

**“CHET TILLARNI O‘QITISHDA YANGI TENDENSIYALAR: INKLYUZIV
TA’LIM VA EFL/ESPDA INNOVATSIYALAR” XALQARO ILMIY-AMALIY ANJUMAN
2026-YIL 10-APREL**

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

TOSHKENT DAVLAT SHARQSHUNOSLIK UNIVERSITETI

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

**MAVZUSIDAGI
Xalqaro ilmiy-amaliy anjumani materiallari
TO‘PLAMI**

2026-yil 10-aprel

TASHKENT STATE UNIVERSITY OF ORIENTAL STUDIES

**“NEW TRENDS IN FOREIGN LANGUAGE TEACHING:
INCLUSIVE EDUCATION AND INNOVATIONS IN EFL/ESP”**

**Articles of International scientific- theoretical conference on
April -10, 2026**

Toshkent -2026

Articles of international scientific-theoretical conference on “New trends in foreign language teaching: inclusive education and innovations in EFL/ESP”.
TSUOS. –2026. – 411p

Editor-in-Chief:

Marxabo Abdullayeva, PhD, Associate professor

Reviewer:

*Saodat Saidakbarova, PhD, Associate Professor,
Head of the Department of Western Languages*

Editors:

*Musoyev Anvar, Abidova Zilola, Raxmonberdiyeva Karima, Askarova Shakhnoza,
Komilova Dildora, Jalolova Iroda, Artikova Lobar, Ergesheva Nazira, Yunisova Dildora,
Khamrabayeva Shirin*

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.

The authors are fully responsible for the content of the articles included in this proceedings volume, including the validity of scientific conclusions, factual accuracy, and any possible errors or shortcomings contained therein.

2. Borg, S. (2023). *Teacher cognition and language education: Research and practice* (2nd ed.). Continuum.
3. Egbert, J., & Herman, D. (2024). The flipped classroom in EFL: Learner perceptions and outcomes. *Language Learning & Technology*, 28(1), 45–62.
4. Ellis, R. (2024). *Understanding second language acquisition* (3rd ed.). Oxford University Press.
5. Johnson, K. E. (2024). *Second language teacher education: A sociocultural perspective*. Routledge.
6. Kumaravadivelu, B. (2023). *Understanding language teaching: From method to post-method*. Lawrence Erlbaum Associates.
7. Richards, J. C. (2025). *Curriculum development in language teaching* (3rd ed.). Cambridge University Press.
8. Rivers, W. M. (2023). *Teaching foreign language skills* (Revised ed.). University of Chicago Press.
9. Skehan, P. (2025). Task-based instruction: Theory, research, and practice. In M. Long & C. Doughty (Eds.), *The handbook of language teaching* (pp. 289–310). Wiley-Blackwell.
10. Svalberg, A. M. L. (2024). Engagement with language: Interrogating a construct. *Language Awareness*, 33(2), 142–158.
11. Ur, P. (2025). *A course in language teaching: Practice and theory* (3rd ed.). Cambridge University Press.
12. Willis, J., & Willis, D. (2022). *Doing task-based teaching*. Oxford University Press.

HOW TO MAKE A DIFFERENTIATION PLAN

Shahobova Sitora Baxromovna,
Researcher, Tashkent State University of Oriental Studies,
E-mail: sitorashaxobova28@gmail.com

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).

Reference

1. Tomlinson, C. (2001). *How to differentiate Instruction in Mixed Ability Classrooms*, Association for Supervision and Curriculum Development, ProQuest Ebook Central.
2. Laura Baechar (2011). *Differentiated Instruction for English Language Learners: Strategies for the secondary English Teacher*. Wisconsin English journal. Volume 53, Number 2.

3. Shahobova Sitara Baxromovna. (2026). The Role of Identity, Motivation, and Investment in Teaching English at School (Experimental Study). «Maktabgacha Va Maktab Ta'limi» Jurnal, 4(3), 7–12. <https://doi.org/10.5281/zenodo.18872265>

MATNLAR ASOSIDA INSON VA SUNI‘Y INTELLEKT TARJIMALARINI SOLISHTIRISH AMALIY TAJRIBALARI

Shaxabiddinova Nodiraxon Dilshod qizi
Toshkent Davlat Sharqshunoslik Universiteti
Xorijiy til va adabiyoti: Amaliy fanlar fakulteti, 1-kurs magistranti
shaxabiddinovan@gmail.com

Abdullayeva Marxabo Raxmonkulovna
f.f.n,dotsent, Phd, Toshkent davlat sharqshunoslik universiteti
<https://orcid.org/0000-0001-9868-599X>

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 tarjimasini 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 tarjimasini, inson tarjimasini, 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

51	Quryozova Gulshan Akmal qizi. NEFT VA GAZ TERMINOLOGIYASIDA DISKURSIV VA PRAGMATIK OMILLAR.....	247
52	Raxmatullayeva Dilshada. XITOIY TILI TA’LIMIDA RAQAMLI TRANSFORMATSIIYA: SUN’IY INTELLEKT VA ARALASH TA’LIM TEXNOLOGIYALARINING INTEGRATSIYASI (TIZIMLI TAHLIL).....	255
53	Roziqova Nigora. XORIJIY TILLARNI O‘QITISHDA YANGI TENDENSIYALAR: INKLYUZIV TA’LIM VA EFL/ESP YO‘NALISHLARIDA INNOVATSIYALAR.....	261
54	Ruziyeva Mohinur Murod qizi, Khaydarova Ravno Anvarovna. CRITICAL THINKING AS A MEANS OF PREVENTING PLAGIARISM IN EFL CLASSROOMS.....	270
55	Saidov Umidbek. LITERARY CONCEPT TRANSFER AT THE INTERSECTION OF COGNITIVE AND TRANSLATION STUDIES.....	274
56	Saydazimova Ozoda, Abdurakhmanov Mirsaid. DESIGNING A FLIPPED CLASSROOM MODEL SUPPORTED BY PEER COLLABORATION TO ENHANCE ACADEMIC READING IN UZBEKISTANI EFL HIGHER EDUCATION.....	278
57	Sembayeva Z.K. THE REFLECTIVE LESSON DESIGN FRAMEWORK AS A META-ORGANISATIONAL APPROACH TO STRUCTURING FOREIGN LANGUAGE TEACHER EDUCATION.....	284
58	Shahobova Sitora Baxromovna. HOW TO MAKE A DIFFERENTIATION PLAN.....	291
59	Shaxabiddinova Nodiraxon Dilshod qizi, Abdullayeva Marxabo. MATNLAR ASOSIDA INSON VA SUNIY INTELLEKT TARJIMALARINI SOLISHTIRISH AMALIY TAJRIBALARI.....	294
60	Shernazarova Hayotxon. SOCIAL CRITICISM THROUGH LANGUAGE: A COMPARATIVE STUDY OF EUPHEMISTIC EXPRESSIONS IN VICTORIAN AND MODERN LITERATURE.....	297
61	Sotlikova Rimajon. THE IMPORTANCE OF PUBLIC SPEAKING SKILLS FOR TEACHERS IN CONTEMPORARY EDUCATION.....	300
62	Taganova Hatyja. WAYS OF INCREASING STUDENTS’ MOTIVATION IN LEARNING ENGLISH.....	304
63	Talapova A.K., Chaklikova A.T. THEORETICAL FOUNDATIONS OF THE METHODOLOGICAL POTENTIAL OF GENERATIVE ARTIFICIAL INTELLIGENCE IN THE TRAINING OF FUTURE FOREIGN LANGUAGE TEACHERS.....	308
64	Toshova Xurshida Ibodullayevna. CHET TILLARNI O‘QITISHDA INNOVATSION METODLARDAN FOYDALANISHNING AMALIY TAJRIBALARI	317
65	Turgunboeva Sugdiyona, Karima Rakhmonberdiyeva. A COMPARISON OF BYRAM’S AND DEARDORFF’S INTERCULTURAL COMPETENCE MODELS IN EFL.....	320
66	Volkova Elena. TEACHER EDUCATION: FOCUS ON COMPETENCES OF INCLUSIVE TEACHING.....	324
67	Elena Volkova, Nodira Isamukhamedova, Lobar Babakhodjaeva. EFFECTIVE STRATEGIES FOR PROMOTING INCLUSION IN PRE-SERVICE ENGLISH LANGUAGE TEACHER EDUCATION IN UZBEKISTAN..	333