contribute to shared learning resources. Furthermore, the use of wiki technology can enhance students’ digital literacy skills, which are increasingly important in the contemporary information society. By participating in collaborative online projects, students learn how to search for information, evaluate sources, organize digital content, and communicate effectively in online environments. These competencies are essential not only for language learning but also for students’ future academic and professional activities.

Considering these advantages, the integration of wiki technology into EFL teaching for non-philological students deserves thorough methodological analysis. Understanding the theoretical foundations and practical strategies for implementing wiki-based learning can help educators design more effective and engaging language courses.

Therefore, the purpose of this article is to examine the methodological aspects of integrating wiki technology into English language instruction for non-philological students. The study focuses on analyzing the pedagogical potential of wiki

platforms, exploring their role in collaborative learning, and identifying effective strategies for their implementation in EFL classrooms.

Literature Review: The growing integration of digital technologies into education has led to significant changes in the methods and approaches used in foreign language teaching. Researchers and educators increasingly emphasize the importance of technology-enhanced learning environments that encourage active student participation, collaboration, and independent knowledge construction. In this context, Web 2.0 technologies have emerged as powerful tools that support interactive and learner-centered approaches to language instruction.

Web 2.0 refers to a generation of internet-based tools that enable users to create, share, and collaborate on content online (Duffy & Bruns, 2006). Unlike traditional web resources that primarily provide static information, Web 2.0 technologies allow users to actively contribute to the creation and modification of digital materials. Blogs, forums, social networks, and wikis are among the most widely used Web 2.0 tools in educational settings. These technologies promote communication, collaboration, and knowledge sharing among learners.

One of the most important advantages of Web 2.0 tools in language education is their ability to facilitate collaborative learning. Collaborative learning is an educational approach in which students work together to achieve shared learning goals (Warschauer & Grimes, 2007). According to many scholars in the field of pedagogy, collaboration encourages students to exchange ideas, negotiate meaning, and develop critical thinking skills. In foreign language learning, collaborative activities are particularly beneficial because they provide learners with opportunities to practice communication and interact with peers in meaningful contexts.

Among the various Web 2.0 tools available for educational purposes, wiki technology has attracted considerable attention from researchers and educators (Richardson, 2010). A wiki is a collaborative online platform that allows users to create, edit, and organize web pages collectively. The most well-known example of a wiki platform is Wikipedia, which demonstrates the potential of collaborative knowledge creation on a global scale. In educational contexts, wiki platforms are often used to support group projects, collaborative writing tasks, and the development of shared learning resources.

Researchers highlight several pedagogical advantages of using wiki technology in language teaching. First, wiki platforms support collaborative writing, which is an essential component of language learning. Through collaborative writing activities, students work together to produce texts, edit each other’s contributions, and improve the overall quality of their work (Kessler, 2009). This process encourages peer feedback and promotes deeper engagement with language structures and vocabulary.

Second, wiki technology promotes learner autonomy. Traditional language teaching methods often position the teacher as the main source of knowledge, while students play a relatively passive role in the learning process. However, wiki-based learning environments encourage students to take greater responsibility for their own

learning. By contributing to shared content, students become active participants in the educational process and develop independent learning skills.

Another important aspect of wiki-based learning is the development of digital literacy. In the modern information society, students are expected to possess not only linguistic competence but also the ability to effectively use digital tools and online resources. Working with wiki platforms allows students to develop skills such as information search, digital content organization, online communication, and collaborative knowledge construction.

Several studies have also emphasized the motivational benefits of using technology in language learning. Digital platforms often create more engaging and interactive learning environments compared to traditional classroom methods. When students participate in online collaborative activities, they may feel more motivated to contribute their ideas and express themselves in the target language. This increased motivation can positively influence language learning outcomes.

Despite these advantages, the successful implementation of wiki technology in language teaching requires careful methodological planning. Teachers must design appropriate tasks, provide clear instructions, and monitor students’ collaborative activities to ensure that learning objectives are achieved. In addition, students need to receive guidance on how to use wiki platforms effectively and responsibly.

Considering these factors, the integration of wiki technology into EFL instruction should be based on well-developed methodological principles. Understanding the theoretical foundations and practical applications of wiki-based learning can help educators create more effective and engaging language learning environments for non-philological students.

Methodology: This study focuses on the methodological aspects of integrating wiki technology into English as a Foreign Language instruction for non-philological students in higher education institutions. The research is primarily theoretical and analytical in nature, aiming to examine the pedagogical potential of wiki platforms and to propose methodological strategies for their effective use in language teaching.

The research methodology is based on several complementary approaches, including theoretical analysis, comparative analysis, and pedagogical observation. The theoretical analysis involves examining existing literature on technology-enhanced language learning, collaborative learning, and the use of Web 2.0 tools in education. By analyzing previous studies and scholarly publications, the research identifies key principles and concepts that support the use of wiki technology in language teaching.

The comparative analysis method is used to compare traditional language teaching approaches with technology-supported learning environments. This comparison helps to highlight the advantages of integrating digital tools such as wiki platforms into EFL instruction. Particular attention is given to the differences between teacher-centered and student-centered learning models.

Another important component of the methodology is the analysis of practical strategies for implementing wiki technology in the classroom. Based on the theoretical findings, several methodological stages for integrating wiki platforms into EFL instruction are proposed.

The first stage involves the introduction of the wiki platform to students. At this stage, the teacher explains the purpose of using the platform, demonstrates its basic functions, and provides instructions on how students can create and edit content collaboratively. This stage is essential for ensuring that students understand how the technology works and how it will be used in the learning process.

The second stage focuses on organizing collaborative learning tasks. Students may be divided into small groups and assigned specific topics related to the course content. Each group is responsible for creating and developing a wiki page that includes relevant information, explanations, examples, and references. Through this process, students practice writing in English while also learning to cooperate with their peers.

The third stage involves peer review and collaborative editing. Students read and evaluate the contributions of other groups, provide feedback, and suggest improvements. This stage encourages critical thinking and allows students to learn from each other’s work.

The final stage includes reflection and evaluation. The teacher assesses the quality of students’ contributions, the level of collaboration, and the overall effectiveness of the wiki-based activities. Students may also reflect on their learning experiences and discuss the challenges and benefits of working with wiki technology.

By following these methodological stages, educators can effectively integrate wiki platforms into EFL instruction and create a collaborative learning environment that supports language development and digital competence.

Discussion: The integration of wiki technology into foreign language teaching offers several pedagogical benefits that can significantly improve the learning process for non-philological students. One of the most notable advantages is the promotion of collaborative learning. When students work together on shared online projects, they have opportunities to exchange ideas, discuss concepts, and collectively construct knowledge. Such collaborative activities contribute to the development of communication skills and encourage active participation in the learning process.

Another important benefit of wiki-based learning is the improvement of students’ writing skills. Writing is often considered one of the most challenging aspects of foreign language learning, particularly for students who do not specialize in language studies. Collaborative writing tasks on wiki platforms allow students to gradually develop their writing abilities through continuous practice, peer feedback, and revision of their texts (Kessler, 2009).

Wiki technology also supports student-centered learning, which is widely recognized as an effective pedagogical approach in modern education. In student-centered environments, learners take an active role in constructing knowledge rather

than passively receiving information from the teacher. By contributing to wiki pages, editing content, and participating in online discussions, students become active participants in the educational process.

Furthermore, the use of wiki platforms can increase students’ motivation to learn a foreign language. Digital technologies often make learning more engaging and interactive (Ajjan & Hartshorne, 2008). When students use online tools to collaborate and share their ideas, they may feel more confident and interested in participating in language activities. Increased motivation can positively influence both the learning experience and academic performance.

In addition to linguistic benefits, wiki-based learning contributes to the development of digital literacy skills. Students learn how to navigate online platforms, organize digital information, and communicate effectively in virtual environments. These skills are essential for success in modern academic and professional contexts.

However, the successful implementation of wiki technology also requires certain conditions. Teachers must carefully design tasks that encourage meaningful collaboration and ensure that all students participate actively. In addition, students need to be provided with clear guidelines on how to work collaboratively and how to evaluate online information sources.

Overall, the discussion demonstrates that wiki technology has significant potential as a pedagogical tool in EFL instruction. When used effectively, it can support collaborative learning, improve writing skills, enhance student motivation, and develop digital competence among non-philological students.

Conclusion: The integration of digital technologies into education has become an essential component of modern teaching practices. In the field of foreign language instruction, technological tools provide new opportunities for enhancing the effectiveness of the learning process and creating more interactive educational environments.

This study has examined the methodological aspects of integrating wiki technology into English as a Foreign Language instruction for non-philological students. The analysis has shown that wiki platforms offer several pedagogical advantages, including support for collaborative learning, improvement of writing skills, promotion of learner autonomy, and development of digital literacy.

The findings suggest that wiki-based learning environments can create conditions for active student participation and collaborative knowledge construction. Through collaborative writing tasks, peer feedback, and shared online projects, students can improve their language competence while also developing important communication and teamwork skills.

At the same time, the successful use of wiki technology requires careful methodological planning. Teachers should design appropriate learning activities, provide clear instructions, and guide students throughout the collaborative process. Proper integration of digital tools into language teaching can significantly enhance the quality of educational outcomes.

In conclusion, wiki technology represents a valuable resource for modern language education. Its integration into EFL instruction can help educators create dynamic and interactive learning environments that support both linguistic development and digital competence among non-philological students.

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ПРИМЕНЕНИЕ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА ПРИ ОБУЧЕНИИ КИТАЙСКОМУ ЯЗЫКУ

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Аннотация. В условиях глобализации и стремительного развития технологий искусственного интеллекта изучение иностранных языков, в частности китайского, приобретает особую значимость, открывая новые возможности для расширения образовательных границ и повышения вовлеченности обучающихся. Китайский язык, являясь одним из наиболее востребованных в современном мире, требует применения эффективных и гибких методик обучения, способных учитывать индивидуальные особенности студентов и специфику языка.

Современные технологии искусственного интеллекта предлагают инновационные подходы к организации учебного процесса, обеспечивая высокий уровень интерактивности и персонализации. Использование адаптивных обучающих систем, интеллектуальных чат-ботов, технологий анализа текста и речи, а также игровых решений способствует развитию ключевых языковых навыков, включая говорение, аудирование, чтение и письмо. Кроме того, данные инструменты позволяют автоматизировать

процесс оценки знаний и предоставлять обучающимся оперативную обратную связь.

В статье рассматриваются основные направления применения искусственного интеллекта в обучении китайскому языку, а также анализируется их влияние на эффективность образовательного процесса. Особое внимание уделяется вопросам персонализации обучения, повышению мотивации и формированию интерактивной образовательной среды, что делает использование ИИ перспективным направлением развития современной педагогики.

Ключевые слова: искусственный интеллект, китайский язык, преподавание, методология, технология

Введение. В условиях стремительного развития цифровых технологий и глобализации образования особую актуальность приобретает внедрение инновационных решений в процесс обучения иностранным языкам. Китайский язык, как один из наиболее востребованных в современном мире, требует использования эффективных и гибких методик преподавания, способных учитывать индивидуальные особенности обучающихся. В этой связи технологии искусственного интеллекта (ИИ) становятся важным инструментом, позволяющим модернизировать традиционные подходы к обучению и повысить его результативность.

Искусственный интеллект открывает новые возможности для персонализации образовательного процесса, автоматизации оценки знаний, а также создания интерактивной и мотивирующей учебной среды. Применение ИИ в обучении китайскому языку позволяет учитывать сложность его фонетической, иероглифической и грамматической системы, предлагая обучающимся адаптивные задания, интеллектуальные системы распознавания речи и текста, а также виртуальных помощников.

Обзор литературы. Современные исследования применения искусственного интеллекта в обучении китайскому языку формируются в рамках глобального научного дискурса, объединяющего зарубежные, китайские, российские и узбекские научные школы.

Зарубежные авторы акцентируют внимание на теоретическом осмыслении и педагогической эффективности ИИ-технологий. В работах Ли Бэлль, Тан Ялин Лили, Ван Чаожань и Лоуэлл Виктория выделяются ключевые направления: персонализация обучения, развитие языковых навыков и интеграция интеллектуальных систем в образовательную среду.[1] Аналогично, А. Николаос подчеркивает значимость интеллектуальных тьюторных систем и диалоговых интерфейсов в развитии коммуникативной компетенции обучающихся.[2]

Китайские исследователи сосредоточены на практическом внедрении и разработке специализированных решений. Ван Юнлян отмечает снижение

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языковой тревожности и повышение мотивации при использовании ИИ.[3] Чэнь Чэнь и Гун Ян указывают на улучшение письменной речи и академических навыков, при этом подчеркивая необходимость критической оценки результатов генеративных моделей.[4] Шань Жун акцентирует внимание на формировании структурированных письменных высказываний.[5] В технологическом аспекте Ли Шэнь, Ху Жэньфэнь и Ван Лицзюнь[6], а также Ван Дун[7] разрабатывают специализированные языковые модели и системы оценки, ориентированные на китайский язык.

Российские исследования преимущественно ориентированы на методологический анализ А. Б. Уланова, А. Бунякова и А. Лазько подчеркивают необходимость сочетания количественных и качественных методов для комплексной оценки эффективности ИИ в обучении иностранным языкам.[8]

В узбекском научном контексте также наблюдается активное развитие данного направления. Д. Абдуллаев отмечает положительное влияние персонализированной ИИ-обратной связи на развитие академического письма,[9] тогда как С. М. Раджабова подчеркивает роль ИИ в адаптации учебного процесса и повышении его интерактивности.[10]

Методология исследования. Настоящее исследование основано на комплексном подходе, сочетающем теоретический анализ и элементы эмпирического обобщения. В качестве основной методологической базы использовались общенаучные методы, включая анализ, синтез, сравнение и обобщение научных источников по проблеме применения искусственного интеллекта в обучении китайскому языку как иностранному.

Для выявления ключевых тенденций и направлений применения ИИ использовался сравнительный анализ различных подходов, представленных в работах зарубежных, китайских, российских и узбекских исследователей. Особое внимание уделялось таким аспектам, как адаптивное обучение, использование чат-ботов и генеративных моделей, а также технологии анализа речи и текста.

Результаты исследования. В ходе исследования установлено, что применение технологий искусственного интеллекта существенно повышает эффективность обучения китайскому языку как иностранному. Выявлено, что

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наибольшую результативность демонстрируют адаптивные образовательные системы, чат-боты и генеративные модели, обеспечивающие персонализацию обучения и непрерывную обратную связь.

Определено, что использование ИИ способствует развитию ключевых языковых навыков, прежде всего письменной и устной речи, а также снижению языковой тревожности и повышению мотивации обучающихся. Кроме того, ИИ-инструменты позволяют оптимизировать процесс оценки знаний и адаптировать учебный контент под индивидуальные потребности студентов.

Обсуждение. Адаптивное обучение, являясь одним из наиболее прогрессивных направлений образовательных технологий, базируется на использовании искусственного интеллекта для формирования индивидуализированного учебного процесса. В сфере изучения китайского языка такие системы представляют собой инновационный подход, позволяющий учитывать индивидуальные особенности обучающихся, включая уровень подготовки, когнитивные способности и предпочтительный стиль усвоения материала.

Функционирование адаптивных систем основано на анализе учебной деятельности студента в режиме реального времени с последующей корректировкой содержания обучения, темпа и сложности заданий. В случае возникновения трудностей в освоении отдельных аспектов китайского языка система предлагает дополнительные упражнения, направленные на их проработку. Напротив, при успешном усвоении материала обучающийся получает доступ к более сложным заданиям, что способствует поддержанию мотивации и повышению эффективности обучения.

Примером подобной адаптивной образовательной системы является платформа ***Duolingo,*** которая использует алгоритмы искусственного интеллекта для формирования персонализированных траекторий обучения. Система анализирует ответы пользователей в процессе выполнения заданий, оценивает уровень их подготовки и особенности усвоения материала, после чего корректирует содержание и темп обучения с целью повышения его эффективности.

Дополнительно платформа обеспечивает оперативную обратную связь и систему поощрений в режиме реального времени, что способствует повышению вовлеченности и учебной мотивации. Важной особенностью адаптивных систем является учет различных стилей обучения: одни пользователи эффективнее воспринимают информацию через визуальные материалы (видео, инфографику), другие — через текст или аудио. На основе этих предпочтений система адаптирует формат представления учебного контента, делая процесс обучения более результативным и интересным. Помимо индивидуализации образовательного процесса, адаптивные системы обучения обеспечивают совершенствование оценочных механизмов за счет перехода от традиционных форм контроля (тестов и экзаменов) к непрерывной формативной оценке. В данном случае мониторинг учебной деятельности

осуществляется на протяжении всего периода обучения, что позволяет более точно фиксировать динамику усвоения знаний и оперативно корректировать содержание и структуру учебного процесса для достижения оптимальных образовательных результатов.

Таким образом, адаптивное обучение выступает эффективным инструментом в сфере преподавания иностранных языков, в частности китайского, обеспечивая гибкую и персонализированную организацию обучения, ориентированную на индивидуальные особенности обучающихся. Интеграция технологий искусственного интеллекта в данные системы способствует повышению эффективности, интерактивности и мотивационной привлекательности образовательного процесса, формируя новые перспективы развития современной педагогики.

Чат-боты, основанные на технологиях искусственного интеллекта, существенно расширяют возможности изучения китайского языка, предоставляя обучающимся интерактивную среду для практики в диалоговом формате, максимально приближенном к естественному общению. Подобные решения становятся важным инструментом в образовательном процессе, способствуя развитию навыков устной речи и аудирования за счет моделирования реалистичных коммуникативных ситуаций.

В качестве примеров можно выделить чат-боты на базе генеративных языковых моделей, такие как ***ChatGPT, Copilot (Microsoft) и Gemini (Google)***. Данные системы способны поддерживать диалог на различные темы, адаптироваться к уровню подготовки пользователя и обеспечивать непрерывную языковую практику, что способствует повышению мотивации и эффективности обучения.

ChatGPT представляет собой генеративную языковую модель, разработанную компанией *OpenAI*, предназначенную для обработки естественного языка, генерации связных текстов и ведения диалога с пользователем. В контексте обучения китайскому языку данная система используется для развития письменной и устной речи, объяснения грамматических особенностей и моделирования коммуникативных ситуаций.

Copilot (Microsoft) представляет собой интеллектуального ассистента, встроенного в программную среду и сервисы компании *Microsoft*. Он обеспечивает поддержку в создании текстов, обработке информации и организации диалогового взаимодействия. В образовательной практике *Copilot* может применяться для разработки учебных материалов, проверки заданий и повышения уровня интерактивности учебного процесса.

Gemini (Google) — это мультимодальная система искусственного интеллекта, разработанная компанией *Google*, способная обрабатывать различные типы данных, включая текстовую и визуальную информацию. В обучении китайскому языку *Gemini* применяется для построения адаптивных диалогов, объяснения языковых явлений и поддержки индивидуализированного обучения.

Платформы искусственного интеллекта предоставляют широкий спектр инструментов для языковой практики, включая распознавание речи, генерацию текста и интеллектуальный анализ, что способствует повышению интерактивности обучения. Использование чат-ботов позволяет обучающимся работать в индивидуальном темпе, выбирать релевантные темы и получать оперативную обратную связь, обеспечивая персонализированный подход к обучению.

Адаптивные возможности таких систем позволяют учитывать уровень подготовки студентов и постепенно усложнять учебные задания, что повышает эффективность усвоения материала. Кроме того, чат-боты способствуют развитию не только навыков говорения и аудирования, но и грамматической компетенции и словарного запаса за счет разнообразных интерактивных упражнений.

Таким образом, чат-боты на основе искусственного интеллекта выступают важным инструментом современного языкового образования, обеспечивая адаптивность, интерактивность и повышение мотивации обучающихся в процессе изучения китайского языка.

Игровые технологии, основанные на применении искусственного интеллекта, формируют новые подходы к обучению китайскому языку, обеспечивая интеграцию образовательного процесса в игровую среду. Данные инструменты способствуют повышению вовлеченности обучающихся за счет интерактивности и адаптации учебного контента к индивидуальному уровню подготовки.

Современные платформы, такие как ***HelloChinese, SuperChinese*** и ***ChineseSkill***, демонстрируют эффективность геймификации в освоении китайских иероглифов и расширении лексического запаса. Использование игровых механик в сочетании с адаптивными алгоритмами позволяет оптимизировать процесс обучения, делая его более результативным и мотивационно привлекательным.

HelloChinese представляет собой образовательную платформу, ориентированную преимущественно на начинающих изучающих китайский язык. Приложение использует геймифицированные и адаптивные методы обучения, включая распознавание речи, интерактивные задания и систематические курсы, соответствующие уровням HSK. Особенностью является интеграция аутентичных аудио- и видеоматериалов, а также обучение письменности и произношению, что способствует комплексному развитию языковых навыков.

SuperChinese — это интеллектуальная обучающая система, основанная на применении технологий искусственного интеллекта для персонализации учебного процесса. Приложение включает диагностическое тестирование уровня, адаптивные уроки, распознавание речи и методы интервального повторения, обеспечивая развитие всех видов речевой деятельности (говорение, аудирование, чтение и письмо). Обучение организовано в формате кратких модулей с учетом индивидуального темпа пользователя.

ChineseSkill представляет собой геймифицированное приложение для изучения китайского языка, разработанное с учетом методики преподавания китайского как иностранного. Оно охватывает основные аспекты языка, включая фонетику (пиньинь), иероглифику, лексику и грамматику, и направлено на развитие всех ключевых языковых навыков. Использование игровых механик и системы интервального повторения способствует эффективному закреплению материала и повышению мотивации обучающихся

Игровые технологии, основанные на применении искусственного интеллекта, способствуют комплексному развитию языковых навыков, включая чтение, письмо, говорение и аудирование, за счет использования разнообразных интерактивных заданий. Обучающиеся получают возможность практиковать произношение, осваивать новую лексику и грамматические структуры в условиях, приближенных к реальным коммуникативным ситуациям, что повышает эффективность усвоения материала.

Дополнительно геймифицированные элементы обучения оказывают положительное влияние на мотивацию учащихся, поскольку система достижений, поощрений и уровней способствует поддержанию устойчивого интереса к процессу обучения и стимулирует дальнейшее развитие языковых компетенций.

Таким образом, игровые технологии на основе искусственного интеллекта представляют собой эффективный и инновационный инструмент обучения китайскому языку, обеспечивающий интерактивность, вовлеченность и более глубокое усвоение учебного материала.

Инструменты искусственного интеллекта, ориентированные на анализ текста и речи, играют важную роль в обучении китайскому языку, обеспечивая автоматизированную проверку, корректировку и развитие языковых навыков. Данные технологии позволяют анализировать письменные и устные высказывания обучающихся, выявлять ошибки в грамматике, лексике и произношении, а также предоставлять оперативную и персонализированную обратную связь.

Системы анализа речи, такие как встроенные модули распознавания в приложениях ***HelloChinese*** и ***SuperChinese***, используются для оценки правильности произношения тонов и фонетики, что особенно важно при изучении китайского языка. Они позволяют обучающимся совершенствовать навыки говорения за счет повторения и автоматической коррекции.

Инструменты анализа текста, в свою очередь, применяются для проверки письменной речи. Например, ***Grammarly*** (с ограниченной поддержкой китайского) и специализированные китайские платформы, такие как ***Chinese Text Analyzer***, помогают выявлять грамматические ошибки, анализировать структуру предложений и расширять словарный запас.

Таким образом, технологии анализа текста и речи способствуют формированию устойчивых языковых навыков, обеспечивая точную диагностику ошибок и повышая эффективность обучения китайскому языку.

Заключение. Применение технологий искусственного интеллекта в обучении китайскому языку как иностранному формирует качественно новые подходы к организации образовательного процесса. Использование таких инструментов, как адаптивные обучающие системы, интеллектуальные чат-боты, технологии анализа текста и речи, а также игровые решения, способствует повышению эффективности, интерактивности и доступности обучения. Данные технологии обеспечивают возможность гибкой настройки учебного процесса с учетом индивидуальных особенностей обучающихся, что позволяет реализовать личностно-ориентированный подход.

Внедрение искусственного интеллекта в практику преподавания китайского языка способствует не только совершенствованию традиционных методов обучения, но и формированию новой образовательной среды, ориентированной на активное взаимодействие и самостоятельность учащихся. Адаптивные системы позволяют выстраивать индивидуальные траектории обучения, чат-боты обеспечивают постоянную языковую практику, а игровые технологии усиливают мотивацию и вовлеченность. В совокупности это создает условия для более глубокого и устойчивого усвоения языкового материала.

Особое значение имеет возможность непрерывной обратной связи и оперативной корректировки учебного процесса, что повышает его результативность и позволяет своевременно устранять пробелы в знаниях. Кроме того, использование ИИ способствует развитию автономности обучающихся, формированию навыков самоконтроля и самостоятельной работы, что является важным фактором в изучении сложных языков, таких как китайский.

Таким образом, интеграция искусственного интеллекта в обучение китайскому языку представляет собой перспективное направление развития современной педагогики. Несмотря на существующие ограничения, связанные с необходимостью педагогической адаптации технологий и обеспечением их корректного использования, потенциал ИИ в данной области является значительным. Дальнейшие исследования должны быть направлены на оценку долгосрочной эффективности данных технологий, а также на разработку оптимальных моделей их интеграции в образовательный процесс.

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МЕТОДИЧЕСКАЯ МОДЕЛЬ ОБУЧЕНИЯ КИТАЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ СЛАБОВИДЯЩИХ СТУДЕНТОВ В ВЫСШЕМ ОБРАЗОВАНИИ УЗБЕКИСТАНА: С УЧЁТОМ ОПЫТА КИТАЯ

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Аннотация: Статья посвящена разработке и теоретическому обоснованию методической модели обучения китайскому языку как иностранному (КЯИ) слабовидящих студентов в системе высшего образования Республики Узбекистан с учётом институционального опыта Китайской Народной Республики. Актуальность исследования обусловлена ростом стратегической значимости китайского языка в образовательном пространстве Узбекистана и расширением государственной политики инклюзивного образования, направленной на обеспечение равного доступа к приоритетным направлениям подготовки. В этих условиях особое значение приобретает иероглифическая природа китайского языка, требующая интенсивной зрительной обработки графического материала и создающая повышенную когнитивную нагрузку. Это обусловливает дополнительные методические трудности при обучении слабовидящих студентов и актуализирует необходимость разработки модели, основанной на мультимодальном подходе и ориентированной на снижение визуальной перегрузки. Под мультимодальным подходом в настоящем исследовании понимается целенаправленное комбинирование визуальных, аудиальных и вербально-описательных способов представления языкового материала с целью перераспределения когнитивной нагрузки и обеспечения функциональной доступности обучения.

Методологическую основу исследования составил качественный сравнительный анализ нормативно-правовой и институциональной базы Узбекистана и Китая в сочетании с анализом графической структуры китайских иероглифов и её влияния на организацию учебного процесса. Теоретическая рамка опирается на функциональную модель инвалидности (ICF), принципы Universal Design for Learning (UDL) и когнитивные теории переработки информации, что обеспечивает системное обоснование мультимодального подхода к обучению. Дополнительно учитывается китайская концепция Learning in Regular Classrooms (LRC), отражающая институциональный подход к реализации инклюзивного обучения.

Проведённый анализ показал, что традиционная методика преподавания китайского языка преимущественно ориентирована на визуальное восприятие, что создаёт барьеры для слабовидящих студентов. Графическая сложность иероглифов и необходимость одновременного соотнесения формы, значения и произношения усиливают когнитивную нагрузку. Несмотря на институциональную поддержку инклюзии, предметные методики остаются недостаточно адаптированными, что обусловливает разработку модели обучения, предусматривающей усиление аудиального компонента и структурную вербализацию иероглифов.

Ключевые слова: китайский язык как иностранный; слабовидящие студенты; инклюзивное образование; мультимодальный подход; иероглифическая письменность; когнитивная нагрузка.

Abstract: This article presents the development and theoretical substantiation of a methodological model for teaching Chinese as a Foreign Language (CFL) to visually impaired students in the higher education system of the Republic of Uzbekistan, taking into account the institutional experience of the People’s Republic of China. The relevance of the study stems from the growing strategic importance of the Chinese language in Uzbekistan’s educational landscape and the expansion of inclusive education policies aimed at ensuring equal access to priority fields of study.

Particular attention is paid to the logographic nature of the Chinese writing system, which requires intensive visual processing of graphic information and generates increased cognitive load. This creates additional methodological challenges for visually impaired students and necessitates the development of a model based on a multimodal approach aimed at reducing visual overload. In this study, the multimodal approach is defined as the purposeful integration of visual, auditory, and verbally descriptive modes of presenting linguistic material in order to redistribute cognitive load and ensure functional accessibility of learning.

The methodological framework is based on a qualitative comparative analysis of the regulatory and institutional systems of Uzbekistan and China, combined with an examination of the graphic structure of Chinese characters and its impact on the organization of the learning process. The theoretical foundation draws upon the functional model of disability (ICF), the principles of Universal Design for Learning (UDL), and cognitive theories of information processing,

providing a systematic justification for the proposed approach. The concept of Learning in Regular Classrooms (LRC) is also considered as an institutional model of inclusive education.

The findings indicate that traditional methods of teaching Chinese remain predominantly visually oriented, creating barriers for visually impaired students. The graphic complexity of Chinese characters and the need to process form, meaning, and pronunciation simultaneously increase cognitive load. Despite institutional support for inclusion, subject-specific methodologies remain insufficiently adapted, which substantiates the proposed model emphasizing auditory reinforcement and structured verbalization of Chinese characters.

Keywords: *Chinese as a Foreign Language; visually impaired students; inclusive education; multimodal approach; logographic writing system; cognitive load.*

Annotatsiya: Mazkur maqola O‘zbekiston Respublikasi oliy ta’lim tizimida ko‘zi ojiz va zaif ko‘ruvchi talabalarga xitoy tilini xorijiy til sifatida o‘qitishning metodik modelini ishlab chiqish va nazariy asoslashga bag‘ishlangan bo‘lib, unda Xitoy Xalq Respublikasining institutsional tajribasi hisobga olingan. Tadqiqotning dolzarbligi O‘zbekiston ta’lim makonida xitoy tilining strategik ahamiyati ortib borayotgani hamda ustuvor ta’lim yo‘nalishlariga teng kirishni ta’minlashga qaratilgan inklyuziv ta’lim siyosatining kengayishi bilan belgilanadi.

Mazkur sharoitda xitoy tilining iyeroglif yozuv tizimi alohida ahamiyat kasb etadi, zero u grafik axborotni intensiv vizual qayta ishlashni talab qiladi va natijada yuqori darajadagi kognitiv yuklama hosil qiladi. Bu esa zaif ko‘ruvchi talabalarga ta’lim berishda qo‘shimcha metodik murakkabliklarni yuzaga keltiradi hamda vizual yuklamani kamaytirishga yo‘naltirilgan multimodal yondashuv asosidagi modelni ishlab chiqishni taqozo etadi. Mazkur tadqiqotda multimodal yondashuv til materialini vizual, audial va og‘zaki-tavsifiy shakllarda maqsadli uyg‘unlashtirish orqali kognitiv yuklamani qayta taqsimlash hamda ta’limning funksional ochiqligini ta’minlash sifatida talqin qilinadi.

Tadqiqot metodologiyasi O‘zbekiston va Xitoyning normativ-huquqiy hamda institutsional tizimlarini sifat jihatdan qiyosiy tahlil qilishga, shuningdek, xitoy iyerogliflarining grafik tuzilishi va ularning o‘quv jarayoniga ta’sirini o‘rganishga asoslanadi. Nazariy asos sifatida nogironlikning funksional modeli (ICF), Universal Design for Learning (UDL) tamoyillari hamda axborotni qayta ishlashning kognitiv nazariyalari qo‘llanildi. Shuningdek, inklyuziv ta’limni amalga oshirishning institutsional modeli sifatida Learning in Regular Classrooms (LRC) konsepsiyasi inobatga olindi.

Tahlil natijalari shuni ko‘rsatdiki, xitoy tilini o‘qitishning an’anaviy metodikasi asosan vizual qabul qilishga tayangan bo‘lib, bu zaif ko‘ruvchi talabalar uchun to‘siqlarni yuzaga keltiradi. Iyerogliflarning grafik murakkabligi hamda shakl, ma’no va talaffuzni bir vaqtning o‘zida qayta ishlash zarurati kognitiv yuklamani kuchaytiradi. Inklyuziv siyosatning institutsional qo‘llab-quvvatlanishiga qaramay, fan metodikalari yetarli darajada moslashtirilmagan. Shu

bois taklif etilgan model audial komponentni kuchaytirish va iyerogliflarning tuzilishini tizimli og‘zaki tavsiflashga asoslanadi.

Kalit so‘zlar: xitoy tili xorijiy til sifatida; zaif ko‘ruvchi talabalar; inklyuziv ta’lim; multimodal yondashuv; ieroglif yozuv tizimi; kognitiv yuklama.

Введение: По данным Всемирной организации здравоохранения, нарушения зрения остаются одной из наиболее распространённых категорий ограничений здоровья (WHO, 2019). В международной образовательной повестке инклюзия рассматривается как системное условие обеспечения равных возможностей в обучении (UNESCO, 2020). В контексте высшего образования это предполагает целенаправленную адаптацию образовательной среды, содержания и методов преподавания с учётом разнообразия обучающихся.

В Республике Узбекистан правовые основы инклюзивного образования закреплены в Законе «О правах лиц с инвалидностью» (2020) и в ратификации Конвенции о правах инвалидов (2021), что отражает ориентацию национальной политики на международные стандарты. Принцип инклюзивности распространяется на все направления подготовки, включая стратегически значимые языковые программы высшей школы.

Сравнительный интерес представляет опыт КНР, где интеграция обучающихся с инвалидностью реализуется в рамках концепции Learning in Regular Classrooms (LRC) при централизованной государственной поддержке (Deng & Manset, 2000). Несмотря на институциональную развитость данной модели, исследования указывают на необходимость дисциплинарной методической конкретизации инклюзивных практик (Xu, Cooper & Sin, 2017). В условиях активизации образовательного и экономического сотрудничества между Узбекистаном и Китаем китайский язык приобретает стратегическое значение в системе непрерывного образования — от общего среднего до высшего и послевузовского уровней. Однако специфика иероглифической письменности, предполагающая интенсивную визуальную обработку графической информации, создаёт дополнительные трудности для студентов с нарушением зрения. В научной литературе недостаточно разработаны предметно-методические решения по адаптации преподавания китайского языка как иностранного в вузе для слабовидящих обучающихся, что определяет проблемное поле настоящего исследования.

Обзор литературы: Международные исследования в области инклюзивного языкового образования подчёркивают необходимость пересмотра традиционных визуально-ориентированных методик при обучении иностранных языков студентов с нарушениями зрения (Prabhu, P., Sujathamalini, J., & Halder, T. 2025). В условиях алфавитных языков компенсаторные стратегии относительно успешно реализуются через аудиальную и вербальную поддержку (Sun, 2023).

Однако при обучении языкам с нелатинской письменностью, включая китайский, возникают дополнительные трудности, связанные с высокой

графической плотностью знаков и необходимостью их многокомпонентной обработки (Xu, Cooper & Sin, 2018).

Современные исследования подчёркивают роль цифровых и ассистивных технологий как инструмента обеспечения функциональной доступности учебного контента в высшей школе (CAST, 2018; Rose & Meyer, 2002). Вместе с тем их предметно-методическая интеграция в преподавание китайского языка как иностранного остаётся фрагментарной и недостаточно систематизированной (Fu, 2022). В настоящем исследовании под ассистивными технологиями понимаются программные и технические средства, обеспечивающие компенсацию ограничений зрительного восприятия и функциональный доступ к учебному контенту в образовательной среде, что позволяет рассматривать их не только как технический ресурс, но и как элемент дидактической стратегии.

В китайском контексте концепция *Learning in Regular Classrooms* (LRC) стала институциональной основой интеграции обучающихся с инвалидностью в массовое образование (Deng & Manset, 2000). Современные исследования китайских авторов показывают, что развитие инклюзивного высшего образования сопровождается формированием системной поддержки студентов с инвалидностью, включая академические, организационные и инфраструктурные механизмы (Wu, R., 2024). Вместе с тем социологический анализ подчёркивает, что сохраняются структурные ограничения, связанные с недостаточной адаптацией образовательных программ и методик преподавания к потребностям обучающихся с ОВЗ (Wu, Z., 2024).

Аналогичные вызовы фиксируются и в национальном контексте. В исследованиях, посвящённых развитию инклюзивного образования в Узбекистане, подчёркивается, что при наличии нормативной базы и институциональных инициатив сохраняется дефицит методической проработанности, кадровой готовности и системной предметной адаптации образовательных программ (Mirzakhmedova, K. V., et al. 2023; Kenjebaeva, 2024).

Таким образом, при наличии институциональных и технологических предпосылок системная модель обучения китайскому языку слабовидящих студентов в высшем образовании остаётся недостаточно разработанной, что определяет исследовательскую новизну настоящей работы.

Методология исследования: В исследовании применён качественный сравнительный анализ нормативно-правовых актов и программных документов Узбекистана и Китайской Народной Республики в области инклюзивного образования, а также научных публикаций по методике преподавания иностранных языков. Сравнение осуществлялось на уровне национальных образовательных систем с учётом институциональных механизмов реализации инклюзивной политики.

Анализ проводился по следующим критериям: нормативная регламентация инклюзивных практик, институциональные формы поддержки обучающихся с инвалидностью, степень адаптации учебных

материалов; уровень цифровой и ассистивной инфраструктуры образовательной среды.

Дополнительно осуществлён структурный анализ графической организации китайских иероглифов и их когнитивной нагрузки в условиях ограничения зрительного восприятия, что позволило обосновать направления методической адаптации.

Следует отметить, исследование носит проектно-аналитический характер. Отсутствие полевой апробации ограничивает эмпирическую верификацию результатов; разработанная модель рассматривается как теоретически обоснованная концептуальная основа для последующей экспериментальной проверки.

Результаты

Сравнительный анализ показал, что китайская модель инклюзивного образования характеризуется высокой степенью централизованности и ресурсной обеспеченности, что облегчает внедрение организационных механизмов поддержки и ассистивных технологий. Вместе с тем наличие институциональной рамки не гарантирует предметно-методической трансформации (Wu, R., 2024), в преподавании китайского языка сохраняются визуально-доминантные практики при ограниченной дидактической адаптации.

В Республике Узбекистан инклюзивная политика находится на этапе активной институционализации. Нормативная база создаёт условия для обновления программ подготовки преподавателей и развития цифровой инфраструктуры. Однако в обоих образовательных контекстах выявлен дефицит системной методической конкретизации инклюзивных подходов на уровне отдельных дисциплин.

Анализ когнитивной специфики китайской иероглифической письменности показал, что традиционная методика обучения опирается преимущественно на визуальное распознавание формы знака и его графическое воспроизведение. Одновременная обработка графической структуры, фонетического значения и семантической функции увеличивает когнитивную нагрузку. В условиях ограничения зрительного восприятия это требует перераспределения учебной нагрузки в сторону аудиального и вербального каналов.

Совокупность выявленных институциональных и когнитивных факторов обусловила разработку методической модели обучения китайскому языку как иностранному слабовидящих студентов.

Модель включает проектирование доступной образовательной среды, структурную вербализацию компонентов иероглифа, усиление фонетического блока как компенсаторного механизма и интеграцию ассистивных и цифровых технологий. Указанные элементы соотносятся с принципами Universal Design for Learning, обеспечивая вариативность представления материала, альтернативные способы его восприятия и перераспределение когнитивной нагрузки в условиях ограничения

зрительного канала. Под структурной вербализацией понимается последовательное словесное описание пространственной и компонентной организации иероглифа.

Реализация структурной вербализации строится по алгоритму «фонетика → пространственная схема → компонентный анализ → семантическая интерпретация» с использованием технологий экранного доступа. При введении иероглифа 明 (*míng*) обучающийся сначала воспринимает нормативное произношение через цифровое словарное приложение, после чего с помощью экранного диктора получает последовательное описание структуры: «слева 日 — солнце, справа 月 — луна; схема лево-право». Аналогичным образом при изучении знака 国 (*guó*) вербализуется вложенная пространственная модель: «внешняя рамка 口, внутри 玉». При работе с фонетико-семантическими иероглифами, например 河 (*hé*), акцентируется различие между радикалом 氵 и фонетическим компонентом 可 с опорой на аудиальные примеры употребления.

Использование экранных дикторов (NVDA, VoiceOver), инструментов озвучивания текста и мобильных лексических приложений обеспечивает регулируемый темп восприятия и поддерживает автономность обучающегося. В данной модели технологии выступают инструментом дидактически организованного перераспределения когнитивной нагрузки при освоении иероглифической письменности.

Результаты исследования демонстрируют необходимость системной методической трансформации преподавания китайского языка в условиях инклюзивного высшего образования, предполагающей перераспределение когнитивной нагрузки и внедрение мультимодального подхода.

Обсуждение

Полученные результаты позволяют утверждать, что институциональная поддержка инклюзивного образования является необходимым, но недостаточным условием трансформации предметной методики. Даже при наличии нормативной базы и ресурсной обеспеченности сохраняется разрыв между декларацией инклюзии и её реализацией на уровне дисциплинарных практик. В преподавании китайского языка это выражается в сохранении визуально-доминантной логики обучения, недостаточно учитывающей ограничения зрительного восприятия.

Специфика иероглифической письменности усиливает данное противоречие. В отличие от алфавитных языков, где компенсация зрительного канала может осуществляться преимущественно за счёт усиления аудирования и устной практики, китайский язык требует структурной переработки графического материала. Поэтапный компонентный анализ и последовательная вербализация пространственной организации иероглифа выступают механизмами снижения когнитивной нагрузки и формирования устойчивых вербальных опор. В этом контексте предложенная модель конкретизирует положения теории когнитивной

нагрузки и принципов Universal Design for Learning применительно к обучению языку с иероглифической письменностью.

Интеграция ассистивных и цифровых технологий в рамках модели рассматривается не как техническое дополнение, а как элемент дидактической стратегии. Эффективность технологий определяется их включённостью в методически выстроенный алгоритм работы с языковым материалом. Без изменения логики преподавания цифровые инструменты не обеспечивают устойчивого повышения доступности обучения.

Таким образом, результаты исследования указывают на необходимость дальнейшей предметной конкретизации инклюзивных подходов в подготовке преподавателей китайского языка, а также разработки методических рекомендаций, учитывающих когнитивную специфику иероглифической письменности в условиях высшего образования.

На рисунке 1 представлена структурно-мультимодальная модель обучения китайскому языку слабовидящих студентов, основанная на положениях ICF, UDL и теории когнитивной нагрузки. Модель предполагает перераспределение когнитивной нагрузки с визуального канала на аудиальный и вербально-логический, внедрение системы вербализации графической структуры иероглифа, адаптацию учебных материалов (контрастность, увеличенный шрифт, цифровые форматы), технологическое сопровождение (NVDA, VoiceOver) и использование адаптированных форм контроля. Схема отражает взаимосвязь когнитивных, методических и технологических компонентов инклюзивного обучения в системе высшего образования.

Рисунок 1

Заключение

Проведённое исследование позволило обосновать необходимость предметно-ориентированной методической адаптации преподавания китайского языка как иностранного для слабовидящих студентов в системе высшего образования. Сравнительный анализ институциональных моделей Узбекистана и Китайской Народной Республики показал, что нормативная и организационная поддержка инклюзивного образования создаёт предпосылки для трансформации учебного процесса, однако не обеспечивает автоматической адаптации дисциплинарных методик.

Анализ когнитивной специфики иероглифической письменности подтвердил, что традиционная визуально-доминантная модель обучения усиливает когнитивную нагрузку при ограничении зрительного восприятия. Это обосновывает необходимость перераспределения учебной нагрузки и реализации мультимодального подхода в преподавании КЯИ.

Разработанная методическая модель интегрирует функциональную адаптацию образовательной среды, структурную вербализацию компонентов иероглифа, усиление фонетического блока и использование ассистивных технологий. Теоретическая значимость исследования заключается в расширении применения принципов UDL и когнитивных теорий к преподаванию языков с иероглифической письменностью в инклюзивной среде высшего образования. Данная работа также вносит вклад в развитие методики преподавания восточных языков, конкретизируя механизмы когнитивной адаптации при обучении языкам с иероглифической письменностью в условиях инклюзивного высшего образования. Практическая значимость связана с возможностью применения модели при разработке вузовских программ и подготовке преподавателей, работающих в инклюзивной аудитории.

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XORIJIY TIL DARSLARIDA TARJIMA ORQALI NUTQIY JANRLARNI O‘RGATISHNING METODIK ASOSLARI

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Annotatsiya: Mazkur maqolada xorijiy til darslarida tarjima orqali nutqiy janrlarni o‘rgatishning metodik asoslari tahlil qilinadi. Tadqiqotda nutqiy janr tushunchasi, uning kommunikativ-pragmatik xususiyatlari hamda tarjima jarayonida nutqiy janrlarni saqlash va o‘rgatish masalalari yoritiladi. Dialog, monolog, murojaat, rasmiy va norasmiy nutq shakllarining tarjima jarayonidagi funksional-semantik xususiyatlari lingvodidaktik yondashuv asosida tahlil qilinadi. Maqolada tarjima metodining xorijiy til o‘qitishdagi ahamiyati, talabalarning kommunikativ kompetensiyasini rivojlantirishdagi o‘rni hamda nutqiy janrlarni o‘zlashtirishga ta’siri haqida fikr yuritiladi.

Kalit so‘zlar: xorijiy til ta’limi, lingvodidaktika, kommunikativ kompetensiya, funksional-semantik xususiyat, tarjima metodikasi, pragmalingvistika.

Abstract: This article analyzes the methodological foundations of teaching speech genres through translation in foreign language classes. The study examines the concept of speech genres, their communicative-pragmatic features, and the

issues of preserving and teaching speech genres in the process of translation. Furthermore, the functional-semantic characteristics of dialogues, monologues, forms of address, and formal and informal speech are analyzed from a linguodidactic perspective. The article also discusses the significance of translation methods in foreign language teaching, their role in developing students’ communicative competence, and their impact on mastering speech genres.

Keywords: foreign language education, linguodidactics, communicative competence, functional-semantic features, translation methodology, pragmalinguistics.

Аннотация: В данной статье анализируются методические основы обучения речевым жанрам посредством перевода на занятиях по иностранному языку. В исследовании рассматриваются понятие речевого жанра, его коммуникативно-прагматические особенности, а также вопросы сохранения и обучения речевым жанрам в процессе перевода. Кроме того, с лингводидактической точки зрения анализируются функционально-семантические особенности диалога, монолога, форм обращения, официальной и неофициальной речи. В статье также рассматривается значение переводческого метода в обучении иностранным языкам, его роль в развитии коммуникативной компетенции студентов и влияние на усвоение речевых жанров.

Ключевые слова: обучение иностранным языкам, лингводидактика, коммуникативная компетенция, функционально-семантические особенности, методика перевода, прагмалингвистика.

Kirish qismi: Bugungi globallashuv jarayonida xorijiy tillarni o‘qitish metodikasi zamonaviy tilshunoslik va pedagogikaning eng muhim yo‘nalishlaridan biriga aylandi. Xorijiy til ta’limida kommunikativ kompetensiyani shakllantirish, o‘quvchilarning nutqiy faoliyatini rivojlantirish hamda real kommunikativ vaziyatlarda erkin muloqot qilish ko‘nikmalarini hosil qilish asosiy maqsadlardan biri hisoblanadi. Shu jihatdan tarjima metodi xorijiy tilni o‘qitishda nafaqat til birliklarini tushuntirish, balki nutqiy janrlarning funksional-pragmatik xususiyatlarini o‘zlashtirishga xizmat qiluvchi samarali vosita sifatida namoyon bo‘lmoqda.

Zamonaviy lingvistika va pragmalingvistika nuqtai nazaridan nutqiy janrlar inson kommunikativ faoliyatining muhim shakllari hisoblanadi. Nutqiy janr tushunchasi ilk bor Mikhail Bakhtin tomonidan ilmiy muomalaga kiritilgan bo‘lib, olim har bir kommunikativ soha o‘ziga xos nutqiy janrlarni shakllantirishini ta’kidlaydi. Uning fikriga ko‘ra, dialog, monolog, murojaat, iltimos, buyruq, rasmiy va norasmiy nutq shakllari muayyan kommunikativ vaziyat va ijtimoiy ehtiyojlar asosida yuzaga keladi. Shuning uchun xorijiy tilni o‘rganish jarayonida nafaqat grammatik qoidalarni, balki nutqiy janrlarning kommunikativ-pragmatik xususiyatlarini ham o‘zlashtirish muhim ahamiyat kasb etadi.

Tarjima esa tillararo va madaniyatlararo kommunikatsiyani ta’minlovchi murakkab lingvistik jarayon sifatida nutqiy janrlarni o‘rgatishda alohida metodik imkoniyatlarga ega. Tarjima jarayonida o‘quvchilar til birliklarining semantik

ma’nosi bilan bir qatorda ularning uslubiy, pragmatik va madaniy xususiyatlarini ham anglay boshlaydi. Ayniqsa, ingliz tilidan o‘zbek tiliga yoki o‘zbek tilidan ingliz tiliga tarjima qilish davomida dialogik nutq, murojaat shakllari, rasmiy va norasmiy uslub birliklarini to‘g‘ri qo‘llash kommunikativ kompetensiyani rivojlantirishda muhim omil hisoblanadi.

Pragmalingvistika asoschilaridan bo‘lgan John Austin va John Searle nutq aktlari nazariyasida har qanday nutq birligi ma’lum kommunikativ maqsadni amalga oshirishga xizmat qilishini ta’kidlaydi. Demak, xorijiy til ta’limida tarjima orqali nutqiy janrlarni o‘rgatish o‘quvchilarda nafaqat lingvistik bilimlarni, balki pragmatik va kommunikativ ko‘nikmalarni ham shakllantirishga yordam beradi.

Hozirgi kunda xorijiy til darslarida tarjima metodidan foydalanishning lingvodidaktik imkoniyatlarini o‘rganish dolzarb masalalardan biri hisoblanadi. Chunki tarjima asosida nutqiy janrlarni o‘qitish talabalarning til sezgirligini oshirish, kommunikativ vaziyatni to‘g‘ri baholash, uslubiy mos birliklarni tanlash va madaniyatlararo muloqotni samarali amalga oshirish ko‘nikmalarini rivojlantiradi. Shu sababli tarjima orqali nutqiy janrlarni o‘rgatishning metodik asoslarini tadqiq qilish zamonaviy xorijiy til ta’limi metodikasining muhim ilmiy-amaliy yo‘nalishlaridan biri hisoblanadi.

Asosiy qism: Xorijiy til ta’limida nutqiy faoliyatni rivojlantirish va kommunikativ kompetensiyani shakllantirish muhim metodik vazifalardan biri hisoblanadi. Zamonaviy lingvodidaktik yondashuvlarga ko‘ra, tilni o‘rganish jarayoni faqat grammatik qoidalarni o‘zlashtirish bilan chegaralanib qolmasdan, balki o‘quvchilarning turli kommunikativ vaziyatlarda mos nutqiy janrlarni qo‘llay olish ko‘nikmalarini ham rivojlantirishi lozim. Shu nuqtai nazardan tarjima metodi nutqiy janrlarni o‘qitishda samarali vosita sifatida alohida ahamiyat kasb etadi.

M.Bakhtin ta’kidlaganidek, “har bir kommunikativ soha o‘ziga xos nutqiy janrlarni shakllantiradi”. Nutqiy janrlar insonlarning ijtimoiy faoliyati, kommunikativ maqsadi va pragmatik ehtiyojlari bilan uzviy bog‘liq bo‘lib, ular tilning funksional qo‘llanishini namoyon etadi. Xorijiy tilni o‘qitish jarayonida dialog, monolog, murojaat, iltimos, buyruq, rasmiy va norasmiy muloqot shakllarini tarjima asosida tahlil qilish o‘quvchilarda kommunikativ vaziyatni to‘g‘ri anglash va mos til birliklarini tanlash kompetensiyasini shakllantiradi.

Tarjima metodining asosiy afzalliklaridan biri shundaki, u o‘quvchilarga ikki til va ikki madaniyat o‘rtasidagi o‘xshashlik hamda farqlarni qiyosiy ravishda anglash imkonini beradi. Masalan, ingliz tilidagi:

“Could you open the window, please?”

jumlasi grammatik jihatdan so‘roq gap shaklida bo‘lsa-da, pragmatik jihatdan iltimos ma’nosini ifodalaydi. Uni o‘zbek tiliga:

“Iltimos, derazani ochib yubora olasizmi?”

tarzida tarjima qilish kommunikativ-pragmatik maqsadni saqlashga xizmat qiladi. Agar mazkur gap:

“Derazani oching.”

shaklida tarjima qilinsa, iltimos ma’nosi zaiflashib, buyruq ohangi yuzaga keladi. Demak, tarjima jarayonida nutqiy janrning funksional-semantik xususiyatlarini saqlash muhim metodik masala hisoblanadi.

Pragmalingvistika vakillari J.Austin va J.Searle nutq janrlari nazariyasida har qanday nutq birligi muayyan kommunikativ maqsadni amalga oshirishini ta’kidlaydi. Shu sababli xorijiy til darslarida tarjima orqali nutqiy janrlarni o‘rgatish o‘quvchilarda pragmatik kompetensiyani rivojlantirishga yordam beradi. Xususan, talabalar bir xil grammatik konstruktsiyaning turli kommunikativ vaziyatlarda qanday ma’no anglatishini anglay boshlaydi.

Masalan, ingliz tilidagi:

“Would you mind closing the door?”

birligi rasmiy va muloyim iltimos shakli hisoblanadi. Uni o‘zbek tiliga:

“Eshikni yopib qo‘ysangiz maylimi?”

tarzida tarjima qilish pragmatik ekvivalentlikni ta’minlaydi. Bunda nafaqat semantik ma’no, balki nutqning uslubiy va kommunikativ xususiyatlari ham saqlanadi.

Tarjima asosida dialogik nutqni o‘rgatish ham samarali metodik vositalardan biridir. Dialoglarni tarjima qilish davomida talabalar murojaat shakllari, emotsional-ekspressiv birliklar, pragmatik implikatura va yashirin ma’nolarni aniqlashni o‘rganadi. Masalan:

“How are you?”

savoli ingliz madaniyatida ko‘pincha oddiy salomlashuv vazifasini bajarsa, o‘zbek tilida uning:

“Qalaysiz?”

shakli suhbatdoshning holatiga qiziqishni ham bildiradi. Bu esa tarjimada madaniy-pragmatik omillarni hisobga olish zarurligini ko‘rsatadi.

Xorijiy til darslarida tarjima orqali monologik nutqni o‘rgatish ham muhim ahamiyatga ega. Monolog tarjimasi davomida talabalar nutqning uslubiy yaxlitligini, mantiqiy izchilligini va ekspressivligini saqlashga harakat qiladi. Ayniqsa, badiiy matnlarni tarjima qilish jarayonida personajlarning ruhiy holati, kommunikativ niyati va individual uslubini to‘g‘ri ifodalash ko‘nikmasi shakllanadi.

Lingvodidaktik nuqtai nazardan tarjima mashqlari o‘quvchilarning quyidagi kompetensiyalarini rivojlantiradi:

kommunikativ kompetensiya;

pragmatik kompetensiya;

lingvomadaniy kompetensiya;

funksional-uslubiy tafakkur;

madaniyatlararo kommunikatsiya ko‘nikmalari.

Bundan tashqari, tarjima orqali nutqiy janrlarni o‘qitish talabalarda til sezgirligini oshiradi, kommunikativ vaziyatga mos uslub tanlash ko‘nikmasini shakllantiradi hamda xorijiy tilda erkin va tabiiy muloqot qilish imkonini yaratadi.

Tahlillar shuni ko‘rsatadiki, tarjima metodi xorijiy til darslarida nutqiy janrlarni o‘rgatishning samarali lingvodidaktik vositalaridan biri hisoblanadi. U til birliklarining nafaqat grammatik va semantik, balki pragmatik, uslubiy va madaniy

xususiyatlarini ham chuqur anglash imkonini beradi. Shu sababli zamonaviy xorijiy til ta’limida tarjima asosida nutqiy janrlarni o‘qitish metodikasini yanada takomillashtirish muhim ilmiy-amaliy ahamiyat kasb etadi.

Xulosa: Tadqiqot natijalari shuni ko‘rsatdiki, xorijiy til darslarida tarjima orqali nutqiy janrlarni o‘rgatish o‘quvchilarning kommunikativ va pragmatik kompetensiyasini rivojlantirishda samarali metodik vositalardan biri hisoblanadi. Tarjima jarayoni o‘quvchilarga til birliklarining nafaqat lug‘aviy va grammatik ma’nolarini, balki ularning funksional-semantik, uslubiy hamda lingvomadaniy xususiyatlarini ham chuqur anglash imkonini beradi.

Tahlillar davomida nutqiy janrlar kommunikativ vaziyat, ijtimoiy munosabat, madaniy omillar va so‘zlovchining pragmatik maqsadi asosida shakllanishi aniqlandi. Dialog, monolog, murojaat, iltimos, buyruq, rasmiy va norasmiy nutq shakllarini tarjima qilish orqali talabalar kommunikativ vaziyatga mos til birliklarini tanlash, pragmatik ekvivalentlikni saqlash hamda nutqning uslubiy xususiyatlarini to‘g‘ri ifodalash ko‘nikmalarini egallaydi.

Tadqiqot natijalari tarjima metodining lingvodidaktik imkoniyatlari keng ekanligini ko‘rsatdi. Tarjima asosidagi mashqlar talabalar nutq madaniyatini rivojlantiradi, til sezgirligini oshiradi va madaniyatlararo kommunikatsiya ko‘nikmalarini shakllantiradi. Ayniqsa, pragmatik ma’no, yashirin implikatura va emotsional-ekspressiv birliklarni tarjima qilish jarayonida o‘quvchilarning kommunikativ tafakkuri faol rivojlanadi.

Pragmalingvistika nuqtai nazaridan qaralganda, nutqiy janrlarni tarjima asosida o‘qitish o‘quvchilarda nutq aktlarining kommunikativ vazifasini tushunish, til birliklarini real muloqot jarayonida to‘g‘ri qo‘llash va kommunikativ strategiyalarni shakllantirishga xizmat qiladi. Bu esa xorijiy til ta’limining zamonaviy kommunikativ yondashuv tamoyillariga to‘liq mos keladi.

Demak, xorijiy til darslarida tarjima orqali nutqiy janrlarni o‘rgatish metodikasi til o‘qitish samaradorligini oshirish, pragmatik kompetensiyani rivojlantirish va o‘quvchilarning madaniyatlararo kommunikatsiya imkoniyatlarini kengaytirishda muhim ilmiy-amaliy ahamiyatga ega. Shu sababli tarjima metodidan foydalanishning innovatsion usullarini ishlab chiqish va ularni amaliyotga tatbiq etish zamonaviy lingvodidaktikaning dolzarb vazifalaridan biri hisoblanadi.

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EFFECTIVE METHODS FOR TEACHING BUSINESS AND ECONOMIC ENGLISH

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Abstract: As globalization continues to reshape the socio-economic landscape, the demand for English proficiency has become a prerequisite for experts across all disciplines—and economists are no exception. For future professionals in the field, mastering English is not merely a linguistic achievement but a critical factor that shapes their professional identity and practical capabilities. To meet these evolving demands, educators must move beyond traditional instruction and adopt specialized strategies tailored for financial and economic contexts. This article examines innovative, creative approaches to teaching English for Specific Purposes (ESP) within the economic sector. By implementing forward-thinking methodologies, instructors can simultaneously enhance students' linguistic fluency and their conceptual understanding of complex economic topics, preparing them for the rigors of international commerce.

Keywords: English Language Teaching (ELT), Innovative Methods, Economic Education, Project-Based Learning, Technology Integration, Four Skills (Listening, Reading, Speaking, Writing), Grammar, English for Specific Purposes (ESP).

Annotatsiya: Globallashuv jarayonlari ijtimoiy-iqtisodiy manzarani o‘zgartirishda davom etar ekan, ingliz tilini mukammal bilish barcha soha mutaxassislari, jumladan, iqtisodchilar uchun ham asosiy talabga aylandi. Bo‘lajak iqtisodiyot sohasi vakillari uchun ingliz tilini o‘rganish shunchaki lisoniy mahorat emas, balki ularning professional qiyofasi va amaliy qobiliyatlarini shakllantiruvchi muhim omildir.

Zamonaviy talablarga javob berish uchun pedagoglar an’anaviy o‘qitish usullaridan voz kechib, moliyaviy va iqtisodiy kontekstga moslashtirilgan maxsus strategiyalarni qo‘llashlari lozim. Ushbu maqolada iqtisodiyot yo‘nalishi talabalariga ingliz tilini (ESP – Maxsus maqsadlarga yo‘naltirilgan ingliz tili) o‘qitishning innovatsion va ijodiy yondashuvlari ko‘rib chiqiladi. Ilg‘or metodikalarni joriy etish orqali o‘qituvchilar talabalarning ham til bilish darajasini, ham murakkab iqtisodiy tushunchalarni anglash qobiliyatini rivojlantirishlari, ularni xalqaro tijorat talablariga tayyorlashlari mumkin.

Tayanch so‘zlar: Ingliz tilini o‘qitish, innovatsion metodlar, iqtisodiy ta’lim, loyihaga asoslangan ta’lim, texnologiyalarni integratsiyalash, tinglab tushunish, o‘qish, gapirish, yozish, grammatika, Maxsus maqsadlarga yo‘naltirilgan ingliz tili (ESP).

Аннотация: В условиях глобализации, продолжающей транс-формировать социально-экономический ландшафт, владение английским языком стало обязательным требованием для специалистов всех направлений, и экономисты не являются исключением. Для будущих профессионалов в сфере экономики освоение английского языка – это не просто лингвистическое достижение, а критически важный фактор, формирующий их профессиональный имидж и практические навыки.

Чтобы соответствовать современным требованиям, педагоги должны отходить от традиционных методов обучения и внедрять специализированные стратегии, адаптированные к финансовому и экономическому контексту. В данной статье рассматриваются инновационные и творческие подходы к преподаванию английского языка для специальных целей (ESP) в экономическом секторе. Применяя передовые методики, преподаватели могут одновременно повышать уровень языковой компетенции студентов и углублять их понимание сложных экономических концепций, подготавливая их к работе в сфере международной коммерции.

Ключевые слова: преподавание английского языка, инновационные методы, экономическое образование, проектное обучение, интеграция технологий, аудирование, чтение, говорение, письмо, грамматика, английский для специальных целей (ESP).

Introduction: In the contemporary era of hyper-globalization, proficiency in the English language has transitioned from a professional asset to an absolute prerequisite for students pursuing careers in economics and finance. Since the widespread integration of global markets, the status of English as a universal medium of communication has expanded exponentially. It no longer belongs solely to native-speaking nations but serves as the primary lingua franca for international

trade, cross-border financial regulation, and academic research in non-Anglophone countries alike.

For future economists, mastering English is synonymous with accessing the global marketplace of ideas. However, traditional pedagogical frameworks often focus on "General English," which frequently fails to equip learners with the nuanced terminology and communicative competence required to navigate complex economic discourses, policy debates, or econometric texts.

To bridge this gap, a shift toward English for Specific Purposes (ESP) is essential. By integrating innovative teaching strategies–such as case-study analysis, digital simulations, and project-based learning–educators can achieve a dual objective:

Linguistic Precision: Enhancing students' ability to articulate complex financial theories and data trends.

Conceptual Mastery: Deepening their understanding of global economic mechanisms through the very language in which these systems are most often debated.

Consequently, the adoption of modern, learner-centered methodologies is no longer optional; it is a strategic necessity for producing competitive professionals capable of excelling in a borderless economic environment.

Literature Review and Methodology: The emergence of English for Specific Purposes (ESP) in the 1960s was driven by an increasing recognition that standardized English curricula failed to address the nuanced requirements of both students and global employers. Unlike general language instruction, ESP is meticulously tailored to specific academic or professional domains, focusing on distinct grammatical structures, specialized lexis, registers, and discourse genres relevant to particular tasks.

As noted by Strevens [1], the core of ESP lies in delivering instruction that is strictly aligned with the learners' specific needs, themes, and designated occupations. Consequently, ESP is inherently selective; it prioritizes targeted language content and specific functional skills over a broad, general linguistic overview.

The theoretical landscape of ESP is diverse, with various branches and classifications. Hutchinson and Waters [2] identify three primary disciplines within the field:

English for Science and Technology (EST)
English for Business and Economics (EBE)
English for Social Studies (ESS)

Each of these domains is further categorized into two functional branches: English for Academic Purposes (EAP), which supports students in educational settings, and English for Occupational Purposes (EOP), which is utilized when language proficiency is a direct requirement for workplace performance.

Teaching within the ESP framework demands a multifaceted approach from the educator. According to Bojovic [3], the instructor must exhibit significant flexibility and a genuine engagement with the students' professional or academic

disciplines. The role transcends traditional teaching; it requires the ability to prepare students for authentic cross-cultural communication while managing the inherent risks of specialized instruction.

Furthermore, with the contemporary shift toward student-centered and self-directed learning, modern ESP teachers must be dual-competent–possessing both advanced methodological expertise and the technological literacy required to navigate today’s digital educational environment.

The concept of "needs analysis" (NA) was first introduced by West in the 1920s to address the fundamental questions of why and how students should acquire English proficiency [4]. While the process of identifying learner requirements is not unique to language pedagogy, Dudley-Evans and St. John emphasize that it serves as the "cornerstone of ESP," enabling the development of highly specialized and focused curricula [5].

Students pursuing economics through English present a complex array of profiles. Their educational success is influenced by a diverse range of factors, including:

Cognitive and Affective Variables: Differing aptitudes, learning styles, personalities, and prior educational experiences.

Engagement Dynamics: Varying rates of learning and distinct methods of peer interaction.

Pragmatic Expectations: Due to their practical outlook and life experience, these students are often discerning–and sometimes contradictory–in their pedagogical preferences.

For instance, research by Daniela [6] indicates that while these learners may express a theoretical desire for traditional grammar drills, they often find such activities tedious in practice. Furthermore, they frequently resist supplementary homework or consolidation tasks. Conversely, there is a marked preference for spontaneous oral communication and active listening, which align more closely with real-world professional demands.

In the ESP context, motivation is a primary driver of academic effort. Unlike younger learners who may be driven by grades or indirect rewards, adult students in economic fields are motivated by tangible, professional objectives. These motivators can be categorized into internal and external factors, including:

Professional Motivators: Career advancement and promotions; Specialized professional differentiation; Effective cross-border e-communication

Operational Demands: International assignments and business travel; Participation in global workshops and conferences; Interacting with foreign stakeholders and visitors

Ultimately, the motivation to master English in this field is rooted in the immediate utility of the language as a tool for professional survival and success in a globalized market.

Understanding the unique motivations of each student allows educators to move beyond standardized instruction toward a more impactful pedagogical model. Unlike General English (GE), the design of an ESP course for economics requires a

structured, multi-dimensional approach. Drawing on the framework proposed by Ellis and Johnson (1994), several critical parameters must be integrated into the curriculum development process [7]:

To ensure the course is both practical and academically rigorous, the following steps are essential:

- **Needs Analysis:** This serves as the foundational inquiry, identifying the specific linguistic and communicative demands students will face in their future professional environments.
- **Initial Level Assessment:** Utilizing diagnostic written and oral evaluations to establish a baseline of proficiency at the start of the academic term.
- **Syllabus Standardization:** Especially within a university context, the course must maintain a structured syllabus with clearly defined objectives that align with institutional standards.
- **Definition of Course Objectives:** Objectives should be directly informed by the needs analysis. For "pre-experience" learners (those not yet in the workforce), these goals focus on language mastery–such as grammatical structures and functional fluency–essential for their specific field of study. Effective ESP implementation also requires the management of practical and psychological factors:
- **Temporal Constraints:** In higher education, language training is often restricted by semester durations. Therefore, the curriculum must be strategically paced to maximize learning within a fixed number of weeks.
- **Learner Expectations:** ESP students are typically highly goal-oriented. They enter the classroom with a specific expectation of success and professional utility, which necessitates a high level of transparency in the teaching process.
- **Progress Evaluation:** Continuous and summative assessments, through both written and oral examinations, are required to monitor the development of specialized competencies and ensure the course objectives are being met.

Results and Discussion: The implementation of targeted ESP strategies reveals that language proficiency in economics is best achieved through a balanced integration of receptive and productive skills, supported by modern pedagogical tools.

Listening comprehension remains a primary objective in the ESP classroom. Developing fluency and accuracy requires consistent exposure to "real-world" economic discourse.

- **The Role of Language Laboratories:** Utilizing specialized resources like language labs is essential. These facilities allow students to engage with native-level speech, significantly improving both phonetic pronunciation and the comprehension of complex financial terminology.
- **Interactive Environments:** Results suggest that a positive learning atmosphere is best fostered through communicative tasks. Strategies such as group simulations, pair-based projects, and professional presentations provide students with the necessary platform to apply language in a functional context.
- **Continuous Feedback Loops:** Direct assessment through one-on-one interviews or open-ended discussions regarding course materials allows instructors

to tailor future lessons. By observing students during spontaneous communication, teachers can identify specific linguistic gaps and adjust the curriculum to meet evolving learner needs.

Reading specialized economic literature often presents a significant hurdle for students, who frequently view the task as tedious due to an over-reliance on dictionaries. To transform reading into a productive and enjoyable activity, the following strategic interventions are recommended:

- **Pre-reading Frameworks:** Students should be taught to identify the text's purpose, evaluate its structure (table of contents, conclusions), and examine visual aids like diagrams and headings before deep reading.
- **Active Engagement:** Encouraging students to read the conclusion first, take bulleted notes, and generate their own subheadings helps in synthesizing primary ideas without getting stalled by unfamiliar vocabulary.
- **Structural Diversity:** As noted by Haicha-Abdat [8], it is crucial to expose economics students to a variety of text genres–including narrative, expository, descriptive, and contrastive structures. This diversity ensures that learners can navigate different types of academic and professional documentation effectively.

A key finding of this study is the value of classroom observation. By monitoring students as they interact with tasks, the instructor gains immediate insight into their practical language application. This real-time data is more effective than standardized testing alone for identifying the specific "skill bottlenecks" that economists face when communicating in a second language.

The primary objective of writing instruction in an EAP (English for Academic Purposes) context is to prepare students for a spectrum of assignments, ranging from brief examination responses to complex dissertations. Accuracy in syntax, punctuation, and formal register is paramount; however, the development of synthesis skills–specifically **summarizing** and **paraphrasing**–is equally critical.

- **Summarization:** This skill is intrinsically linked to reading comprehension, requiring students to extract and condense core arguments into concise notes.
- **Paraphrasing:** This more sophisticated competency involves restating external perspectives using the student’s own linguistic structures and style. Mastering this allows students to integrate source material ethically and effectively into their academic discourse.

To facilitate success, instructors should provide a structural "roadmap" for all writing tasks, emphasizing the necessity of:

1. A preliminary outline.
2. A clear introductory paragraph.
3. Thematic topic sentences for each body paragraph.
4. Substantiating evidence and supporting details.
5. A logical concluding summary.

A major challenge for economics students is the distinction between two tiers of specialized language:

- **Semi-Technical Vocabulary:** Words used in everyday English that acquire specific nuances in scientific or technical descriptions.
- **Technical Vocabulary:** Highly specialized terms whose meanings are strictly defined by the economic field.

To overcome the difficulty of internalizing these terms, interactive education is proposed as a vital mechanism. By engaging in research-driven tasks—such as case studies, scientific article reviews, and book presentations—students are compelled to use specialized dictionaries and encyclopedias. This process transforms translation into a creative and cognitive endeavor rather than a rote exercise.

In the modern ESP classroom, specialized materials are no longer limited to print. The integration of the internet and digital media provides students with access to global economic atlases, digital encyclopedias, and current academic journals.

Educators must train students to utilize search engines (such as Google or specialized academic databases) and navigate English-language periodicals. By familiarizing students with these resources, teachers ensure that learners can maintain a permanent connection to both the evolving English language and the latest developments in global specialized information.

Grammar instruction in the ESP/EAP context must transcend rote sentence-level drills. Instead, it should be functionally integrated, helping students identify which grammatical structures are appropriate for specific professional scenarios. For economics students, this involves mastering linguistic forms that express quantity, causality, and speculative conditions (e.g., "if-then" scenarios in market forecasting).

A highly effective vehicle for this integration is Project-Based Learning (PBL). This instructional framework engages students in complex, authentic challenges that merge linguistic development with subject-matter expertise. Simulations: Students might analyze real-world market trends or devise marketing strategies for hypothetical firms. Applied Vocabulary: These projects necessitate the use of specialized terminology in a functional, high-stakes context, moving beyond passive recognition to active production.

The incorporation of digital tools into English language teaching significantly enriches the educational experience and provides a gateway to high-quality global resources. Learning Management Systems (LMS): Platforms such as Moodle or Google Classroom facilitate the creation of interactive, asynchronous content. This allows for a more personalized learning trajectory, where students can engage with materials at their own pace based on their individual proficiency levels. Multimedia Resources: Utilizing authentic audio-visual content–such as TED Talks on economic theory or financial podcasts–strengthens listening and reading skills while simultaneously updating the students' subject knowledge. Mobile Assisted Language Learning (MALL): Applications like Duolingo or Memrise serve as supplementary tools for vocabulary consolidation outside the classroom. These platforms can be customized to focus specifically on the high-frequency economic terminology identified in the needs analysis.

At the core of these modern strategies is Communicative Language Teaching (CLT). By prioritizing interaction as the fundamental vehicle for learning, CLT prepares economics students for the realities of professional communication. Whether through debates on fiscal policy or simulated business negotiations, this approach ensures that students develop the "soft skills" and linguistic confidence required to excel in international professional settings.

Conclusion: The responsibility of the ESP practitioner in the field of economics extends beyond mere language instruction; it involves a sophisticated orchestration of methodological choices, spanning course objectives, instructional techniques, and evaluative frameworks. Modern pedagogy reflects a shift toward principled eclecticism, where educators synthesize diverse strategies—rather than adhering to a single rigid doctrine–to meet the multifaceted needs of their students.

A central finding of this exploration is that a comprehensive needs analysis is the non-negotiable first step in any effective curriculum. Because the professional goals of economics students vary significantly, an instructor’s clarity regarding these specific requirements is essential for fostering a truly learner-centered environment. By aligning course content with the practical expectations of the financial sector, educators provide a more inclusive and effective educational experience.

The adoption of innovative teaching strategies–characterized by an emphasis on real-world application, peer collaboration, and communicative competence–serves a dual purpose. It not only supports academic success within the university setting but also builds the linguistic resilience necessary for professional survival in a borderless economy.

Students who engage with diverse learning styles and authentic economic discourse develop a breadth of perspective that is vital for working within global learning communities. As the demand for English proficiency in international commerce and economic research continues to intensify, these forward-thinking methodologies ensure that graduates are equipped to navigate both the linguistic and professional complexities of their chosen careers.

Ultimately, an effective English course for economics is one that is authentic, adaptable, and application-oriented. By bridging the gap between theoretical grammar and professional practice, instructors empower future economists to contribute meaningfully to the global discourse, ensuring their skills remain relevant long after they leave the classroom.

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MODERN INTERPRETATION OF INCLUSION WITHIN THE KAZAKHSTANI FOREIGN LANGUAGE TEACHING CONTEXT

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Abstract. This study explores the conception of inclusion in the Kazakhstani foreign language teaching (FLT) context and examines how inclusive principles are interpreted and implemented in school practice. The research focuses on teachers’ perceptions of inclusive education, their attitudes toward learners with diverse educational needs, and the ways inclusive principles are reflected in classroom behavior. A quantitative survey method was employed. The authors designed a questionnaire for school teachers aimed at identifying their understanding of inclusion, attitudes toward inclusive education, and behavioral practices in the classroom. The collected data were analyzed to identify general tendencies in teachers’ attitudes and practices. The results demonstrate that most teachers express positive attitudes toward inclusive education and acknowledge the importance of equal learning opportunities for all students. However, a gap remains between supportive attitudes and practical implementation. Respondents reported difficulties such as insufficient professional training, limited adaptive teaching materials, large

class sizes, and lack of institutional support. The study highlights the need to strengthen teacher preparation and provide methodological support for inclusive FLT. The findings contribute to understanding how inclusive principles are interpreted in practice and emphasize the importance of developing teachers’ professional readiness to implement inclusive education effectively in Kazakhstan.

Keywords: inclusive education, foreign language teaching, teachers’ attitudes, Kazakhstani education.

Introduction: Inclusive education has become a central goal of global educational reform, aiming to provide equitable learning opportunities for all students regardless of abilities, backgrounds, or needs. Traditionally focused on integrating students with special educational needs (SEN) into mainstream classrooms, modern inclusion extends beyond placement to transforming teaching practices, curriculum design, and learning environments to accommodate learner diversity. In Kazakhstan, inclusion is framed as a state-guaranteed, rights-based principle embedded in strategic policy. The Law of the Republic of Kazakhstan “On Education” (2007, with amendments) guarantees equal access to quality education for all learners, including those with SEN, and requires schools to provide appropriate conditions through curriculum adaptation, accessibility measures, and psychological and pedagogical support. While this law offers a normative foundation, its provisions remain largely regulatory and require pedagogical operationalization and consistent implementation at the school level.

Modern inclusion goes beyond students with SEN and encompasses a wide range of learners. It aims to ensure equal access to quality education for all students, including those from diverse social and economic backgrounds, migrants and refugees, minority groups, students with different abilities and learning styles, as well as those facing social or adaptation challenges. The goal of contemporary inclusion is to create learning environments where diversity is seen as a resource and every student can participate fully and reach their potential. Inclusive education emphasizes adapting instructional processes and environments to allow all learners to participate meaningfully (Raissova, 2025). This adaptation should not be seen as isolated technical adjustments but as a systematic transformation of pedagogical thinking.

Traditional FLT relies on uniform pacing, standardized curricula, and communicative interaction, but to be inclusive, it must accommodate diverse linguistic, cognitive, and socio-emotional profiles. Research highlights the importance of differentiated instruction, flexible task design, and assistive technologies to support participation (Inclusive education in second language teaching, 2025). In Kazakhstan, inclusive FLT is still evolving, with obstacles such as limited teacher preparation, insufficient adaptive materials, and institutional barriers (Chakanova & Myrzakhanova, 2025).

This article explores the conception of inclusion in Kazakhstani FLT, with particular attention to how inclusive principles are interpreted and operationalized in educational policy and FLT practice. It examines the adaptation of learning

environments, identifies possibilities for implementation, and discusses difficulties encountered by educators in fostering inclusive classrooms.

Literature Review: The concept of inclusion in education has evolved from basic integration toward a comprehensive model that values diversity, equity, and participation. The Concept of Development of Inclusive Education in the Republic of Kazakhstan (2015) provides the conceptual and methodological framework for inclusive reform, defining inclusion as the transformation of the entire educational system to accommodate learner diversity rather than merely integrating specific categories of students. It emphasizes the creation of barrier-free environments, individualized educational pathways, intersectoral cooperation, and the promotion of positive societal attitudes toward diversity. The State Program for the Development of Education and Science of the Republic of Kazakhstan for 2020–2025 (2019) transforms the legal guarantees into measurable objectives, including the expansion of inclusive school coverage, modernization of infrastructure, and systematic professional development of teachers in inclusive practices. The document reflects a shift from declarative commitments toward systemic implementation, yet the sustainability and effectiveness of these measures depend significantly on regional capacity, adequate funding, and ongoing monitoring and evaluation mechanisms. Collectively, these policy documents demonstrate Kazakhstan’s gradual transition from access-oriented integration toward a comprehensive, system-oriented model of inclusive education aligned with international standards, while highlighting the continuing need for structural, methodological, and attitudinal transformation within the national education system.

According to global literature, inclusion implies not merely placing students within mainstream classrooms but restructuring educational settings to remove barriers to learning and participation. The philosophical foundation of inclusion emphasizes equity, social justice, and the belief that educational systems must adapt to the learner, not vice versa (Raissova, 2025).

Within the international context, inclusive education has been endorsed through policy frameworks emphasizing student rights and access (Inklyuzivnoe obrazovanie v Respublike Kazakhstan: pravovye osnovy, 2025). These frameworks shape national reforms in Kazakhstan, where legislation and policy gradually incorporate inclusive principles while confronting systemic challenges such as staff shortages and uneven regional implementation.

Inclusive foreign language education calls for pedagogical practices that validate linguistic diversity and individual learner needs. Research suggests that inclusive FLT should employ differentiated instruction, multimodal resources, and flexible assessment practices to engage learners effectively (Inclusive education in second language teaching, 2025). Furthermore, adapting the learning environment requires both physical adjustments, such as accessibility and assistive technologies, and curriculum adaptation to support diverse communication needs and learning strategies.

Studies in Kazakhstan indicate that FLT instructors often support inclusion in principle but face notable challenges in practice. Chakanova and Myrzakhanova

(2025) reported that large class sizes, insufficient training, and limited resources hinder the development of inclusive language teaching. Similarly, research on pre-service teacher education reveals a gap in preparedness to address special educational needs within language learning contexts (Jangeldinova et al., 2024). From our perspective, this gap is not limited to methodological knowledge alone, but also concerns teachers’ psychological readiness and professional confidence to work in inclusive classrooms. Many pre-service teachers demonstrate positive attitudes toward inclusion, however, they often lack practical experience, mentoring support, and exposure to real inclusive teaching scenarios during their training. In our view, strengthening university curricula through practice-oriented modules, collaborative teaching models, and reflective training could significantly enhance future language teachers’ competence and readiness to implement inclusive principles effectively.

The Kazakhstani educational context demonstrates both progress and persistent barriers in implementing inclusive practices. The analyses highlight a positive trajectory in expanding inclusive settings and increasing enrollments of learners with special needs (Tamabaeva et al., 2025). However, empirical studies underscore continuing barriers, including limited professional development for teachers, lack of tailored materials, and entrenched teaching traditions that do not fully embrace learner diversity (Implementing inclusive education in Kazakhstan, 2025; Chakanova & Myrzakhanova, 2025).

In FLT specifically, obstacles such as teacher workload, lack of adaptive pedagogical tools, and insufficient familiarity with inclusive methodologies constrain full implementation (Inclusive education in second language teaching, 2025). These challenges reflect broader systemic issues in Kazakhstani education, including the need for institutional support and cross-sector collaboration among policymakers, teacher educators, and classroom practitioners.

Methodology: A quantitative survey was conducted among 50 school teachers using a questionnaire designed to assess their understanding of inclusion, attitudes toward inclusive education, and classroom practices. The data were analyzed to identify general trends in teachers’ attitudes, perceived competencies in working with students with special educational needs, challenges faced in inclusive classrooms, and perceptions of institutional support. The survey also explored perceived barriers, students’ readiness for inclusion, school–parent cooperation, and the overall impact and future prospects of inclusive education in Kazakhstan.

Results: The survey results demonstrate generally positive attitudes among teachers toward working in inclusive classrooms. 39.5% of respondents reported that they feel fully prepared to work in an inclusive class, while 25.6% indicated that they are mostly prepared. At the same time, 23.3% stated that they are only partially prepared, and 11.6% admitted that they are not prepared to work in inclusive settings.

Teachers’ views on their professional competence and skills for working with students with SEN are illustrated in Figure 1. A total of 57.1% of respondents believe that their professional knowledge and skills are sufficient, while 38.1%

consider them only partially sufficient. A small percentage of teachers indicated that their knowledge and skills are insufficient.

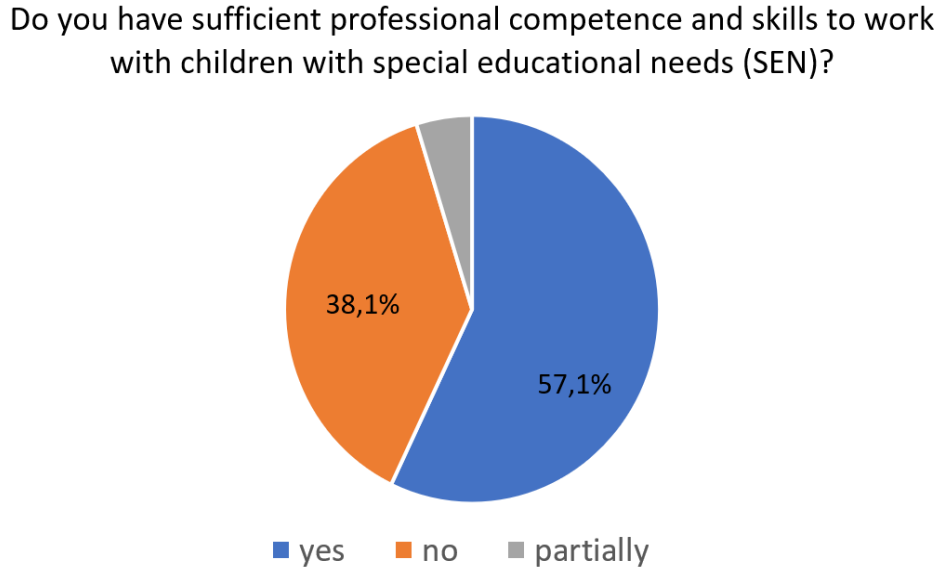

Figure 1. Teachers’ self-assessed skills with SEN students

The survey results also highlight teachers’ perceptions of the main barriers to implementing inclusive education. The most significant obstacle identified by respondents is organizational challenges, particularly large class sizes and overloaded lesson schedules, reported by 32.6% of teachers. Psychological barriers, such as stereotypes and fears related to inclusive education, were indicated by 25.6% of respondents. Methodological difficulties, including a lack of appropriate teaching strategies and materials, were mentioned by 20.9% of teachers. Infrastructural limitations accounted for 11.6%, while financial constraints were considered the least significant barrier, reported by 9.3% of respondents.

Teachers also reported their views on students’ readiness to accept peers with developmental differences. According to the responses, 37.2% of teachers believe that students are ready to accept classmates with diverse developmental needs, while 34.9% consider them only partially ready. At the same time, 9.3% of respondents think that students are not ready, and 18.6% found it difficult to give a definite answer.

Accordingly, respondents’ opinions about the overall impact of inclusive classrooms on students’ academic and social outcomes, 31% believe that inclusion has a positive effect, while 9.5% consider its impact to be significantly positive. At the same time, 42.9% note that there are occasional difficulties, and 16.7% believe that the results largely depend on how well the process is organized.

The respondents’ opinions on the key steps that can help schools become more inclusive are displayed in Figure 2.

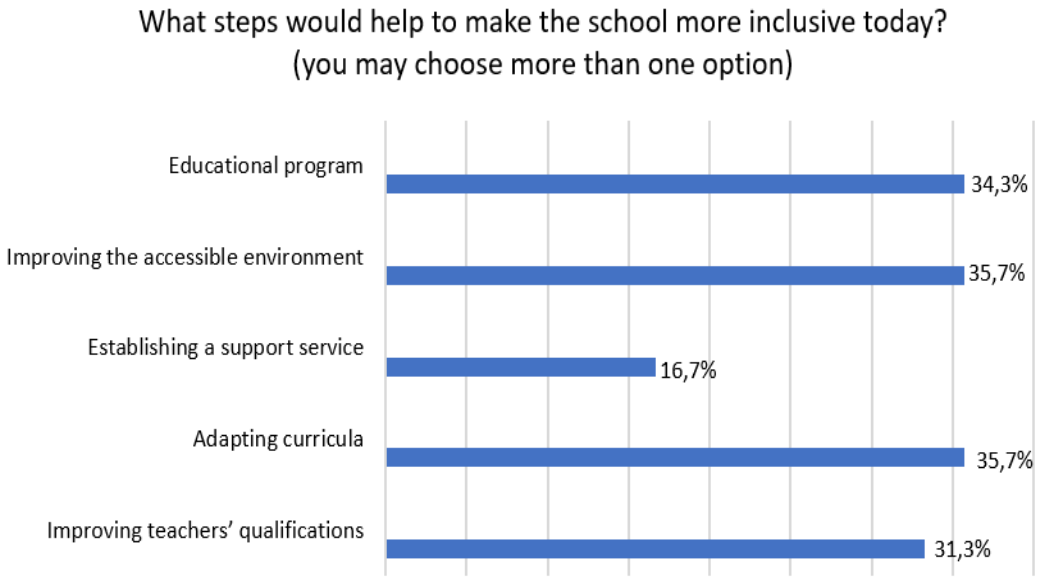

Figure 2. Respondents’ perspectives on measures to enhance school inclusivity

The most frequently selected measures are adapting educational programs (34.3%), improving the accessibility of the environment (35.7%), and strengthening curricula (35.7%). Increasing teachers’ professional qualifications was also mentioned by 31.3% of respondents. The least selected option was the creation of specialized support services (16.7%).

Discussion: The findings of this study provide important insights into the contemporary interpretation of inclusion within the Kazakhstani foreign language teaching context. Overall, the results demonstrate a generally positive orientation toward inclusive education among teachers, which aligns with global trends in the development of inclusive pedagogies within the field of foreign language education. At the same time, the data reveal a number of persistent structural, methodological, and psychological challenges that shape how inclusion is understood and implemented in practice.

First, teachers’ self-reported readiness to work in inclusive classrooms reflects a moderately high level of confidence, with the majority indicating that they feel fully or mostly prepared. This suggests that the conceptual shift toward inclusion has been largely accepted at the level of professional beliefs. However, the substantial proportion of respondents who feel only partially prepared or unprepared highlights a gap between theoretical understanding and practical competence. This discrepancy can be interpreted as evidence that inclusion, in its modern interpretation, is not merely a philosophical commitment but requires specific pedagogical skills, particularly in the context of foreign language teaching where differentiation, scaffolding, and communicative approaches are essential.

Similarly, teachers’ perceptions of their professional knowledge and skills reveal a generally positive self-assessment, yet a large group still reports partial sufficiency. This finding supports the argument that inclusive foreign language education requires continuous professional development. In particular, teachers may lack specialized strategies for adapting language instruction to students with diverse cognitive, linguistic, and social needs. Thus, inclusion in this context should be viewed as a dynamic competence rather than a fixed state of readiness.

The results also point to significant practical challenges, with increased workload and classroom management identified as the most pressing issues. These findings are consistent with existing research indicating that inclusive classrooms demand additional time, effort, and emotional resources from teachers. In foreign language classrooms, where interaction and participation are central, managing diverse learner needs can be especially complex. The reported lack of support from specialists further exacerbates these challenges, suggesting that inclusion cannot be effectively implemented without a collaborative, multidisciplinary approach.

Despite these difficulties, institutional support is generally perceived as strong, with most respondents indicating that they receive assistance from school administration and specialists. This suggests that, at a systemic level, Kazakhstan has made progress in establishing supportive frameworks for inclusive education. However, the coexistence of perceived institutional support and ongoing practical difficulties indicates that support mechanisms may not always translate into effective day-to-day classroom practices. This highlights the need to strengthen not only the availability but also the practical integration of support services.

The identification of organizational barriers – such as large class sizes and overloaded curricula – as the most significant obstacles further emphasizes the structural nature of the problem. These constraints are particularly relevant in foreign language teaching, where effective learning often depends on interaction, individual feedback, and differentiated instruction. Psychological barriers, including stereotypes and uncertainty, also remain influential, suggesting that inclusion is still in the process of becoming fully internalized within the educational culture.

An important aspect of the modern conception of inclusion is its social dimension. The findings related to students’ readiness to accept peers with developmental differences indicate a cautiously positive trend, though uncertainty remains. This suggests that while inclusive values are being promoted, their full integration into student interactions is still evolving. The reported cooperation between schools and parents represents a positive factor in this process, as family involvement is widely recognized as a key component in fostering inclusive attitudes.

The study also highlights the perceived positive outcomes of inclusive education. Teachers emphasize the development of empathy, tolerance, cooperation, and communication skills among students – competencies that are particularly relevant in foreign language learning, where communication and intercultural understanding are central goals. These findings reinforce the idea that inclusive classrooms not only support students with special educational needs but also enrich the learning experience for all learners by creating a more authentic and socially meaningful environment.

At the same time, the mixed evaluations of inclusion’s overall impact – ranging from clearly positive to conditionally effective – underscore the importance of implementation quality. The effectiveness of inclusive education appears to depend heavily on factors such as classroom organization, teacher preparedness, and

the availability of resources. This supports the view that inclusion should be understood as a context-sensitive practice rather than a universally uniform model.

Finally, respondents’ views on the future of inclusive education in Kazakhstan reflect cautious optimism. The expectation of gradual development suggests that inclusion is seen as an ongoing process requiring sustained effort and systemic change. The emphasis on curriculum adaptation, infrastructure accessibility, and teacher training aligns with international recommendations and indicates a clear understanding of the key directions for further progress.

In conclusion, the results of this study suggest that the modern interpretation of inclusion in the Kazakhstani foreign language teaching context is characterized by a combination of positive attitudes, emerging practices, and persistent challenges. Inclusion is increasingly recognized not only as a principle of educational equity but also as a pedagogical approach that enhances the social and communicative dimensions of language learning. However, its successful implementation depends on addressing organizational constraints, strengthening teacher competencies, and ensuring the effective integration of support systems.

Conclusion: In conclusion, the present study demonstrates that the conception of inclusion in the modern Kazakhstani foreign language teaching context is evolving from a primarily declarative principle into a more practice-oriented and multifaceted educational approach. The findings indicate that teachers generally hold positive attitudes toward inclusive education and recognize its value not only for students with special educational needs but for all learners. Inclusion is increasingly understood as a means of fostering social cohesion, empathy, and communicative competence – key outcomes that are particularly relevant within the domains of foreign language education and inclusive education.

At the same time, the study reveals that this positive perception coexists with a number of unresolved challenges. A significant proportion of teachers report only partial readiness, highlighting the gap between theoretical acceptance and practical implementation. This suggests that inclusion, in its modern interpretation, requires not only ideological alignment but also the development of concrete pedagogical skills, adaptive teaching strategies, and confidence in working with diverse learners. The need for continuous professional development emerges as a central condition for the successful realization of inclusive practices.

Importantly, the study confirms that inclusive education contributes to the development of key transversal skills, such as responsibility, cooperation, communication, and empathy. These competencies are essential not only for academic success but also for students’ broader social integration and future participation in society. In the context of foreign language learning, inclusive classrooms create authentic communicative environments that reflect real-world diversity, thereby enhancing both linguistic and intercultural competence.

Thus, inclusion in the Kazakhstani foreign language teaching context should be viewed as a continuous and dynamic process that requires coordinated efforts at multiple levels: pedagogical, institutional, and societal. Its successful implementation depends on bridging the gap between policy and practice,

empowering teachers through targeted training, and fostering a school culture that values diversity as a resource rather than a challenge.

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FORS VA DARIY TILLARIDA IQTISODIY TERMIN YASASH USULLARINING QIYOSIY TAHLILI

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Annotatsiya: Mazkur maqolada Fors, dariy va tojik tillari aslida bir til oilasiga mansub bo‘lib, aniqrog‘i, ular bir umumiy o‘zakka ega. Ushbu tillarning qadimgi davr qatlamlari ham bir xil bo‘lib, shuningdek, ularning leksik tarkibida turli o‘zlashma birliklar mavjud. Biroq XIX asr oxiri va XX asr boshlariga kelib, bu tillardagi iqtisodiy terminlar turli ijtimoiy-siyosiy jarayonlar hamda tijoriy aloqalar natijasida bir-biridan farq qila boshlagan.

Kalit so‘zlar: qiyosiy metod, tub asos, yasama so‘z, morfema, iqtisodiy terminlar, lingvistik usul

Аннотация: Фарси, дари и таджикский языки изначально относятся к одной языковой семье, точнее, имеют общий корень. Их древний языковой слой также является единым. Несмотря на наличие заимствований в лексическом составе этих языков, к концу XIX — началу XX века экономические термины в них начали различаться под влиянием различных социально-политических процессов и торгово-экономических связей В данной работе проводится сравнительный анализ экономических терминов

Ключевые слова: сравнительный метод, корневая основа, производное слово, производное слово, морфема, экономические термины, лингвистический метод

Abstract: The Persian, Dari, and Tajik languages belong to the same language family and, more precisely, share a common root. Their ancient linguistic layer is also largely identical. Despite the presence of borrowed elements in the lexical structure of these languages, by the end of the 19th century and the beginning of the 20th century the economic terminology in these languages began to diverge as a result of various socio-political processes and commercial interactions.

Keywords: comparative method, comparative method, root, simple root, derived word, morpheme, economic terms, linguistic method

Kirish qismi: Tilshunoslik adabiyotlarida tarkibida faqat bitta lug‘aviy ma’noli qism, ya’ni morfemadan tashkil topgan so‘zlar tub so‘z sifatida e’tirof etiladi. Ayrim tadqiqotchilar esa tub so‘zlarni sodda so‘z tarkibida o‘rganadilar.

Mashhur tilshunos olim N.M. Shanskiy sodda so‘z asosining morfologik tuzilishi ikki asosiy turga ajralishini ta’kidlaydi: tub asosli so‘zlar va yasama asosli so‘zlar.Olimning fikriga ko‘ra, tub so‘zlar quyidagi asosiy xususiyatlarga ega:

1. tub asos morfologik jihatdan qismlarga bo‘linmaydi;
2. so‘z ma’nosi qo‘shimcha vositalarsiz, ya’ni hech qanday yasovchi affikslarsiz ifodalanadi.

O‘zbek tilshunoslaridan Azim Hojiev ham tub va sodda so‘zlar o‘rtasidagi farqni aniqlab, ularni quyidagicha ta’riflaydi: tub so‘z – yasovchi qismlarga ajralmaydigan so‘z; sodda so‘z esa tarkibida faqat bitta lug‘aviy ma’noli qism mavjud bo‘lgan birlikdir. Bu o‘rinda sodda so‘zga qarama-qarshi birlik sifatida qo‘shma so‘z, tub so‘zga esa yasama so‘z qarama-qarshi qo‘yiladi.

A. Qur’onbekovning “Fors tili leksikologiyasi” asarida ham tub so‘z tushunchasi izohlanib, fors tilida so‘zlar tuzilishiga ko‘ra quyidagi turlarga ajratilishi qayd etiladi: tub so‘z (vâje-ye basit), yasama so‘z (moshtaq), qo‘shma so‘z (morakkab) hamda ibora (eborât). Agar so‘z bitta yaxlit morfemadan tashkil topgan bo‘lsa, u tub so‘z hisoblanadi.

Masalan: del – “dil”, gol – “gul”, ketâb – “kitob”, dars – “dars”

Demak, tarkibi faqat bitta o‘zak morfemadan iborat bo‘lgan leksik birliklar tub so‘zlar hisoblanadi. Bu xususiyatlar tub terminlarga ham xos bo‘lib, iqtisodiy terminologiyada ham bunday birliklar keng uchraydi.

O‘rganilgan materiallar tahlili shuni ko‘rsatdiki, iqtisodiy terminologiya tizimida tub terminlar muhim o‘rin egallaydi. Tadqiqot natijalariga ko‘ra, tub terminlar fors tilida 34 %, dariy tilida 33 %, tojik tilida esa 32 % ni tashkil etadi.

Quyidagi misollar bu holatni yaqqol ko‘rsatadi:

arz (forscha), as’âr (dariycha)— “valyuta”;
bânk (forscha), bânk (dariycha)— “bank”;
bohrân (forscha), bohrân (dariycha)— “krizis”;
burs (forscha), burs (dariycha) — “birja”;
barât (forscha), barât (dariycha) — “veksel”;
enhesâr (forscha), enhesâr (dariycha) — “monopoliya”;
sahm (forscha), sahm (dariycha) — “aksiya”.

Keltirilgan misollar shuni ko‘rsatadiki, qiyoslanayotgan tillarda tub terminlarning katta qismi o‘zaro umumiy ildizga ega bo‘lib, ularning fonetik yoki grafik shakllarida kichik farqlar kuzatiladi. Bu esa mazkur tillarning tarixiy-lisoniy yaqinligi hamda iqtisodiy terminologiyaning umumiy manbalardan shakllanganligini ko‘rsatadi. Shuningdek, iqtisodiy terminlarning real nutqdagi qo‘llanilishi ommaviy axborot vositalari va rasmiy iqtisodiy matnlarda ham keng uchraydi. Masalan:

In naveštâr be touzih va namoyesh-e eskenâs-hâ châp shode va râyij dar se doure Qojâr, Pahlaviy va Jomhuri-ye Eslomi mipardozad.

“Bu maqola qog‘oz pullarning chop etilishi va uch tarixiy davr — Qojarlar, Pahlaviylar hamda Islom Respublikasi davrida muomalada bo‘lgan banknotalar haqida ma’lumot beradi.”

Asosiy qism: Ba manzuri ta’mini niyozi bozori muomiloti doxili bo puli naqd dar shash mohi naxusti imsol 2 milliardu 400 million somoni iskinos muntashir shuda.

“Naqd pul bilan ichki muomala bozorini ta’minlash maqsadida shu yilning birinchi olti oyida 2 milliard 400 million somoniy banknota chiqarildi.”

Be gozâresh-e ravâbet-e omumi-ye burs-e Tehron…
“Tehron birjasining rasmiy xabariga ko‘ra…”

Keltirilgan misollar iqtisodiy terminlarning nafaqat nazariy adabiyotlarda, balki real iqtisodiy matnlar va ommaviy axborot vositalarida ham faol qo‘llanishini ko‘rsatadi.

Umuman olganda, qiyoslanayotgan tillarda tub terminlar tarkibi va semantik mazmuni jihatidan katta darajada o‘xshashlikka ega. Bu holat fors, dariy va tojik tillarining umumiy tarixiy-lisoniy ildizga egaligi hamda iqtisodiy terminologiya tizimining bir-biri bilan chambarchas bog‘liqligini ko‘rsatadi.

Tilshunoslikda yasama so‘z so‘z yasovchi asos hamda so‘z yasovchi vositalarning birikishidan hosil bo‘lgan leksik birlik sifatida talqin qilinadi. Boshqacha aytganda, yasama so‘z – bu so‘z yasash jarayonining mahsuli bo‘lib, yangi leksik ma’noga ega birlikni hosil qiladi.

Mazkur tadqiqotning ushbu qismida fors tili lug‘at tarkibining boyishida eng samarali usullardan biri hisoblangan ichki lingvistik usul orqali shakllangan iqtisodiy terminlar tahlil qilinadi. Ichki lingvistik usul tilning o‘z imkoniyatlari asosida yangi so‘zlar va terminlar hosil qilish jarayonini anglatadi.

Fors tilida so‘z yasash masalalari bo‘yicha O‘zbekiston olimlaridan N.A. Muhamedova, A. Vohidov va boshqa tadqiqotchilar tomonidan qator ilmiy ishlar olib borilgan. Rus olimlari orasida esa L.S. Peysikovning “Ocherki po slovoobrazovaniyu persidskogo yazyka” (1959) asari hamda dariy tiliga bag‘ishlangan L.N. Kiselevaning “Ocherki po leksikologii yazyka dari” (1973) asarlari muhim ilmiy manbalar hisoblanadi.

Qiyoslanayotgan tillardagi iqtisodiy terminlar asosan fors tiliga xos so‘z yasash vositalari asosida shakllangan bo‘lib, ushbu tadqiqotda ham ular ana shu mezon asosida tahlil qilinadi.

Tadqiqotchilar ta’kidlashicha, qadimgi va o‘rta davr fors tilida so‘z yasash jarayonlari hamda bu jarayonda qaysi usul yetakchi bo‘lganligi hali to‘liq o‘rganilmagan. Shu bilan birga, zamonaviy fors tilida so‘z yasash jarayonida ot turkumiga oid birliklar va fe’l turkumiga oid birliklar asosida hosil bo‘ladigan so‘zlar bir xil emas. Ot bilan bog‘liq so‘z turkumlarida affiksatsiya, yarim affiksatsiya, kompozitsiya, transpozitsiya va leksikalizatsiya usullari keng qo‘llansa, fe’l turkumiga oid so‘zlarda ko‘proq frazeologik model asosida so‘z yasash kuzatiladi.

Bu jarayon ko‘pincha qo‘shma fe’llar shaklida namoyon bo‘ladi. Mazkur model mohiyatan qo‘shma so‘z yasashga yaqin bo‘lsa-da, ayrim lingvistik xususiyatlari bilan undan farqlanadi. Shuningdek, fe’llarda affiksatsiya yoki konversiya orqali hosil qilingan birliklar ham uchraydi, biroq bunday fe’llar asosan tarixiy davrlarda shakllanib bo‘lgan.

Ba’zi tadqiqotchilar (jumladan, Boteniy) tomonidan sodda fe’llarni yasashga oid takliflar mavjud bo‘lsa-da, “Farhangiston” tomonidan tasdiqlangan yangi fe’l birliklari deyarli qayd etilmagan. L.S. Peysikov arab tiliga xos bo‘lgan fe’l boblari orqali hosil qilingan birliklarni ham fors tilidagi so‘z yasash jarayoniga kiritadi. Biroq hozirgi davrda bu model amaliy jihatdan deyarli qo‘llanilmaydi. Zamonaviy fors tilida so‘z yasash jarayonining asosiy xususiyati qadimgi va o‘rta fors tiliga oid

morfemalar hamda affikslarni qayta tiklash va ular asosida yangi so‘zlarni muomalaga kiritishdan iborat.

Fors tilida so‘z yasash jarayonini chuqur tadqiq qilgan eronshunos olim L.S. Peysikov ichki usullar orqali so‘z yasashni quyidagi to‘rt guruhga ajratadi:

1. affiksatsiya
2. yarim affiksatsiya
3. transpozitsiya
4. kompozitsiya

Keyinchalik bu tasnifga leksikalizatsiya usuli ham qo‘shilgan.

Affiksatsiya — asosga affiks qo‘shish orqali yangi so‘z yoki grammatik shakl hosil qilish jarayonidir. Tilshunoslikda affikslar o‘zakka qo‘shilib, uning leksik yoki grammatik ma’nosini shakllantiruvchi morfemalar sifatida talqin qilinadi. Affikslar joylashuviga ko‘ra uch turga bo‘linadi:

- prefiks — so‘z boshiga qo‘shiladigan affiks;
- infiks — so‘z o‘rtasiga qo‘shiladigan affiks;
- suffiks — so‘z oxiriga qo‘shiladigan affiks.

Fors tilida affiksatsiya usuli lug‘at tarkibini boyitishda eng faol vositalardan biri bo‘lib, unda 80 dan ortiq so‘z yasovchi affiks mavjud. Tahlil natijalari shuni ko‘rsatdiki, qiyoslanayotgan tillarda iqtisodiy terminlar asosan prefiks va suffikslar yordamida yasaladi.

Eronshunos olima O.M. Sotova o‘z tadqiqotlarida fors tilida termin yasashda -eš, -gar suffikslari hamda bi-, nā- prefikslarining sermahsul ekanligini ta’kidlaydi. Shuningdek, -bān, -či suffikslari va pād- prefiksi kamroq mahsuldor hisoblanadi.

Tahlil jarayonida iqtisodiy terminlarning shakllanishida -i (yā-ye nesbat), -i (yā-ye masdari), -ande suffikslari hamda var- prefiksining ham faol ishtirok etishi kuzatildi.

Masalan:

e’tebāri (e’tebār + i) — “kreditga oid”;
arzi (arz + i) — “valyutaga oid”;
bohrāni (bohrān + i) — “krizisga oid”;
sehāmi (sehām + i) — “aksiya bilan bog‘liq”.

Yana bir muhim suffiks -ande bo‘lib, u ko‘pincha fe’llarga qo‘shilib shaxs nomlarini bildiruvchi terminlarni hosil qiladi:

forušande — sotuvchi;
vāredkonande — importyor;
vāmdehande — kreditor.

Shuningdek, ayrim hollarda fors tilidagi -gar suffiksi orqali hosil bo‘lgan terminlar dariy va tojik tillarida boshqa so‘z yasash modellari bilan ifodalanadi:

āmārgar (forscha)
âmârgir (dariycha)
omorshinos (tojikcha)

Ularning barchasi “statistik” ma’nosini bildiradi.

Bundan tashqari, -eš suffiksi fe’l asosiga qo‘shilib harakat yoki jarayon nomini bildiruvchi terminlarni hosil qiladi:

sefāreš — buyurtma;
farmāyeš — topshiriq.

Shuningdek, var- prefiksi orqali hosil bo‘lgan ayrim iqtisodiy terminlar uchala tilda ham deyarli bir xil shaklda qo‘llanadi:

varšekastan — bankrot bo‘lmoq.

Ba’zi terminlar esa fors tilida suffiks orqali yasalgan bo‘lsa-da, dariy va tojik tillarida so‘z birikmasi yoki yarim affikslar yordamida ifodalanadi:

gomrokči (forscha) — bojxonachi;
kârmand-e gomrok (dariycha);
kormandi sohai gumruk (tojikcha).

Xuddi shuningdek:

γāčāγči (forscha)
qâčâqbar (dariycha)
qochog‘bar (tojikcha)

— “kontrabandachi” ma’nosini bildiradi.

Umuman olganda, qiyoslanayotgan tillarda affiksatsiya usuli iqtisodiy terminlarni hosil qilishda muhim o‘rin egallaydi. Biroq ayrim terminlarning yasalish modeli yoki grammatik ifodasi turli tillarda farqlanishi mumkin.

Xulosa qismi: Turli tillardagi bir xil ma’noni ifodalovchi leksemalarning qiyosiy tahlili o‘sha tillar lug‘at tarkibidagi o‘xshashliklar, farqlar hamda umumiy va farqlovchi jihatlarni aniqlash imkonini beradi. Shunday ekan, fors, dariy va tojik tillaridagi iqtisodiy terminlarni ilmiy o‘rganish uchala tildagi iqtisodiy terminlarning xususiyatlarini aniqlashtirishda muhim ahamiyat kasb etadi. Shu sababli funksional-semantik kategoriyani tipologik tadqiqotlarda qo‘llash qiyosiy tipologiya sohasida muayyan natijalarga erishishga xizmat qiladi. Muayyan til oilasiga mansub bo‘lgan yoki mansub bo‘lmagan tillar tizimidagi turli til qatlamlarini qiyosiy tadqiq qilish keyingi yuz yillik davomida keng rivojlangan bo‘lib, buning asosiy sababi ham aynan shu omil bilan izohlanadi. Umuman olganda, tuzilishi jihatidan qarindosh yoki qarindosh bo‘lmagan tillarni qiyosiy-tipologik tadqiq qilish ham nazariy, ham amaliy nuqtai nazardan muhim ahamiyatga ega. Bunday tadqiqotlar til taraqqiyotining umumiy va o‘ziga xos qonuniyatlarini aniqlash imkonini beradi. Qiyosiy tipologiya bir tilda ma’lum grammatik shakllar orqali ifodalangan ma’noning boshqa tilda qanday vositalar orqali ifodalanishini, shuningdek qiyoslanayotgan tillardagi til birliklarining ma’no ko‘lami jihatidan mos yoki nomos ekanligini aniqlashga yordam beradi. Fors, dariy tillaridagi iqtisodiy terminlarning qiyosiy tahlili quyidagi xulosalarni chiqarishga imkon berdi:

1. Fors, dariy tillarida iqtisodiy terminlarning qiyosiy tahlilida asosiy farq qiyoslanayotgan tillarning fonetik tizimi, xususan vokalizm tizimi bilan bog‘liqligi aniqlandi:

1. Fors tilidagi qisqa e unlisi dariy tilida qisqa e (ba’zan qisqa o), tojik tilida esa i va u unlilari orqali ifodalanadi. So‘z oxiridagi qisqa e unlisi har ikki tilda a unlisi orqali ifodalanadi. Qisqa o unlisi dariy tilida qisqa o unlisi orqali ifodalanadi. Qisqa a unlisi dariy tillida o‘zgarishsiz qo‘llanadi.

2. Fors tilidagi cho‘ziq i unlisi dariy tilida cho‘ziq ê unlisi orqali ifodalanadi. Cho‘ziq u unlisi ayrim hollarda dariy tilida ô unlisi orqali ifodalanadi. Cho‘ziq ā unlisi dariy tillida o‘zgarishsiz saqlanadi.

3. Fors tilidagi ey va ou diftonglari dariy tilida ay va aw diftonglari orqali orqali ifodalanadi. 2. Fors, dariy tillaridagi tub iqtisodiy terminlarning tarkibi deyarli bir xil bo‘lib, ushbu terminlarda sezilarli farqlar kuzatilmadi.

3. Fors, dariy tillarida affiksatsiya usuli orqali iqtisodiy termin yasashda suffikslar yordamida termin hosil qilish mahsuldor, prefikslar yordamida termin hosil qilish esa kam mahsuldor ekani aniqlandi. Shuningdek, ayrim hollarda fors tilida affiksatsiya orqali yasalgan terminlar dariy va tojik tillarida yarim affikslar orqali yasalganligi qayd etildi.

4. Fors, dariy tillarida yarim affiksatsiya usuli orqali iqtisodiy termin yasashda fe’liy yarim affikslar sermahsul, ismiy yarim affikslar esa kam mahsul ekani aniqlandi. Bundan tashqari, ismiy yarim affikslardan suffiksal tipdagi birliklar sermahsul, prefiksal tipdagilari esa kam mahsul hisoblanadi.

5. Fors, dariy tillarining har uchalasida ham kompozitsiya va transpozitsiya usullari orqali hosil qilingan iqtisodiy terminlar tarkibi o‘xshash ko‘rsatkichlarga ega ekani aniqlandi.

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ТАЛАБАЛАРНИНГ ФОРС ТИЛИДА СЎЗЛАШУВ КЎНИКМАСИНИ ШАКЛЛАНТИРИШДАГИ САМАРАДОР УСУЛЛАР

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Эроншунослик ва афғоншунослик олий мактаби катта ўқитувчи
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Эроншунослик ва афғоншунослик олий мактаби катта ўқитувчи

Аннотация: Ушбу мақолада талабаларнинг форс тилида сўзлашув кўникмасини шакллантиришнинг замонавий ва самарали усуллари таҳлил қилинган. Хорижий тилларни ўқитишда коммуникатив ёндашув, интерактив методлар, ахборот-коммуникация технологияларидан фойдаланиш ҳамда маданий муҳитни яратишнинг аҳамияти ёритилган. Тадқиқот натижалари форс тилини ўрганувчиларнинг оғзаки нутқ фаоллигини оширишда мазкур усулларнинг юқори самарадорлигини кўрсатади.

Калит сўзлар: форс тили, сўзлашув кўникмаси, коммуникатив ёндашув, интерактив методлар, тил таълими, ахборот технологиялари, нутқий компетенция.

Кириш: Глобаллашув шароитида хорижий тилларни пухта ўзлаштириш замонавий таълимнинг муҳим вазифаларидан бири ҳисобланади. Жумладан, форс тилини ўқитишда талабаларнинг коммуникатив компетенциясини ривожлантириш, уларнинг эркин ва самарали мулоқот қилиш қобилиятини шакллантириш устувор аҳамият касб этади. Амалиёт шуни кўрсатадики, грамматик қоидаларни билиш ҳар доим ҳам эркин мулоқот қилиш имконини бермайди. Шу сабабли таълим жараёнида сўзлашув кўникмасини ривожлантиришга қаратилган махсус усуллардан фойдаланиш талаб этилади.

Асосий қисм: Форс тилини ўқитишда коммуникатив ёндашув талабаларни реал ҳаётий вазиятларда мулоқот қилишга тайёрлашга хизмат қилади. Ушбу ёндашувда грамматик билимлар мақсад эмас, балки мулоқот воситаси сифатида қаралади. Дарс жараёнида талабалар турли мавзулар

бўйича суҳбат қуриш, фикр алмашиш ва баҳс-мунозараларда иштирок этиш орқали тилдан амалий фойдаланиш имкониятига эга бўладилар.

Ролли ўйинлар ва симуляция усуллари: Сўзлашув кўникмасини шакллантиришда ролли ўйинлар муҳим ўрин тутади. Масалан, “меҳмонхонада”, “бозорда”, “университетда”, “саёҳат вақтида” каби ҳаётий вазиятларни моделлаштириш талабаларнинг луғат бойлигини кенгайтиради ва мулоқот қилишга бўлган ишончини оширади. Бу усул тил муҳитини сунъий равишда яратиш имконини беради.

Жуфтлик ва гуруҳларда ишлаш: Талабаларнинг дарсдаги фаол иштирокини таъминлаш учун жуфтлик ва кичик гуруҳларда ишлаш самарали ҳисобланади. Бундай машғулотлар давомида ҳар бир талаба мулоқот жараёнига жалб қилинади, фикрини эркин ифода этади ва нутқий хатоларини мустақил равишда тузатиш имкониятига эга бўлади. Шунингдек, ўзаро ҳамкорлик орқали ўқувчиларнинг коммуникатив компетенцияси ривожланади.

Ахборот-коммуникация технологияларидан фойдаланиш.Замонавий таълим жараёнида мультимедиа воситалари, онлайн платформалар ва мобил иловалардан фойдаланиш сўзлашув кўникмасини ривожлантиришнинг муҳим омилларидан бири ҳисобланади. Форс тилидаги аудио ва видео материаллар, подкастлар, онлайн мулоқот платформалари талабаларнинг талаффузини яхшилаш, эшитиш орқали тушуниш ва оғзаки нутқ қобилиятларини ривожлантиришга хизмат қилади.

Маданий ёндашув асосида таълим бериш. Тил ва маданият бир-бири билан узвий боғлиқ. Шунинг учун форс тилини ўқитиш жараёнида Эрон ва бошқа форсийзабон мамлакатлар тарихи, урф-одатлари, миллий қадриятлари ҳақидаги маълумотларни дарс мазмунига киритиш муҳим аҳамиятга эга. Бу талабаларнинг тилга бўлган қизиқишини оширади ҳамда уларнинг нутқий фаоллигини рағбатлантиради.

Аутентик материаллардан фойдаланиш. Газета мақолалари, интервьюлар, фильмлар, теледастурлар ва бадиий асарлар каби аутентик материаллар талабаларни табиий тил муҳити билан таништиради. Натижада улар форс тилининг реал қўлланилиш хусусиятларини англайдилар ва нутқ маданиятини ўзлаштирадилар.

Хулоса: Тадқиқот натижалари шуни кўрсатадики, талабаларнинг форс тилида сўзлашув кўникмасини шакллантиришда коммуникатив ёндашув, ролли ўйинлар, жуфтлик ва гуруҳларда ишлаш, ахборот-коммуникация технологияларидан фойдаланиш ҳамда маданий ёндашувга асосланган таълим усуллари юқори самара беради. Мазкур усулларни комплекс равишда қўллаш талабаларнинг нутқий компетенциясини ривожлантириш, уларнинг мулоқот қилиш қобилиятини ошириш ва форс тилини чуқур ўзлаштиришга хизмат қилади.

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