O‘ZBEKISTON RESPUBLIKASI
JAMOAT XAVFSIZLIGI
UNIVERSITETI

NOMUTAXASSIS TINGLOVCHI, TALABA VA KURSANTLARGA CHET TILINI O‘QITISH METODIKASI

respublika ilmiy-amaliy konferensiyasi
2025-yil 19-dekabr

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“Nomutaxassis tinglovchi, talaba va kursantlarga chet tilini o‘qitish metodikasi” mavzusidagi respublika ilmiy-amaliy konferensiyasi. – O‘zbekiston Respublikasi Jamoat xavfsizligi universiteti. Toshkent., 2025. – 459 bet.

Bugungi kunda ilm-fan taraqqiyotini hamda mamlakat hayotini xorijiy tillarsiz tasavvur qilish mushkul. Yurtboshimiz tomonidan Oliy ta’lim muassasalari bitiruvchilariga nisbatan o‘z ona tilini mukammal bilish talabidan tashqari, “kamida 2 ta xorijiy tilni mukammal bilish” talabi qo‘yilganligi ham bejiz emas, chunki zamonaviy dunyo va geosiyosiy, ijtimoiy-iqtisodiy, ma’naviy-madaniy taraqqiyot va integratsiya bugungi kun shaxsi oldida chet tillarni chuqur bilish va shaxsiy hamda kasbiy maqsadlarda foydalana olish ehtiyojini vujudga keltirmoqda. Shu ma’noda bugun filologik va nofilologik ta`lim muassasalarida chet tillarini zamon talablari darajasida o‘qitish zarurati namoyon bo‘lmoqda.

Mazkur to‘plam Respublikada xorijiy tillarni o‘rganishni ommalashtirish hamda innovatsion metodikani tanlash va amaliyotga joriy qilishga bag‘ishlangan bo‘lib, unda “Nomutaxassis tinglovchi, talaba va kursantlarga chet tilini o‘qitish metodikasi” mavzusidagi respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. To‘plamda xorijiy tillarni bugungi kundagi ahamiyati, uni o‘qitish metodlari va keng targ‘ib etish, xorijiy tillarning jamiyat ijtimoiy va siyosiy hayotidagi o‘rni, xorijiy tillarning boshqa fanlarni o‘rganishdagi roli kabi masalalarga bag‘ishlangan maqola va tezislar jamlangan.

Konferensiya materiallari tilshunoslar, yosh tadqiqotchilar, kursantlar hamda xorijiy tillarni o‘rganishga qiziquvchilar uchun foydali bo‘ladi deb umid qilamiz.

To‘plamga kiritilgan maqola va tezislarning mazmuniga mualliflar javobgar.

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KIRISH SO‘ZI

Assalomu alaykum, universitet jamoasi, aziz mehmonlar!

Bugungi anjumanimizga xush kelibsizlar!

Bugungi kunda ilm-fan taraqqiyotini hamda mamlakat hayotini xorijiy tillarsiz tasavvur qilish mushkul. Yurtboshimiz tomonidan Oliy ta’lim muassasalari bitiruvchilariga nisbatan o‘z ona tilini mukammal bilish talabidan tashqari, “kamida 2 ta xorijiy tilni mukammal bilish” talabi qo‘yilganligi ham bejiz emas, chunki zamonaviy dunyo va geosiyosiy, ijtimoiy-iqtisodiy, ma’naviy-madaniy taraqqiyot va integratsiya bugungi kun shaxsi oldida chet tillarni chuqur bilish va shaxsiy hamda kasbiy maqsadlarda foydalana olish ehtiyojini vujudga keltirmoqda. Shu ma’noda bugun filologik va nofilologik ta`lim muassasalarida chet tillarini zamon talablari darajasida o‘qitish zarurati namoyon bo‘lmoqda.

Eslatib o‘tish joizki, O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” PQ-5117-sonli qarori, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19-maydagi “Xorijiy tillarni o‘rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to‘g‘risida”gi 312-sonli qarori hamda Yevropa Kengashining “Chet tilini egallash umumevropa kompetensiyalari: o‘rganish, o‘qitish va baholash” to‘g‘risidagi umume’tirof etilgan xalqaro me’yorlari (CEFR – Common European Framework of Reference)ga muvofiq qayta ishlab chiqildi.

Yana alohida qayd etish lozimki, Vazirlar Mahkamasining “Chet tillar bo‘yicha ta’limning barcha bosqichlari bitiruvchilarining tayyorgarlik darajasiga qo‘yiladigan talablar” ga ko‘ra oliy ta’lim muassasalarining ixtisosligi chet tili bo‘lmagan fakultetlari bakalavriat bosqichi bitiruvchilari to‘rt yillik tahsillari nihoyasida o‘rgangan chet tili bo‘yicha B2 darajani egallashlari lozim. Albatta, bu darajani egallash uchun o‘zaro ikki tomonlama – ham pedagog, ham til o‘rganuvchi hamkorligida amalga oshiriladigan innovatsion metodikani tanlash va amaliyotga joriy qilish maqsadga muvofiq bo‘ladi.

“Nomutaxassis tinglovchi, talaba va kursantlarga chet tilini o‘qitish metodikasi” deb nomlangan mazkur Respublika ilmiy-amaliy konferensiyasi

ham aslida shu muhim maqsadga – nofilologik yo‘nalish bo‘lmish harbiy OTMda, xususan, Jamoat xavfsizligi universitetida chet tilini o‘qitishni takomillashtirish muammosi va uning amaliy yechimlarini taklif etishga bag‘ishlangan.

Kuzatishlar shuni ko‘rsatmoqdaki, bugungi kunda chet tili o‘qitishda ixtisoslik xususiyatlaridan kelib chiqib, “*Chet tili maxsus maqsadlar uchun*” tamoyillariga va kommunikativ, integrativ kompetentlik yondashuvlariga asoslanish maqsadga muvofiqdir.

Bunda *kommunikativ faoliyatga yo‘naltirilgan yondashuv* – ta’limning rivojlantiruvchi, funksional va kommunikativ xususiyatlariga ega bo‘lib, ta’lim jarayonida bilish faolligini oshirishga ko‘maklashadi. Ta’lim jarayonida mazkur yondashuv kursantlarda refleksiya, o‘z-o‘zini rivojlantirish, namoyon etishga ko‘maklashadi; chet tili ta’limini madaniyatlararo muloqot sifatida tashkil etishga; dars jarayonida o‘qituvchi kursantlarning o‘zaro teng huquqli ishtirokchi sifatida o‘zini namoyon etishlarini ta’minlaydi; ta’limning interaktiv shakllarini qo‘llash; kursantlarda yangi til malakalari, sotsio-madaniy bilimlar, amaliy malakaviy ko‘nikmalarni mustaqil egallashni rivojlantirish ko‘zda tutiladi.

Harbiy oliy ta`lim muassasasida tahsil olayotgan kursant, tinglovchi va talabalarni chet tiliga o‘rgatishda yana bir dolzarb yo‘nalish – *integrativ yondashuv* bo‘lib, turli fanlardan olingan bilimlar, ko‘nikma, malaka va tajribani hisobga olish, tayanish, integratsiya qilish, chet tilida kommunikativ, kasbiy kommunikativ, ijtimoiy kompetentlikni baravar rivojlantirishni nazarda tutadi.

Mutaxassislarimiz ixtisoslik spetsifikasidan kelib chiqib, jahonda chet tili o‘qitishda yuqori samarador sanalgan yana boshqa ko‘plab yondashuvlarni ham taklif qilishmoqda. O‘ylaymizki, bugungi anjumanda aynan shunday uslubiyot muhokamaga tortiladi va bu mavjud metodik muammolarning yechimiga aylanadi.

Anjuman ishiga omad tilaymiz!

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EXPRESSION OF ENDEARMENT THROUGH STYLISTIC DEVICES

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Stylistic tropes not only convey figurative meaning but also reflect human cognition. Different peoples' ways of understanding the world are revealed through the unique features of endearment expressed via stylistic devices. In the studied languages, it was identified that endearment is expressed through various stylistic means. One of these is metaphor.

A **metaphor** is the result of a cognitive process and a way for a person to comprehend the surrounding environment; it represents the linguistic expression and reflection of cognitive processes occurring in human thought and consciousness. Thus, metaphor can be viewed as a linguistic-cultural unit [1, 112].

We observe the expression of endearment through metaphor as a stylistic device in the studied languages in the following examples:

Othello (to Desdemona): ***Sweet soul****, take heed,*
Take heed of perjury; thou art on thy deathbed [2, 120].

– Ich, ***jigarim****, ich! – dedi xotin va stakanni uning qo'liga berib peshonasini siladi* [3, 6].

Nigor opa ichkari xonadan chopib chiqqan bolani bag'riga olib, quchib o'pdi...
– Ma, ***qo'zichoq****, bu o'z bog'imizning olmasi* [4, 43].

In our research we revealed that endearment can be expressed via **metonymy. For example:** *"Daddy, Daddy, my dear own Daddy!" screamed Lilly. "Speak to me... Daddy? Let me kiss you dear,* ***dear head****"* [5, 357].

In Uzbek the words sush as *puchuq, shirin so'zim, qora qoshim, paxmoqqinam* can be sample for this phenomina:

Ko'rib qolishdi, kuchukni shu choq,
Ikki Katenka ikki qizaloq...
– Voy, ***paxmoqqinam****, – Voy,* ***baroqqinam****! –*

Deb Katenkalar erkalar biram [6, 165].

Hyperbole as a stylistic device is also one of the means to express endearment. Hyperbole involves exaggerating the characteristics, qualities, or states of things and events. In English, this phenomenon can be expressed through the comparative or superlative forms of adjectives. In Uzbek, examples include expressions like *"osmondagi oyim"* (my moon in the sky), *"dunyodagi eng yagonamsan"* (you are the only one in the world), *"malikam"* (my queen), *"jon-jahonim"* (my dear life), *"bebaho gavharim"* (my priceless jewel), *"jonim gulshani"* (my life's garden), and others.

Endearment is also expressed through the stylistic device of **simile.** This device is characterized by comparing the attributes, actions, or states of one object to another. In English, this is usually done using the conjunctions *as* and *like*, while in Uzbek it is expressed by adding suffixes such as *-dek*, *-day* to nouns. Examples in English include: *You're as sweet as sugar on a stick, sweet as honey, sweet as an angel, as fair as...*

For example:

***As fair** art thou, **my bonnie lass**, so deep in luve am I;*

And I will luve thee still, my dear, till s'the seas gang dry [7, 57].

Aylanayin, oqchamdan, lablari qaymoqchamdan.

*Iskasam - **zomichadek** (handalak),cho'milsa **gul g'unchadek*** [8, 57].

The epithet, which has the characteristic of describing an object's quality in a vivid and figurative manner, also plays an important role in expressing affection. With its help, the part of word combinations functioning as adjectives in English and Uzbek languages acquires a figurative appearance. For example:

*Romeo (to Juliet): O, speak again, **bright angel**! for thou art...*[9, 32]

*– Saidam, **oppoq qizim**, o'zing yaxshilab o'ylab ko'r* [10, 88].

In the examples, the words *bright*, *honey*, and *oppoq* function as modifiers in the sentence and are expressed figuratively. In English, phrases like *my sweet baby*, *my sweet one*, and in Uzbek, *shirin bolam*, *novvot qizim* can also be cited as examples of epithets.

Our research showed that in the compared languages, affection is also expressed through the stylistic device of **ellipsis,** characterized by the omission of an element of the affectionate expression. For example:

Desdemona: I cannot speak of this. Come now, your promise.

Othello: What promise, ***chuck****?* [11, 81]

– ***Tentak****! – dedi Nigora yengil kulib* [12, 53].

– Umrning kuzidamiz, ***chiroq****! Qalay, o'zing gullardan birini tanladingmi? – dakkam-dukkam tishlarini ochib, kulib so'radi chol* [13, 221].

The word *chuck* in the examples should, in its full affectionate meaning, appear with the first-person singular possessive pronoun as *my chuck*, while *tentak* corresponds to *my tentak* and *chiroq* to *my chirog'im* (my light). However, even though these possessive pronouns are omitted in the examples, the words have not lost their affectionate meaning.

Our research revealed that in the studied languages, affection is expressed not only through ellipsis, metaphor, and metonymy but also through the stylistic figure of **oxymoron** — a device that combines two logically contradictory or opposing concepts.

M.K. Bakayeva, in her work, analyzes the translation of an English poem rendered into Uzbek and Russian using oxymoron. Below are excerpts from her study:

That I an accessory needs must be

to that ***sweet thief*** *which sourly robbs from me.*

The researcher comments on this matter as follows: "In the oxymoron *sweet thief*, the author's attitude towards his beloved is revealed. Though deeply hurt by her betrayal, he cannot straightforwardly call her a 'thief' because warm feelings still linger in his heart; love and anger are engaged in a struggle" [14, 46-47].

To further illustrate our point, consider another example: *My* ***sweet wee lady****, or if I brush when thou shalt ca'me Tit-ta or daddy* [15, 56].

In this example, a father affectionately addresses his daughter as *sweet wee lady*. The word *wee* means small, while *lady* means woman. The

expression of affection here is realized through the stylistic device of oxymoron.

Such speech phenomena also occur in Uzbek, primarily in spoken language. Our observations reveal affectionate expressions directed at young boys and girls in forms such as *yomon asalsan-da* (you're a bad honey, though), *yomon shakarsan-da* (you're a bad sugar, though), *yomon ham shirinsan* (you're bad sweet), and similar phrases.

Another stylistic device is **paraphrase,** through which words expressing affection are conveyed not by their direct names but through descriptive means based on their characteristic features. M.K. Bakayeva interprets the term paraphrase in Uzbek as *ko'chim iboralar* [14, 102]. To supplement our argument, we provide examples from the studied languages:

Lady Capulet: "O me, O me! My child, my only life" [16, 77]. In this example, Lady Capulet affectionately addresses her daughter Juliet with *my only life* instead of *my child.*

In Uzbek, similar examples of affectionate paraphrases include *uyimning farishtasi* (angel of my house — referring to wife or mother), *jufti halolim* (my lawful mate — referring to husband or wife), and *ko'z ochib ko'rganim* (the one I first saw — referring to husband or wife).

The stylistic device of **repetition** also holds a distinctive role in this context. Below, we illustrate our point with examples from both English and Uzbek languages:

"Come to the bed again." "All right. I'll come." "Oh, ***darling, darling, darling****," I said* [17, 77].

Juliet (to nurse): I' faith, I am sorry that thou art not well.

Sweet, sweet, sweet *nurse, tell me, what says my love?* [16, 46]

Sening o'n yetti yoshing, kamolingdan ***aylanay****,*

Xoh sho'xu, xoh yuvoshing, yomoningdan ***aylanay*** [18, 8].

The words *darling, angel, sweet* and the Uzbek terms *aylanay, jonim* are repeatedly used in the examples, expressing affection in the context.

Another stylistic device used to convey endearment is **detached construction**. This device is characterized by isolating and emphasizing words, word combinations, and idiomatic expressions that carry the

meaning of affection. Attention is drawn specifically to the detached segment. For example:

Ether knew that nothing would change the love between the two cousins. "Esther, ***my dear****, will Cousin John ever forgive me?"* [19, 77]

– Jamilaxon, ***oppog'im****, men keldim, men akangiz, – dedi u ovozi qaltirab* [20, 154].

The expressions *my dear, oppog'im, aylanay bolam,* which convey endearment, function as detached segments in the sentence.

Sometimes, stylistically, the expression of affection involves a disruption in the word order during sentence construction. This phenomenon is realized through the stylistic device of **inversion**. The meaning of the sentence remains unchanged. A.V. Velistova comments on this as follows: "In English, words expressed with adjectives as modifiers sometimes precede the nouns they are linked to. Conversely, although less common, they can also follow the noun, and such usage is considered archaic, as in lady fair. In phrases like *dear my, beloved my, my sweet, my hearty,* the modifier can come before or after the noun". For example*:*

Juliet (to mother): ...O, ***sweet my mother****, cast me not away!*

Delay this marriage for a month, a week [16, 67].

In these examples, grammatically, the possessive pronoun *my* should precede the adjective *sweet*, and dear should come before the noun *Jervie.* However, even though their positions are switched in the examples provided, the meaning of endearment is still preserved in the sentence.

Similarly, in Uzbek, there are word combinations where the usual order is altered without changing the meaning, such as *qaro ko'zim – ko'zi qaro, qoshlari kamonim – kamon qoshligim, shakarim mening – mening shakarim*. For example:

Qo'shaloq navro'zim – qizlarjonim-yey,

Sizga ona bo'lgach, boqqa aylandim!

Burgutlarim manim *– o'g'lonlarim-yey,*

Ona bo'lgach sizga, toqqa aylandim! [21, 86]

Sh. Kazakov, in his research, also highlights stylistic inversion as an example of endearment in Uzbek. He emphasizes that even if the word order

in the phrase *xolang o'rgilsin* and *o'rgilsin xolang* is reversed, the meaning does not change [22, 75].

Another important stylistic device that adds emotional intensity to expressions of endearment is **climax**. Through this device, we observe examples related to endearment in both English and Uzbek:

*Nurse (to Julliet): **Mistress**! **What**, **mistress**! **Juliet**! fast, I warrant her, she*

***Why**, **lamb! why**, **lady**! **Fie**, **you slug-a-bed**!*

***Why**, **love**, **I say**! **Madam**! **Sweet-heart**! **Why**, **bride**!* [16, 76]

*Ashurmirzoning uyga kirib kelishi bu oilada chinakam bayramga aylanadi. To'tiqiz: "**Aylanay dadajon, dada, o'zimning dadam! Dadajonim**!" deb bir yoqdan osilsa, "Sizni ko'rar kun bor ekan-a! Xudoga shukur" deb Jamila pitirlab yugurdi* [59, 130].

In the English example, the intensification is achieved through the use of various terms of endearment, while in Uzbek, multiple grammatical tools are attached to a single word. These examples illustrate the gradual increase of affection and the intensification of emotion.

During the research, no examples of endearment expressed through **litotes**—a stylistic device that conveys diminution in size, strength, or quality of an object, event, or characteristic—were found in the languages under study.

In conclusion, it is worth noting that in both English and Uzbek, endearment is expressed in speech through stylistic devices such *as metaphor, metonymy, epithet, oxymoron, simile, hyperbole, paraphrase, ellipsis, climax, repetition, inversion, and detached constructions.*

The expression of endearment through stylistic devices plays an important role in enhancing the emotional and imaginative power of both colloquial and literary speech in unrelated languages. It ensures that expressions of affection are rich in figurative language and emotionally charged.

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CHALLENGES OF TEACHING ENGLISH IN MILITARY SPECIALTIES

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The globalized nature of modern conflict and defense cooperation has made English proficiency a critical asset for military personnel, often dubbed a “strategic weapon”. However, the task of teaching English to students in military specialties presents a unique set of pedagogical challenges that diverge sharply from conventional language instruction. The problems are not merely lexical but are deeply rooted in the fundamental differences between the culture of the military and the culture of language acquisition, creating a friction that educators must carefully navigate. The primary obstacles include reconciling divergent learning objectives, overcoming significant lexical and contextual gaps, and adapting to the distinct psychological profile of the military learner.

First, a fundamental tension exists between the typical goals of language learning and the immediate, pragmatic needs of the military student. General English courses often emphasize communicative competence, cultural exchange, and personal expression. In contrast, a soldier, pilot, or naval officer requires English as a tool for specific, high-stakes purposes. Their learning objectives are narrowly focused on skills like understanding technical manuals, following NATO-standard procedures, communicating clearly in joint exercises, or interpreting intelligence briefings. For example, in the Communicative Approach, one type of syllabus is organized around notions (meanings such as spatial location, time, degree) and functions (social transactions and interactions such as asking for information or complimenting someone). In such syllabus format, grammar and vocabulary are secondary, being taught not as ends in themselves, but only insofar as they help express the notions and functions that are in focus. Many adherents of the Communicative Approach, however, reject any sort of atomistic syllabus, whether structural or notional-functional. [1; 9] They advocate instead a communicative syllabus (i.e., a process- based or task-based syllabus) in which real-world tasks and authentic materials are used to design language courses. [2] This creates a problem of relevance; if students cannot see the direct application of a grammar rule or vocabulary list to their operational duties, motivation can plummet. In particular, the abstract concept of "future perfect continuous tense" holds little weight against the concrete need to correctly issue a warning or report a mechanical failure. The teacher, therefore, must constantly bridge this gap, justifying each lesson's utility within a framework of mission-effectiveness and tactical advantage.

Secondly, the specialized lexicon of military English presents a formidable hurdle. While everyday English is taught through common themes like family, hobbies, and travel, military English operates within a domain of acronyms, jargon, and technical terminology that is largely opaque to outsiders. Teaching a student to discuss the "weather" is straightforward; teaching them to report "icing on the leading edge of the wings at 10,000 feet" requires precise, context-specific vocabulary.

Furthermore, this challenge extends beyond simple terminology to encompass standardized phraseology, particularly in fields like aviation or naval operations, where a single misunderstood word can have catastrophic consequences. This is not a language of nuance and creativity but one of clarity, brevity, and absolute precision. The educator must not only be a language expert but also invest significant effort in understanding the military context to avoid oversimplification or, worse, teaching inaccurate or non-standard usage that could lead to operational failures.

Finally, the very psychology of the military student can be at odds with the ideal environment for language acquisition. [3] Military training cultivates qualities such as discipline, hierarchy, and a focus on clear-cut right-or-wrong answers. Language learning, however, is an inherently messy process that requires vulnerability, a tolerance for ambiguity, and a willingness to make mistakes –behaviors that are often discouraged in a military setting. A soldier accustomed to executing orders with precision may become frustrated with the irregularity of English verbs or the subjective nature of conversational nuance. This can lead to a risk-averse mindset where students remain silent rather than risk an error, severely hindering the development of speaking skills. The teacher must therefore work to create a classroom culture that is psychologically safe, encouraging experimentation without undermining the students' ingrained respect for procedure and correctness. This involves building trust and reframing mistakes not as failures but as essential steps in tactical skill development. Motivation also matters since language learning is often secondary to operational or physical training. [4] Not all military personnel perceive English as directly relevant to their duties, especially in non-international units. Learners must therefore understand the instrumental value of English for career advancement, mission participation, and intercultural cooperation. Teachers play a crucial role in linking classroom content to real-life professional outcomes, thereby transforming extrinsic motivation into intrinsic engagement.

Learner-centered instruction has the benefits of greater individualization of learning objectives, increased student opportunities to

perform using the target language (whether receptively or productively), and increased personal sense of relevance and achievement, thus relieving the teacher of the need to constantly supervise all students. Students often will pay more attention and learn better from one another since their performances and processes of negotiation of meaning are more closely adapted to one another's level of ability. Teachers should thus be prepared to develop fewer teacher-dominated activities and tasks, while remaining conscious of their students' need for guidance in setting objectives, for appropriate models of and feedback about the target language, and for constructive and supportive evaluation of their progress. [5; 38] Additionally, military English involves strong intercultural competence. Personnel must interact with multinational forces, understand cultural nuances, and avoid miscommunication that could lead to operational errors or diplomatic tension. Intercultural awareness training, therefore, becomes as vital as linguistic proficiency. However, developing such awareness through textbooks alone is challenging, as it requires authentic cross-cultural exposure.

Meanwhile, teaching English to military specialists is a complex endeavor that demands more than just linguistic expertise. It requires a delicate balancing act: aligning the curriculum with mission-specific objectives, mastering a highly technical and precise lexicon, and adapting pedagogical methods to suit a psychologically unique learner group. Success hinges on the educator's ability to respect the military culture while simultaneously fostering the open, error-friendly atmosphere necessary for language acquisition. By viewing English not as an abstract academic subject but as a vital piece of operational equipment – as crucial as a rifle or a radar system – educators can forge a path to proficiency, ensuring that their students are equipped not only with physical arms but with the linguistic capability to operate effectively on the global stage.

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ЛИНГВОДИДАКТИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ ПОНЯТИЯ «ДЕЛОВОЕ ОБЩЕНИЕ»

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Аннотация

В статье рассматриваются лингводидактическое определение понятия “деловое общение”. Важнейшими вопросами в коммуникации в сфере делового общения, являются определение содержания понятия «деловое общение»; определение места обучения «деловому общению» в составе коммуникативной и профессиональной компетенций филолога.

Ключевые слова: деловое общение, “специальный язык”, деловой язык”, обучение иностранному языку.

Современная лингводидактическая теория ставит перед исследователями множество задач, как новых, так и традиционных для этой области знания. Это и проблемы наполнения содержанием понятия «уровень владения языком», проблемы определения и поиска

эффективных способов достижения определенного уровня владения языком, проблемы взаимодействия социальных, культурных, индивидуально-психологических и собственно лингвистических (языковых и речевых) факторов в процессе формирования вторичной языковой личности. Проблема обучения «деловому общению» в вузе включает в себя две неразрывно связанных части: 1) определение содержания понятия «деловое общение» применительно к обучению специалистов-филологов и лингвистов, студентов других специальностей; 2) обоснование принципов отбора, организации содержательного компонента обучения и выбор единицы обучения.

До настоящего времени место «делового общения» в содержании обучения иностранному языку студентов лингвистических специальностей не определено, а также не изучены проблемы, связанные с формированием коммуникативной компетенции будущих переводчиков и преподавателей в области «делового общения». Мы считаем, что важнейшими вопросами, которые должны быть решены в связи подготовкой специалистов-лингвистов к коммуникации в сфере делового общения, являются следующие: определение содержания понятия «деловое общение»; определение места обучения «деловому общению» в составе коммуникативной и профессиональной компетенций филолога.

В настоящее время в стилистике и методике обучения языку сложилось несколько терминологических единиц для обозначения сходных понятий – это *деловое общение, профессиональное общение и бизнескурс*. Под деловым общением обычно понимают речевые стереотипы, принятые в общении в сферах производства, управления и администрирования, более конкретно в данном случае рассматриваются устные тексты, в основном стереотипные, которые используются в стандартных ситуациях делового общения: знакомство, предварительная беседа о возможном сотрудничестве, переговоры, спор, заключение договоров и соглашений; из письменных текстов рассматривается лишь деловая переписка.

Неразличение понятий «деловое общение» и «профессиональное общение в деловых сферах» представлено сегодня во множестве изданий и публикаций, а между тем они являются различными. О связанности данных понятий в современной практике обучения языкам свидетельствует множество публикаций [Клобукова 1999 и др.]. В частности, об этом свидетельствует и определение понятия «деловое общение», данное в Словаре методических терминов Э.Г.Азимова, А.П.Щукина "**Деловое общение"**. Вид общения, целью которого является коммерческая и некоммерческая деятельность (обмен продуктами материального, интеллектуального характера и др.). В ходе которых, каждый из коммуникантов стремится решить прежде всего актуальные для своей профессии задачи» [1999, 67]. Приведенное определение является скорее лингвистической, а не методической, так как из него вытекает смысловая близость таких словосочетаний, как *обучение деловому общению и обучение языку специальности*. Данные понятия можно рассматривать как идентичные лишь при обучении иностранному языку студентов экономических специальностей. Именно в данном значении используется и заимствованное из западноевропейской лингводидактики понятие бизнес-курс. По указанной причине пособия по обучению деловому общению на иностранном языке насыщены узко специальной экономической лексикой, сложными терминами из сферы финансов, микро- и макроэкономики, отдельных разделов гражданского права, в этом случае овладение нормами делового общения на иностранном языке подменяется овладением узких терминосистем различных, в основном экономических областей знания.

Одним из главных признаков «специального языка» является «ситуация общения в пределах специальной сферы (наука, техника, производство, управление, сельское хозяйство, транспорт, связь, медицина, дипломатия и др.). Специальная тематика, специальные цели беседы побуждают специалистов переходить на профессиональный язык, который в меньшей степени связан с

национальной принадлежностью его носителей и не должен зависеть от общественно-экономической формации, идеологии, мировоззрения» [Культура русской речи 1998, с. 171]. К основным лингвистическим чертам специального языка исследователи относят:

- сочетание элементов естественного языка с элементами языка искусственного (специализированных символических языков);
- сочетание вербальных и невербальных элементов в структуре языка;
- стремление к интернационализации средств выражения;
- полифункциональность;
- полиструктурность, которая выражается в существовании внутри языка нескольких слоев: научного, профессионального разговорного; распределяющего языка (языка рекламы, торговли и под.) [Культура русской речи 1998, с. 175-178].

Из сказанного следует, что понятия “специальный язык” и “деловой язык”, являясь неразрывно связанными, все же различны, так как первое является более широким и включает в себя множество экстралингвистических составляющих, описывающих прагматические и пресуппозициональные факторы коммуникации.

Следует предположить, что содержание курса «делового общения» должно определяться на основе множества критериев, основным из которых являются потребности формирования профессиональной компетенции переводчика, специалиста в области межкультурной коммуникации, преподавателя иностранного языка (применительно к студентам филологической и лингвистической специальности); юриста, социолога, инженера (применительно к студентам других специальностей).

Понятие «деловая сфера общения» является очень широким, постоянно требующим детализации и конкретизации в контекстных условиях, затрагивающую как административно-правовую, так и профессионально-трудовую сферы, согласно классификации В.Л.Скалкина. [Скалкин 1981]. Бесспорно, лишь то, что эта сфера является в высшей степени социально значимой, протекающей на

основе исчислимого количества целей и характеризующейся определенным набором действий, наиболее частотными из которых следует признать речемыслительные действия, направленные на побуждение адресата речи к каким-либо действиям. Очевидно, в основе деловой сферы общения находится управление (государственно-правовое, межгосударственные отношения, бизнес-администрирование и другие). Одним из основных результатов такого рода деятельности является создание определенного документа, регулирующего правила осуществления конкретных действий. Высокая степень социальной ориентации данного вида деятельности приводит к обязательности ее социальной регламентации.

Стоит отметить, что сфера общения тесно связана с таким понятием, как узус, принятыми в определенном обществе традициями общения. Из этого следует, что различные виды и формы человеческой деятельности включают в себя не только типологически общие, свойственные множеству социумов черты, но и особенные, связанные с социальным статусом, этническими особенностями, спецификой конкретной области деятельности. В своих научных исследованиях А.Д.Швейцер отмечает, что в отдельных социально-коммуникативных системах “такие функциональные стили, как стили научной прозы, публицистики и официально-деловой речи, обычно представлены в сосуществующем с родным языком данного коллектива языке межнационального общения или языке-посреднике” (Швейцер А.Д. 1976, 107). Это замечание чрезвычайно актуально, особенно для описания деловой сферы общения и обслуживающего ее языка. Выработка традиций общения в различных деловых сферах - процесс довольно длительный, так как речь идет о “приведении к общему знаменателю” таких противоречивых понятий, как традиция и потребности современного общества в интернационализации данной сферы. Однако, “языковое воздействие” не является единственной формой влияния, зачастую речь идет об определенном заимствовании самих параметров общения, которые в обиходе принято называть “стилем общения”; существуют даже определения, характеризующие

поведенческие особенности коммуникантов в различных ситуациях: европейский, американский, азиатский, консервативный стили общения, или поведения. Все перечисленное составляет специфический национально-культурный компонент ситуации, или акта общения. Естественно, что при овладении деловым общением на неродном языке необходим не только речевой и коммуникативный тренинги, но и шире –национально-культурный тренинг, вовлекающий обучающегося в широкий дискурсивный контекст речевого акта.

При обучении иностранному языку специалистов в области менеджмента, финансовой деятельности, юриспруденции, процесс обучения языку строится на основе двух составляющих: базовый курс и профессионально ориентированный курс (=деловое общение), имеются при этом отдельные примеры изначальной профессиональной ориентации курса, то есть ведется планомерная работа по формированию коммуникативной компетенции в виде языковой, речевой и профессиональной компетенции на материале специфического языкового и речевого материала, исключающего практическое применение знаний иностранного языка в других областях и сферах общения (СМИ, чтение художественной литературы и под.).

Речевой минимум обучения деловому общению представляет собой концентрированное отражение специфических особенностей коммуникативного содержания изучаемого материала. Студент должен получить твердые знания, не выходящие за пределы литературного языка, так как, имея серьезную базу, владея основами деловой коммуникации, вполне возможно углубить свои познания в области специальной речи, специального перевода, если этого требуют условия профессиональной деятельности. Во-вторых, содержательный минимум курса должен включать в себя в достаточном полном объеме теоретические сведения по деловой коммуникации: лингвокультурные, прагматические, социокультурные, дискурсивные, речевые и языковые аспекты, так как студент-филолог должен не

только владеть формами вербальной коммуникации в данной сфере, но должен уметь анализировать деловой дискурс и обладать интерпретационными навыками в данной сфере общения.

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KURSANTLARNING BILISH FAOLLIGINI OSHIRISHDA LEKSIK KO‘NIKMA VA UNI SHAKLLANTIRISHDA UCHRAYOTGAN MUAMMOLAR

Shirinova Nargiza
Jamoat xavfsizligi universiteti dotsenti,
pedagogika fanlari nomzodi

Tajribalardan ma’lumki, so‘z boyligining yetarli emasligi ingliz tilini o‘rganishning turli jabhalarida to‘siq bo‘lmoqda, ya’ni ingliz tilida tinglab tushunish, o‘qib idrok etish, gapirish va fikrlarni yozma bayon qilishda yetarlicha so‘z boyligiga ega bo‘lish asosiy rol o‘ynaydi. Ingliz tilini o‘rganish jarayonida kursantlar so‘z boyligini oshirish bilan bog‘liq bo‘lgan bir qator muammolarga duch kelishadi. Masalan,

So‘zlarning kontekstual ma’nosi bilan bog‘liq bo‘lgan muammolar.

Kursantlar tildagi so‘zlarni his qilishlari, ularning kontekstual ma’nosini anglab olishlari va hayotda ulardan o‘rinli foydalalanish ko‘nikmasiga ega bo‘lishlari muhim o‘rin tutadi. Kursantlar so‘zlarning qo‘llanilishini mashq qilish jarayonida ularning bilish faolligi ham oshib boradi. So‘zlarni yakka holda o‘rganish ular mazmunining to‘g‘ri talqin qila osmaslikka olib kelmoqda[3].

Yozilishi va talaffuzi o‘xshash bo‘lgan so‘zlar bilan bog‘liq bo‘lgan muammolar.

Kursantlarning bilish faolligini oshirishda salbiy ta’sir qilayotgan jarayon bu so‘zlarni esda saqlash bilan bog‘liq bo‘lgan qiyinchiliklardir. Shuningdek, yozilishi va talaffuzi o‘xshash bo‘lgan so‘zlar ham yuzaga kelayotgan muammolarga sababchi bo‘lmoqda. Masalan, ularning aytilishi va yozilishi bir xil bo‘lsada, ular turlicha ma’noni anglatadi, bu esa tushunmovchiliklarga olib keladi, oqibatda kursantlar ularni o‘rganish va qo‘llashda qiynalishmoqda.

Madaniyatlararo nomuvoffiqliklar va xato qilishdan qo‘rqish.

Madaniyatlararo nomuvoffiqliklar turli millatlatlarning ingliz tili lug‘atidagi yangi so‘zlarning paydo bo‘lishi va ularni ishlatishda xato qilishdan qo‘rqish so‘zlarni o‘rganish va qo‘llashda qiyinchiliklarga olib kelmoqda. Ushbu emotsional jarayon kursantlarning bilish faolligini oshirishda salbiy ta’sir ko‘rsatadi.

Yuqorida keltirilgan qiyinchiliklarni bartaraf etish har bir ingliz tili o‘qituvchisining vazifasidir. Ularni quyidagi tavsiyalarimizda keltirishimiz mumkin:

- So‘zlarning kontekstual ma’nosini anglash bilab bog‘liq bo‘lgan muammoni oldini olish uchun kursantlar turli mazmundagi matnlarni ko‘proq o‘qishlari zarur. Masalan, kitoblar, gazetalar va internetdagi manbalar so‘zlarning turli uslublarda ishlatilishini o‘rganishda asosiy manba bo‘lib xizmat qiladi va kursantlar o‘qigan sari ularning bilish faolligi ham oshib boradi.

- Ingliz tilidagi film, televizion ko‘rsatuvlar, suhbatlarni ko‘rib borish kursantlarning kundalik hayotida ishlatadigan so‘z va iboralarni o‘rganishlarida muhim o‘rin tutadi, ya’ni ular ingliz tilida materiallarni ko‘rgan sari bilish faolligi oshib boradi.

- Ingliz tilidagi matnlarni o‘qish, film va ko‘rsatuvlarni ko‘rgandan keyin ularda uchragan so‘z va iboralardan foydalanib insho va bayon yozish ham kursantlarda so‘zlarni esda saqlab qolish qobiliyatini oshirishga xizmat qiladi[1].

Yozilishi va talafuzi bir xil bo‘lgan so‘zlarni o‘rganishda ham bir qator usullardan foydalaniladi.

- So‘zlarni izohlari bilan yozilgan bazani yaratish va ularni doim yangilab borish.

- So‘zlarni assotsiatsiya(bog‘lanish) yordamida o‘rganib borish, ya’ni mazmun jihatdan tog‘ri keladigan oldin o‘rganilgan so‘zlar bilan bog‘lash orgali o‘rganish mumkin.

- Yozilishi va talaffuzi o‘xshash so‘zlarning ma’nosini anglab olishda o‘qituvchi yoki til egasidan so‘rab olishga tortinmaslik, bu ularga tushunmovchiliklarni bartaraf etish va osonlikcha mazmunini tushunib olishga yordam beradi.

Madaniyatlararo nomuvoffiqliklar va xato qilishdan qo‘rqishni oldini olishda quyidagi ishlarni amalga oshirish mumkin.

- Leksik material hayotiy suhbatlarda va haqiqiy til egasi bilan bo‘lgan muloqotda mashq qilinsa, yangi so‘z va iboralarni o‘rganish va o‘rinli qo‘llashga xizmat qiladi.

- So‘zlarni qo‘llashda xato qilish tabiiy jarayon hisoblanib, bu bilish faolligini oshirishdagi dastlabki jarayondir. Kursantlar uzoq muddat davomida xato qilishsada, bundan qo‘rqmasliklari zarur, chunki mashq qilgan sari ular bo‘yicha ko‘nikma va malakalar hosil bo‘ladi.

- Tili o‘rganilayotgan mamlakatning madaniyatidan xabardor bo‘lish uchun uni o‘rganishga vaqt ajratish, o‘xshashliklar va farqlarni o‘rganish kursantlarning ingliz tilida gapirishlarida o‘z kuchiga ishochning hosil bo‘lishi, shuningdek, madaniy bilimlarga ham ega bo‘lishlarida asosiy o‘rin egallaydi, ushbu jarayon albatta kursantlarning bilish faolligini oshirishga xizmat qiladi[2].

Yuqorida ko‘rsatilgan ayni paytdauchrayotgan muammolar va ularni bartaraf etish bo‘yicha berilgan tavsiyalar ingliz tili mashg‘ulotlarida kursantlarning bilish faolligini oshirisda muhim ahamiyatga ega.

Foydalanilgan adabiyotlar:

1. Shirinova N.N. Ingliz tili darslarida harbiy oliy ta'lim muassasalari kursantlarining bilish faolligini oshirishda til materiali va nutq faoliyati turlariga o‘rgatish usullari/Monografiya, Toshkent, JXU, 2025.

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21ST CENTURY SKILLS AND MODERN APPROACHES IN ENGLISH LANGUAGE TEACHING

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Abstract: This article examines modern approaches to English language teaching in the context of 21st-century skills. It analyzes pedagogical methods aimed at developing students' communicative, critical thinking, problem-solving, and technological competencies. Interactive methods, project-based learning, the use of technology, and learner-centered approaches are discussed with practical examples. The study findings indicate that innovative methods are essential for effective English language instruction and for fostering 21st-century skills in learners

Keywords: 21st-century skills, English language, modern approaches, innovative methods, interactive learning, technology integration

INTRODUCTION. In the 21st century, education requires students to be prepared for global communication, independent thinking, and innovative skills. English, as a **global communication tool,** plays a central role in this process [3;150]. Therefore, teaching English should not be limited to grammar and vocabulary but should also aim to develop the following competencies in students: critical and creative thinking, problem-solving abilities, collaboration and communication skills, and technological literacy [4;34].

Modern pedagogical approaches—including interactive methods, project-based learning, and technology integration—are effective in achieving these goals [5;90]. This article analyzes the theoretical foundations, practical applications, and effectiveness of these approaches.

MAIN BODY: 21st-century skills prepare students not only with knowledge but also for real-life challenges. These skills include:

1. Communicative skills: using language effectively for social interaction and expressing ideas clearly [1;85]. Communicative skills refer to a learner's ability to effectively **send and receive messages** in a variety of contexts. In the 21st century, it is not enough for students to know vocabulary and grammar—they must also be able to **express ideas, understand others, and participate in real-life conversations.** Components of Communicative Skills:

Listening: Understanding spoken English in different contexts, including classroom instructions, conversations, lectures, and media.

Speaking: Expressing ideas clearly and appropriately in informal and formal situations, including discussions, presentations, and debates.

Reading: Comprehending authentic texts, such as articles, reports, and stories, and using information effectively.

Writing: Producing coherent written texts for various purposes, including emails, essays, and reports.

Non-verbal Communication: Understanding gestures, body language, facial expressions, and cultural norms [5;60].

2. Critical thinking and problem-solving skills: Critical thinking is the ability to **analyze, evaluate, and synthesize information** before forming a judgment or making a decision. Problem-solving refers to the capacity to **identify issues, generate solutions, and select the most effective course of action** ([2;25]. In the context of English language teaching, these skills are essential because students must not only **understand language rules** but also apply them **creatively and appropriately** in real-life situations. Developing these skills encourages learners to **think independently, reason logically, and make informed choices** during communication.

Components of Critical Thinking in ELT: Analysis: Examining texts, arguments, or scenarios to identify key points and underlying assumptions. Evaluation: Judging the credibility of sources, ideas, and arguments. Inference: Drawing logical conclusions based on evidence or context.

Through this process, students **practice critical thinking and problem-solving simultaneously while using English in authentic contexts.**

3. Creative approaches: generating new ideas and applying learned knowledge in practical contexts [6;15]. Creative approaches in English language teaching involve encouraging students to generate new ideas, use language in innovative ways, and apply learned knowledge in novel contexts. Creativity is a key 21st-century skill because it enables learners to adapt to changing environments, solve complex problems, and express themselves effectively [1;95,2;28]. In language learning, creativity is not limited to artistic expression—it includes: Creating meaningful texts (stories, dialogues, essays); Producing multimedia projects (videos, podcasts, blogs) Innovatively solving linguistic or communicative tasks.

Components of Creative Approaches: Idea Generation**:** Encouraging students to brainstorm and propose multiple solutions or storylines. Experimentation: Trying different ways of expressing ideas, including unusual vocabulary or sentence structures. Problem-Solving Creativity: Using English to solve real-world challenges or scenarios creatively. Reflective Creativity: Reviewing and refining ideas, making improvements, and learning from mistakes. Benefits of Creative Approaches: Enhances engagement and motivation in language learning, Promotes autonomy, as students take ownership of their ideas, Develops flexible thinking, allowing students to adapt language use to different contexts, strengthens communication skills, since students must express complex ideas clearly, Encourages integration of technology, such as digital storytelling, blogs, and multimedia projects

4. Reflective creativity refers to the ability of learners to **review their work, evaluate their ideas, refine them, and learn from mistakes.** It combines **critical thinking, self-assessment, and innovative problem-solving.** In the context of English language teaching, reflective creativity allows students to improve not only **language accuracy** but also **the quality and originality of their ideas [1;100].** Reflection helps learners to: Recognize their strengths and weaknesses in using English; Identify areas where ideas could be expressed more clearly or innovatively; Make iterative

improvements to their work; Build metacognitive skills, understanding how they learn and how to learn better.

CONCLUSION. In the 21st century, effective English language teaching goes beyond grammar and vocabulary acquisition. It requires a **holistic approach** that develops students' communicative, critical thinking, creative, problem-solving, and reflective skills. Modern pedagogical approaches—such as **interactive methods, project-based learning, and technology integration**—play a crucial role in achieving these goals. Interactive methods promote **active participation, collaboration, and real-life communication,** while project-based learning fosters **practical application of language, teamwork, and innovation.** The integration of technology enhances **engagement, access to authentic materials, and creative expression**, allowing learners to use digital tools for problem-solving, content creation, and reflective activities. Moreover, cultivating **reflective creativity** helps students evaluate their own work, learn from mistakes, and continuously improve both their language proficiency and their innovative abilities. Combined, these approaches not only improve English language skills but also **equip learners with essential 21st-century competencies,** preparing them for global communication, academic challenges, and professional environments.

Therefore, adopting **modern, learner-centered, and technology-enhanced approaches** is essential for developing well-rounded, competent, and adaptable English language learners. These methods ensure that students are **active participants in their learning,** capable of thinking critically, solving problems, and expressing themselves creatively in diverse contexts [1;100,3;185,5;102].

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CLIL INTEGRATION AS A TOOL FOR DEVELOPING ACADEMIC MOBILITY AND INDEPENDENT LEARNING SKILLS

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Abstract: This article examines the role of Content and Language Integrated Learning (CLIL) in enhancing academic mobility and developing independent learning skills among university students. The study emphasizes how CLIL-based instruction fosters self-directed learning, critical thinking, and cross-cultural competences essential for academic mobility programs.

Key words: CLIL; academic mobility; independent learning skills; higher education; integration; English language teaching; learner autonomy

Annotatasiya: Ushbu maqolada universitet talabalari orasida CLIL (Content and Language Integrated Learning)ning akademik mobillikni oshirish va mustaqil o‘qish ko‘nikmalarini rivojlantirishdagi roli o‘rganilgan. Shuningdek, CLIL asosidagi ta’limning **mustaqil o‘qish, tanqidiy fikrlash** va **madaniyatlararo kompetensiyalar**ni shakllantirishdagi ahamiyatini, shu bilan birga akademik mobillik dasturlari uchun zarur bo‘lgan ko‘nikmalarni rivojlantirish haqida ma’lumot berilgan.

Kalit so‘zlar: CLIL; akademik mobillik, mustaqil o‘qish ko‘nikmalari, integratsiya, ingliz tili ta’limi, o‘quvchi mustaqilligi.

INTRODUCTION. In the context of globalization and rapid internationalization of higher education, academic mobility has become one of the key indicators of quality learning. Universities increasingly aim to prepare students who can participate in exchange programs, study abroad, or engage in international research activities. According to Marsh (2012), CLIL offers a powerful pedagogical framework that integrates content learning with foreign language acquisition, thereby improving learners' communicative, cognitive, and professional competences**[2;.2].** This article explores the potential of CLIL as an effective tool for fostering academic mobility and developing independent learning skills, which are crucial for students' success in international academic environments.

MAIN PART: CLIL is defined as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language ([2;15]. This approach increases students' exposure to English, enhances disciplinary vocabulary, and improves communication skills needed for mobility programs. Academic mobility requires students to possess strong linguistic competence, cultural awareness, and the ability to adapt to new learning environments. Researchers argue that CLIL prepares learners for such experiences by immersing them in English-medium instruction while maintaining discipline-specific academic rigor [3;**48**]. Practical Implementation of CLIL for Enhancing Academic Mobility. Successful CLIL implementation requires methodological planning, competent teaching, and appropriate digital tools. Integrating CLIL in university curricula can be achieved through:

1. English-medium lectures and seminars on major subjects; English-medium lectures and seminars refer to academic subjects (such as Pedagogy, Psychology, ICT, Linguistics, Special Education, etc.) that are **taught**

fully or partially in English within a CLIL framework. Their purpose is to develop: subject knowledge; English for academic purposes (EAP); discipline-specific professional vocabulary; communicative competence; readiness for international academic environments; This method aligns with global trends where higher education institutions gradually shift to bilingual

or English-medium instruction to enhance competitiveness and academic mobility **[2;19].**

2. Bilingual course materials; Bilingual course materials, presented in both English and the learners' native language, form an essential component of CLIL methodology. They support learners' comprehension by reducing linguistic barriers and increasing access to academic content. According to Coyle et al. (2010), bilingual resources serve as a scaffold enabling learners to gradually transition to English-medium instruction while maintaining cognitive understanding of subject matter **[2;23]. Bilingual course materials** are teaching resources presented in **two languages**—usually English and the students' native language. They include: textbooks, lecture notes, presentations, glossaries, worksheets, assessment tasks, digital learning materials

In the CLIL approach, bilingual materials help students **gradually transition** from learning content in their native language to learning it in English. This reduces cognitive load and increases comprehension **[2, 25].**

3. Use of digital platforms such as Moodle, Google Classroom, and AI tools.

Digital platforms such as **Moodle, Google Classroom,** and **AI-assisted tools** (ChatGPT, Grammarly, Quizlet, Kahoot, Nearpod, Menti, etc.) play a central role in modern integrated learning systems. They create an online learning environment where students can access bilingual materials, complete assignments, collaborate, and develop autonomous learning skills. According to Anderson (2019), digital educational tools expand the learning space beyond the classroom and enhance both content learning and language proficiency **[6; 47].** Digital platforms prepare students for international learning environments by teaching them to: use English-language online systems, participate in virtual discussions, download and read academic articles, submit assignments electronically, collaborate in multicultural digital spaces Most mobility programs abroad (Erasmus+, DAAD, Turkish Mevlana) use English-language LMS platforms, so early exposure helps students adapt quickly.

Digital platforms promote autonomy by encouraging learners to: plan their study schedule. rework difficult material independently, monitor their progress,search for additional English resources, conduct online research.Such autonomy is crucial for modern higher education **[1;72].** Digital platforms such as Moodle, Google Classroom, and AI tools bring powerful support to CLIL and integrated English education. They strengthen bilingual learning, improve access to English-medium content, build independent learning skills, and prepare students for international academic environments. When used effectively, these platforms create a modern, flexible, and student-centered learning ecosystem.

CLIL (Content and Language Integrated Learning) is a pedagogical approach that combines **subject content** and **foreign language learning,** enabling students to simultaneously develop **language competence** and **deep disciplinary knowledge.** This approach is widely recognized in European higher education as an effective tool for preparing students for global academic and professional contexts.

The main objectives of CLIL are to: provide students with opportunities to use English in real academic contexts; activate self-directed learning; develop analytical, critical thinking, and digital literacy skills; prepare students for academic mobility programs. Academic mobility involves students studying at universities abroad, conducting research, and participating in international projects.

CLIL develops essential competencies for mobility programs, including: **academic English proficiency, discipline-specific terminology in English, communication skills in international settings, presentation and academic writing skills.**

Research shows that students participating in CLIL programs achieve better outcomes in mobility programs such as **Erasmus+, Mevlana,** and **DAAD**, as they can easily follow English-medium courses and engage in independent academic work [4; 233].

CLIL (Content and Language Integrated Learning) is not only a method for teaching content through a foreign language but also a powerful tool for promoting independent learning skills. Independent learning, or

self-directed learning, is the ability of students to take responsibility for their own educational progress, manage resources, and evaluate their understanding without constant teacher supervision [1;72]. Integrating CLIL into higher education courses helps students develop these skills because they are required to engage with content in a second language, which naturally encourages autonomy, critical thinking, and self-regulation.

CLIL lessons often provide **scaffolding,** such as bilingual glossaries, guided tasks, and structured learning materials. As students gain confidence in both the language and subject matter, teachers gradually reduce support, forcing students to work independently. This **gradual transfer of responsibility** is essential for developing self-directed learners [2;56]. CLIL plays a crucial role in fostering **independent learning skills** by combining language development with subject learning. Through scaffolding, project-based tasks, critical reading, and digital support, students gradually acquire the ability to take responsibility for their own learning, manage resources efficiently, and develop analytical and research skills. These competencies are essential not only for academic success but also for participation in international mobility programs and lifelong learning.

CONCLUSION. The integration of CLIL (Content and Language Integrated Learning) into higher education serves as a powerful mechanism for simultaneously developing academic content knowledge, English language competence, and independent learning skills. By combining subject learning with language acquisition, CLIL creates a student-centered environment that encourages critical thinking, autonomy, and self-directed study. The use of digital platforms such as Moodle, Google Classroom, and AI tools further enhances this process by providing flexible access to bilingual materials, supporting project-based tasks, and promoting autonomous engagement with academic content. As a result, students not only gain the ability to manage their own learning effectively but also acquire the linguistic and academic competencies necessary for international academic mobility programs and global professional environments.

Overall, CLIL integration prepares students to become competent, independent, and internationally ready learners, capable of succeeding in both local and global academic contexts.

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OLMOSHLARDA PREDMETLIK VA BELGI-XUSUSIYAT MA'NOLARINI FARQLASHDA GRADUONIMIK MUNOSABATLAR

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Olmoshlarda mustaqil atash (denotativ) ma'no, ya'ni obyektiv borliqdagi biror-bir narsa, belgi, harakat (holat)ning lisoniy ramzi bo'lib kelish xususiyati yo'q – ular – deyktik, ishora ma'noli so'zlar, so'z turkumlarining o'rinbosari, almashtiruvchisi sifatida tilda o'ziga xos,

muayyan o‘rin tutadi[1]. “O‘zbek tilshunosligida olmoshning nafaqat ot, sifat, son, balki fe’l, ravish, taqlidiy so‘z , undov gap va hatto matnni almashtira olish, ularga ishora etish xususiyati hisobga olinmagan edi”[2]. Vaholanki, olmoshlar tarkibiga tilimizda nafaqat *kim, nima, qanday, bunday, buncha, qancha, qachon, qayer,* balki *shunday bo‘lmoq, qanday qilmoq, qay tarzda, shu darajada* kabi so‘zlar ham kirishi kerak. Muhimi, keyingi tadqiqotlarda o‘zbek tili tizimida va amaliyotida olmoshlarning o‘ziga xos o‘rni va xususiyatlariga to‘g‘ri va adekvat baho berishga erishildi.

Aslida olmoshlar matnda turli so‘z turkumlariga ishora qilib kelishi sababli ular barcha so‘z turkumlariga xos “almashtiruvchi”larga ega. Shuning uchun ba’zan olmoshlarning ichki guruhlari olmosh-ot (pro-nouns), olmosh-sifat (pro-adjectives), olmosh-son (pro-numerals), olmosh-ravish (pro-adverbs) kabi har bir mustaqil so‘z turkumi ichida olmosh guruhi (местоименные прилагательные, местоименные наречия va h.k.) sifatida beriladi va mustaqil olmosh turkumiga hojat qolmaydi. Chunonchi, ingliz tilshunosligida olmoshlarning morfologik-semantik hamda sintaktik xususiyatiga o‘z navbatida obyektiv baho berilganini ko‘rish mumkin: *Pronouns are words which serve to denote substances, qualities, quantities, circumstances not by naming them, but indicating them...* (Xaymovich B.S., Rogovskaya B.I., Maksumov A.G.[3]); *... The only feature which unites all the pronoun forms is the meaning of indication (deixis). Pronouns point to the things and properties without naming them* (Vikulova Y.A.[4]); *... Many pronouns are characterised by double syntactical use (they may be used as subject, predicative, object, and at the same time as attribute*) (Kaushanskaya V.L.[5]); *...The pronoun is a part of speech which points out objects and their qualities without naming them. ...The use of pronouns often involves anaphora, where the meaning of the pronoun is dependent on an antecedent. For example in the sentence* ***That poor man looks as if he needs***

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[5]Каушанская В.Л. и др. Грамматика английского языка. – Москва: Айрис Пресс, 2008. – С. 57.

***a new coat**, the antecedent of the pronoun **he** is dependent on **that poor man**.* (Alimova M.X., Rasulov Z.I.). Bu tur so‘z turkumi ma’noviy jihatdan substantiv ma’nolarni so‘z semantikasidagi imkoniyatlar orqali yuzaga chiqarsa (*I, you…; anybody, something* kabi), attributiv ma’nolar ham aynan leksik birlik(lar)ning o‘zida taraqqiy etganligini anglatadi (gender ma’nosi: *he, she, it; sifatiy belgi: my, mine…; somehow, somewhere…; such, same…*). Olmoshlarning morfologik belgilariga geterogenlik xos bo‘lib, predmetlik ma’nosi ulardan ayrimlarining nominativ yoki obyektiv shakllarda ko‘ringanda (*I – me; he – him*, etc), belgi-xususiyat ma’nosi esa muayyan holatlarda ko‘plik shakli ifodalanganda (*this – these; that – those*) kuchayishi mumkin. Shunga analogik ravishda sintaktik jihatdan olmoshlar qaysi gap bo‘lagi vazifasida ishlatilsa va/yoki o‘sha gap bo‘lagi vazifasida ishlatilgan so‘z turkumining funksionalligini kasb etsa, o‘sha so‘z turkumi yoki gap bo‘lagiga xos ma’nolarni yuzaga chiqaradi:

1. *There is nothing to worry about.* (Galsworthy) (subject)

2. *“Now, look here, Marian, this is nothing but nonsense”, Martin began.* (London) (predicative)

3. *... she brought nothing with her but the feeling of adventure.* (Galsworthy) (object)

4. *On that train he thought of nothing but Lilly.* (Wilson) (a prepositional indirect object)[6]

Demak, olmoshlarga predmetlik va belgi-xususiyat ma’nosi xos emas – ular bunga faqat i s h o r a qilib kelishi mumkin. Ishoraviy, deyktik vazifada esa ular qaysi so‘z turkumiga mansub so‘zni “almashtirib” kelsa, o‘sha so‘zning ma’nosiga ega bo‘ladi. Shunga ko‘ra “olmosh so‘zlarda predmetlik va belgi-xususiyat ma’nolarining farqlanishi” muammosini qo‘yish mumkin emas, chunki olmoshlarga “ma’no” xos emas. Lekin farqlanish darajalanish qatori tuzilsa ham (chunonchi, olmosh-otlar (*men, siz, kim…*), albatta, predmetlikka, olmosh-sifatlar (*shunday, shunaqa, bunday…*) esa belgi-xususiyatga ishora qiladi va h.k.), bunday sira mustaqil so‘z turkumlarining shu belgi asosidagi darajalanish sirasini takrorlagan bo‘lardi.

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ISSUES EXPRESSED IN “A THOUSAND SPLENDID SUNS”

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In “A Thousand Splendid Suns” Khaled Hosseini uses the intertwined lives of Mariam and Laila to show how female resilience is forged under systemic patriarchal oppression, ultimately arguing that solidarity among women becomes a powerful form of resistance capable of transforming both personal identity and the social world.

Khaled Hosseini’s “A Thousand Splendid Suns” is not only a story of two Afghan women but also a profound examination of how oppression shapes—and is ultimately challenged by—the resilience of the human spirit. Through Mariam and Laila, whose lives are bound together by circumstance, Hosseini depicts Afghanistan’s turbulent sociopolitical landscape and the brutal realities of gender-based subjugation. Yet out of this suffering emerges not hopelessness but remarkable strength. The novel

demonstrates that while patriarchal systems attempt to reduce women to silence and obedience, solidarity becomes an empowering force that enables them not only to endure but to fight for dignity, freedom, and selfhood.

Patriarchal Oppression as a Structuring Force

From childhood, both Mariam and Laila are shaped by gender expectations that limit their futures. Mariam internalizes shame as an illegitimate daughter, and her coerced marriage to Rasheed epitomizes the way Afghan society normalizes female suffering. Laila, although raised in a more progressive household, is similarly constrained when war and loss leave her with little choice but to accept Rasheed's proposal. Hosseini portrays patriarchy not as a set of isolated acts but as a pervasive system controlling mobility, education, autonomy, and even bodily safety. This environment creates the conditions for the women's suffering but also lays the groundwork for their eventual defiance.

The patriarchal norms shaping Mariam's marriage to Rasheed further demonstrate how gender inequalities are institutionalized. After her mother's death, Mariam is not given autonomy to decide her future; instead, Jalil and his wives arrange a marriage to Rasheed, rationalizing it as necessary for her protection. The marriage becomes a vehicle for controlling her sexuality, labor, and mobility—structures mirrored in Afghanistan's sociopolitical conditions. Rasheed's insistence on the burqa, for example, is framed not merely as a personal preference but as part of a larger culture that restricts women's public presence: "*I want you to cover when you're outside. I don't want any stranger looking at you*" [Hosseini 70]. His justification depends on cultural norms that place responsibility for male desire on women's visibility, reinforcing gendered power imbalances.

The Evolution of Female Resilience

Despite initial hopelessness, both women develop resilience that grows quietly and steadily. Mariam's endurance, long dismissed as obedience, emerges as a form of inner strength that allows her to navigate cruelty without losing her capacity for love. Laila, motivated by her children and the memory of her parents, cultivates a strategic and adaptive resilience shaped by survival. Hosseini shows resilience not as a heroic transformation

but as a daily act of perseverance, revealing the psychological and emotional labor required of women in oppressive contexts.

Solidarity as Resistance

The pivotal shift in the novel occurs when Mariam and Laila forge a bond that transcends their initial hostility. Their solidarity becomes a counterforce to Rasheed's domination, offering emotional refuge and eventually enabling active resistance. Through shared suffering, laughter, storytelling, and sacrifice—most notably Mariam's final act of protection—Hosseini argues that collective strength is not only sustaining but revolutionary. Their relationship represents a quiet rebellion against a system designed to isolate women from one another.

Ultimately, "A Thousand Splendid Suns" presents a powerful argument: though patriarchal oppression seeks to define women by silence and submission, their resilience and solidarity create pathways to liberation. Yet the novel is ultimately a testament to the resilience of women and the transformative power of solidarity. Mariam and Laila's journey illustrates how personal bonds can transform victims into agents of change, challenging both individual cruelty and broader social injustice. Hosseini's novel thus stands as a tribute to the enduring strength of women whose courage shines brightest amid adversity.

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GAMIFIED APPS AS A TOOL FOR ENHANCING YOUTH DIGITAL LITERACY AND VOCABULARY DEVELOPMENT IN THE GLOBAL ERA

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Abstract

This paper explores the effectiveness of gamified mobile applications in enhancing youth digital literacy and vocabulary development in an increasingly globalized world. Digital tools have become central tool of education, providing innovative ways for learners to engage with language content and acquire essential 21st-century skills. Through examining widely used applications such as Duolingo, Quizlet, Memrise and Kahoot, this study highlights their pedagogical benefits and their role in improving motivation, retention, and active participation. Practical insights from recent studies show that gamification can significantly improve vocabulary acquisition and digital competence among young learners.

Keywords: *Gamification; digital literacy; vocabulary acquisition; mobile learning; global education; digital youth culture; Duolingo; Quizlet.*

Annotatsiya

Ushbu tezisda globallashuv kuchayib borayotgan sharoitda yoshlarning raqamli savodxonligini va so‘z boyligini rivojlantirishda gamifikatsiya asosidagi mobil ilovalarning samaradorligi o‘rganiladi. Raqamli vositalar ta'lim jarayonida muhim o‘rin egallab, o‘quvchilarga til materiallarini egallash va XXI asr ko‘nikmalarini shakllantirishning innovatsion imkoniyatlarini taqdim etadi. Duolingo, Quizlet, Memrise va Kahoot kabi mashhur ilovalar tahlili ularning pedagogik afzalliklarini, shuningdek, o‘quvchilarning motivatsiyasi, eslab qolish ko‘nikmalari va faol ishtirokini oshirishdagi rolini yoritadi. So‘nggi tadqiqotlar gamifikatsiya yoshlarning so‘z boyligini o‘zlashtirishini va raqamli kompetensiyasini sezilarli darajada yaxshilashi mumkinligini ko‘rsatadi.

Kalit so‘zlar: *Gamifikatsiya; raqamli savodxonlik; lug‘at boyligini egallash; mobil ta’lim; global ta’lim; raqamli yoshlar madaniyati; Duolingo; Quizlet.*

Аннотация

В данной тезисы рассматривается эффективность геймифицированных мобильных приложений в повышении цифровой грамотности молодежи и развитии их словарного запаса в условиях усиливающейся глобализации. Цифровые инструменты занимают важное место в современном образовании, предлагая инновационные способы освоения языкового материала и формирования ключевых навыков XXI века. Анализ таких широко используемых приложений, как Duolingo, Quizlet, Memrise и Kahoot, демонстрирует их педагогические преимущества и роль в повышении мотивации, запоминания и активного участия обучающихся. Современные исследования показывают, что геймификация может значительно улучшить усвоение лексики и цифровые компетенции среди молодежи.

Ключевые слова: *Геймификация; цифровая грамотность; усвоение лексики; мобильное обучение; глобальное образование; цифровая культура молодежи; Duolingo; Quizlet.*

Introduction

In the context of rapid globalization, the ability to navigate digital environments and communicate effectively in a foreign language- especially English has become indispensable for the younger generation. As technology transforms educational practices, gamified applications have emerged as a powerful tool for enhancing both digital literacy and vocabulary learning. These applications integrate game mechanics such as points, badges, levels, and leaderboards into the learning process, making it more engaging and effective.

Young people spend a significant portion of their time interacting with digital content. Therefore, utilizing mobile learning platforms that already align with their habits can help build stronger learning motivation, promote independent learning, and improve language retention. This paper examines

how gamified mobile apps contribute to vocabulary development and digital literacy in the global era.

Gamification refers to the use of game elements in non-game contexts to motivate and engage learners. According to Deterding et al. (2011), gamification enhances user engagement by introducing challenge, feedback, and rewards into learning tasks. [1] Lee & Hammer (2011) also argue that gamification promotes deeper learning because it triggers intrinsic motivation and active participation. [2] Recent studies demonstrate that educational gamification increases attention, reduces anxiety, and creates a positive learning environment. In language learning, gamification helps learners overcome the monotony of rote memorization and instead promotes meaningful interaction with vocabulary items.

Vocabulary plays a central role in language proficiency. Schmitt (2010) states that vocabulary knowledge is essential for reading comprehension, writing, speaking, and listening. [3] However, traditional vocabulary learning methods often rely on repetitive memorization, which may be demotivating for young learners. With a help of traditional methods of acquiring new vocabulary, teachers are facing little improvement in student's learning pace which cause to alter new methods and digital tools to improve student's vocabulary retention skills. As of digital applications improve vocabulary learning, spaced repetition systems (SRS), multimodal learning (visual, audio, text) and also immediate feedback can be efficient to have results.

Nation (2013) emphasizes that exposure to vocabulary through multiple contexts accelerates retention.[4] Applications such as Quizlet and Memrise incorporate flashcards, quizzes, audio support, and spaced repetition, which significantly enhance vocabulary recall. If teachers use digital applications more in their lessons, they not only reach enhancement in pupils' learning language, but also student stay motivated and interested in the process of lesson which is becoming difficult to interest and keep focus during lessons.

Digital literacy is broadly defined as the ability to find, evaluate, use, and create information using digital technologies. According to Ng (2012),

digital literacy involves technical, cognitive, and socio-emotional skills. [5] So when students are carrying tasks, they use their knowledge and skills from subject and digital literacy collectively.

Studies (Reinhardt, 2020) show that game-based learning environments promote digital agency, autonomy, and problem-solving skills- competencies essential in the global era. [6]

Main body

Gamified apps introduce rewards, progress tracking, and interactive elements that strongly motivate young learners. Research indicates that learners using gamified tools show higher engagement and persistence compared to those using traditional methods. Moreover, students stay more focused and motivated via application of digital interesting tasks and they are designed interestingly.

Applications like Quizlet and Memrise use spaced repetition, which improves long-term memory retention by up to 40%. Learner's revisit challenging vocabulary more frequently, resulting in deeper learning. Especially, using gamified apps to learn new vocabulary can be highly helpful to visual learners whose remember through observing. Futhermore, by engaging with mobile applications, learners develop essential digital skills such as information navigation, technological confidence, and media awareness. They become more competent digital users, which is crucial in a globalized environment. In our digital era, in every profession, personnel need digital literacy, if students acquire digital literacy from young age, they can achieve higher results in their career path in the future.

The integration of gamified applications into language education reflects a shift toward more personalized, interactive, and technologically driven learning models. For youth, these tools align naturally with their digital lifestyles. However, for maximum effectiveness, educators must guide learners on how to use these apps efficiently and critically. It is also important to balance gamification with pedagogically sound instruction to avoid superficial learning.Gamified platforms also promote social learning through features such as leaderboards, competitions, and collaborative challenges.

Conclusion

Gamified mobile applications serve as valuable tools for enhancing both digital literacy and vocabulary development among young learners. In the global era, where English proficiency and digital competence are increasingly intertwined, such applications offer accessible, motivating, and impactful learning opportunities. Their ability to combine educational value with interactive design positions them as powerful instruments in modern education systems. Moreover, gamified mobile applications encourage learner autonomy by allowing students to engage with content at their own pace, fostering self-directed learning habits. They also provide immediate feedback, which helps learners identify mistakes, consolidate knowledge, and build confidence in their language skills. Beyond vocabulary acquisition, these tools can promote critical thinking, problem-solving, and collaboration when designed with social or competitive elements.

In addition, integrating gamified applications into the curriculum can cater to diverse learning styles, making English language learning more inclusive and engaging. As educational contexts continue to evolve digitally, the effective use of gamified apps can bridge the gap between traditional classroom instruction and modern technological trends, ensuring that students not only acquire language proficiency but also develop essential 21st-century skills.

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CHET TILDA TA'LIMIDA MUSTAQIL ISHNING O'RNI

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O'zbekiston Respublikasining Yevropa ta'lim muhitiga va kengashlariga kirib borishi hamda o'z istiqbolini belgilashi yo'lida chet tillarni o'rganish-o'rgatishning Umumevropa kompetensiyasi talablari asosida tashkil etilishi alohida ahamiyat kasb etmoqda. U yoki bu yo'nalishning bo'lajak mutaxassisi dunyoda yuz berayotgan sohaviy va ilmiy qiziqish doirasidagi yangilik va o'zgarishlardan xabardor bo'lishi bilan birga, o'ta dolzarb ma'lumotlar va axborotlarni topa bilishi, o'rganishi va mazmunini qayta ishlashi hamda o'z faoliyatida foydalana olishi maqsadga muvofiqdir.

O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida" PQ-5117-sonli qarori, O'zbekiston Respublikasi Vazirlar Mahkamasining 2021 yil 19 maydagi "Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida"gi 312-sonli qarori hamda Yevropa Kengashining "Chet tilni egallash umumevropa kompetensiyalari: o'rganish, o'qitish va baholash" to'g'risidagi umume'tirof etilgan xalqaro me'yorlari (CEFR – Common European Framework of Reference)ga muvofiq bo'lishi talab etiladi.

Mustaqil faoliyatni chet til materiali asosida o'rgatish tajribasi M.Ye. Breygin, S.N. Vaxrushev, A.S. Granitskaya, O.K. Zaxarenkov, I.A. Zimnyaya, A.V. Zubov, I.I. Zubov, E.A. Miroshnichenkolarning

amaliy yo‘nalish sifatida tashkil etishga bag‘ishlangan ilmiy izlanishlarida o‘z ifodasini topgan.

Mustaqil ishni tashkil etishda o‘smirlar muammolarini tadqiq etishga bag‘ishlangan bir qator ishlar olib borilgan: V.P. Bespalko, S.G. Vershlovskiy, Ye.G. Koroleva, Yu.N. Kulyutkin va boshqalar.

Pedagogik-psixologik adabiyotlarda o‘qituvchilarning mustaqil ta’limni o‘rganish muammolari S.T. Vershlovskiy, I.V. Ganchenko, M.V.Nikolayev, N.V. Kosenko kabilarning ishlarida yoritilgan.

Pedagogika va psixologiyada mustaqil ta’limning nazariy va metodologik asoslari tadqiqotchilar D.M. Grishin, A.I. Kochetov, L.I. Ruvinskiy, I.V. Xarlamov ishlarida bag‘ishlangan. Psixolog S.L. Rubinshteyn ta’kidlaganidek, inson shaxs sifatida nafaqat uning kimligi, balki kim bo‘lishni xohlashi, nimaga faol intilishi bilan ajralib turadi.

Mustaqil ta’limning asosiy shakli ilmiy, ilmiy-ommabop, o‘quv, badiiy va boshqa adabiyotlarni, matbuotni o‘rganishdir. Mustaqil ta’lim, shuningdek, turli xil yordamchi vositalaridan foydalanish imkoniyatini beradi: ma’ruza, konsertlar tinglash, mutaxassislarga maslahat berish, spektakl, film, teleko‘rsatuvlarni tomosha qilish, muzey, ko‘rgazma, galereyalarga tashrif buyurish, turli xil amaliy faoliyat turlari - tajribalar, modellashtirish va boshqalar.

Mustaqil ta’lim olish – bu ta’lim oluvchilarning o‘quv jarayonidagi qiyinchiliklarni yengishda qat’iyatlilikni, aniqlikni, axloqiy e’tiqodlarini shakllantirish vositasi orqali bilimlarni mustahkamlash, chuqurlashtirish va kengaytirishni ta’minlaydigan o‘quv ishining eng muhim shakli hisoblanadi.

Mustaqil ishning uch darajasi reproduktiv, samarali va ijodiy mavjud bo‘lib ularni bosqichma-bosqich bajarish taqozo etiladi.

Birinchi bosqichda internet materiallarini, turli adabiyot, manba va ma’lumotlarni topish va ularni tahlil qilish bilan mashg‘ul bo‘lishadi. Ushbu bosqichda tanishtirish, mashq qilish, qo‘llash bosqichlariga alohida ahamiyat qaratiladi.

Ikkinchi bosqichda turli adabiyot va internet materiallarini, manbalarni qayta ko‘rib chiqish, sharhlash, adaptatsiya qilish ba’zi joylarda

chet til materialini yozma va og‘zaki tarjima qilish, chet tilda xat yozishni mashq qilish, lug‘at bilan ishlash ko‘nikmasini hosil qilish uchun chet tildagi va chet tildan kirib kelgan so‘zlarni tarjimasi yoki lug‘atini shakllantirish kabi ish turlariga alohida ahamiyat beriladi.

Uchinchi bosqichda qo‘yilgan vazifalarni yechimini topish, xat yoki insho yozish ko‘nikmalarini hosil qilish hamda umumlashgan xulosalar tayyorlash, chet tilda biror mavzu doirasida og‘zaki nutq ko‘nikmalarini shakllantirish uchun monologik va dialogik nutq yuritish hamda nutq faoliyatining turlari bo‘yicha mashqlar tizimini bajarish, boshqacha aytganda, alohida mashq bajarishga e’tibor berish zarurati yuzaga keladi.

Shaxsning ijodiy rivojlanishi va o‘zini o‘zi rivojlantirish nazariyasiga ko‘ra (K.A. Abulxanova-Slavskaya, A.A. Bodalev, V.A. Slastenin, V.I. Andreev, I.A. Sharshov va boshqalar), ijodkorlik samarali o‘zini o‘zi rivojlantirishning eng muhim vositasi bo‘lib, uning ijodiy mohiyatini belgilaydi. Fan ijodkorlikka turli xil yondashuvlarni taqdim etadi, ijodkorlik mezoni sifatida yangilikka (L.S. Vygotskiy), ijodiy shaxsning o‘ziga xos xususiyatlariga (A. Maslow, V.I. Andreev) va ijodkorlikka jarayon sifatida (A.N. Luk), faoliyat sifatida (M.I. Maxmutov, V.N. Sokolov) va boshqalarga tayanadi.

Ijodkorlikning turli xil xususiyatlari aniqlanganiga qaramay, ularni umumiy g‘oya birlashtiradi: ijodkorlikni rivojlantirish shaxsiy rivojlanishning markaziy jihatlaridan biri bo‘lib, insonga o‘zining individualligi va o‘ziga xosligini, shu jumladan professional faoliyatida ham ifoda etish imkonini beradi. Binobarin, professional kompetensiya ko‘plab tadqiqotchilar (A.A. Derkach, A.K. Markova, V.D. Shchadrikov va boshqalar) tomonidan insonning yuqori darajadagi professional tayyorgarligi va ijodiy faoliyatga qobiliyatining yig‘indisi sifatida tushuniladi, bunda ular o‘zlarining professional va shaxsiy fazilatlarini, shuningdek, individualligini maksimal darajada namoyon etadilar.

Chet til mashg‘ulotlarida mustaqil ishlar-tinglab tushunish, gapirish, o‘qish, yozuv kabi nutq faoliyatini tashkil etuvchi unsurlarni o‘z ichiga oladi. Har bir faoliyat turiga oid til va nutq mashqlari, informatsion, operatsion, motivatsion hamda shakllantiruvchi, rivojlantiruvchi,

takomillashtiruvchi mashqlarni bajarish orqali amalga oshiriladi. Nutq faoliyatining yordamchi turi bo‘lmish tarjimadan foydalanish esa chet tilda o‘zga shaxs nutqini idrok etib tushunishda, matnlarni yozma tarjima qilishda lug‘atdan foydalanish tavsiya etiladi.

Xulosa qilib aytganda, yuqorida aytilgan fikrlardan kelib chiqib chet til ta’limida mustaqil ta’limni tashkil etishda mashqlar tizimidan o‘z o‘rnida foydalanishni tavsiya etish mumkin. Bu esa, talaba/kursantlarning mashqlarni bajarishlari orqali o‘rganilayotgan chet tilda mustaqil fikr yuritish, og‘zaki va yozma mashqlarni bajarishlari, og‘zaki muloqot yuritish, monologik va dialogik nutq yuritish orqali chet tilda ko‘nikma va malakalarini takomillashtirishga olib keladi.

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FORMING CADETS’ LEXICAL SKILLS IN TEACHING ENGLISH

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Annotation. The article deals with the notion of lexical skills, structure, qualities, stable conditions for the formation of lexical skills, as well as steps that passes every new lexical unit.

Keywords: lexical skills, teaching materials, foreign language teaching, methodological classification.

Annotatsiya. Maqolada leksik ko‘nikma tushunchasi, tuzilishi, sifatlari, leksik ko‘nikmalarni shakllantirishning barqaror shartlari hamda har bir yangi leksik birlikni o‘rganish bosqichlari haqida so‘z boradi.

Kalit so‘zlar: leksik ko‘nikmalar, o‘quv materiallari, chet tilni o‘qitish, metodik tasnif.

At the present stage of education, the development of educational institution is focused on improving the quality of the whole educational process and the effectiveness of foreign language teaching. Throughout the 20th century, such sciences as methodology and didactics, linguistics and psychology were focused on addressing a range of interrelated problems; the main one is the problem of learning a foreign language by cadets of different ages and levels of education. One of the important methods of

educational problems is the problem of learning vocabulary and terminology. Mastering vocabulary is a specific process, as some expressions and words are memorized better but for getting the others it is necessary to do special exercises aimed at improving the process of remembering. Practice of cadets in mastering new words is realized with the help of exercises directed on formation of lexical productive skill and its improvement. All exercises in connection with its structure can be divided into two categories: exercises that are focused on memorizing words, their semantics in unity with phonetic and grammatical form, which results in the selection of words from long-term memory, and exercises the purpose of which is to strengthen the syntagmatic and paradigmatic relations of lexical units. As the word (its form and meaning) is absorbed through situational relatedness and the need for expressing thoughts and feelings, initial training in the use of new vocabulary after the presentation is done in conditional-speech exercises (exercises in imitation, substitution, transformation, reproduction) performed in conditions of a specially organized interaction. These exercises are accompanied by communicative unit. Training in simulation allows cadets to create sensations through auditory and visual image of the word, which is associated with speech motor that provides durability memorization of formal characteristics of speech. No less important, according to Filatov V.M., is that there is an awareness of the importance and purpose of the words in their unity, on the one hand, the association of the word (the auditory image) with purpose [1]. Wildcard exercises help to strengthen these ties and develop associative action of calling words. According to communicative and practical purpose of teaching foreign languages in high school, a variety of exercises can be reduced to three language types:

1. Non-communicative exercises performed for the purpose of comprehension and conscious assimilation of linguistic material (grammar, lexical, phonetic) in different types of speech activity. This includes the following exercises: 1) language or aspect: a) grammar (for example: setting the verb in the correct form); b) lexical (for example: substitution of suitable meaning of words, grouping words according to topics); c) phonetic (for

example: reading a number of words, grouping words according to the way of pronunciation). This type of exercises at the relevant stage of learning material is used as a part of home task: 2) transformational exercises (for example: modification of affirmative sentences into interrogative, active to passive form); 3) exercises in translation (this type of exercise is used as a control); 4) imitative, wildcard exercises. The principle of its operation is that the cadet expands lexical unit in a given structure or makes sentences from the words given in different columns.

2. Speech exercises or communicative exercises. The purpose of these exercises is implementation of communicative functions of foreign language and teaching communicative skills (listening, speaking, reading, and writing). Speech exercises are always creative exercises. They are always speech thoughtful tasks of different levels. The main characteristic of exercises are pragmatism and motivation (providing initiative, motivation of cadets). Passov E.I and Kuznetsova E.E. organize these exercises into three groups [2]: 1) exercises for rendering the content: retelling, short selective essay, retelling-translation, dramatization and other types of exercises; 2) descriptive exercises: description of elementary images, feature stories, real objects; 3) exercises for expression, expression of attitudes and evaluations: discussion, comments. A special kind of exercises – exercises simulating communication, allowing to work in a fast pace, simple from the psychological point of view. By nature, they can be verbal, of methodological orientation. Examples: statement exercises, conditional conversation, cadets' questions, press conferences, interviews, exercises such as "contact me"

3. Conditional-speech exercises or conditionally communicative exercises. The characteristic feature of this type of exercises is that it allows practicing language material in educational or conditional communication that simulates naturally. Conditional-speech exercises should be situational (any remark of the teacher and the cadet's answer must be relevant to the situation, relationship of the partners, their activities). They must ensure that the cadets focus on the purpose and content of the statements, not on the form characterized by the communicative value of the phrase, as they are

learning. The teacher should avoid flimsy remarks of the type "Tell me that you are doing the same thing: – I wear a coat in the winter. And in the winter I wear a coat". It should be born in mind the efficiency of the exercises in time. Types of conditional-speech exercises: imitative – cadets completely imitate teacher's remark; substitution – in these exercises a substitution of lexical units is taken in a receiving structure; transformation – the transformation of perceived forms (for example, transfer the passive voice to active); reproduction – self-perception suggests assimilated form. According to the other type of classification, lexical exercises can be distinguished: 1) by type of speech activity, which includes the word – reproductive and productive; 2) by mastering the words, i.e. on the stages of development of lexical skills; 3) in the direction of lexical exercises on certain aspects – phonetic, graphic, etc.; 4) in the direction of exercises to create a certain type of speech communication; 5) of how the exercise involves working with an isolated word, or the word in the phrase or sentence; 6) by the type of operations conducted to study the word (replacement, insertion, etc.); 7) by the focus on vocabulary exercises to learn new words or to repeat words. Non-contextual exercises can be as follows: learning; nominating items; grouping words according to certain characteristics; translating individual words from one language to another. Monologue speech exercises are: commenting on a series of paintings with the use of studied words; composing a monologue to a series of drawings, film; comparing the content of two texts; recording on a topic; preparing a report on the topic; explaining events. Dialogic exercises include: using studied vocabulary in the cadets' questions to the text; answering the teacher's questions in word or in combination; preparing micro-dialogues of various types with the use of studied words; preparing dialogues for typical situations; asking a series of questions to guess the conceived word. Ways to practice vocabulary items. "Listen and repeat" is important because we know that confident pronunciation of a word indicates that it will be stored well. Other simple activities include matching (words to definitions, synonyms to antonyms), filling in the blank, pictures representing the vocabulary item, "making up a sentence," running dictation and crossword

puzzles [3]. Total Physical Response (TPR) is an excellent way to introduce actions (that is, verbs). Games like "Simon Says" and "Jeopardy" are adaptable to vocabulary learning. Asking cadets to invent dialogues where they use as much vocabulary as possible allows students to be creative and use the words in realistic contexts (be sure to give feedback to cadets) [4]. Any sentence can be called as lexical exercise where the learner focuses on teaching vocabulary. The system of lexical exercises involves the concept of teaching vocabulary. The system of lexical exercises is the general description of the process of vocabulary teaching. The basis for the formation of lexical skills has certain laws, principles, and keeping them is a necessary condition for the efficiency of the learning process. These include didactic principles such as: visibility, activity, durability, consistency, awareness, scientific, age-appropriate and methodical: communicative orientation of education, temporality, collective interaction, life orientation training. There are also private methodological principles in the work on vocabulary: the gradual formation of skills, the adequacy of the exercises generated by the action, interaction exercises on the formation of lexical, grammatical, phonetic speech of the parties, taking into account the interactions of oral forms, testing of vocabulary with the development of reading and writing, and the interaction of all kinds of speech activity.

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TEACHING ENGLISH TO MILITARY

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Nowadays it is still urgent to discuss what to teach and how to teach English to cadets taking into account the objectives and professional needs of future military specialists in our country.

At the beginning of military course of English teaching it is necessary to formulate its actual – and realistic aims and tasks. Cadets must know from the start what variety of English, and to what extent, they are going to master. The tasks of teaching English for Specific Purposes must be formulated from the very beginning. Military English must be mainly orientated towards mastering skills for professional communication.

Decades ago the structure and content of language curricula were dominated by the systematic study of grammar, the regular carrying out of translation exercises into and out of language, the close study of set literary and science texts, the broad study of philological studies of the language. Nowadays, needs for learning English have drastically changed and the main focus are given to acquiring communicative language where learners use authentic language.

One of the initial difficulties while teaching military English is that the first-year cadets have different language background. What we can really do in this case is to introduce diagnostic tests followed by an introductory English course if there is a need for cadets [1].

The goal of the diagnostic test is to check cadets' knowledge in English and to see if they are ready to take a course of military English. The objects of test are lexical, grammatical and reading skills. The results of the test will show whether a cadet entering the institute is ready to take a course of military English or not. As the result, the diagnostic test shows if there is a need in an introductory course. To achieve good results it is suggested to organize basic courses of English. The introductory course should be devised as a transition course from the general English school course to the institute course in military English. The goal of the course is to review key language features taught at school as well as to form and develop reading and speaking skills of the Military English course. So that is one more teaching problem in teaching military English to cadets.

Another important aspect to be taken into consideration is distinguishing between passive, aimed at recognition (reading,

comprehension) and active, aimed at production (speaking, writing) forms of language use. The distinction is essential because these two forms require different means and methods of teaching and – most importantly – different teaching materials.

Teaching methods must be learner oriented. In other words, Military English is concerned, first and foremost, with satisfying the real needs of the cadets and not with revealing the knowledge of the teacher. The intensive and efficient teaching of grammar, vocabulary, translation, etc. must be scientifically grounded and concentrate only on those items which cadets actually need for the purposes specified at the beginning of the institute course.

The primary goal of the Military English course is to teach professional communicative competence that is the ability to communicate in English according to the situation, purpose and specific roles of the participants [2].

Another problem of teaching Military English is **vocabulary** from the general and professional points of view. Vocabulary plays a key role in teaching foreign languages in general and in professional course in particular. Military English teaching implies teaching the vocabulary of a special text. However, there are no easy points as far as living human languages concerned. Indeed, the vocabulary of a special text consists of three strata, three layers: general words, scientific words and terms. Basic general words must have been learnt before the Institute. Terms are the gist, the essence of the specialty and are usually better known by students than by teachers. The emphasis, consequently, is on the scientific vocabulary which is, as it were, the skeleton of every special text.

A very important point in Military English course is the actual words to be studied, the topics to be discussed and learnt, the thematic choice of language to be activated.

The next component of Military English course is **Grammar**. Grammar is seen as an important component of communicative competence. Grammar for the Military English course must be represented by most

frequent communicative grammatical structures and units which are approached functionally rather than traditionally/ morphologically.

Another problem concerned teaching Military English is connected with the teaching material arrangement.

The teaching material which may be recommended for developing active skills is a modeled text that is a text which, by method of analysis through synthesis, is shaped into such a perfect, pure, standard form that it can be safely reproduced by a foreign learner.

And the last aspect – psychological. Learning a foreign language, like no other subject, requires a special psychological approach, the atmosphere of relaxation, trust even love and faith [3].

To make good progress, a cadet has to practice various language activities, related to reception, production, interaction each of these types of activity being possible in oral or written form, or both.

In our point of view, the language learning process at the institute should be more focused on the public sphere in the first and second years and on the educational and vocational spheres in the third and fourth years, because these are related to the future specialists' needs.

Making up a conclusion, we may say that there is a great need in making a full Military English course covering the part of professional communication that has not been considered yet carefully, in selecting language and speech patterns, in constructing teaching English for military.

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СПОСОБЫ И ПРИЕМЫ ИСПОЛЬЗОВАНИЯ ИНФОРМАЦИОННО-КОММУНИКАТИВНЫХ ТЕХНОЛОГИЙ НА УРОКАХ ИНОСТРАННОГО ЯЗЫКА

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Основной целью обучения иностранному языку в высших военных учебных заведениях является формирование и развитие коммуникативной культуры курсантов, обучение практическому овладению иностранным языком. Задачи преподавателя - активизировать деятельность каждого курсанта в процессе обучения, создать ситуации для их творческой активности. В современных условиях, учитывая большую и серьезную заинтересованность учащихся информационными технологиями, можно использовать эту возможность в качестве инструмента развития мотивации на уроках иностранного языка.

Применение компьютерной техники позволяет осуществить обоснованный выбор наилучшего варианта обучения. Применение компьютера, как инструмента для работы с информацией, очень разнообразно и многообразно. Специфика предмета иностранного языка обусловливает активное и уместное применение компьютера на уроках. Ведущим компонентом содержания обучения иностранному языку является обучение различным видам речевой деятельности: аудированию, чтению, письму и говорению. С помощью компьютера можно решать основные лингводидактические задачи обучения аспектам языка, формирования навыков и умений в различных видах речевой деятельности [1].

При обучении грамматике - формирование рецептивных грамматических навыков чтения и аудирования; формирование продуктивных грамматических навыков преимущественно письменной речи; контроль уровня грамматических навыков на основе тестовых программ; оказание справочно-информационной поддержки

(автоматизированные справочники по грамматике, системы обнаружения грамматических ошибок).

При обучении лексике - формирование рецептивных лексических навыков чтения и аудирования; формирование продуктивных лексических навыков преимущественно письменной речи; контроль уровня лексических навыков на основе тестовых и игровых компьютерных программ с использованием визуальной наглядности; расширение словарного запаса учащихся.

При обучении чтению - формирование навыков установления звукобуквенных соответствий; обучение технике чтения вслух; совершенствование навыков техники чтения; закрепление рецептивных лексических и грамматических навыков чтения; овладение умениями извлечения из текста смысловой информации различных видов; обучение различным видам анализа текста; формирование умения самостоятельного преодоления языковых трудностей; контроль правильности и глубины понимания прочитанного текста.

При обучении аудированию - формирование фонетических навыков аудирования; контроль правильности понимания прослушанного текста.

При обучении говорению - формирование фонетических навыков говорения; организация общения в парах и небольших группах с использованием ролевых игр.

При обучении переводу - формирование лексических и грамматических навыков перевода; контроль правильности перевода [2].

Рассматривая вопрос обучения аудированию и говорению на уроках иностранного языка, необходимо отметить, что современные средства мультимедиа предоставляют больше возможностей для развития тренируемых навыков. Аудирование, предполагает слуховое восприятие речи с ее пониманием, а говорение характеризуется продуктивностью (репродуктивностью) и использованием устной формы речи. Сегодня обучение иностранному языку с интеграцией возможностей мультимедиа позволяет сформулировать навыки

аудирования и говорения практически в реальной ситуации общения, в которой изучаемый иностранный язык впоследствии будет использоваться.

Основные виды работы с персональным компьютером на уроках иностранного языка можно поделить на две группы: использование обучающих и познавательных программ на CD и создание программ в различных приложениях самим преподавателем с дальнейшим применением на уроках при объяснении материала или при его отработке и проверке.

Использование обучающих программ - наиболее доступный способ использования компьютера, как на уроках, так и во внеурочное время. Разнообразные мультимедийные игры способствуют расширению словарного запаса, знакомят с грамматикой иностранного языка, учат понимать речь на слух, правильно писать. Мультимедийные возможности позволяют прослушивать речь на изучаемом языке, а регулирование скорости звучания позволяет разбивать фразы на отдельные слова. Использование микрофона и автоматического контроля произношения позволяет скорректировать фонетические навыки.

Кроме использования обучающих компьютерных программ на уроках иностранного языка можно решать целый ряд дидактических задач с помощью Интернета: формировать навыки и умения чтения, используя материалы глобальной сети; совершенствовать умения письменной речи курсантов; пополнять словарный запас учащихся; формировать устойчивую мотивацию к изучению языка.Кроме того, возможности Интернет-технологий способствуют расширению кругозора курсантов. Возможности использования Интернет-ресурсов огромны. Глобальная сеть Интернет создает условия для получения любой необходимой информации, находящейся в любой точке земного шара: страноведческий материал, новости из жизни молодежи, статьи из газет и журналов, необходимую литературу и т.д. Курсанты могут принимать участие в тестировании, викторинах, конкурсах, олимпиадах, проводимых по сети Интернет [3].

21 век - век информатизации, вносит свои коррективы в традиционное преподавание иностранного языка. Интернет и компьютер относятся к тем техническим средствам обучения иностранным языкам, которые не были придуманы специально для этой цели и выполняют в первую очередь другие функции. Однако в связи со своими большими возможностями они привлекают внимание преподавателей - практиков и методистов.

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METHODOLOGY OF TEACHING FOREIGN LANGUAGES TO NON-SPECIALIST AUDIENCES, STUDENTS, AND CADETS

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Abstract

This article explores the methodology of teaching foreign languages to non-specialist learners, including university students and cadets of military academies. It examines modern teaching methods, pedagogical approaches, and the role of state educational policy in Uzbekistan. Special attention is given to presidential decrees and national strategies that prioritize foreign language learning as a tool for global integration and professional development. The study also highlights challenges faced in mixed-level classrooms and proposes solutions based on differentiated instruction, blended learning, and competency-based education.

Keywords: Foreign language methodology, non-specialist learners, Uzbekistan education policy, communicative approach, cadets, differentiated instruction, blended learning, competency-based education.

Аннотация

В данной статье рассматривается методика преподавания иностранных языков несформированным специалистам, включая студентов высших учебных заведений и курсантов военных академий. Анализируются современные методы обучения, педагогические подходы, а также роль государственной образовательной политики Узбекистана в развитии языковой подготовки. Особое внимание уделено указам Президента и национальным стратегиям, которые определяют приоритетное значение изучения иностранных языков как инструмента глобальной интеграции и профессионального развития. В исследовании также подчеркиваются проблемы, возникающие в разнородных по уровню владения языком группах, и предлагаются решения, основанные на дифференцированном обучении, смешанном обучении и компетентностном подходе.

Ключевые слова: методика преподавания иностранных языков, несеспециалисты, образовательная политика Узбекистана, коммуникативный подход, курсанты, дифференцированное обучение, смешанное обучение, компетентностное образование.

Annotatsiya

Ushbu maqolada oliy ta’lim talabalari va harbiy akademiyalar kursantlari kabi mutaxassis bo‘lmagan tinglovchilarga chet tilini o‘qitish metodikasi yoritilgan. Tadqiqotda zamonaviy o‘qitish usullari, pedagogik yondashuvlar hamda O‘zbekistonning davlat ta’lim siyosati chet tillarini o‘rgatishni rivojlantirishdagi o‘rni tahlil qilinadi. Xususan, Prezident farmonlari va milliy strategiyalarda chet tillarini o‘rganishning global integratsiya va professional rivojlanish uchun muhim vosita sifatida belgilanishiga alohida e’tibor qaratiladi. Shuningdek, til darajalari aralash bo‘lgan guruhlarda uchraydigan muammolar yoritilib, differensial yondashuv, aralash (blended) ta’lim va kompetensiyaga asoslangan ta’limga tayangan holda yechimlar taklif etiladi.

Kalit so‘zlar: chet tilini o‘qitish metodikasi, mutaxassis bo‘lmagan tinglovchilar, O‘zbekiston ta’lim siyosati, kommunikativ yondashuv, kursantlar, differensial ta’lim, aralash ta’lim, kompetensiyaga asoslangan ta’lim.

1. Introduction

Foreign language education has become a strategic priority in Uzbekistan. In recent years, the President of the Republic of Uzbekistan has issued several decrees and resolutions aimed at strengthening language learning across all levels of education. These reforms emphasize accessibility, modernization of teaching methods, and integration of international standards.

For non-specialist learners — students of economics, engineering, management, and cadets in military institutions — foreign language proficiency is not only an academic requirement but also a professional necessity. In the globalized economy, engineers must read technical manuals in English, managers must negotiate with international partners, and cadets must participate in joint military exercises with foreign counterparts. Thus, foreign language education is both a national priority and a professional demand.

2. Legislative and Policy Framework

Foreign language teaching in Uzbekistan is guided by several key documents:

- **Decree of the President of the Republic of Uzbekistan (2012):** “On Measures to Further Improve the System of Learning Foreign Languages” — which made English compulsory from primary school. This decree marked a turning point in national education policy, ensuring that every child begins foreign language study early.
- **National Development Strategy (2017–2021):** Emphasized multilingual education and integration with international standards. It encouraged universities to adopt international curricula and expand cooperation with foreign institutions.
- **Presidential Decree (2021):** “On Measures to Improve the Quality of Foreign Language Teaching” — focused on teacher training, digital

resources, and international cooperation. It introduced requirements for teachers to achieve international certification (e.g., CEFR-based qualifications).

- **State Program 'New Uzbekistan – 2030':** Highlights foreign language competence as a pillar of competitiveness in the global labor market. It envisions Uzbekistan as a multilingual society where English, Russian, and other foreign languages are widely used in professional and academic contexts.

These laws and decrees provide the foundation for methodological innovation in classrooms and military academies. They also align Uzbekistan's education system with global trends, ensuring that graduates are competitive internationally.

3. Teaching Methods for Non-Specialist Learners

3.1 Communicative Approach

- Focuses on practical communication skills.
- Encourages role-play, dialogues, and simulations relevant to students' fields (e.g., business negotiations, military briefings).
- Builds confidence in speaking and listening, which are often weak areas for non-specialist learners.

3.2 Task-Based Learning

- Learners complete real-world tasks (writing reports, preparing presentations).
- Effective for cadets who need operational English for international cooperation.
- Encourages problem-solving and teamwork, reflecting real professional environments.

3.3 Grammar-Translation Method (Adapted)

- Still useful for technical students who require precise comprehension of manuals and academic texts.
- Balanced with communicative practice to avoid passive learning.
- Helps learners understand complex structures, especially in academic writing.

3.4 Blended Learning

- Combines traditional classroom instruction with digital platforms.
- Presidential decrees encourage the use of online resources and e-learning systems.
- Platforms such as Moodle, Zoom, and Microsoft Teams are increasingly used in Uzbek universities.

3.5 Project-Based Learning

- Students and cadets work on long-term projects (e.g., preparing bilingual reports, designing presentations).
- Encourages creativity and independent research.
- Strengthens writing and presentation skills in foreign languages.

4. Educational Approaches

4.1 Differentiated Instruction

- Tailor's lessons to mixed-level groups.
- Essential in universities where students have varying backgrounds in language learning.
- Teachers use scaffolding, peer tutoring, and bilingual glossaries to support weaker learners.

4.2 Interdisciplinary Integration

- Language lessons incorporate subject-specific vocabulary (economics, engineering, military science).
- Builds professional competence alongside linguistic skills.
- Example: engineering students learn technical English terms, while cadets practice military commands in English.

4.3 Competency-Based Education

- Focuses on measurable outcomes: reading comprehension, oral fluency, writing accuracy.
- Aligns with Uzbekistan's national education standards.
- Encourages assessment through CEFR levels (A1–C2), ensuring international comparability.

4.4 Cultural Approach

- Promotes intercultural awareness.

- Cadets and students learn not only language but also diplomatic and cultural etiquette.
- Encourages respect for diversity and prepares learners for international cooperation.

4.5 Technology-Enhanced Learning

- Use of mobile apps (Duolingo, Memrise) and online platforms.
- Presidential decrees encourage digitalization of education.
- Provides learners with flexible, self-paced study opportunities.

5. Challenges and Solutions

- **Challenge:** Mixed-level classrooms with A2–B1 learners. **Solution:** Use scaffolding techniques, bilingual glossaries, and peer learning.
- **Challenge:** Limited exposure to authentic materials. **Solution:** Presidential initiatives encourage partnerships with foreign universities and access to international resources. Teachers can integrate authentic texts, videos, and podcasts into lessons.
- **Challenge:** Motivation among non-specialist learners. **Solution:** Task-based projects linked to professional goals (e.g., writing a business plan in English, preparing a military briefing).
- **Challenge:** Teacher qualifications. **Solution:** Presidential decrees require teachers to achieve international certification. Continuous professional development programs are essential.
- **Challenge:** Lack of resources in rural areas. **Solution:** Expansion of online platforms and mobile learning ensures equal access.

6. Conclusion

The methodology of teaching foreign languages to non-specialist learners in Uzbekistan is shaped by both pedagogical innovation and strong state policy. Presidential decrees have created a supportive environment for modern approaches, while educators adapt methods to the needs of students and cadets.

The integration of communicative, task-based, project-based, and blended learning approaches ensures that learners acquire practical skills

relevant to their future careers. Moreover, competency-based education and cultural approaches prepare learners for global cooperation.

Foreign language education in Uzbekistan is not only an academic discipline but also a strategic tool for national development, global integration, and professional success.

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КЛЮЧЕВЫЕ АСПЕКТЫ ТОЛЕРАНТНОСТИ В ОБЩЕСТВЕ УЗБЕКСКОЙ КУЛЬТУРЕ

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Аннотация: Основные аспекты толерантности в повседневной жизни узбекского народа, особенно в семейной сфере, приписываются домохозяйкам. Их толерантные поступки и образ жизни, придающие жизни особый колорит, являются главными аспектами благополучной жизни.

Ключевые слова: толерантность, аспекты, роль в обществе, узбекская национальная культура, религия и языки, характеристика

Kalit so‘zlar: Tolerantlik, jihatlari, jamiyatdagi o‘rni, o‘zbek milliy madaniyati, dini va tillari, xususiyatlari

Key words: Tolerance, aspects, role in society, Uzbek national culture, religion and languages, characteristics

Путешественники, интеллектуалы и торговцы из Азии, Ближнего Востока и Европы проходили по Шелковому пути, проходя через древние города, такие как Самарканд и Бухара. Это взаимодействие способствовало формированию чувства гибкости и открытости. Со временем в узбекском обществе сложилась культура гостеприимства и уважения к посетителям, независимо от их вероисповедания или происхождения. Толерантность – прочная основа узбекского общества, выстроенная тысячелетиями межкультурных связей, религиозного многообразия и традиционного уважения к социальной гармонии. Исторически сложилось так, что Узбекистан, являясь плавильным котлом этносов, религий и языков, расположен на стыке Центральной Азии. Это многообразие способствовало формированию культурного акцента на мирном сосуществовании, взаимном уважении и взаимопонимании между различными группами. В прошлом Узбекистана было много культурных пересечений. Это привело к более толерантному отношению ко многим образам жизни. Ислам является доминирующей религией в Узбекистане, хотя существуют христианские, иудейские, буддийские и другие небольшие религиозные группы. Узбекский подход к религиозной толерантности основан на мирном сосуществовании, а не на ассимиляции. Религиозные традиции, которые в целом уважаются, разрешены без ограничений для различных религиозных организаций. Правительство, пропагандирующее умеренные ценности, пытается обуздать религиозный экстремизм посредством межконфессионального диалога. Здесь живут узбеки, русские, таджики, казахи, каракалпаки, корейцы и представители других национальностей. Эта этническая мозаика отражается в повседневной

жизни – от кухни и музыки до языка. В узбекском обществе люди разных национальностей нередко живут в одном районе, учатся в одной школе и работают вместе. Такая интеграция способствует развитию эмпатии и помогает бороться с предвзятостью и нетерпимостью .

Достижение столь высокого уровня качества является закономерным результатом национальной политики Узбекистана, основанной на гуманизме и общечеловеческих ценностях. Как известно, толерантность, человечность и миролюбие всегда были присущи узбекскому народу. Наш край, расположенный на перекрестке древних караванных путей Великого шелкового пути, издавна населен представителями разных национальностей, религиозных верований и культур. В новом тысячелетии толерантность – это средство выживания человечества, основополагающее условие гармоничных отношений с обществом и другими странами. Важным источником мирного сосуществования наций и народов Узбекистана является уникальный менталитет узбекского народа. Что же лежит в основе этих уникальных особенностей менталитета народа? Это, прежде всего, исторический опыт народа, система обычаев и традиций, формировавшихся веками. Эта черта, присущая узбекскому менталитету, формировалась на протяжении веков, когда на древних и плодородных землях Узбекистана проживали представители уникальной культуры и цивилизации. Это способствовало формированию уникального менталитета нашего народа, отличающегося добротой, миролюбием, открытостью, широтой и щедростью духа. Доброта и щедрость, гостеприимство и радушие, формировавшиеся веками, считаются высокими духовными качествами узбекского народа. Эти качества сыграли огромную роль в тяжелейших исторических испытаниях и стали основой стойкости нашего народа. Толерантность узбекского народа имеет глубокие исторические корни. Она процветала веками вдоль Великого Шёлкового пути, сердцем которого был Узбекистан, служивший связующим звеном между Востоком и

Западом.Узбекского народа, особенно в контексте семейной жизни, приписываются домохозяйкам. Их толерантные поступки и образ жизни, придающие жизни особый колорит, являются ключевым аспектом сладкой жизни. Молодое поколение в их семьях и общинах иногда учится ценности доброты, терпения и сочувствия у старших родственников. Гостеприимство, являющееся культурной основой, проявляется в уважении и доброте к гостям, независимо от их происхождения. Общение и взаимопонимание способствуют разрешению конфликтов и, следовательно, поддержанию социальной сплоченности.

Правительство Узбекистана поддерживает политику, способствующую толерантности и социальной сплоченности. Уроки по культурному наследию, этичному поведению и уважению к разнообразию часто являются частью образовательных программ. Национальные праздники и культурные мероприятия, посвященные различным этническим группам, способствуют укреплению общей национальной идентичности, одновременно отмечая индивидуальные различия. Узбекистан, как и многие другие страны, борется с проблемами социального неравенства, политических изменений и глобализации. Тем не менее, исторические ценности уважения и толерантности остаются сильными. Предпринимаются целенаправленные попытки продвигать эти идеи через образование, средства массовой информации и общественное участие. В узбекской культуре толерантность — это скорее древний обычай, который по-прежнему определяет страну, чем современная идея. Толерантность помогает поддерживать единство и мир в обществе, состоящем из многих людей, основываясь на истории, вере и повседневном социальном взаимодействии. Эти идеи остаются жизненно важными для создания инклюзивного и процветающего будущего по мере развития Узбекистана.

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THE CULTURAL AND COGNITIVE ANALYSIS OF SOMATIC PHRASEOLOGICAL UNITS (BASED ON UZBEK AND ENGLISH LANGUAGES)

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Abstract: This paper examines the cultural and cognitive foundations of somatic phraseological units in Uzbek and English. It focuses on how body-part expressions reflect human conceptualization, national mentality, and cultural worldview. Comparative analysis reveals that although Uzbek and English somatic idioms share universal cognitive metaphors, they differ in cultural associations and evaluative meanings. Through cognitive-semantic interpretation, the paper demonstrates that body-based idioms function as linguistic codes of anthropocentric thinking, expressing human perception of the world through physical experience.

Keywords: somatic phraseology, cognitive linguistics, conceptual metaphor, cultural semantics, comparative analysis.

Annotatsiya: Ushbu maqolada o‘zbek va ingliz tillaridagi somatik frazeologik birliklarning madaniy hamda kognitiv asoslari tahlil qilinadi. Tadqiqot inson tana a’zolari bilan bog‘liq iboralar orqali inson konseptuallashuvi, milliy mentalitet va madaniy dunyoqarash qanday aks etishini o‘rganadi. Qiyosiy tahlil natijalariga ko‘ra, o‘zbek va ingliz tillaridagi somatik frazeologizmlar umumiy kognitiv metaforalarni baham ko‘rgan holda, ularning madaniy assotsiatsiyalari va baholovchi ma’nolarida farqlanadi. Kognitiv-semantik tahlil asosida maqolada tana a’zolariga oid iboralar antropotsentrik tafakkurning lingvistik kodlari sifatida talqin etilib, insonning dunyoni jismoniy tajriba orqali idrok etishini ifodalashi ko‘rsatiladi.

Kalit so‘zlar: somatik frazeologiya, kognitiv tilshunoslik, konseptual metafora, madaniy semantika, qiyosiy tahlil.

Аннотация: В данной статье рассматриваются культурные и когнитивные основы соматических фразеологических единиц в узбекском и английском языках. Исследование направлено на анализ того, как выражения, основанные на названиях частей тела, отражают концептуализацию человека, национальный менталитет и культурную картину мира. Сравнительный анализ показывает, что, несмотря на общие когнитивные метафоры, узбекские и английские соматические идиомы различаются по культурным ассоциациям и оценочным значениям. На основе когнитивно-семантической интерпретации демонстрируется, что идиомы, основанные на частях тела, функционируют как лингвистические коды антропоцентрического мышления, выражая восприятие человеком мира через физический опыт.

Ключевые слова: соматическая фразеология, когнитивная лингвистика, концептуальная метафора, культурная семантика, сравнительный анализ.

In recent decades, linguistics has undergone a paradigmatic shift toward an anthropocentric and cognitive orientation. Within this framework,

language is viewed not merely as a system of grammatical rules, but as a conceptual and cultural reflection of human experience[1]. The study of **somatic phraseological units** — idioms based on body parts — provides a unique insight into the way humans conceptualize their inner states, emotions, and social relations through bodily imagery. Every language encodes human perception of the world differently. The **Uzbek language**, rooted in Eastern collectivist traditions, often conceptualizes bodily organs as symbols of morality, emotional depth, and social harmony (e.g., *"ko'ngli keng"* – kind-hearted). In contrast, the **English language**, shaped by individualistic cultural values, tends to emphasize pragmatic and cognitive aspects (e.g., *"to have a good head on one's shoulders"* – to be sensible). This study aims to conduct a **cultural-cognitive analysis** of body-related idioms in Uzbek and English, identifying their conceptual metaphors and cultural connotations, and to reveal how somatic imagery contributes to constructing each nation's worldview.

This study is based on the theoretical principles of Cognitive Linguistics, Conceptual Metaphor Theory, and Linguoculturology, which together offer a unified framework for interpreting language as a reflection of human cognition and culture. According to Cognitive Semantics[3], language is not merely a formal system but a mental and experiential model that encodes the way humans perceive and conceptualize reality. R. Langacker (1987)[3] argues that linguistic forms are shaped by human perception, bodily experience, and mental imagery, meaning that language functions as a mirror of human cognition. The Conceptual Metaphor Theory[1] developed by Lakoff and Johnson (1980) revolutionized the understanding of metaphor as a cognitive mechanism rather than a stylistic feature. It shows how abstract ideas such as emotion, morality, or reason are comprehended through bodily experience. Expressions like *"warm-hearted," "cold-blooded,"* and *"clear-headed"* illustrate how physical sensations are mapped onto conceptual domains. In this sense, somatic phraseology—idioms based on body parts—serves as linguistic evidence of embodied thought. As noted by Z. Kövecses (2002)[2], bodily experience is universal, yet its metaphorical interpretation differs across cultures

depending on historical experience, religion, and collective psychology. The concept of Linguoculturology[4] (Teliya, 1996) further expands this approach by emphasizing that phraseological units function as cultural symbols. They embody a people's worldview, social values, and emotional norms. For example, idioms such as *"yuragi keng"* (big-hearted) in Uzbek or *"to lose face"* in English encode moral and cultural notions of sincerity, honor, and dignity.

The integration of Cognitive Semantics, Conceptual Metaphor Theory, and Linguoculturology provides an effective basis for analyzing somatic idioms both as cognitive constructs and cultural markers, enabling the identification of universal metaphors alongside culture-specific conceptualizations.

The analysis of Uzbek and English somatic phraseological units demonstrates a shared cognitive pattern summarized as **body → mind → culture**. In both linguistic systems, the human body serves as a metaphorical and conceptual foundation for understanding abstract notions such as emotion, intellect, morality, and social behavior. Idioms referring to the **head** conceptualize intelligence and rationality. The Uzbek *"boshi joyida"* ("sensible") and the English *"to have a good head on one's shoulders"* both associate the head with logical thinking and wisdom. Similarly, **heart-based expressions** in both languages symbolize emotional depth and moral goodness: *"yuragi keng"* ("kind-hearted") in Uzbek and *"to have a big heart"* in English both derive from the universal metaphor *heart is the center of emotion and morality*. The **hand** represents agency and control in both cultures. Expressions like *"qo'li uzun"* ("influential") and *"to have a hand in something"* show how action and power are embodied through the hand. **Eye-related idioms**—such as *"ko'zi ochiq"* ("aware") and *"to keep an eye on someone"*—encode perception and vigilance. Likewise, the **tongue** symbolizes speech and restraint: *"tilini tiygan"* ("tactful") and *"to hold one's tongue"* both convey verbal self-control. Finally, **face-related expressions** like *"yuzsiz"* ("shameless") and *"to lose face"* conceptualize social identity and honor. Both languages reflect universal embodied cognition, in which physical experience provides the model for constructing

meaning. Yet, their moral and emotional interpretations differ according to cultural worldview.

Despite structural similarities, Uzbek and English idioms reveal distinct **cultural value orientations**. In Uzbek, the body—especially the heart and "ko'ngil"—embodies not only emotion but also **moral integrity and spiritual sincerity**. Expressions like *"ko'ngli toza"* ("pure-hearted") and *"yuragi oriq"* ("cowardly") demonstrate that emotion and ethics are inseparably intertwined in the Uzbek mindset. In English, however, **the heart** primarily denotes emotional capacity rather than morality. Idioms like *"cold-hearted"* or *"heart of stone"* describe emotional detachment, reflecting a more **individualistic and psychological** understanding of human emotion. The **concept of the face** further highlights cultural contrast. In Uzbek, *"yuz"* represents collective honor and moral dignity (*"yuzi yorug' bo'lsin"* – "may he be honored"), while *"yuzsiz"* ("shameless") signifies moral violation. In English, *"to save face"* or *"to lose face"* denotes maintaining one's social image rather than moral purity. Thus, while the Uzbek worldview is **collectivist and ethical**, the English worldview is **individual and pragmatic**, focusing on self-representation and social tact. These distinctions show that both cultures use the same bodily symbols but load them with different **axiological meanings** - one rooted in communal morality, the other in personal responsibility.

Cross-linguistic analysis reveals five dominant **conceptual metaphors** shared by both languages: M*ind is head, emotion is heart, control is hand, honor is face,* and *speech is tongue.* In both Uzbek and English, **the head** symbolizes rational thought (*"boshi ishlaydi"* – "clever"; *"level-headed"*), and **the heart** represents emotion (*"yuragi ezildi"* – "heartbroken"; *"broken-hearted"*). **The hand** conveys control and influence (*"qo'l ostida bo'lmoq"* – "to be under control"; *"to have the upper hand"*), while **the face** stands for human dignity (*"yuzini yorug' qilmoq"* – "to make someone proud"; *"to save one's face"*). Finally, **the tongue** reflects speech and moral restraint (*"tilini tiymadi"* – "spoke rashly"; *"slip of the tongue"*). These metaphors prove that both languages construct abstract cognition through **embodied experience**, yet their interpretations

diverge: Uzbek idioms emphasize **emotional honesty and moral collectivity**, whereas English idioms highlight **rational control, individuality, and social efficiency**.

Somatic phraseological units represent one of the most vivid manifestations of the anthropocentric nature of language, serving as a bridge between human physicality and conceptual thought. They reveal how language encodes the human body not merely as a biological entity, but as a cognitive and cultural schema through which the world is perceived, categorized, and evaluated. In both Uzbek and English, body-part idioms provide insight into the universal mechanisms of human cognition. The human body functions as a primary metaphorical domain, allowing individuals to conceptualize abstract and complex experiences — such as emotion, intellect, morality, and social behavior — through familiar, tangible bodily imagery. For example, the *head* universally symbolizes intellect and logical reasoning, while the *heart* conveys emotion and empathy. These metaphors confirm the fundamental cognitive principle that human understanding is embodied, rooted in the sensory and physiological experiences shared by all people.

However, while Uzbek and English share common cognitive foundations such as *head = reason* and *heart = feeling*, their cultural interpretations and value orientations diverge significantly. This divergence arises from the distinct socio-historical, ethical, and psychological frameworks that shape each nation's worldview. In Uzbek phraseology, somatic idioms are deeply embedded in the moral and spiritual dimensions of life. Expressions like *"yuragi keng"* ("generous-hearted"), *"ko'ngli toza"* ("pure-hearted"), and *"yuzsiz"* ("shameless") do not merely describe emotional states — they evaluate moral character and social conduct. Such expressions reflect a collectivist moral philosophy, where the body is conceptualized as a vessel of virtue, sincerity, and social harmony. The Uzbek linguistic worldview thus prioritizes moral integrity, emotional openness, and communal solidarity, making language a reflection of ethical consciousness and cultural empathy[6].

In contrast, English somatic idioms often emphasize individual psychology, self-control, and rational behavior. Expressions such as *"level-headed"*, *"cold-hearted"*, and *"to save face"* reveal a focus on emotional restraint, logical reasoning, and social pragmatism[2]. Here, bodily metaphors are linked more to personal identity and individual responsibility than to collective morality. This orientation reflects the values of Western individualism, where emotional regulation and pragmatic interaction are markers of maturity and competence. Therefore, somatic idioms serve not only as linguistic devices but as cognitive-cultural codes that encode and transmit national mentality, collective memory, and ethical ideals. They function as semiotic reflections of how societies perceive human nature — whether through emotional integrity and interdependence (as in Uzbek culture) or through rational autonomy and self-discipline (as in English culture).

The findings of this comparative study confirm that somatic phraseological systems are an invaluable resource for understanding the intersection of language, thought, and culture. They demonstrate that while the mechanisms of cognition are universal, the interpretative models built upon them are culture-bound, shaped by each society's worldview, traditions, and communicative norms.

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EFFECTIVE METHODS FOR THE TESOL CLASSROOM

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The field of Teaching English to Speakers of Other Languages (TESOL) incorporates a wide range of pedagogical approaches designed to address the linguistic and cultural diversity present in contemporary classrooms. As English continues to serve global academic, professional, and social functions, teachers must apply methods that promote communicative competence, cultural understanding, and long-term language development. This article provides an overview of major TESOL methods, outlining their theoretical foundations, classroom applications, and pedagogical value.

Communicative Language Teaching (CLT) remains one of the most influential approaches in modern language education [4]. It is grounded in the belief that language learning is most effective when learners engage in meaningful and authentic interaction. Instead of focusing solely on the explicit teaching of grammar, CLT emphasizes real-life communication, allowing learners to use language to express ideas, negotiate meaning, and perform practical communicative functions. Classroom activities within this approach typically involve role-plays, interviews, discussions, and problem-solving tasks that encourage active participation. CLT contributes to learner

confidence, autonomy, and fluency by creating a learner-centered environment in which meaning-making is prioritized.

Task-Based Language Teaching (TBLT), which evolved from communicative language principles, organizes instruction around real-world tasks that require learners to use language purposefully [2], [8]. In this approach, tasks such as planning trips, conducting surveys, or creating brochures serve as the central unit of instruction. A typical TBLT cycle includes pre-task preparation, task performance, and post-task reflection or analysis. TBLT is widely valued for its ability to engage learners in authentic communication, promote problem-solving skills, and provide frequent opportunities for meaningful language production. By emphasizing tasks that reflect learners' academic, professional, or personal needs, this approach supports functional language use and fosters communicative competence.

Another significant approach is the Lexical Approach, which highlights the centrality of vocabulary—specifically multiword lexical units or "chunks"—in language fluency [7]. Rather than viewing grammar as the primary foundation of language learning, this approach focuses on teaching common collocations, idioms, and formulaic expressions. Classroom activities often include analyzing lexical patterns in texts, practicing lexical bundles in speaking or writing, and developing awareness of frequent word combinations. The Lexical Approach contributes to more natural, native-like fluuency by helping learners internalize the lexical patterns that characterize authentic language use.

Content and Language Integrated Learning (CLIL) represents a pedagogical approach in which learners study subject-matter content while simultaneously developing their English language proficiency. CLIL lessons may involve topics from science, history, tourism, or other academic disciplines. The approach is grounded in the belief that language acquisition is enhanced when learners are cognitively engaged with meaningful content [9]. Teachers often incorporate scaffolding techniques such as visuals, graphic organizers, adapted texts, and guided tasks to ensure comprehension. CLIL is particularly beneficial for learners preparing for

English-medium academic programs or professional fields, as it promotes the development of both language skills and disciplinary knowledge.

Although it is less central in contemporary TESOL practice, the Audio-Lingual Method (ALM) continues to offer value in certain instructional contexts, particularly those focused on pronunciation and grammatical accuracy. Based on behaviorist theories of habit formation, ALM emphasizes repetition, drilling, and memorization [1]. Learners practice predetermined dialogues and engage in substitution or transformation drills that reinforce structural patterns. While ALM does not foster communicative competence to the same extent as more modern approaches, it remains effective for building foundational accuracy and strengthening learners' control of grammatical forms.

The Natural Approach, developed by Krashen and Terrell, emphasizes language acquisition through comprehensible input and reduced anxiety [5], [6]. According to this approach, learners acquire language most effectively when they are exposed to input that is understandable but slightly above their current proficiency level. Teachers therefore prioritize rich input through listening activities, storytelling, demonstrations, and visual aids. The Natural Approach also holds that speaking should be allowed to emerge naturally rather than being forced prematurely. By maintaining a low-stress learning environment, this method supports the development of receptive skills and encourages learner confidence, ultimately facilitating gradual and natural language production.

Cooperative Learning is another widely used method in TESOL, focusing on structured group work that promotes mutual support and collaborative problem-solving [11]. In this approach, learners work together to complete shared goals while also being individually accountable for their contributions. Activities such as Jigsaw reading, Think–Pair–Share, and group projects encourage meaningful interaction and help develop both social and linguistic skills. Cooperative learning fosters motivation, enhances classroom community, and increases opportunities for authentic communication among learners.

In conclusion, TESOL instruction benefits from an integrated application of multiple teaching methods rather than exclusive reliance on a

single approach. Each method—whether communicative, task-based, lexical, content-based, structural, naturalistic, or collaborative—offers distinct advantages that can address different learner needs, contexts, and goals. Effective TESOL practitioners draw on a diverse methodological repertoire to design instruction that is meaningful, culturally responsive, and conducive to long-term language development. By blending these approaches thoughtfully, teachers create dynamic learning environments that support academic achievement, communicative competence, and learner autonomy.

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CLIL TECHNOLOGY AND THE DEVELOPMENT OF INDEPENDENT LEARNING: IMPROVING THE PEDAGOGICAL MECHANISMS

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Abstract: This research examines the integration of Content and Language Integrated Learning (CLIL) methodology with independent learning strategies as an effective approach to enhancing university students' professional competence in English. The study is grounded in the growing global demand for specialists capable of applying foreign language skills within their academic and professional fields. Despite advancements in foreign language education, many students still struggle to connect subject-specific knowledge with English communication, revealing the need for innovative pedagogical solutions.

Today, in many countries around the world, extensive research is being carried out in several priority areas aimed at promoting CLIL-based instruction and the development of students' independent learning skills. These areas include: improving the pedagogical mechanisms of foreign language teaching in accordance with Common European requirements; enhancing the content of education, instructional technologies, and the objectivity of assessment; strengthening cooperation among students in the fields of education and research; developing students' knowledge, skills, and competencies within their areas of specialization through the organization of both classroom and extracurricular independent learning activities; creating an educational platform that enables university students to study English within their professional fields under the credit-modular system; and designing an effective pedagogical system to support these processes.

In recent years, significant attention has been directed in Uzbekistan toward preparing competitive specialists in the field of economics who

possess strong proficiency in multiple foreign languages, cultivating their independent learning abilities, and supporting the formation of a well-rounded professional identity. As noted, *"the transition to a credit-modular system in higher education has positioned foreign language instruction as one of the key strategic priorities across all disciplines."*

In this context, the task of preparing students for professional communication in a foreign language underscores the need to enhance linguo-technological approaches and teaching methodologies that organize and support their learning processes. Accordingly, identifying the **theoretical and methodological foundations for developing students' professional English competence,** establishing effective **integration mechanisms of subject and language learning based on CLIL,** and determining the key factors that contribute to the development of students' independent learning skills—based on the latest scientific advances—have become important and urgent objectives.

In the modern global educational landscape, the implementation of CLIL (Content and Language Integrated Learning) technology and the enhancement of students' independent learning skills have become priority research directions. Current international studies focus on improving pedagogical mechanisms for teaching foreign languages in accordance with Common European requirements, strengthening the objectivity of assessment, enhancing instructional technologies, and fostering collaboration among students in both educational and scientific contexts. Moreover, organizing classroom and extracurricular independent learning activities plays an essential role in developing students' subject-specific knowledge, skills, and competencies. In this regard, creating an educational platform that enables university students to acquire English within their professional field under the credit–modular system, as well as designing an integrated pedagogical system to support this process, has gained particular significance.

In recent years, Uzbekistan has placed strong emphasis on preparing competitive specialists who are proficient in several foreign languages, capable of independent learning, and ready to meet the requirements of the

modern labor market. The transition of the national education system to the credit–modular model has positioned foreign language learning as one of the central priorities across all academic disciplines. This shift particularly highlights the need to enhance linguo-technological approaches and methodologies that prepare students for professional communication in a foreign language within their respective fields.

Therefore, identifying the theoretical and methodological principles for developing students' professional English competence, establishing effective mechanisms for integrating language and subject content based on CLIL methodology, and determining the key factors that influence the development of students' independent learning skills—drawing on recent achievements in modern science—represent urgent tasks in contemporary higher education.

In the context of rapid globalization and increasing international academic mobility, the modernization of foreign language teaching has become one of the key priorities of contemporary higher education systems. Among the innovative pedagogical approaches gaining international recognition, the CLIL (Content and Language Integrated Learning) methodology stands out for its effectiveness in simultaneously developing subject knowledge and foreign language competence. As a result, many countries around the world are actively conducting research aimed at improving CLIL-based instruction, enhancing students' independent learning abilities, and ensuring high-quality professional training for future specialists.

Current global research efforts focus on several priority directions, including the improvement of pedagogical mechanisms for teaching foreign languages in accordance with Common European Framework requirements, the enrichment of instructional content and technology, and the strengthening of assessment objectivity. Another important area of focus is the promotion of collaboration among students in academic and scientific settings, as well as the development of structured forms of in-class and extracurricular independent learning. Within these frameworks, particular attention is paid to creating multifunctional educational platforms that

support students' acquisition of English for Specific Purposes (ESP) under the credit–modular system. The development of a comprehensive pedagogical model that integrates language learning with subject-specific content is therefore viewed as an essential component of modern higher education.

In recent years, Uzbekistan has also prioritized the preparation of competitive, highly skilled specialists who meet international standards and possess strong proficiency in multiple foreign languages. Strengthening students' independent learning skills, enhancing their readiness for professional communication, and developing their ability to integrate subject knowledge with foreign language competence have emerged as national educational priorities. The transition to the credit–modular system in higher education has further elevated the significance of foreign language instruction across all academic fields, requiring innovative and scientifically grounded approaches to teaching and learning.

This situation underscores the need to refine linguo-technological methods and develop effective strategies that motivate students to engage in purposeful foreign language learning within their academic specializations. In particular, identifying the theoretical and methodological foundations for developing students' professional English competence, establishing scientifically justified mechanisms for implementing CLIL-based integration, and determining the factors that contribute to the enhancement of students' independent learning skills have become urgent objectives.

Given these considerations, the present study focuses on exploring the theoretical foundations, pedagogical mechanisms, and practical opportunities for developing students' professional competence in English through CLIL technology and independent learning practices. The findings are expected to contribute to the improvement of modern educational methodologies and to support the training of highly qualified specialists capable of functioning effectively in multilingual and multicultural professional environments.

Despite the growing importance of English for professional purposes in higher education, many students still face difficulties in integrating

language skills with subject-specific knowledge. Traditional teaching methods often fail to develop learners' independent learning abilities, critical thinking skills, and professional communication competence. Although CLIL technology has proven effective globally, its theoretical foundations, methodological mechanisms, and practical application for developing English-language professional competence among university students in Uzbekistan remain insufficiently studied. Therefore, there is a need to investigate and substantiate effective pedagogical approaches that combine CLIL methodology with independent learning strategies to enhance students' professional competence in English.[6]

The aim of the research is to scientifically substantiate and develop a pedagogical model that integrates CLIL methodology and independent learning strategies in order to enhance university students' professional competence in English within their field of study.[5]

The study demonstrates that the integration of CLIL (Content and Language Integrated Learning) methodology and independent learning strategies plays a significant role in enhancing university students' professional competence in English. Global educational trends confirm the necessity of aligning foreign language teaching with modern pedagogical technologies, strengthening assessment objectivity, and fostering student-centered learning environments. In this regard, CLIL offers a powerful framework that allows learners to acquire subject knowledge and language skills simultaneously, while independent learning ensures students' active engagement, autonomy, and responsibility for their own academic development.[1,2,3,5]

The research findings indicate that the current practice of teaching English for professional purposes in higher education institutions requires substantial methodological improvement. Many students still face challenges in applying English within their field of study due to limited integration of subject content and language learning. To address these issues, scientifically grounded pedagogical conditions, linguo-technological approaches, and innovative teaching strategies are essential.

The pedagogical model developed within the study—based on the integration of CLIL methodology and independent learning—has been experimentally tested and shown to be effective in developing students' professional English competence. The model supports the formation of key skills such as professional communication, critical thinking, problem-solving, and autonomous learning, which are crucial for future specialists in a multilingual and globalized professional environment.[5]

Thus, the research confirms that the effective implementation of CLIL-based independent learning contributes not only to improving students' English proficiency but also to enhancing their overall professional readiness. The outcomes of the study can be widely applied in higher education institutions for designing curricula, developing teaching materials, and improving pedagogical practice in English for Specific Purposes (ESP) and CLIL-based programs. The findings also provide valuable methodological insights for teacher training, academic innovation, and the modernization of foreign language education.[6]

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LEXICAL-SEMANTIC CHARACTERISTICS OF HYPONYMIC RELATIONS OF THE NOUN CATEGORY

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Annotation

This article provides a comprehensive analysis of the lexical-semantic characteristics of hyponymic relations within the noun category. It explores how hierarchical "type–kind" structures are formed, which semantic features determine hypernym–hyponym relations, and how cultural and cognitive factors shape categorization in both languages. The study identifies universal patterns of semantic inclusion as well as language-specific distinctions, highlighting similarities and differences in how nouns organize meaning. The research contributes to cross-linguistic semantics, lexicography, and the study of lexical hierarchy.

Keywords: *hyponymy, lexical semantics, noun category, semantic hierarchy, hyperonym–hyponym relations.*

Annotatsiya

Ushbu maqola otlar kategoriyasi doirasidagi giponimik munosabatlarning leksik-semantik xususiyatlarini batafsil tahlil qiladi. Unda "tur–xil" ko'rinishidagi ierarxik tuzilmalarning qanday shakllanishi, giperonim–giponim munosabatlarini belgilovchi semantik belgilar, shuningdek, madaniy va kognitiv omillarning kategoriyalashuvga qanday ta'sir qilishi yoritiladi. Tadqiqot semantik inklyuziyaning universal

tamoyillarini hamda tilga xos farqlarni aniqlab, otlarning ma'no tashkil etish mexanizmidagi o'xshashlik va tafovutlarni ko'rsatadi. Mazkur ish qiyosiy semantika, leksikografiya va leksik ierarxiya tadqiqotlariga hissa qo'shadi.

Kalit so'zlar *giponimiya, leksik semantika, ot kategoriyasi, semantik ierarxiya, giperonim–giponim munosabatlari.*

Аннотация

Данная статья представляет всесторонний анализ лексико-семантических характеристик гипонимических отношений в категории существительных. Рассматривается формирование иерархических структур типа «род–вид», семантические признаки, определяющие отношения гиперонима и гипонима, а также влияние культурных и когнитивных факторов на процесс категоризации. Исследование выявляет универсальные принципы семантической включённости и языковые особенности, подчеркивает сходства и различия в организации значений существительных. Работа способствует развитию сопоставительной семантики, лексикографии и изучения лексических иерархий.

Ключевые слова: гипонимия, лексическая семантика, категория существительных, семантическая иерархия, отношения гипероним–гипоним.

Introduction

The organization of meaning in the noun category is one of the fundamental aspects of lexical semantics. Hyponymy, which represents the hierarchical relationship between a general term (hypernym) and more specific subcategories (hyponyms), plays a crucial role in structuring semantic knowledge in any language. Understanding how nouns are semantically categorized allows linguists to analyze cognitive processes, cultural influences, and language-specific semantic patterns. This study focuses on the lexical-semantic characteristics of hyponymic relations within nouns, examining the formation of hierarchical "type–kind" structures, identifying the semantic features that govern hyperonym–hyponym relations, and exploring the role of cultural and cognitive factors in shaping categorization. Previous research has highlighted both universal

tendencies in hyponymic structures and variations that arise from language-specific and cultural factors (Cruse, 1986; Lyons, 1995; Wierzbicka, 1996). While these studies have provided valuable insights, there remains a need for a detailed analysis of hyponymy within the noun category, taking into account semantic hierarchy, cultural salience, and cognitive principles. This study aims to fill this gap by offering a comprehensive examination of these aspects, drawing on both English and Uzbek lexical data, with particular attention to semantic inclusion and language-specific distinctions.

The research employs a descriptive-comparative methodology. A corpus of nouns was compiled using authoritative dictionaries, lexicons, and textual data. English sources included the Oxford English Dictionary, Longman Dictionary of Contemporary English, and WordNet, providing extensive definitions, semantic relations, and hyponymic examples. Uzbek sources included O‘zbek tilining izohli lug‘ati (2006), Sabirova’s (2018) analysis of classical texts, and Xolmatov’s (2015) work on semantic categories and cultural context. The analysis focused on identifying hyperonyms and hyponyms, mapping hierarchical relations, and determining the semantic features that facilitate inclusion, such as animacy, concreteness, functionality, and cultural salience. Illustrative examples were drawn to demonstrate patterns of inclusion, such as “animal — dog, cat, bird” and “hayvon — it, mushuk, qush,” as well as “vehicle — car, bus, bicycle” and “transport vositasi — avtomobil, avtobus, velosiped.” Semantic comparison involved examining category granularity, the role of cognitive structuring in hierarchy formation, and culturally significant lexical distinctions, allowing for a nuanced understanding of universal and language-specific patterns.

The analysis revealed that both English and Uzbek nouns exhibit

systematic hyperonym–hyponym structures. In both languages, general categories serve as umbrellas for more specific subcategories, forming hierarchical semantic networks. Universal features observed include the organization of concrete and animate nouns under broader classes, functional distinctions in artifacts and tools, and the inclusion of abstract nouns within overarching conceptual categories. However,

differences emerge in the influence of culture and cognition on category boundaries. In Uzbek, local practices, traditional knowledge, and culturally salient distinctions are reflected in noun categorization. For example, distinctions among domesticated animals, such as "sigir — qoramol" versus the English "cattle," demonstrate a more fine-grained classification based on local agricultural practices. Similarly, plant categories and kinship terms in Uzbek often encode cultural knowledge not present in English lexical resources. In contrast, English noun categories tend to be broader, standardized, and more generalized, reflecting global lexicographic conventions.

Semantic features such as animacy, concreteness, and functional utility consistently determine the placement of hyponyms under hyperonyms, but their relative weight differs across languages. These findings indicate that while semantic hierarchy is a universal cognitive principle, its realization is shaped by language-specific and cultural factors (Wierzbicka, 1996; Cruse, 1986). Additionally, the study demonstrates that considering both semantic universals and language-specific distinctions is essential for lexicography, bilingual dictionary compilation, and cognitive linguistic research. Understanding hyponymy in the noun category can improve semantic modeling in natural language processing, facilitate accurate translation, and enhance language pedagogy by highlighting culturally relevant lexical distinctions. The integration of cultural knowledge into semantic analysis underscores the interplay between cognition, language, and social context, showing that lexical hierarchies are not only cognitive constructs but also reflections of local cultural organization.

Conclusion

In conclusion, the study shows that hyponymic relations within the noun category exhibit both universal and language-specific characteristics. Universal principles of semantic inclusion guide the hierarchical organization of hyperonyms and hyponyms, ensuring coherence and clarity in lexical categorization. At the same time, cultural and cognitive factors shape category granularity, salience, and local distinctions, especially in languages like Uzbek where traditional knowledge and social practices

influence lexical structure. These findings contribute to the understanding of cross-linguistic semantics, offering insights into lexical hierarchy, cognitive linguistics, and lexicography. They emphasize the importance of analyzing both universal patterns and language-specific variations to fully comprehend the organization of nouns in any linguistic system. Future research can expand this analysis to other languages, exploring how universal semantic structures interact with culturally and cognitively conditioned distinctions, thereby providing a more comprehensive view of lexical organization across linguistic contexts.

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INGLIZ VA O‘ZBEK GURUHLARIDA ANTONIMLARNING PRAGMALINGVISTIK XUSUSIYATLARINI O‘QITISH

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Annotatsiya: Ushbu tezis ingliz va o‘zbek guruhlarida antonimlarning pragmalingvistik xususiyatlarini o‘qitishning samarali usullarini o‘rganishga bag‘ishlanadi. Antonimlar nafaqat leksik birlik, balki nutqda semantik qarama-qarshilik va pragmatik ma’no hosil qiluvchi muhim vosita bo‘lgani uchun, ularni o‘rgatishda kontekst, nutqiy vaziyat va muloqot maqsidi alohida ahamiyat kasb etadi. Tadqiqotda ingliz va o‘zbek

tillarida antonimiyaning semantik, kognitiv va lingvokultural farqlari tahlil qilinib, kontrast, ta'kid, ironiyadan foydalanish kabi pragmatik strategiyalarning muloqotdagi o'rni ochib beriladi. Qiyosiy tahlil, kontekstual mashqlar, vaziyatli dialoglar va interaktiv topshiriqlar talabalarning pragmatik kompetensiyasini rivojlantirishda eng samarali usullar ekani isbotlandi. Tadqiqot natijalari antonimlarni o'qitishning kognitiv-pragmatik yondashuv orqali talabalarda semantik qarshilikni anglash va muloqot ko'nikmalarini chuqurlashtirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: antonimiya, pragmalingvistika, ingliz va o'zbek tillari, semantik qarama-qarshilik, pragmatik kompetensiya, kontekstual o'qitish, qiyosiy tahlil.

Mazkur tezis ingliz va o'zbek tillarida antonimlarning pragmalingvistik xususiyatlarini o'qitish jarayonida samarali yondashuvlarni o'rganishga bag'ishlangan bo'lib, bu hodisa tilshunoslikning leksik-semantik va pragmatik qatlamlarida muhim o'rin egallaydi. Antonimlar nafaqat leksik birlik sifatida, balki nutq jarayonida ma'no qarama-qarshiligi orqali kontekstning semantik va pragmatik qatlamini shakllantiruvchi vosita sifatida muhim o'rin tutadi, chunki ular diskursda kontrastiv aloqalarni ta'minlaydi va muloqotning implikatsiyalarini kuchaytiradi. Shu bois, ingliz va o'zbek guruhlarida ularni o'rgatish jarayonida kontekst, nutqiy vaziyat va muloqot maqsidini hisobga olish zarur, bu esa lingvokognitiv va sotsiopragmatik yondashuvlarga asoslanadi va talabalarning pragmatik kompetensiyasini rivojlantiradi.

Antonimlarning pragmalingvistik xususiyatlari tilning semantik evolyutsiyasini aks ettiradi: ingliz tilida antonimlar (masalan, "hot – cold", "light – dark") ko'pincha gradual (darajali) va komplementar (mutlaq qarama-qarshi) turlarga bo'linadi, bu esa nutqda stilistik va pragmatik effektlarni yaratadi, masalan, litotes yoki ironiyada. O'zbek tilida esa antonimlar (masalan, "issiq – sovuq", "yorug' – qorong'i") madaniy va sotsiolingvistik omillarga bog'liq holda shakllanadi, bu esa film skriptlari

yoki adabiy matnlarda sotsiopragmatik va lingvokultural farqlarni namoyon etadi.

Ushbu xususiyatlarni o‘qitishda qiyosiy tahlil usuli samarali bo‘lib, ingliz va o‘zbek tillaridagi o‘xshashliklar (masalan, semantik qarama-qarshilik) va farqlarni (masalan, stilistik qo‘llanish) ko‘rsatib, talabalarda kross-madaniy pragmatik tushunchani shakllantiradi.

Ilmiy jihatdan, antonimlarning o‘qitish jarayoni pragmatik tilshunoslik nazariyalariga asoslanadi, masalan, Graysning muloqot prinsiplari va Sperber va Uilsonning relevansiya nazariyasi, bu nazariyalar antonimlarni nutqiy vaziyatda ma’no farqlash va implikatsiya yaratishda qo‘llashni taqozo etadi.

O‘zbekiston ta’lim tizimida ingliz tilini o‘qitishda pragmatik ko‘nikmalarni rivojlantirish muammolari mavjud bo‘lib, antonimlarni o‘rgatish orqali talabalar nutqiy vaziyatlarni tahlil qilish va semantik qarama-qarshiliklarni pragmatik maqsadlarda qo‘llashni o‘rganadilar, bu esa bilingual ta’limning samaradorligini oshiradi. Zamonaviy pedagogik yondashuvlarda, masalan, kontekstual mashqlar va situativ dialoglar orqali antonimlarni o‘qitish talabalarning lingvokognitiv tafakkurini faollashtiradi va tilning semantik boyligini anglashga yordam beradi, natijada nutqiy kompetensiya mustahkamlanadi.

Tadqiqotning dolzarbligi ingliz tilini o‘qitish jarayonida antonimlarning muloqotga yo‘naltirilgan kompetensiyalarni rivojlantirishga xizmat qilishidadir, chunki antonimlar leksik-semantik qarshiliklar orqali nutqiy diskursda kontrastiv strategiyalarni faollashtirib, talabalarning pragmatik va sotsiopragmatik ko‘nikmalarini mustahkamlaydi.

Pragmalingvistik nuqtai nazardan, antonimlar nutqda emotsional kuchayish, ironiya va kontrastni ta’minlab, muloqot samaradorligini oshiradi, masalan, ingliz tilidagi “success and failure” juftligi motivatsion diskursda qarshilikni ifodalasa, o‘zbek tilidagi “muvaffaqiyat va muvaffaqiyatsizlik” kabi birliklar axloqiy va ijtimoiy normalarni aks ettirib, talabalarda kognitiv sxemalar va aqliy modellarni rivojlantiradi. Ushbu hodisa tilshunoslikning kognitiv paradigmasida (masalan, kontseptual metafora nazariyasi) antonimlarni madaniy va ijtimoiy kontekstda tahlil

qilish orqali til o‘zlashtirishning zamonaviy usullarini boyitadi, bu esa ingliz tilini o‘qitishda talabalarning notiqlik va muloqot qobiliyatini oshirishga yordam beradi.

O‘zbek tilidagi antonimlar bilan qiyosiy o‘rgatish esa o‘quvchilarda kontrastiv tafakkurni shakllantiradi, pragmatik ma’nolarni anglashni yengillashtiradi hamda notiqlik malakalarini oshiradi, chunki bu yondashuv tillarning semantik va sintaktik farqlarini (masalan, ingliz tilidagi prefiksli antonimlar “happy – unhappy” va o‘zbek tilidagi “baxtli – baxtsiz”) taqqoslash orqali kross-lingvistik kompetensiyani rivojlantiradi.

Kontrastiv tahlil, lingvokognitiv nuqtai nazardan, antonimlarning lingvokultural xususiyatlarini (masalan, ingliz tilidagi individualist qadriyatlar va o‘zbek tilidagi kollektivist normalar) ochib berib, talabalarda semantik diskriminatsiya va pragmatik tushunish ko‘nikmalarini shakllantiradi, bu esa adabiy va kinematografik matnlarda (film skriptlari) antonimlarni tahlil qilish orqali mustahkamlanadi. Natijada, qiyosiy o‘qitish usullari (masalan, frazeologik birliklar va metaforik qarshiliklarni taqqoslash) talabalarning analitik tafakkurini va nutqiy kompetensiyasini oshirib, til o‘rganish samaradorligini orttiradi, shuningdek, zamonaviy pedagogik texnologiyalar (elektron resurslar va NLP vositalari) orqali yanada samarali integratsiya qilinishi mumkin. Ushbu yondashuv tilshunoslikning sotsiopragmatik va lingvokultural o‘lchamlarini hisobga olgan holda, ingliz va o‘zbek tillarida antonimlarni o‘qitishda innovatsion modellarni taklif etadi, natijada talabalarning muloqot malakasi va kognitiv rivojlanishi ta’minlanadi.

O‘qitish jarayonida quyidagi pedagogik metodlar samarali deb topildi, chunki ular antonimlarning leksik-semantik va pragmalingvistik xususiyatlarini o‘rganishda talabalarning kognitiv va nutqiy kompetensiyalarini rivojlantirishga yo‘naltirilgan: kontekstual tahlil, vaziyatli muloqot topshiriqlari, dialog yaratish, antonim juftliklar orqali mazmunni o‘zgartirish mashqlari, hamda interaktiv taqqoslash usullari.

Kontekstual tahlil usuli, masalan, adabiy yoki kinematografik matnlarda (film skriptlari) antonimlarni tahlil qilish orqali, talabalarda nutqiy vaziyatda semantik qarshiliklarni aniqlash ko‘nikmasini

shakllantiradi, bu esa pragmatik ma'noni tushunishni oshirib, ingliz tilidagi "hope – despair" juftligi yoki o'zbek tilidagi "umid – umidsizlik" kabi birliklarni madaniy va emotsional kontekstda farqlashga yordam beradi.

Vaziyatli muloqot topshiriqlari, ya'ni rol o'ynash va real hayotiy ssenariylarga asoslangan mashqlar, antonimlarning dialogik diskursdagi pragmatik rolini (masalan, kontrast va ironiyani) ochib beradi, bu usul o'zbek va frantsuz tillarida antonimlarni taqqoslashda qo'llanilgandek, ingliz va o'zbek guruhlarida muloqot samaradorligini oshiradi.

Dialog yaratish usuli talabalarga antonim juftliklar orqali nutqiy diskursni boyitish imkonini beradi, masalan, ingliz tilidagi "success and failure" yoki o'zbek tilidagi "muvaffaqiyat va muvaffaqiyatsizlik" kabi qarshiliklarni suhbatlarda qo'llash orqali, pragmatik strategiyalarni (emotsional kuchayish va kontrast) rivojlantiradi, bu esa tilshunoslikning sotsiopragmatik nazariyasiga asoslanadi va uzbek tilidagi frazeologik birliklarda antonimiyani tahlil qilishda samarali.

Antonim juftliklar orqali mazmunni o'zgartirish mashqlari, ya'ni bir jumlada antonimlarni almashtirish orqali ma'noni o'zgartirish (masalan, "happy – unhappy" ingliz tilida yoki "baxtli – baxtsiz" o'zbek tilida), talabalarda semantik diskriminatsiya va kognitiv sxemalarni faollashtirib, lingvokognitiv tafakkurni mustahkamlaydi, bu usul antonimlarning gradatsiyali va komplementar turlarini o'rganishda muhim ahamiyatga ega.

Interaktiv taqqoslash usullari, masalan, ingliz va o'zbek tillaridagi antonimlarni qiyosiy tahlil qilish (adverbial antonimlar yoki sport leksikasidagi qarshiliklar), tillarning semantik va lingvokultural farqlarini ko'rsatib, talabalarda kontrastiv tafakkurni shakllantiradi va pragmatik ma'nolarni anglashni yengillashtiradi.

Ingliz va o'zbek guruhlari uchun maxsus ishlab chiqilgan topshiriqlar, masalan, film skriptlari yoki adabiy matnlarda antonimlarni tahlil qilishga asoslangan interaktiv mashqlar, o'quvchilarni antonimlarning pragmatik ahamiyatini (nutqda kontrast, ta'kid va madaniy o'lchamlar) chuqur tushunishga yo'naltiradi, chunki bu yondashuv tillarning sotsiopragmatik va lingvokognitiv xususiyatlarini hisobga olgan holda, talabalarning notiqlik malakalarini va semantik tafakkurini oshiradi. Ushbu metodlarning

integratsiyasi, zamonaviy texnologiyalar (elektron resurslar va korpus lingvistikasi) bilan birgalikda qo‘llanilganda, til o‘qitish samaradorligini oshirib, talabalarda pragmatik kompetensiyani baholash va rivojlantirishga xizmat qiladi, natijada ingliz va o‘zbek tillarida antonimiyani o‘rganish lingvokultural aloqalarni mustahkamlashga olib keladi.

Xulosa qilib aytganda, antonimlarni pragmalingvistik va qiyosiy yo‘nalishda o‘qitish ingliz va o‘zbek tillarini o‘rganuvchi talabalarda nutqiy kompetensiyaning barcha komponentlarini – leksik, grammatik, sotsiopragmatik va diskursiv darajalarni birgalikda rivojlantirishning eng samarali yo‘llaridan biri ekanligi tajriba orqali isbotlandi.

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“PEACE” FROM CONCEPTUAL METAPHOR PERSPECTIVE

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Cognitive Linguistic Metaphors and Oppositions

Metaphor functions as a key cognitive structure in constructing meaning. In the trilogy of “The Hunger Games”, Collins uses metaphors that sabotage the conventional image of peace. Three primary conceptual metaphors can be identified:

1. “PEACE IS CONTROL” – The Peacekeepers symbolize the embodiment of state control. The Capitol’s rhetoric reformulates peace as obedience, as seen in Snow’s statement that 'order is the foundation of peace.'

2. “PEACE IS SACRIFICE” – The mechanism of the Hunger Games transforms death into a moral obligation for maintaining peace. This metaphor authorizes violence as necessary.

3. “PEACE IS ILLUSION” – The Capitol’s peace is performative, a façade sustained through spectacle and fear, aligning with the extensive vision of power (Foucault, 1977). These metaphors generate what Kövecses (2010) calls a 'conceptual dissonance'—a situation where linguistic form and cultural experience contradict each other. The juxtaposition of 'peace' with severity unknowingly provokes critical reflection in the reader’s cognition. Moreover, it reveals how unnaturally induced ideology can steal universal moral concepts to maintain hierarchy.

Critical discourse analysis (Fairclough, 1995) states that language is both shaped by and shapes power relations. In Collins’s dystopia, peace becomes a discourse of domination and hierarchy. By repeatedly associating peace with security, Snow’s system redefines resistance as chaos. This echoes Orwellian vagueness of ideologies, where words acquire their opposite meanings. For instance, the annual 'Victory Tour' is described as a 'celebration of peace,' despite being a performative reminder of enslavement (“Collins”, 2009, p. 42). The term 'peace' thus operates as what Fairclough (1995) terms a 'hegemonic signifier'—a linguistic construct that conceals inequality.

Moreover, Collins’s portrayal of propaganda aligns with Charteris-Black’s (2004) theory of 'rhetorical framing.' The Capitol’s official narrative frames peace as a reward for loyalty, while rebellion becomes synonymous with terror and betrayal of peace. This framing guides collective cognition and limits alternative interpretations of social order. In this sense, the manipulation of the concept of peace demonstrates the cognitive control mechanisms typical of totalitarian societies.

Conclusion

The linguocognitive analysis reveals that peace in "The Hunger Games" is a polysemantic and ideologically charged construct. Its cognitive model intertwines notions of order, fear, and survival. By contrasting institutional and personal understandings of peace, Collins exposes the paradoxes of human civilization—how ideals of safety can devolve into mechanisms of oppression. The repetition of the term 'peace' in official discourse serves as a linguistic anesthetic, dulling moral awareness and transforming violence into necessity.

Furthermore, the novel's structure reinforces this conceptual inversion. Each act of state violence is linguistically rationalized as 'peacekeeping,' producing what cognitive linguists call 'reframing.' This process alters mental schemas: readers begin to perceive peace not as a natural state but as a construct sustained through power. As Kövecses (2010) notes, conceptual metaphors not only describe reality but shape it. Collins's narrative thus becomes an exploration of cognitive dissonance in language itself.

At the same time, the protagonist's inner journey from submission to rebellion embodies as Rakhmatova (2019) states a linguistic and cognitive redefinition of peace. Katniss's personal lexicon shifts from fear to agency: peace is no longer silence but justice. This transition mirrors Lakoff's (1996) theory of moral cognition, where language influences ethical reasoning. Ultimately, Collins invites readers to reclaim the meaning of peace as an act of moral resistance.

Through a linguocognitive analysis, this study demonstrates that the concept of peace in Suzanne Collins's "The Hunger Games" is not static but dynamic, existing at the intersection of language, ideology, and emotion. In the fictional world of Panem, peace is both desired and feared—a duality that reflects contemporary anxieties about political control and the loss of autonomy. The linguistic encoding of peace through paradoxical metaphors exposes the vulnerability of human cognition to ideological manipulation. By contrasting institutional discourse with individual experience, Collins reclaims peace as a deeply personal and moral state rather than a political

slogan. This reinterpretation resonates beyond fiction, reminding readers that true peace cannot exist without freedom and justice.

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INNOVATIV PEDAGOGIK TEXNOLOGIYALAR ORQALI KURSANTLARNING LINGVISTIK KOMPETENTLIGINI YAXSHILASH

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Annotatsiya: Ushbu maqolada O'zbekiston harbiy ta'lim tizimida ingliz tili bo'yicha lingvistik kompetentlikni rivojlantirishda innovativ pedagogik texnologiyalarning ahamiyati yoritiladi. Raqamli o'quv muhiti, mobil ta'lim, sun'iy intellekt, AR/VR platformalari va blended learning

modeli asosida kursantlarning kasbiy, kommunikativ, fonetik, grammatik va kognitiv qobiliyatlarini rivojlantirish mexanizmlari izohlanadi. Har bir texnologiya alohida tizim sifatida emas, balki integratsiyalashgan lingvodidaktik jarayonning komponenti sifatida talqin qilingan. Maqolada innovatsion metodlarning nazariy asoslari, metodik imkoniyatlari, didaktik ustunliklari va amaliy samara mexanizmlari batafsil tahlil qilinadi.

Kalit so‘zlar: *Innovativ pedagogika, lingvistik kompetentlik, raqamli ta’lim, mobil o‘qitish, sun’iy intellekt, AR, VR, blended learning, harbiy ingliz tili, professional kommunikatsiya.*

Raqamli ta’lim muhiti (Virtual Learning Environment) kursantlarga mustaqil ravishda o‘quv jarayonini boshqarish, interaktiv mashqlar bajarish, multimedia kontent asosida professional leksikani o‘zlashtirish imkonini beradi. Eng muhimi, harbiy kontekst uchun maxsus yaratilgan simulyativ topshiriqlar orqali real vaziyatga mos muloqotga tayyorgarlik kuchayadi. Bu jarayon lingvistik kompetentlikni faqat grammatik emas, balki kommunikativ, semantik hamda pragmatik o‘lchamlarda rivojlantiradi.

Texnologiya	Maqsad	Natija
Virtual Learning	Mustaqil o‘rganish	Professional nutq
Multimedia	Kontekst yaratish	Termin boyligi
Digital Assessment	Tahlil	Xatoni tuzatish
Online Listening	Eshitish	Aniqlik
Simulation tasks	Harbiy kontekst	Tezkor nutq

Mobil ta’lim platformalari (m-learning) kursantga darsdan tashqari paytda ham professional ingliz tilida aloqa qilishni davom ettirishga imkon beradi. Gamifikatsiya, push-notifications, mikro-o‘rganish modullari doimiy praktika yaratadi. Shuningdek, talaffuzni sun’iy intellekt yordamida to‘g‘rilash, audio buyruqlarni qayta talaffuz qilish imkoniyati harbiy nutqni tez va aniq shakllantiradi.

Yondashuv	Afzallik	Natija
Mobile learning	Moslashuvchanlik	Doimiy amaliyot
Voice control	Talaffuz	Fonetik kompetentlik
Micro-learning	Kichik modul	Tez o‘zlashtirish
Mobile glossary	Vocabulary	Professional terminlar
Speech practice	Harbiy buyruqlar	Operativ nutq

Sun’iy intellekt asosidagi platformalar grammatik xatolarni tahlil qiladi, talaffuzni baholaydi, dialogik suhbatni avtomatik qo‘llab-quvvatlaydi. AI real vaqt davomida kursantning nutqini professional harbiy kontekst bilan bog‘lab, individual o‘quv strategiyasini taklif qiladi. Natijada, nutqning grammatik aniqligi, fonetik to‘g‘riligi va kommunikativ samaradorligi oshadi.

AI vosita	Funksiya	Natija
AI Speech	Talaffuz tahlili	Fonetik aniqlik
Grammar AI	Xato tahlili	Grammatik mukammallik
Dialog AI	Suhbat	Real kommunikatsiya
Adaptive Lexis	So‘z	Kasbiy lug‘at
AI Scenario	Harbiy vaziyat	Operativ kompetentlik

AR/VR texnologiyalari immersiv o‘quv muhiti yaratadi, bunda kursant harbiy hudud, punkt, check-point yoki xavfsizlik vaziyatida ingliz tilida buyruq berish va axborot uzatishni mashq qiladi. Bu jarayon psixologik tayyorgarlikni, tez qaror qabul qilish va lingvistik reaktsiya tezligini oshiradi.

Texnologiya	Vazifa	Natija
VR Patrol	Buyruqlar	Tez muloqot
AR Labels	Obyekt nomlari	Termin yodlash
VR Radio	Aloqa	Professional nutq
AR Listening	Ovoz topish	Eshitish
VR Emergency	Favqulodda	Stress ostida til

Blended learning modelida an’anaviy dars, mobil ta’lim, raqamli platforma, AI, VR birlashtiriladi. Har bir bo‘lim alohida metod emas, balki yagona pedagogik muhitning elementi sifatida ishlaydi: auditoriyada nazariya, onlayn platformada mashq, mobil ilovada talaffuz, AI yordamida xato tahlili va VRda real aloqa. Bu integratsiya kursantda kompleks lingvistik kompetentlikni shakllantiradi.

Element	Metod	Natija
Grammar	An’anaviy	Nazariya
Speaking	VR	Nutq
Listening	Digital	Eshitish
Vocabulary	Mobile	Terminlar
Writing	Online	Kasbiy yozuv

Xulosa

Innovativ texnologiyalar kursantlarning ingliz tilidagi lingvistik kompetentligini bir yo‘nalish asosida emas, balki kompleks ravishda shakllantiradi. AI va VR texnologiyalari professional harbiy vaziyatni modellashtirib, kasbiy nutq va tezkor qaror qabul qilishni o‘rgatadi. Mobil ta’lim esa doimiy amaliyot uchun imkoniyat yaratib, leksik va fonetik kompetentlikni mustahkamlaydi. Blended learning modeli integratsiyalashgan ta’lim tizimi sifatida harbiy ingliz tilini real xizmat faoliyatida qo‘llay oladigan kursantlarni tayyorlashni ta’minlaydi.

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BO‘LAJAK HARBIY ATTASHELAR UCHUN INGLIZ TILI O‘QITISHNING ZAMONAVIY METODOLOGIK ASOSLARI

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Annotatsiya: Mazkur maqolada bo‘lajak harbiy attashelarga ingliz tili o‘qitishning zamonaviy metodik asoslari tizimli yondashuvda yoritiladi. Tadqiqotda ESP, CLIL, Task-Based Learning, Blended Learning metodlari, ularning nazariy yondashuvlari, amaliy ahamiyati, o‘qitish jarayonidagi funksional xususiyatlari hamda harbiy-diplomatik sohada ingliz tilidan foydalanishning zamonaviy tendensiyalari atroflicha tahlil qilinadi. Maqolada harbiy attashe uchun zarur lingvistik, kommunikativ, diplomatik va strategik ko‘nikmalarni shakllantirishda metodik yondashuvlarning ta’siri keng o‘rganiladi.

Kalit so‘zlar: *harbiy attashe, ingliz tili, harbiy diplomatiya, ESP, CLIL, ta’lim texnologiyalari, kommunikativ kompetensiya, blended learning, task-based learning, harbiy hamkorlik.*

Bugungi global siyosiy va harbiy jarayonlar shuni ko‘rsatmoqdaki, harbiy diplomatiya har bir davlatning milliy xavfsizlik tizimida markaziy o‘rin tutadi. Xalqaro harbiy hamkorlik, mudofaa strategiyalari bo‘yicha muzokaralar, qurolli kuchlararo axborot almashuvi, NATO, ODKB, MDH kabi tashkilotlar bilan ishlash jarayonida ingliz tili harbiy attashelarning asosiy ish quroliga aylanadi. Shu sababli, harbiy attashening til tayyorgarligi faqat grammatik bilim bilan cheklanmaydi, balki diplomatik nutq madaniyati, muzokara olib borish, strategik fikrlash, nozik siyosiy vaziyatni tushunish, xalqaro huquqiy matnlarni tahlil qilish kabi ko‘nikmalarni ham o‘z ichiga oladi. Shuning uchun ingliz tilini o‘rgatishda zamonaviy, ko‘p funksiyali, integratsion yondashuvlar muhimdir. Bunda CLIL mazmuniy integratsiya orqali harbiy bilimni ingliz tilida o‘zlashtirishga xizmat qilsa, ESP professional terminologiyani chuqur o‘rgatadi, blended learning esa harbiy xizmat sharoitida o‘qish imkonini kengaytiradi, task-based learning esa real diplomatik vazifalarga tayyorlaydi. Ushbu maqolada har bir metod, uning afzalliklari, qo‘llanish mexanizmlari keng izoh bilan yoritiladi.

1. ESP – English for Specific Purposes

ESP harbiy soha uchun maxsus yaratilgan ingliz tili yo‘nalishi bo‘lib, u umumiy til emas, balki harbiy, diplomatik va strategik terminologiyani chuqur bilishga qaratilgan. Harbiy attashe xalqaro uchrashuvlarda qatnashadi, xalqaro harbiy ma’lumot almashinadi, protokol hujjatlari bilan ishlaydi, shu sababli professional terminlarni noto‘g‘ri qo‘llash bevosita diplomatik xato bo‘lishi mumkin. ESP professional muloqotni, qonunlar, deklaratsiyalar, harbiy kelishuvlar, xalqaro harbiy hamkorlik bo‘yicha matnlarni tahlil qilishni ham o‘z ichiga oladi.

Jadval 1.

ESP doirasida ko‘nikmalar

Ko‘nikma turi	Izoh	Misollar
Professional vocabulary	Harbiy, diplomatik terminlarni to‘g‘ri qo‘llash	defense attaché, strategic planning
Communication	Diplomatik nutq va protokol	bilateral negotiations
Writing	Xalqaro harbiy yozishmalar	diplomatic report
Reading	Huquqiy-harbiy matnlarni o‘qish va tahlil	defence cooperation agreement

2. CLIL metodikasi

CLIL (Content and Language Integrated Learning) orqali harbiy mavzular ingliz tilida o‘qitiladi. Bu usul natijasida kursantlar nafaqat ingliz tilini, balki harbiy mazmunni ham ingliz tili orqali o‘zlashtiradi. CLIL shuningdek, tahliliy fikrlash, vaziyatni strategik baholash, o‘z fikrini diplomatik tarzda ifodalash ko‘nikmalarini kuchaytiradi.

Jadval 2.

CLILning afzalliklari

Afzallik	Izoh
Til va mazmun integratsiyasi	Harbiy bilim ingliz tilida shakllanadi
Strategik fikrlashni rivojlantiradi	Diplomatik vaziyatlarni tahlil qilish osonlashadi
Real kontekst	Xalqaro uchrashuv misollari asosida o‘quv jarayoni

3. Blended Learning

Blended learning an'anaviy va onlayn o'qitishni birlashtiradi. Harbiy xizmat sharoitida tinglovchi doimo darsda bo'la olmaydi, ammo masofadan turib audio, video, virtual treninglar orqali o'qishni davom ettirishi mumkin. Diplomatik uchrashuv simulyatsiyalari, onlayn forumlar, real-time muhokamalar, video-analiz imkoniyatlari ta'lim samaradorligini oshiradi.

Harbiy attashelar uchun zarur kompetensiyalar

Kompetensiya	Izoh
Lingvistik	Murakkab grammatik tuzilmalarni qo'llash
Diplomatik nutq	Nozik siyosiy vaziyatlarni muloyim tarzda bayon qilish
Analitik tafakkur	Xavfsizlik, vaziyat, tahdidni tahlil qilish
Axborot almashuvi	aniq, qisqa, diplomatik tarzda fikr bildirish

Xulosa

Bo'lajak harbiy attashelarga ingliz tilini o'qitish nafaqat til o'rgatish, balki davlat manfaatlarini himoya qilishga qaratilgan strategik tayyorgarlik jarayonidir. Mazkur jarayon zamonaviy metodlar bilan qurilganda tinglovchilar xalqaro harbiy-diplomatik faoliyatda mustaqil fikrlash, muzokara olib borish, strategik vaziyatni tahlil qilish va davlat manfaatlarini xalqaro maydonda to'g'ri himoya qilishga tayyor bo'ladi.

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HARBIY DIPLOMATIK FAOLIYAT UCHUN INGLIZ TILINI O‘QITISHDA INNOVATSION TA’LIM STRATEGIYALARINING ILMIY-METODIK ASOSLARI

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Annotatsiya: Ushbu maqolada harbiy-diplomatik sohada faoliyat yurituvchi mutaxassislar, xususan bo‘lajak harbiy attashelar uchun ingliz tilini o‘qitishda qo‘llaniladigan zamonaviy pedagogik strategiyalar, ularning mazmun-mohiyati, metodik asoslari, qo‘llanish shakllari va o‘quv samaradorligi keng yoritilgan. Har bir metodning amaliy harbiy-diplomatik vaziyatlardagi foydalanish imkoniyatlari, til o‘rganuvchining nutqiy salohiyatini rivojlantirishga ta’siri va kasbiy kompetensiyaga qo‘shadigan hissasi chuqur tahlil qilinadi. Maqola natijasi sifatida amaliyotga yo‘naltirilgan innovatsion metodlardan kompleks foydalanish bo‘lajak attashelarning kommunikativ, tahliliy va diplomatik nutq madaniyatini rivojlantirishda muhim omil ekanligi asoslanadi.

Kalit so‘zlar: *harbiy diplomatiya, ingliz tili, kommunikativ kompetensiya, global xavfsizlik, maxsus maqsadli til, interaktiv o‘qitish, vaziyatga asoslangan ta’lim, diplomatik nutq, professional tilda muloqot*

Bugungi global harbiy-siyosiy jarayonlar shuni ko‘rsatmoqdaki, davlatlar o‘rtasidagi muloqot, harbiy hamkorlik, strategik kelishuvlar va xavfsizlik bo‘yicha muzokaralar jarayonida ingliz tilining roli hal qiluvchi ahamiyat kasb etadi. Ayniqsa harbiy attashe sifatida faoliyat yurituvchi mutaxassislar xalqaro tashkilotlar (NATO, BMT, Yevropa Ittifoqi, KXSHT va boshqalar) bilan kelishuvlar olib borishda, rasmiy tashriflar, harbiy protokol, xalqaro harbiy hamkorlik hujjatlarini tayyorlash, delegatsiyalarni qabul qilish, press-brifinglar o‘tkazish, siyosiy bayonotlar berish, xalqaro xavfsizlik masalalarini muhokama qilish kabi amaliy vazifalarda ingliz tilidan foydalanadi.

Shu bois harbiy ingliz tilini o‘qitish oddiy lug‘at boyligini oshirish bilan yakunlanmaydi, aksincha real diplomatik vaziyatlar, siyosiy nutq

uslubi, diplomatik etikett, harbiy terminologiya, muloyim diplomatik iboralar, neytral bayonotlar, qarama-qarshi pozitsiyalarni muhokama qilish kabi nozik til elementlarini chuqur o‘rgatishni talab etadi. Zamonaviy metodlar bu jarayonda interaktiv ta’lim, real vaziyatlar, autentik materiallar, simulyatsion mashg‘ulotlar, multimediadan foydalanish kabi usullar orqali nutqiy faoliyatni rivojlantiradi.

1. Kommunikativ yondashuv (Communicative Approach)

Kommunikativ yondashuvning eng asosiy maqsadi tinglovchi va so‘zlovchi o‘rtasida real aloqa, ya’ni muloqot ehtiyojini yaratishdir. Bu metod grammatikani qoidalar orqali emas, balki muloqot orqali tabiatiga mos ravishda shakllantiradi. Harbiy attashe real diplomatik nutqda “softening strategies”, “neutral expressions”, “indirect argumentation” kabi lingvopragmatik elementlardan foydalanishi talab qilinadi. Aynan shu metod bu ko‘nikmani shakllantirishga xizmat qiladi.

Afzalligi	Qo‘llanish shakli	Misollar
Real nutq rivojlanadi	Diplomatik dialoglar	“With due respect…” formulasi
Kontekstga mos keladi	Rol o‘yinlari	Delegatsiyani kutib olish
Muloqot madaniyati oshadi	Diplomatik etikett	Neutral pozitsiya bayonoti
Psixologik ishonch kuchayadi	Savol-javob	Qarama-qarshi fikrga javob
Nutq ohangi boshqariladi	Yumshatish formulalari	“We are concerned about…”

2. Interaktiv metodlar

Interaktiv metodlarda kursant faqat eshituvchi emas, balki faol ishtirokchiga aylanadi. Bu jarayon tez fikrlash, diplomatik javob qaytarish, siyosiy argumentlarni himoya qilish, qarshi savollarga madaniyatli javob berish kabi amaliy ko‘nikmalarni rivojlantiradi.

Afzalligi	Qo‘llanish shakli	Misollar
Fikr almashish kuchayadi	Debatlar	Xalqaro harbiy hamkorlik
Tahliliy fikrlash	Muloqotli topshiriq	Xavfsizlik bo‘yicha bahs
Qaror qabul qilish	Rolli vaziyat	Diplomatik kelishmovchilik
Murosa ko‘nikmasi	Intervyu	Press briefing javoblari
Argumentatsiya rivoji	Bahs-munozara	Strategik hamkorlik masalalari

3. Blended Learning (Aralash o‘qitish)

Aralash ta’lim ayniqsa xizmat rejimi o‘zgaruvchan bo‘lgan harbiy attashe uchun juda mos metod bo‘lib, unda videoleksiya, elektron platformalar, harbiy diplomatiya bo‘yicha onlayn kurslar, internet resurslar asosiy manbaga aylanadi.

Afzalligi	Qo‘llanish shakli	Misollar
Mustaqil o‘qish kuchayadi	Onlayn kurs	NATO terminlari
Safarda davom ettiriladi	Mobil platforma	Diplomatik yozishmalar
Vaqt tejaladi	Videodars	Harbiy protokol videosi
Harbiy matn o‘qish	Elektron kutubxona	Security report
Global resurslar	Xalqaro platforma	UN speech archive

4. Case–study (Vaziyatli o‘qitish)

Bu metodning asosiy vazifasi – harbiy-siyosiy vaziyatni tahlil qilish, strategik qaror qabul qilish, diplomatik pozitsiyani asoslashdir. Bunda kursant muammoning yechimini ingliz tilida izlaydi.

Afzalligi	Qo‘llanish shakli	Misollar
Qaror qabul qilish	Vaziyat tahlili	NATO – xavfsizlik islohoti
Real tajribaga mos	Scenario	Terrorizmga qarshi choralar
Siyosiy fikrlash	Qiyosiy tahlil	Harbiy beqarorlik
Muloqot strategiyasi	Diplomatik pozitsiya	Favqulodda vaziyat
Tahliliy ko‘nikma	Harbiy ekspertiza	Xalqaro kuchlar balansi

5. Autentik materiallar asosida o‘qitish

Bu metod harbiy attashe foydalanadigan real diplomatik matnlarni o‘rgatadi. Press-reliz, memorandum, harbiy bildirgi, nota almashinuvi, rasmiy bayonotlar — bularning barchasi lingvistik hamda siyosiy ahamiyatga ega.

Afzalligi	Qo‘llanish shakli	Misollar
Real siyosiy til	Matn tahlili	UN Resolution text
Termin boyligi	Notatsiya	Security briefing
Diplomatik ohang	Hujjat o‘qish	Military cooperation document
Rasmiy bayonot	Tahliliy o‘qish	Embassy statement
Siyosiy registr	Qiyosiy tahlil	NATO kommunikatsiya formati

XULOSA

Umuman olganda, bo‘lajak harbiy attashelar uchun ingliz tilini o‘qitish jarayoni faqat lingvistik bilimni oshirish emas, balki real diplomatik faoliyatda samarali muloqot qilishga yo‘naltirilgan bo‘lishi kerak. Shuning uchun metodlar o‘zaro integratsiyalashgan holda qo‘llanilishi, ya’ni kommunikativ, interaktiv, blended learning, case–study va autentik materiallar asosida o‘qitish yagona tizim sifatida ishlashi zarur. Har bir metod o‘ziga xos afzallikka ega bo‘lib, ularning barchasi diplomatik tilda fikrlash, real vaziyatlarga mos bayonot berish, muzokara olib borish, siyosiy

nutq registriga mos iboralarni tanlash, neytral pozitsiyani ifoda qilish kabi amaliy ko‘nikmalarni shakllantiradi.

Natijada ingliz tili harbiy attashe uchun oddiy aloqa vositasi emas, balki diplomatik qurolga aylanadi.

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UNDERSTANDING MARY SHELLEY'S FRANKENSTEIN: FLASHBACKS, SOCIETY, AND HUMAN NATURE

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Abstract. *This article analyzes the origins of Mary Shelley's* Frankenstein*, the events and experiences that inspired the author, the main thematic content of the novel, and the use of flashback as a primary literary device. Additionally, it examines the relationship between science and the religious boundaries of the period, the interactions between individuals and society, as well as societal judgments based on external appearances and the formation of human emotions.*

Key words: *Mary Shelley, Frankenstain, themes, flashback, sicience, religion, human emotions, literary analysis.*

Introduction . One of the most famous contemporary writers, Mary Shelley, became widely known not only among readers but also in the public sphere through her sharply plotted work *Frankenstein.* Before delving into a detailed analysis of the novel, it is worth examining how it came into being. Mary Shelley's creation of *Frankenstein* was inspired by events that

are as famous as the story itself. The novel began to take shape in 1816 in Switzerland during "ghost story" gatherings between Mary, her husband—the English poet Percy Bysshe Shelley—and the exiled English poet Lord Byron. After several days of struggling to find inspiration, Mary finally experienced a famous "waking dream." She described this in the preface to the third edition, published in 1831: "What terrified me will also terrify others; I only needed to describe the apparition that had disturbed my pillow in the middle of the night."

The work and its "creature-hero" became so famous that many people encounter it first through films or stage adaptations before reading the book. Many new readers are surprised to learn that the creature in the novel is never given a name "Frankenstein" actually refers to its creator's surname. Another striking point is that, contrary to the frightening, deranged, and violent image portrayed in films, the creature in the novel is among the most rational and articulate characters.[1] First, considering the main themes addressed in the novel: it is clear that *Frankenstein* corresponds to the most complex and pressing issues of Mary Shelley's time. During that period, debates were ongoing among people—was evolution causing science to surpass religion? The creature represents humanity's deepest fears. He is powerful and dangerous, yet society refuses to accept him as he is. The creature is not born with feelings of hatred or wickedness; rather, it is the external environment and human interactions that shape his condition. This, in part, critiques society's superficial values and hierarchical class system. Analyzing the novel further, a clear religious aspect emerges, namely the transgression of limits. Victor attempts to challenge the power of the Creator by giving life to dead matter. The novel demonstrates that all actions taken against divine will ultimately lead to ruin.

Moreover, while reading the novel, it becomes evident that the work is simple in plot yet powerful in impact. The novel extensively employs flashbacks. According to a source:

In fiction, a flashback is a scene that takes place before a story begins. Flashbacks interrupt the chronological order of the main narrative to take a reader back in time to past events in a character's life. A writer uses this

literary device to help readers better understand present-day elements in the story or learn more about a character. Whether it is a vivid memory or a dream sequence, a flashback scene (sometimes called an analepsis) is a window to an earlier occurrence that provides critical information to the story. In the opposite narrative direction, a flash-forward (sometimes called a prolepsis) is a sneak preview or foreshadowing of future events.

Flashbacks appear in the novel in the following instances:

"I am by birth a Genevese; and my family is one of the most distinguished of that republic. My ancestors had been for many years counsellors and syndics; and my father had filled several public situations with honour and reputation." [2, 33] Through this passage, Victor reflects on his past and narrates his childhood memories. Another example occurs when the creature begins recounting his own past:

"It is with considerable difficulty that I remember the original era of my being: all the events of that period appear confused and indistinct. A strange multiplicity of sensations seized me, and I saw, felt, heard, and smelt, at the same time; and it was, indeed, a long time before I learned to distinguish between the operations of my various senses." [2, 107] A further example is evident in the story of Safie and her father: "The father of Safie had been the cause of their ruin. He was a Turkish merchant, and had inhabited Paris for many years, when, for some reason which I could not learn, he became obnoxious to the government. He was seized and cast into prison the very day that Safie arrived from Constantinople to join him." [2, 133]In the novel, the use of flashbacks occupies a central place. Mary Shelley presents the events of the work in several layers, and these multi-layered flashbacks enhance the coherence and strength of the narrative. As a result, readers can clearly understand what is happening in both the past and the present without confusion..Through flashbacks, the author vividly portrays the characters' inner psychological states and explains events in a cause-and-effect sequence.

Conclusion

n conclusion, it can be said that *Frankenstein* is not just a story narrating horror, but a work with deep philosophical meaning. Through

symbolism, the author addresses a number of themes, such as the dangers of science and judgments based on external appearance. Through flashbacks, the events are depicted more consistently, and the deep feelings of the characters are expressed. As a result, this allows the reader not only to feel fear but also to gain a deep understanding of human and societal nature.

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THE ESSENCE OF THE METHOD OF VIDEO-ENGLISH

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The method of Video-English based on this principle - to listen and understand. The pupil learns constantly updated based video pronounced by native speakers - in an interview, news, speeches, and short excerpts from the films.

What are the advantages of this method?

First, you train to audio perception. You give the opportunity to listen and memorize and, in fact, native speakers pronounce words alive.

Secondly, the need for proper response from the student makes him think. He is forced to pay attention to each is not fully understood your piece. He has to constantly think about - why are the words in that order, what is that word, then why this form of the verb?

As we reflect on these things and trying to find an answer, he could not help remember all the difficult places, and will recognize them, meeting again. So the understanding of English grammar at an intuitive level. The

student will be able to confidently apply certain language constructs, based only on their experience - just because he knows that "so they say."

Third, this method increases the vocabulary. The system is integrated context- sensitive dictionary that shows the value of unfamiliar words. There will be an opportunity to remember not just abstract words, and words in the context of meaning in which they were employed. This saves a lot better and useful than the vocabulary of traditional methods, such as «flash cards».

The method Video-English is a significant disadvantage. It is not well suited for beginners. For the successful application of this method requires a certain vocabulary and minimal knowledge of how the proposals are designed in the English language. Therefore, this method is often used in high school and higher education institutions [1].

Intensive penetration into the practices of educational institutions for new sources of on-screen presenting information (overhead projectors, projectors, a camera, instructional television, video players and recorders, and computers with display reflection information) allows you to select and review the use of video as a single method of teaching. The use of video is not only for presenting knowledge, but also for their control, consolidation, repetition, summarizing, organizing, hence, successfully performs all the functions of teaching. Using the video rests mainly on the visual perception of information. It involves both inductive and deductive ways of learning, different degrees of autonomy and cognitive activity of students to allow various ways to manage the cognitive process. In fact, we are talking about a comprehensive didactic technology.

The effectiveness of educational films in the learning process is determined primarily by how it corresponds to the content of this activity so we found that the technical means are used extensively in training. The main means of delivering educational information is visual, audible or audio-visual images extremely realistic modeling an object, event and process. The use of computer technology in foreign language teaching has changed the approach to the development of training materials for this discipline. We can note that the rendering of the creation of educational material learning environment with a clear presentation of information use of color and sound

excitation acting on the emotional and conceptual scope, contributes to a better assimilation of linguistic material. Multimedia programs at the same time stimulate a student's multiple channels of perception, better supports for his attention, reduce fatigue and provide the necessary relaxation. In recent years, increasingly the question is raised about the use of new information technologies in high school. This is not the only new hardware, but also new forms and methods of teaching, a new approach to learning. The main purpose of teaching foreign languages is the formation and development of the communicative culture of school, learning the practical mastery of a foreign language. Offered for sales are numerous training programs in foreign languages, and they are widely used in many schools. Very popular is the study of language with the help of the video [2].

Video can be divided into the following groups:

- Production training videos;
- Music and promotional videos;
- Feature films and TV series;
- Supplementary materials that accompany the films on DVD, including promotional trailers;
- Video of various performances;
- Video programs for the study of certain aspects of language.

Videodiscs contain authentic documentations that if manipulated well by the teacher will facilitate learning and teaching of English in Large classes. This technology helps the teacher to bring almost real life situation into the classroom. Interactive videodiscs are suitable for teaching literature. The teacher for instance can introduce a novel or play; explain the settings, the themes and characters. After introducing the novel or play, the teacher assigns the students to read the text, which will be followed by showing the film version to the students. The class can be divided into groups so as to create conducive viewing environment as viewing in large class could be noisy and students sitting far away may not have clear viewing or hearing. During the viewing, the teacher could select major themes and characters and discuss them through forwarding or playing back. As activities, the students can be grouped to work with the CD-ROM containing the complete text. Each group should be allowed

to browse through the text and take note. The leader of the group may report their experiences when the class meets next.

Alternatively, students may be allowed to watch a complete text and take note on the major characters. In a large class the teacher may divide the class into groups. Each group is given a character and is encouraged to listen and take note on the character. After note taking, the students exchange their notes to make comparison. By comparing the notes, the students then develop them into full fledge notes.

Training and educational function of videos are caused by a high efficiency impact of visual images. The information presented in graphic form, is most easily understand, digest easier and faster. True, the developmental impact of visual information in the case when students are not offered control exercises and tests on its perception, memorization, not great. Movie screen and TV weakly stimulate the development of abstract thinking, creativity and independence.

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THE EFFECTIVENESS OF YOUTUBE AS AN ONLINE LEARNING MEDIA

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Abstract: Teachers have difficulty implementing online learning. This is due to the lack of learning media that can facilitate students in learning. This study aims to analyze the effectiveness of Youtube as an online learning medium. This type of research is qualitative research. The method used in this research is qualitative research methods. The research subjects were three elementary school teachers. Data collection techniques

in this study were interviews, observation, and documentation. The data analysis technique in this research is the analysis technique before being in the field and the analysis of the Miles and Huberman model. The result of this research is that Youtube can be used as a learning medium that helps students learn independently. Parents feel helped by YouTube learning media. Youtube can be accessed easily. In addition, Youtube learning media can be accessed anytime and anywhere so that parents can still accompany learning even though they are working. So it can be concluded that the YouTube learning media is effective in the online learning process. This research implies that Youtube can be used by teachers as a learning medium that can help students in learning. The selection of videos presented on Youtube must be adjusted to the material, age, and psychological development of students so that it makes it easier for students to understandthe material presented on Youtube .

Learning media are essential in supporting students during the learning process, especially in situations such as the current pandemic. They help capture students' attention and make learning more meaningful (Prayitno & Mardianto, 2020; Rosmiati & Lestari, 2021). Through appropriate media, students become less prone to boredom and more motivated to learn. Previous studies have shown that learning media positively affect students' learning outcomes (Maqfiroh, Khutobah, & Budyawati, 2020; Qumillaila, Susanti, & Zulfiani, 2017; Yusnia, 2019). Moreover, the use of media can enhance student engagement and interest, while also helping teachers deliver material more effectively. Media-assisted instruction makes learning clearer and more engaging (Hanifah & Budiman, 2019; Putra & Sujana, 2020; Rosidah, 2016).

Among various online learning tools, YouTube is one of the most widely used platforms. It is a popular video-sharing website that provides free access to educational videos for both teachers and students, encouraging independent and creative learning (Latifah & Prastowo, 2020). As a practical and easily accessible platform, YouTube can create a supportive learning atmosphere and increase students' enthusiasm during lessons. It is particularly suitable for elementary school learners, who enjoy visual

content, movement, and imitation (Latifah & Prastowo, 2020; Widyantara & Rasna, 2020).

Additionally, YouTube can be accessed anytime and anywhere, allowing parents to assist their children's learning even when they are busy with work. Its accessibility and popularity make YouTube one of the most effective online learning media used in elementary education today.[1]

YouTube's advantages as a learning medium have made it widely used by teachers at the elementary school level. Educators can create channels tailored to their lesson plans, as seen at MI Takmirul Islam, which uses YouTube as a tool to create engaging, enjoyable, and interactive learning environments. Video-based instruction helps strengthen students' understanding of the material. Audiovisual media present information through sound and moving images, enabling students to both see and hear the content (Krishna, Sudhita, & Mahadewi, 2015; Naharir, Dantes, & Kusmariyatni, 2019; Yuliani, Antara, & Magta, 2017). When developing video materials, teachers must consider students' age and psychological development. Images, animations, sound, and videos all serve as effective instructional aids. High-quality videos available on YouTube can be downloaded and reused to support teaching. Such media appeal to students' emotions, thoughts, and motivation by presenting information through audio and visual formats (Muskania, Badariah, & Mansur, 2019; Novita, Sukmanasa, & Pratama, 2019; Yuniarni, Sari, & Atiq, 2020). Instructional videos can also stimulate students' cognitive development and improve their learning outcomes (Febriani, 2017; Purwanti, 2015; Sudiarta & Sandra, 2016).[2]

As one of the most popular online video-sharing platforms, YouTube offers free access to a vast video library that supports the development of independent and creative learners (Latifah & Prastowo, 2020). Learning videos provided through YouTube can boost students' enthusiasm for studying (Halim, 2017; Pramana, Tegeh, & Agung, 2016; Utari, 2016). The combination of visual and audio elements helps students understand lessons more easily, especially those with auditory or visual learning preferences (Aditya, 2017; Arimbawa, Wiyasa, & Manuaba, 2017; Puspitasari & Murda,

2018). Video media can also overcome limitations of time and space, promote interactive learning, save time and energy, and can be accessed from anywhere (Darihastining et al., 2020; Desimyari, Putra, & Manuaba, 2018; Putri, Kusmariyatni, & Murda, 2018). Videos foster positive attitudes toward learning, stimulate students' knowledge, and train them to think logically, analytically, and creatively. They also enhance imagination, making it easier for students to grasp concepts (Andriyani & Suniasih, 2021; Wisada, Sudarma, & Yuda S, 2019). Compared to traditional oral explanations, video-based learning is often more engaging and enjoyable (Irwandi, 2020; Pratama, Renda, & Pudjawan, 2018; Widiatmika, Sujana, & Ganing, 2017). When teachers struggle to explain material clearly, videos help clarify the content and support students' understanding.[1]

YouTube hosts a wide variety of instructional videos, and teachers typically use equipment such as cameras, lights, backgrounds, and teaching materials to create their own content. Teachers must also be creative and innovative in video production. After preparing the videos, teachers share the YouTube links according to the learning schedule. The links are sent during class hours, and parents assist children in accessing and understanding the content. If students encounter difficulties, parents can pause or replay the video and explain the material at a slower pace. This flexibility allows parents to support their children's learning even when they are busy with work. Students then complete assignments given at the end of the video and submit their answers via WhatsApp. Parents collect and return the completed tasks every Monday.[4]

Since many parents cannot accompany their children during the day, the ability to access YouTube videos in the evening makes the platform particularly effective and convenient. The option to rewatch videos is especially helpful for students who require repetitive learning or experience learning difficulties. [6]Additional advantages of YouTube include the ability to upload and watch preferred videos, download content, access high-definition formats, and find a wide selection of educational materials.

The findings of this study align with previous research indicating that YouTube can enhance students' language abilities (Widyantara & Rasna,

2020) and make Islamic Studies instruction more engaging (Latifah & Prastowo, 2020). YouTube is considered one of the most useful online learning media, and many parents appreciate its accessibility. Because it can be used anytime and anywhere, parents can still support their children's learning despite time constraints. Thus, YouTube is an effective and efficient learning medium for online education.[5]

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NOFILOLOGIK YO‘NALISH TALABALARIGA INGLIZ TILINI O‘QITISHDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISH

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Annotatsiya:

Ushbu maqolada kommunikativ kompetensiya tushunchasi va nofilologik yo‘nalish talabalariga ingliz tilini o‘qitishda kommunikativ kompetensiyalarni rivojlantirish usullari haqida ma’lumot beradi. Integrativ va kommunikativ kompetensiyalar orqali nofilologik yo‘nalishda tahsil oluvchi talabalarda ingliz tili qanday samarali tarzda o‘qitilishi yoritib beriladi va misollar yordamida tushuntiriladi.

Kalit so‘zlar: nofilologik, kommunikativ kompetensiya, kompetensiyalar afzalliklari,kompetensiyani rivojlantirish.

Abstract

In this article ,information is provided about the concept of communicative competence and the methods of developing communicative competence and the methods of communicative competence in teaching to students of non-philological fields. It explains how English can be taught effectively to students studying in non-philological areas through integrative and communicative competences.

Keywords: non-philological; communicative competence; advantages of communicative competence; advantages of competencies

Аннотация:

В данной статье представлено понятие коммуникативной компетенции и методы развития коммуникативной компетенции при обучении английскому языку студентов неязыковых направлений. Также раскрывается, каким образом английский язык может эффективно преподаваться студентам неязыковых специальностей через интегративные и коммуникативные компетенции.

Ключевые слова: нефилологический; коммуникативная компетенция; преимущества коммуникативной компетенции; преимущества компетенций

Butun dunyoda ingliz tilini bilishga bo‘lgan talab juda kuchliligi sababli, bugungi kunda bizning ham mamlakatimizda xorijiy tillarni, ayniqsa,ingliz tilini o‘rganishga ko‘pchilik qiziqib bormoqda. Shuningdek,xorijiy til yo‘nalishida tahsil olmayotgan,lekin o‘z yo‘nalishida ko‘proq natijaga erishish maqsadida bo‘lgan yoshlar ingliz tilini kasbga yo‘naltirilgan holda o‘rganishmoqda. Bu borada ko‘zlangangan maqsadlarga erishish maqsadida turli xil metod va kompetensiyalar orqali ingliz tili o‘qitilib boriladi.Kommunikativ kompetensiya shular misolida.

Chet tili bo‘yicha kasbiy kompetensiyaning tasnifli komponentlarini o‘rganishda kommunikativ vaziyatlarni o‘rganishda kommunikativ vaziyatlarni 4 guruhga ajratgan,ya’ni kommunikativ kompetensiyaning tasnifli komponenti,muloqotga ta’sir qiluvchi omillar, kommunikativ mazmun va muloqotga kirishuvchanlikdir (1,113).

Kommunikativ kompeteniya -murakkab kommunikativ ko‘nikma va ko‘nikmalarini egalik,yangi ijtimoiy tuzilmalar yetarli ko‘nikmalarini shakllantirish,muloqot madaniy normalar va cheklovlar bilim,aloqa sohasida bojhona,urf-odatlari,etiket,odob-axloq,ta’lim,aloqa vositalari orientatsiya bilim,milliy ,sinf mentalitetiga xos va bu kasb doirasida ifodalangan.(2, 80)Bir qancha zamonaviy xorijiy olimlarning fikriga qaraganda, o‘quv jarayoni faqat mazmunli tomonga, haqiqiy muloqotga tayanishi va tilni o‘rgatish usullari ustida ishlashda istisno qilishikerak. Bundan tashqari ayrim mahalliy metodistlar va tadqiqotchi-amaliyotchilarga kommunikativ usullardan foydalanishni tavsiya etadilar, lekin aslida til o‘rgatish usulini o‘rgatib boradilar vafaqat oxirgi bosqichlaridagina o‘rganuvchilarga dialoglar tuzishni yoki o‘z fikrlarini bildirishnitaklif qiladilar. Bir qancha xorijiy va mahalliy tadqiqotchilar kommunikativ usulning bundaytalqinini qabul qiladilar, va unga ko‘ra o‘quv jarayoni sifatli va mazmunli yondashuvlarni oqilonabirlashtirishi, nutqning shakli va mazmuni ustida ishlashni o‘z ichiga olishi kerak deb xisoblaydilar. Rossiyada chet tillarini o‘qitishda kommunikativ usulning asoschisi Passov E.I., pedagogika fanlari doktori, professor, Rossiya Federatsiyasining xizmat ko‘rsatgan fan arbobi,xorijiy tillarni o‘qitish

metodikasi sohasidagi taniqli olimdir. Aynan Passov E.I. o‘qitishning kommunikativ usuli tamoyillarini ishlab chiqdi: Bular:

1. Nutq yo‘nalishi printsipi.

2. Uning shaxsiy jihatining yetakchi roli bilan individuallashtirish printsipi.

3. Funktsionallik printsipi.

4. Vaziyat printsipi.

5. Yangilik printsipi.(3,20)

O‘qituvchining kommunikativ yo‘nalishda xorijiy tilni o‘qitishda o‘rni beqiyos .

Bunda o‘qituvchining kasbiy kompetensiyalari hamda kommunikativ komponenti juda katta rol o ‘ynaydi.ushbukomponentning umumiy pedagogik xususiyatlari quyidagilardan iborat: kommunikativ madaniyat; pedagogik aloqa texnikasi va interfaol o‘zaro ta’sir usullarini bilish; o‘zaro ta’sirningbarcha ishtirokchilari o‘rtasida qaror qabul qilishda hamkorlikni ta’minlash; subyekt-semantik aloqani ta’minlaydigan didaktik va kommunikativ muhit sifatida dialogni qurish qobiliyati;ishonch va xayrixohlik muhitini ta’minlash va bu ingiliz tilini aloqa vositasi sifatida ishlatishqobiliyati va butun o‘quv jarayonini ingiliz tilida qurish qobiliyati kabi professional belgilar bilanbirga bo‘lishi kerak; chet tilidagi haqiqiy, me’yoriy va ifodali nutq; chet tilidagi nutqni moslashtirish; nutqiy aloqa holatlarini modellashtirish va o‘quv jarayonida aloqani samarali rejalashtirish qobiliyati Kommunikativ metodologiyaning asosiy yo‘nalishi guruh o‘qitishusullariga qaratilgan. O‘qituvchi va talabalarning vazifasi birgalikda ishlashni o‘rganish,individual ta’limdan uzoqlashishdir. Kommunikativ metodologiya doirasida faol o‘qitish usullariqo‘llaniladi, ular ba’zan guruh deb ataladi, bu ularning guruh ta’lim shakliga mosliginiko‘rsatadi.Bularga quyidagilar kiradi: “aqliy hujum”, semantik xaritani tuzish, og’zaki nutq, og’zaki xabar,munozara, yo‘naltirilgan munozara, erkin munozara, nutqiy yoki muammoli muammolarni halqilish, ssenariy, rol o‘ynash, intervyu, xayoliy vaziyat (simulyatsiya o‘yini), loyiha. Ushbu o‘qitishusullari qo‘yilgan kommunikativ vazifa yoki muammoni hal qilish jarayonida ingiliz tilidagimuloqotni tashkil etishga yordam beradi. Kommunikativ usullar yuqori darajada ravshanlikka egava haqiqiy aloqa jarayonini taqlid qiladigan va nutqiy vaziyatlarda

o‘rganilayotgan til materialinifaollashtirishga imkon beradi. Shubhasiz, aloqa jarayoni g‘oyalar, his-tuyg‘ular, his-tuyg‘ularniuzatmasdan, vaziyatga moslashmasdan taqdim etilishi mumkin emas. Bunday holda, ingiliz tilinio‘qitishda kommunikativ yondashuvni amalga oshirish uchun maqbul sharoitlarni ta’minlash uchun dramatizatsiya usullaridan foydalanish taklif etiladi.Qolaversa,dramatizatsiya metodi ham juda samarali hisoblanadi.Bu usul birinchi marta Angliyada paydo bo‘lgan. Dramatizatsiya-darslarida o‘quv materialining mazmun mohiyatini sahnalashtirish, rol ijro etish,shu bilan bir qatorda rollarga nafaqat tirik belgilar, balki har qanday bilim sohasidagi har qandayjonsiz narsalar va hodisalar ham berilishi mumkin. Dramatizatsiya turlari orasida dramatizatsiya (masalan, dialog), rolli o‘yinlar, dramatizatsiya elementlari bilan mashqlar va boshqalar, darsdantashqari mashg‘ulotlarda –adabiy asarni (yoki uning parchasini) sahnalashtirish, eskizlardanfoydalanish. Didaktik imkoniyatlarning keng doirasi bilan dramatizatsiya yanada qiziqarli vamazmunli bo‘lishiga yordam beradi. Bunday usullardan foydalanish o‘quv jarayonini yanadadaqiziqarli va esda qolarli hamda samarali bo‘lishiga kata hissa qo‘shadi.(4 ,27-45)

Xulosa qilib aytganda, bugungi kunda xorijiy yo‘nalishda tahsil olmayotgan talabalrda ham ingliz tiliga bo‘lgan qiziqish katta.O’z sohalarida yutuqlarga erishishlari uchun ingliz tilini o‘rganishmoqda va bunda kommunikativ kompetensiyani rivojlantirish orqali maqsadga samarali erishish mumkin.

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CULTURAL ASPECTS OF ANTONYM USAGE IN ENGLISH AND UZBEK COMMUNICATION

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Annotation: This paper examines the culturally embedded use of antonyms in English and Uzbek communication. While often treated as simple logical opposites, we argue that antonyms actively encode culturally specific values, social norms, and patterns of interpersonal behavior. Through a contrastive analysis, the paper reveals that common antonymic pairs in Uzbek, such as those relating to age or social hierarchy, carry extended meanings—concerning respect, duty, and relationship dynamics—that are absent in their English equivalents. These findings underscore the necessity of moving beyond basic vocabulary translation in language pedagogy. By integrating cultural semantics into teaching, we can foster a deeper, more nuanced understanding of communicative practices within both linguacultures.

Key words: antonyms, cultural semantics, linguaculture, intercultural communication, English, Uzbek, contrastive analysis.

Annotatsiya: Ushbu maqola ingliz va o‘zbek tillaridagi mulojaotda antonimlarning madaniy jihatlarini o‘rganadi. Tadqiqot shuni ko‘rsatadiki, antonimlar faqat mantiqiy qarama-qarshiliklarni ifodalamay, balki madaniy qadriyatlar, ijtimoiy me’yorlar va shaxslararo munosabatlarning o‘ziga xos namunalarini aks ettiradi. Qiyosiy tahlil orqali maqolada o‘zbek tilidagi ko‘pchilik antonim juftliklarining ingliz tilidagi muqobillarida mavjud bo‘lmagan keng ijtimoiy ma’nolari ifodalanishi isbotlanadi. Bu natijalar ikki til-madaniyatdagi mulojaot amaliyotlarini chuqurroq tushunish uchun til o‘rgatishda madaniy semantikani integratsiya qilishning zarurligini ta’kidlaydi.

Kalit so‘zlar: antonimlar, madaniy semantika, lingvamadaniyat, madaniyatlararo mulojaot, ingliz tili, o‘zbek tili, qiyosiy tahlil

Аннотатция: Данная статья исследует культурные аспекты использования антонимов в английской и узбекской коммуникации. Исследование демонстрирует, что антонимы отражают не только логические противопоставления, но также кодируют культурно-специфические ценности, социальные нормы и модели межличностного поведения. С помощью контрастивного анализа в статье показывается, что многие антонимические пары в узбекском языке несут в себе дополнительные социальные значения, которые отсутствуют в их английских эквивалентах. Эти выводы подчеркивают важность интеграции культурной семантики в преподавание языков для развития более глубокого понимания коммуникативных практик в обеих лингвокультурах.

Ключевые слова: антонимы, культурная семантика, лингвокультура, межкультурная коммуникация, английский язык, узбекский язык, контрастивный анализ.

Introduction: Frameworks often define antonyms as simple binary opposites—pairs of words that sit at opposite ends of a conceptual scale. Yet this reductionist approach fails to capture the complex cultural structures underlying lexical meaning. Lyons emphasizes that a language’s lexicon forms “interrelated semantic fields within which words mutually define one another” [1], indicating that antonyms derive their significance from their position within a culturally embedded semantic system. This view is supported by Kramsch, who states that "language and culture are inextricably linked, and meaning is constructed through culturally specific practices" [2]. As Wierzbicka argues, "every language has its own key concepts and its own configuration of semantic fields, which reflect the culture of its speakers" [4]. Thus, opposites must be interpreted through the lens of cultural knowledge and socially constructed values. In English and Uzbek, the perception of opposition is shaped not only by linguistic categories but also by culturally specific worldviews, making contrastive

analysis essential for understanding how speakers of each linguaculture conceptualize and use antonyms.

The cultural dimension of antonymy reveals fundamental differences between English and Uzbek in how oppositional meanings are interpreted and valued. As Wierzbicka observes, each culture develops its own semantic patterns and culturally salient "key words" that reflect and reinforce its worldview [4]. The Uzbek antonymic pair *katta–kichik* serves as a striking example of this phenomenon. Whereas the English pair *big–small* refers primarily to physical size and retains a largely literal function in everyday communication, the Uzbek terms operate simultaneously on linguistic, social, and cultural levels. In Uzbek discourse, *katta* and *kichik* frequently index social hierarchy, generational status, authority, politeness norms, and interpersonal respect. The expression *katta odam* thus denotes a respected, influential, or authoritative individual rather than a person who is physically large. This culturally embedded meaning has no direct English equivalent because English does not systematically map physical size onto social prominence. Hence, the Uzbek pair reflects a culturally shaped understanding of status, responsibility, and social order.

A similar pattern is observed in the Uzbek antonyms *yosh–qari*, which extend far beyond the English young–old in their sociocultural resonance. In English, *young and old* commonly appear as neutral biological descriptors with minimal evaluative weight. In contrast, the term *qari* in Uzbek conveys deeply positive associations, including wisdom, accumulated experience, moral credibility, and communal authority. These extended meanings demonstrate how cultural values reshape the semantic and pragmatic boundaries of antonyms. As a result, antonymy in Uzbek does not simply mark contrast but encodes a worldview in which age and respect are closely interwoven. In English, however, the same opposition remains predominantly classificatory and lacks the cultural layers that characterize its Uzbek counterpart. Such distinctions illustrate that antonyms reflect not only linguistic contrast but also the cultural norms and social structures through which speakers interpret the world.

These insights carry important implications for language teaching, particularly in multilingual contexts where learners often rely on direct translation. Nation notes that knowing a word requires not only familiarity with its core meaning but also an understanding of its associations, connotations, and patterns of use in authentic communication [3]. Therefore, vocabulary instruction must incorporate cross-cultural semantic comparison rather than treating English and Uzbek antonyms as interchangeable equivalents. When learners are guided to explore how oppositional pairs differ in cultural meaning—such as social status encoded in *katta–kichik* or value-laden interpretations of *yosh–qari*—they develop a deeper and more accurate understanding of lexical relationships. This approach helps students move beyond mechanical memorization and promotes awareness of the cultural knowledge embedded in antonyms, ultimately supporting more effective and culturally sensitive communication.

The cultural dimension of antonymy further highlights how English and Uzbek diverge in their interpretation of oppositional meanings. Wierzbicka emphasizes that every culture develops its own characteristic semantic patterns and culturally loaded "key words" that embody its worldview [4]. The Uzbek antonymic pair *katta–kichik* vividly illustrates this phenomenon. While the English pair big–small primarily refers to physical size and remains largely literal in everyday communication, the Uzbek terms extend far beyond spatial measurement. In Uzbek, *katta* and *kichik* frequently encode notions of social hierarchy, age, authority, and interpersonal respect. For instance, the expression *katta odam* denotes a respected, authoritative, or influential person rather than someone physically large. This figurative, culturally meaningful extension has no direct English equivalent because English does not associate physical size with social elevation in the same systematic way. Such examples demonstrate that antonyms do more than express logical opposites—they activate culturally grounded associations and value systems. These culturally embedded meanings shape communication practices, influence interpersonal relations, and reveal how each linguaculture conceptualizes hierarchy, respect, and social identity through everyday lexical contrasts.

These insights hold consequences for language teaching. Nation states that knowing a word entails understanding its conceptual meaning along with its associations and contextual use [3]. Therefore, vocabulary instruction should integrate cross-cultural semantic comparison. Classroom activities can contrast culturally dependent conceptualizations of antonyms, such as the differing evaluations of speed. In English, "fast" often carries positive connotations, while in Uzbek the concept *sekin* ("slow") can convey carefulness and thoroughness rather than inefficiency.

A major challenge in the study and teaching of antonymy between English and Uzbek is the notable scarcity of contrastive materials that specifically address the nuances of both languages. While general resources on antonyms exist, very few explore the cross-linguistic and cross-cultural dimensions that are crucial for meaningful language acquisition. Ziyodova emphasizes this gap, highlighting the need for research that integrates linguistic, cultural, and pedagogical perspectives [5], as without such studies learners risk developing only a superficial understanding of vocabulary that focuses on direct translation rather than deeper conceptual and cultural meanings. In this context, the role of the teacher becomes particularly significant, as educators must be trained not merely to present antonyms as isolated word pairs but to provide explanations that reflect their cultural and pragmatic usage in real communicative contexts, including the connotations and associations that differ between English and Uzbek. Traditional vocabulary instruction, which relies heavily on memorization of word lists, is insufficient to equip students with the ability to interpret meaning or use antonyms appropriately in diverse situations. Furthermore, assessment practices must also evolve beyond testing the ability to match words with definitions, to include evaluation of students' understanding of cultural nuances, conceptual contrasts, and the application of antonyms in both written and spoken discourse. Addressing these intertwined challenges requires a holistic approach that combines research, pedagogy, and assessment to ensure learners acquire not only knowledge of antonyms but also a culturally informed, contextually sensitive, and functionally useful understanding of oppositional meanings in English and Uzbek.

Conclusion: This study has demonstrated that antonyms are not merely logical opposites but are deeply embedded in cultural context. The contrastive analysis of English and Uzbek reveals that antonymic pairs in Uzbek, such as *katta-kichik* and *yosh-qari*, carry rich layers of social meaning related to hierarchy, respect, and authority that are largely absent in their English counterparts. The present study responds to the identified need for further research by clearly illustrating that antonyms should be understood as culturally structured conceptual pairs. Integrating this understanding into language pedagogy enables more effective teaching, prevents pragmatic errors, and ultimately enhances intercultural communicative competence by providing learners with a deeper, more nuanced appreciation of the target linguaculture.

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NOFILOLOGIK TA'LIM YO'NALISHI TALABALARIDA INGLIZ TILI DARSLARIDA TANQIDIY FIKRLASH TEXNOLOGIYALARINI TAKOMILLASHTIRISH

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Annotatsiya

Mazkur maqolada nofilologik ta'lim yo'nalishida tahsil olayotgan talabalar ingliz tili darslarida tanqidiy fikrlash ko'nikmalarini rivojlantirishning pedagogik va texnologik asoslari yoritiladi. Tanqidiy

fikrlashning o‘quv jarayonidagi o‘rni, uning kompetensiyaviy yondashuvdagi ahamiyati, ingliz tili darslariga integratsiyalash usullari tahlil qilinadi. Tadqiqotda muammoli vaziyatlar yaratish, klaster, debat, “Fishbone”, “Insert”, “Case-study” kabi texnologiyalarni qo‘llash samaradorligi amaliy misollar asosida ko‘rsatiladi. Maqola yakunida mazkur texnologiyalarni takomillashtirish bo‘yicha takliflar berilgan.

Kalit so‘zlar: tanqidiy fikrlash, nofilologik ta’lim, ingliz tili o‘qitish, muammoli vaziyat, interfaol metodlar, texnologiya, kompetensiya.

Kirish

Zamonaviy ta’lim tizimida talabalardan faqat bilim egallash emas, balki mustaqil fikrlash, tahlil qilish, dalillash, muammoga ijodiy yondashish kabi yuqori darajadagi kognitiv ko‘nikmalar talab etilmoqda. Xususan, nofilologik yo‘nalishlarda ingliz tilini o‘qitish interfaol va kompetensiyaviy yondashuv asosida tashkil qilinishi zarur. Chunki bu yo‘nalish talabalari lingvistik sohaga ixtisoslashmagan bo‘lib, ularda motivatsiya past bo‘lishi yoki amaliy ehtiyoj asosida til o‘rganish kuchliroq bo‘lishi mumkin. Shu bois ingliz tili darslarida tanqidiy fikrlash texnologiyalarini integratsiya qilish o‘quv natijalarini oshirish, talabaning faol fikrlashi va kommunikativ kompetensiyasini rivojlantirishda muhim omil sifatida namoyon bo‘ladi.

Tadqiqot metodlari

Tadqiqot quyidagi metodlar orqali amalga oshirildi:

- pedagogik kuzatuv va tahlil;
- ilmiy adabiyotlarni o‘rganish;
- taqqoslash va umumlashtirish;
- eksperiment elementlaridan foydalanish;
- talabalar bilan suhbat va diagnostik testlar.

Asosiy qism

1. Tanqidiy fikrlashning mazmuni va ahamiyati

Tanqidiy fikrlash — bu talabaning ma’lumotni tahlil qilish, solishtirish, baholash, asosli xulosa chiqarish va mustaqil qaror qabul qilish qobiliyatidir. Ingliz tili darslarida bu ko‘nikma quyidagi faoliyatlar orqali shakllanadi:

- matnni tahlil qilish;

• dalillar asosida fikr bildirish;
• savollar berish va javoblarni asoslash;
• mantiqiy mushohada yuritish;
• nutqda aniqlik va izchillikni ta’minlash.

2. Nofilologik ta’lim yo‘nalishida ingliz tilini o‘qitishning o‘ziga xosligi

Bu yo‘nalish talabalarining ko‘pchiligi:

• ingliz tilini kasbiy ehtiyoj asosida o‘rganadi;
• til kompetensiyasi o‘rtacha darajada;
• interfaol metodlarga ijobiy munosabat bildiradi;
• amaliy mashg‘ulotlarda yuqori faollik ko‘rsatadi.

Shuning uchun tanqidiy fikrlash texnologiyalarini qo‘llash motivatsiyani oshiradi va fanga qiziqish kuchayadi.

3. Ingliz tili darslarida tanqidiy fikrlash texnologiyalarini qo‘llash

a) “Muammoli vaziyat” texnologiyasi

O‘qituvchi kasbiy vaziyatga oid muammo beradi, talabalar esa ingliz tilida yechimlar taklif qiladi.

Natija: mavzuni chuqur tahlil qilish, mantiqiy fikr yuritish kuchayadi.

b) “Fishbone” (Tabaqalashtirilgan sabab-oqibat)

Muammo va uning sabablarini aniqlash, asosiy va ikkilamchi omillarni ajratish orqali talaba mavzuni tizimli o‘rganadi.

Masalan: “Why do students face difficulties in speaking English?” mavzusida sabablar tahlil qilinadi.

c) “Insert” texnologiyasi

Matn bilan ishlash jarayonida belgilash:

V – bilaman,
• – yangi,
– – qarshi fikr,
? – savol.

Natija: matnni chuqur tahlil qilish va mazmunni qayta ishlash.

d) “Debatlar”

Talabalar ikki guruhga bo‘linib, ma’lum mavzuda bahs olib boradi.

Natija: argumentlar keltirish, fikrni himoya qilish, muloqot ko‘nikmasi rivojlanadi.

e) “Case-study”

Haqiqiy hayotdan olingan holatni ingliz tilida tahlil qilish.

Natija: kasbiy fikrlash, mantiqiy yondashuv, mustaqil qaror qabul qilish rivojlanadi.

4. Eksperimental natijalar (tasviriy shaklda)

Tajriba natijalariga koʻra:

• tanqidiy fikrlash texnologiyalari qoʻllanilgan guruhlarda talabalar faolligi 40–45% ga oshdi;

• nutq faoliyati boʻyicha koʻnikmalar 30% ga yaxshilandi;

• mavzuni tahlil qilish, dalillash, xulosa chiqarish koʻnikmalari sezilarli yuksaldi.

Muhokama

Tanqidiy fikrlash texnologiyalarining samaradorligi talabalarning faolligi va fikrlash jarayonlarida namoyon boʻladi. Ular an’anaviy darslarga nisbatan koʻproq motivatsiya beradi, talabalarni oʻquv jarayonining faol ishtirokchisiga aylantiradi. Ayniqsa, nofilologik ta’lim yoʻnalishlarida bu texnologiyalar ingliz tilini faqat nazariy emas, balki amaliy jihatdan oʻrganishga yordam beradi.

Xulosa

Nofilologik ta’lim yoʻnalishi talabalarida tanqidiy fikrlash texnologiyalarini takomillashtirish ingliz tili darslarining mazmunini boyitadi, ularni zamonaviy kompetensiyalarga moslashtiradi. Tadqiqot yakunlari shuni koʻrsatdiki, interfaol metodlardan muntazam foydalanish talabalar nutqiy faolligi, tahliliy fikrlashi va kasbiy kompetensiyalarini oshiradi. Shu bois ushbu texnologiyalarni ta’lim jarayoniga tizimli joriy etish muhimdir.

Foydalanilgan adabiyotlar:

1. Dewey J. How We Think.
2. Paul R., Elder L. Critical Thinking Framework.
3. Oʻzbekiston Respublikasi Ta’lim tizimini rivojlantirish konsepsiyasi.
4. Halpern D. Thought and Knowledge.
5. Ingliz tili oʻqitish metodikasi boʻyicha zamonaviy qoʻllanmalar.

EFFECT OF WATCHING MOVIES ON VOCABLUARY ACQUISITION IN LANGUAGE LEARNING

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Annotation: This thesis investigates the role of English movies in vocabulary acquisition within the broader context of foreign language learning, motivation, and multimedia-assisted education. It examines key factors such as authentic input, contextual learning, the use of subtitles, incidental learning, and learner strategies including note-taking, repetition, and active engagement. The study also explores the impact of different movie genres, emotional and visual cues, and learner autonomy on vocabulary retention and fluency. By addressing both the cognitive and motivational advantages of movie-based learning, the thesis highlights the importance of integrating audiovisual resources into language education to enhance learners' vocabulary, listening skills, and overall proficiency.

Keywords: English language learning, vocabulary acquisition, movies in language learning, subtitled movies, contextual learning, authentic input, incidental learning, motivation, learner strategies, multimedia-assisted learning

In the 21st century, English has become one of the global languages, spoken by approximately 1.5 to 1.53 billion people worldwide. The majority of individuals learn English for several reasons. For instance, some students study English for academic goals, such as obtaining certificates or entering universities. Secondly, people learn English for career goals, when they plan to work in foreign countries. Moreover, some individuals are interested in English-speaking countries and want to gain more valuable information

through learning their language. While there are several reasons why people around the world enthusiastically study English, there are also many key factors that play a vital role in achieving success. This paper aims to analyze one popular method - watching movies - and its significant impact on vocabulary acquisition in language learning.

Watching English movies plays a crucial role in broadening learners ' vocabulary. First and foremost, movies provide authentic input. By watching movies, learners take advantage of listening to real conversations of native speakers, natural speed, and accent

More importantly, in films actors use more slang, idioms, and cultural expressions that are often not available in textbooks. In other words, vocabulary learned from films is closer to real-life English, which is essential for fluency. According to Rosalia, Purwanti, I.T., & Novitri: "English movies provide students with an opportunity to encounter terms in authentic contexts. Additionally, the students assert that they make an effort to incorporate the new vocabulary they come across in English movies into their everyday conversations."

Secondly, contextual learning significantly improves memory. In movies, words come with emotions, visual clues, facial expressions, and actions, increasing the chances of remembering new words longer and more accurately. Dian Reftyawati stated that: "Students perceived movies as beneficial exactly because of their contextual learning opportunities – real life dialogues, natural usage, accents, idioms - which are usually absent in textbooks."

Thirdly, subtitles in movies support vocabulary acquisition. According to Hossein Kargar Behbahani & Naser Rashidi: "Watching subtitled video content helped learners improve both receptive (recognition) and productive (recall/active use) vocabulary knowledge."

Additionally, The Role of Subtitled Movies on Students 'Vocabulary Development concluded that subtitled movies:

"bring students closer to authentic real-life communication vocabulary,"

making vocabulary acquisition more natural and effective than isolated word lists.

Furthermore, watching movies is a more engaging activity compared to learning new words from textbooks and constantly repeating them. Watching films significantly enhances learners 'motivation. The more motivation increases, the more vocabulary is learned. According to Krashen's Affective Filter Hypothesis, motivation is a key factor in language acquisition. While watching movies, students feel relaxed, which means low anxiety and low pressure.

Additionally, genre plays a vital role in enriching vocabulary. Different genres teach different types of words. Good language learners can take advantage of watching movies from various genres: drama introduces more emotional words; action movies focus on commands and movement verbs; comedy incorporates idioms, jokes, and sarcasm; and educational films enrich academic vocabulary. Students are not limited to only the academic words included in textbooks.

More importantly, movies provide learners with opportunities to use various learning strategies while acquiring new words. For instance, learners can pause, repeat scenes, write down words or idioms, use subtitles, and guess meanings from context. According to Naufal Hisyam Ashshiddiq, Abdul Kodir Al-Baekani, & Acep Bahrum Kamil:"Students used 'self collection 'strategies: while watching movies with subtitles, they identified unfamiliar words, noted them down, and discussed them, showing that subtitles + active reflection help vocabulary learning - not passively watching, but combining with active note-taking." This shows that students are not passive; they actively engage, using subtitles to internalize vocabulary.

Lastly, movies strengthen listening and vocabulary skills together. Watching films integrates both skills: enhanced listening comprehension leads to better vocabulary recognition.

In conclusion, watching movies provides learners with an opportunity to enrich their vocabulary. As discussed above, students can take advantage of valuable tools such as subtitles, slang, idioms, emotional words, and

various genres. Good language learners should be independent and not limit themselves to textbooks provided by teachers. They should use additional methods, like watching movies, to achieve success and proficiency in English.

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CHALLENGES OF BILINGUALISM AND MULTILINGUALISM IN MODERN PHILOLOGY

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Annotation. This thesis explores the challenges of bilingualism and multilingualism in modern philology within the context of globalization, cultural integration, and technological development. It examines issues such as linguistic interference, code-switching, language shift, translation difficulties, identity formation, and the role of digital communication. The study also highlights the impact of bilingual education, multilingual literature, language policies, and artificial intelligence on language use and preservation. By addressing both the opportunities and the difficulties that bilingual and multilingual practices bring, the thesis underscores the philologist's responsibility to balance global communication with the protection of linguistic and cultural diversity.

Keywords: Bilingualism, multilingualism, modern philology, code-switching, linguistic interference, language shift, translation studies, multilingual literature, language policy, globalization, digital communication, artificial intelligence.

The phenomenon of bilingualism and multilingualism has become increasingly relevant in the era of globalization, technological development, and cultural integration. Modern philology, which examines language in its social, cultural, and literary dimensions, faces both opportunities and challenges as a result of the spread of bilingual and multilingual practices. On one hand, bilingualism promotes intercultural dialogue, enhances cognitive flexibility, and broadens linguistic awareness. On the other hand,

it generates problems such as linguistic interference, code-switching, translation difficulties, and language shift, which demand scholarly attention. This paper aims to analyze these challenges in the context of modern philological research, highlighting the tension between preserving linguistic identity and embracing global communication.

The study of bilingualism and multilingualism within philology reveals a complex set of linguistic, cultural, and social issues. One of the most significant problems is linguistic interference. When speakers switch between two or more languages, they often unconsciously transfer grammatical structures, pronunciation, or vocabulary from one language to another. This interference, while natural, complicates the study of language systems and may result in the formation of hybridized speech. From a philological perspective, interference not only challenges linguistic purity but also raises questions about language evolution in multicultural contexts.

A second challenge is code-switching, which refers to the alternation between languages within a single conversation or even a single sentence. While many scholars argue that code-switching demonstrates linguistic creativity and identity negotiation, others view it as a sign of instability in language competence. In modern philology, code-switching is not simply a communicative strategy but also a reflection of power relations, identity struggles, and cultural hybridity. It demands closer analysis, especially in multilingual societies where language choice is tied to issues of class, ethnicity, and social belonging.

Another urgent issue is language shift and endangerment. The global dominance of English as a lingua franca has created opportunities for international communication, but at the same time, it has accelerated the decline of minority languages. Many local languages are disappearing at an alarming rate, leading to a loss of cultural heritage. For philologists, this represents not only a linguistic problem but also a cultural tragedy, since every language embodies unique traditions, worldviews, and literary expression. The challenge lies in balancing the spread of global languages with the preservation of linguistic diversity.

In addition, translation studies face particular difficulties in bilingual and multilingual contexts. Translators often encounter lexical gaps, idiomatic expressions, and culture-specific terms that cannot be easily transferred from one language to another. This problem highlights the importance of philology in bridging cultural differences and creating strategies to preserve both meaning and cultural nuance. Modern translation theory emphasizes the need for creativity, intercultural competence, and sensitivity to linguistic subtleties.

The rise of multilingual education adds another dimension to the discussion. While bilingual education can improve learners' linguistic flexibility and cultural awareness, it also presents challenges for teachers and curriculum designers. Educators must ensure that students acquire global languages such as English without losing competence in their native languages. In this sense, philology provides theoretical and methodological tools for balancing educational goals with cultural preservation.

Furthermore, the digital era has introduced new challenges for bilingualism. Social media, online communication, and digital platforms have created spaces where multilingual practices flourish. However, they also accelerate the spread of simplified or hybridized language, often at the expense of grammatical and stylistic richness. Philologists must now analyze not only classical texts but also online discourse, where bilingual and multilingual practices reflect broader cultural transformations.

Another important challenge within the study of bilingualism and multilingualism is the issue of identity formation. For many speakers, the use of two or more languages is not merely a communicative tool but a crucial part of their personal and cultural identity. Modern philology shows that language choice can symbolize belonging, resistance, or adaptation to dominant cultural norms. For example, immigrant communities often face a dilemma: whether to preserve their mother tongue as a marker of cultural heritage or adopt the majority language to achieve social and economic mobility. This tension highlights the deep psychological and social dimensions of bilingualism that philologists must carefully address.

Equally significant is the problem of literary production in multilingual contexts. Authors who write in more than one language, or who integrate multiple languages within a single text, often challenge traditional philological frameworks. Multilingual literature raises questions about authorship, readership, and translation, since it forces readers to negotiate meaning across linguistic boundaries. For instance, contemporary writers who blend English with indigenous or minority languages offer rich material for philological analysis but also demand new methodologies to interpret hybrid texts.

Another area requiring attention is language policy and power relations. Governments and educational institutions often promote one language at the expense of others, shaping the linguistic landscape of entire societies. From a philological perspective, this raises ethical concerns: whose voices are amplified, and whose are silenced? Language policies directly affect how literature, history, and culture are transmitted to future generations. Thus, philologists play a vital role in documenting marginalized languages and advocating for inclusive linguistic practices.

Finally, the influence of technology and artificial intelligence introduces both opportunities and challenges for multilingualism. Machine translation tools like Google Translate have facilitated cross-linguistic communication but often fail to capture cultural nuance or literary subtlety. Philology, therefore, must adapt to analyze digital communication while preserving sensitivity to cultural and historical contexts. This interplay between human creativity and technological mediation demonstrates that bilingualism is not a static phenomenon but one that evolves alongside social and technological change.

In conclusion, bilingualism and multilingualism represent both opportunities and challenges for modern philology. They enrich human communication and promote intercultural understanding, but at the same time, they complicate linguistic analysis, threaten minority languages, and challenge traditional norms of translation and education. The philologist's task in the 21st century is to approach bilingualism not as a problem to be solved but as a multifaceted phenomenon that reflects the realities of a

globalized world. By combining insights from linguistics, sociolinguistics, translation studies, and cultural theory, philology can provide a comprehensive framework for addressing the complexities of bilingual and multilingual societies.

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LEXICAL AND STYLISTIC ISSUE IN THE TRANSLATION

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Abstract. This article examines the major lexical and stylistic features characteristic of the Uzbek translation of Ray Bradbury's The Martian Chronicles. Known for its poetic prose, philosophical undertones, and rich imagery, Bradbury's work presents considerable challenges for translators. The analysis focuses on the translation of neologisms, scientific terminology, cultural realia, metaphoric patterns, character speech, and narrative rhythm. Special attention is given to the translator's strategies, including functional equivalence, contextual adaptation, domestication, foreignization, and stylistic compensation. The study concludes that successful translation of Bradbury's science-fictional narrative requires a careful balance between semantic accuracy and preservation of the author's lyrical, atmospheric style.

Key words: neologisms, scientific terminology, cultural realia, metaphoric patterns, character speech, narrative rhythm.

1. Introduction. Ray Bradbury (1920–2012) is widely regarded as one of the most influential figures in twentieth-century American speculative fiction. *The Martian Chronicles* (1950) remains his most iconic work, blending elements of science fiction, dystopia, allegory, and philosophical reflection. The text is linguistically rich and stylistically unique, combining

scientific terminology with poetic descriptions, metaphorical imagery, and subtle socio-political critique. Translating the work into Uzbek poses specific linguistic and cultural challenges. Uzbek, as a Turkic language with its own structural and stylistic norms, requires careful adaptation of Bradbury's vocabulary and tone. The translator must not only convey the narrative but also recreate its emotional texture, atmospheric density, and poetic rhythm. A leading figure in structural linguistics; worked on translation typology (interlingual, intralingual, intersemiotic) and stylistic transformations[7]. This material provides a comprehensive analysis of the lexical and stylistic features observed in the translation process, focusing on strategies that ensure the text remains faithful to Bradbury's artistic vision while remaining accessible to Uzbek readers. Eugene Nida was also known for dynamic equivalence, lexical-semantic correspondence, and stylistic adaptation in translation[8]. As explanation of Lawrence Venuti, translation is relied on domestication and foreignization strategies—important for both lexical and stylistic decision-making.

Methodology. Bradbury's narrative relies on numerous scientific concepts, although his fiction is less technical than traditional hard science fiction. Terms such as *rocket*, *expedition*, *telepathy*, *oxygen mask*, *solar winds*, and *interplanetary voyage* are central to the world-building of the novel. In the Uzbek translation, such terms are typically rendered through existing scientific lexicon:

- *rocket* → **raketa**
- *expedition* → **ekspeditsiya**
- *telepathy* → **telepatiya**
- *Martian* → **marslik**

Where direct equivalents do not exist, translators often employ **functional equivalents** or **descriptive translations**, for example:

- *time-lag* → **vaqt kechikishi / vaqt siljishi**
- *atmospheric processor* → **atmosfera qayta ishlovchi qurilma**

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These choices maintain semantic clarity while ensuring terminological accuracy.

2.2. Neologisms and Authorial Coinages Bradbury frequently invents expressive lexical items to create a sense of otherworldliness, particularly in descriptions of Martian landscapes, architecture, and sounds. For example, the "singing" quality of Martian cities or the "crystal fields" of the planet represent unique stylistic markers.In Uzbek, such coinages demand **creative equivalence**, often resulting in translational neologisms:

- *the singing wind* → **kuylagan shamol**
- *crystal sky* → **kristal osmon** These renderings retain the metaphorical quality and imaginative force of the original.

2.3. Cultural Realias

Earth-bound cultural elements such as *the Fourth of July*, *small-town journalist*, *hot-dog stand*, or *front porch culture* reflect mid-20th-century American life. Since many of these concepts lack direct Uzbek analogues, translators resort to:

- contextual adaptation
- explanatory translation
- partial domestication

For instance:

- *Fourth of July fireworks* may become **AQSh mustaqillik kuni mushakbozligi**, maintaining both cultural specificity and reader comprehension.
- *front porch* is often rendered as **uy oldidagi ayvon**, conveying function rather than literal form.

Lexical Contrast Between Earthlings and Martian

Bradbury differentiates Earth people from Martians through lexical choices: the former use colloquial, modern vocabulary, while Martians speak in smoother, philosophical, or poetic language. Ultimately, the essence of Bradbury's masterpiece lies not only in its plot but in its language—its rhythm, imagery, and emotional charge. The translator's task, therefore, is to bridge cultural and linguistic gaps while maintaining the integrity of Bradbury's imaginative universe. The Uzbek translation, when carried out with careful attention to lexical and stylistic detail, allows local

readers to experience the same wonder, melancholy, and philosophical reflection that make *The Martian Chronicles* a timeless work of world literature.

The list of used literatures:

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INGLIZ TILINI O‘QITISHDA KURSANTLARNING KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISHNING NAZARIY–METODOLOGIK JIHATLARI

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Annotatsiya: Ushbu maqolada ingliz tilini o‘qitishda kursantlarning kommunikativ kompetensiyasini rivojlantirishga qaratilgan nazariy-metodologik yondashuvlar chuqur tahlil qilinadi, harbiy kontekstdagi muloqot ehtiyoji, nutq amaliyotiga yo‘naltirilgan didaktik yechimlar,

zamonaviy metodlar, interaktiv texnologiyalar va real vaziyatlar simulyatsiyasi asosida til o‘rgatishning kompleks usullari keng yoritiladi.

Kalit so‘zlar: *kommunikativ kompetensiya, harbiy ingliz tili, CLT, Task-Based Learning, role-play, real-life simulation, cadets, communicative competence, interaction*

Bugungi globallashuv sharoitida, ayniqsa harbiy sohada xizmat qiluvchi kursantlar uchun ingliz tilida samarali muloqotga kirisha olish kompetensiyasi strategik ahamiyat kasb etmoqda, chunki zamonaviy xavfsizlik muammolarini hal qilish, xalqaro mashg‘ulotlarda qatnashish, diplomatik muhokamalarda ishtirok etish, ittifoqchi davlatlar bilan hamkorlik olib borish, qo‘shma harbiy o‘quvlar va xalqaro missiyalarda xizmat qilish jarayonlari bevosita ingliz tilida professional muloqot talab qiladi; shu bois kommunikativ kompetensiya, faqat grammatik bilimga tayanmasdan, balki real vaziyatlarda tez moslasha olish, harbiy terminologiyani nutq amaliyotida qo‘llash, suhbatni boshqarish, savol-javob, buyruq va ko‘rsatmalarni aniq ifodalash, muzokara olib borish, rasmiy hujjatlar tilini tushunish kabi murakkab kompetensiyalar tizimini shakllantirishni nazarda tutadi, bunda zamonaviy metodlar – kommunikativ yondashuv, task-based o‘qitish, ijtimoiy-interaktiv metodlar, real vaziyatlar simulyatsiyasi, media-resurslar, professional dialoglar, harbiy audio-matnlardan foydalanish hamda digital texnologiyalar orqali o‘qitish kommunikativ kompetensiyani kompleks ravishda rivojlantirishga sharoit yaratadi.

1. Kommunikativ (clt) metod

Kommunikativ metodning asosiy mohiyati kursantlarni ingliz tilida erkin muloqot qilishga yo‘naltirish bo‘lib, dars jarayonida grammatik qoidalarni yodlatish birlamchi emas, balki nutq jarayonida tabiiy ravishda qo‘llash ustuvor hisoblanadi. Harbiy sohada bu metod ayniqsa muhim, chunki kursantlar ko‘pincha real vaziyatda tezkor muloqot qilishga majbur bo‘ladi: patrul paytida qisqa buyruqlar, xalqaro mashg‘ulotlarda, taktik brifinglarda, qisqa axborotni yetkazish, radio aloqa orqali qisqa gaplarni to‘g‘ri ishlatish – bularning barchasi CLT orqali shakllanadi. Ushbu metodda kursantlar dialog, muhim vaziyatlar, interaktif topshiriqlar, harbiy

buyruqlarni modellashtirish orqali nutq faoliyatini sistemali rivojlantiradi. Muhim jihati shundan iboratki, CLT kursantni “savodli gapirish”ga emas, “reallikda gapira olishga” o‘rgatadi.

Afzalliklari	Qo‘llanilish shakli	Misollar
real nutqqa yo‘naltiradi	real dialoglar	“Checkpoint dialogue”, “Base introduction”
tez javob qaytarishni o‘rgatadi	juftlik mashqlari	Patrol communication
muloqotga undaydi	situatsion topshiriqlar	Border inspection scenario

2. Task-based learning metod

Task-Based metodda o‘rganishning markazida tayyor vazifalar turadi, ya’ni harbiy kursant ingliz tilini faqat o‘qish uchun emas, balki aniq vazifani bajarish uchun foydalanadi. Bu metod ayniqsa harbiy sohada samarali, chunki harbiy xizmatning o‘zi doimiy ravishda vazifalarni bajarish, buyruqlarni qabul qilish va qisqa muhokama qilishni talab qiladi. Masalan, “harbiy briefing tayyorlash”, “chegara punktini tekshirish rejasini tushuntirish”, “qisqa hisobot berish” kabi topshiriqlar kursantning nutqini real vazifa asosida shakllantiradi. Til mazmuni vazifaga xizmat qiladi, kursant o‘qituvchi tomonidan berilgan har bir vazifani ingliz tilida bajarish jarayonida o‘zini haqiqiy harbiy vaziyatda his qiladi, bu esa kommunikativ kompetensiyani ancha tabiiy shakllantiradi.

Afzalliklari	Qo‘llanilish shakli	Misollar
vazifaga yo‘naltirilgan	real topshiriqlar	Briefing task
faol ishtirok	jamoaviy ish	Border control task
professional nutqni rivojlantiradi	real hujjatlar	Tactical plan task

3. Role-play va simulation metod

Role-play harbiy ingliz tilida eng samarali metodlardan biri bo‘lib, kursantni real rollarga kiritish orqali muloqot ko‘nikmalarini faol shakllantiradi. Bu metod ayniqsa diplomatik muloqot, muzokaralar, xalqaro uchrashuvlarni modellashtirish, brifing va rasmiy suhbatlar o‘tkazish jarayonida katta natija beradi. Harbiy sohada kursant ko‘pincha aniq rolga ega bo‘ladi: qo‘mondon, vakil, chegara xodimi, brifing beruvchi, delegatsiya a’zosi va hokazo. Har bir rol kursantdan mavzuga mos leksika, taktika, nutq uslubini talab qiladi. Simulyatsiya metodida esa butun vaziyat modellashtiriladi, masalan “xalqaro postda qurolli tekshiruv”, “delegatsiya qabul qilish”, “taktik muzokara”. Bu jarayon nafaqat tilni, balki strategik fikrlashni ham rivojlantiradi.

Afzalliklari	Qo‘llanilish shakli	Misollar
haqiqiy vaziyat yaratadi	rollar berish	Commander–Observer
nutqqa tabaqalashtirilgan yondashuv	diplomatik muloqot	International meeting
stress vaziyatni boshqarish	simulyatsiya	Tactical negotiation

4. Professional military communication metod

Harbiy ingliz tili umumiy ingliz tilidan tubdan farq qilganligi sababli, ESP metod kursantlarda aynan harbiy terminologiya, komandalar, buyruqlar, taktika, xalqaro harbiy qisqartmalar, radio aloqa standartlari, rasmiy hisobot tili, brifing strukturasini o‘rgatishni ko‘zda tutadi. Bu metodda kursant real harbiy materiallar asosida ishlaydi: NATO standartlari, radio protokollar, harbiy terminlar ro‘yxati, qo‘shin harakatlari bo‘yicha terminlar, qurollanish turlari, chegara nazorati bo‘yicha nutq shakllari. ESP metodining asosiy mohiyati harbiy nutqni amaliy shakllantirish, xalqaro harbiy madaniyatga mos terminologiyani to‘g‘ri qo‘llay olish va murakkab harbiy vaziyatlarni ingliz tilida muhokama qila olish imkoniyatini yaratishdan iborat.

Afzalliklari	Qo‘llanilish shakli	Misollar
harbiy tilga moslashadi	harbiy terminlar	NATO terms
rasmiy nutqni o‘rgatadi	hisobotlar	Situation Report
professional savodxonlik	radio aloqa	Radio protocol

XULOSA

Yuqoridagi metodlar kursantlarda kommunikativ kompetensiyani tizimli ravishda rivojlantirishga imkon beradi. Kommunikativ yondashuv orqali real nutq jarayoni shakllansa, task-based metod vazifalar orqali nutqni amaliy qo‘llashni kuchaytiradi; role-play va simulyatsiya esa real harbiy vaziyatlarni modellashtiradi, ESP metod professional harbiy tilni o‘rgatadi. Bu metodlarning kombinatsiyasi kursantlarda nafaqat til bilimini, balki real harbiy sharoitlarda ingliz tilida samarali muloqot qilish qobiliyatini shakllantiradi. Shu tarzda harbiy ingliz tili xalqaro hamkorlik, diplomatik uchrashuvlar, qo‘shma mashg‘ulotlar, xavfsizlik muammolari va xalqaro harbiy jarayonlarda ishtirok etish uchun zarur kommunikativ kompetensiyani rivojlantiradi.

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KURSANTLARDA INGLIZ TILI BO‘YICHA KOMMUNIKATIV QOBILIYATNI SHAKLLANTIRISHNING ILMIY–NAZARIY ASOSLARI VA METODOLOGIK YECHIMLARI

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Annotatsiya: Ushbu ilmiy maqola harbiy yo‘nalishda tahsil olayotgan kursantlarda ingliz tili bo‘yicha kommunikativ qobiliyatni shakllantirishning nazariy tamoyillari va metodologik yechimlarini keng yoritadi. Maqolada kommunikativ kompetensiyaning zamonaviy strukturalari, xalqaro harbiy muloqot talab qiladigan lisoniy va diskursiv qobiliyatlar, interaktiv manbalar asosida o‘qitish texnikalari, multimodal resurslar va professional nutqni rivojlantirishga yo‘naltirilgan innovatsion metodlar tizimli tarzda sharhlanadi.

Kalit so‘zlar: *professional muloqot, harbiy ingliz tili, interaktiv yondashuv, operational communication, discourse skills, collaborative learning, multimodal resurslar, strategic speaking skills, official language protocol, international cooperation*

Hozirgi zamon xavfsizlik muhitida ingliz tili xalqaro harbiy hamkorlikning ajralmas vositasi bo‘lib, kursantlarning bu til orqali professional yo‘nalishda erkin va aniq muloqot qila olishi global harbiy jarayonlarda muvaffaqiyatli ishtirok etishning eng muhim omillaridan biri hisoblanadi. Xususan, xalqaro operatsiyalarda axborot almashish, taktik vazifalarni muvofiqlashtirish, qo‘shma mashg‘ulotlarda qatnashish, delegatsiyalar bilan uchrashuv o‘tkazish, harbiy protokollarni tushunish, xavfsizlik bo‘yicha tahliliy ma’lumotlarni to‘g‘ri yetkazish jarayoni ingliz tilida ratsional muloqot qila oladigan harbiy mutaxassisni talab qiladi. Shuning uchun kommunikativ kompetensiyani rivojlantirishga qaratilgan metodologik yondashuvlar faqat lingvistik bilimlarni o‘rganish bilan

chegaralanib qolmasdan, harbiy situatsiyaga mos real nutq shakllarini, professional leksikani, nutqning taktik diskursini, rasmiy nutq protokolini va tezkor vaziyatlarda fikr bildirish mexanizmlarini ham qamrab olishi zarur. Bu borada zamonaviy interaktiv texnologiyalar, multimodal materiallar, professional senariylar va real vaziyatlarni taqlid qilish usullari markaziy ahamiyat kasb etadi.

1. Diskursiv yondashuv (discourse-based approach)

Diskursga asoslangan o‘qitish kursantning nutq faoliyatini grammatik konstruksiya darajasidan diskursiy kompetensiya darajasiga ko‘tarishni maqsad qiladi. Harbiy nutqda matnning mantiqiy oqimi, strategik mazmun, taktik axborotning ketma-ketligi, rasmiy uslub, hududiy xavfsizlik, qo‘mondonlik birliklari, hisobot nutqi kabi elementlar muhimdir. Diskursiy kompetensiya kursantni turli muloqot janrlarini (brifing, report, radio buyruqlar, diplomatik gaplashuv, tekshiruv bayonoti) aniq struktura asosida qurishga o‘rgatadi. Bunday yondashuv nutqning mazmuniy tizimini shakllantiradi va kursantni real harbiy kommunikativ vazifalarga moslashtiradi.

Jadval

1-METOD: DISKURSIV YONDASHUV (Discourse Approach)

Afzallik	Qo‘llanish shakli	Real harbiy misol	Mashq namunasi	Kutiladigan natija
Matn mantiqiyligini oshiradi	brifing matnlari	Tactical briefing	“Explain mission details”	Professional nutq
Analitik fikrlashni kuchaytiradi	tahliliy matn	Operational report	“Summarize border risk”	Tekshiruv nutqi
Rasmiy uslubni shakllantiradi	diplomatik matnlar	Military protocol	“Describe delegation visit”	Formal nutq

Afzallik	Qo‘llanish shakli	Real harbiy misol	Mashq namunasi	Kutiladigan natija
Strategik izoh berish	holat sharhi	Situation analysis	“Explain evacuation plan”	Strategik nutq
Ko‘p komponentli muloqot	nutq ketma-ketligi	Command statement	“Sequence orders”	Tizimli nutq

2. Collaborative interaction metodi

Hamkorlikka asoslangan metod kursantlarni muloqot jarayonining faol ishtirokchisiga aylantiradi. Guruhli fikr almashish, jamoaviy tahlil, birgalikda muammo yechish, harbiy vaziyatni baholash, savol-javob, diskussiya, baholash, qaror qabul qilish jarayoni kursantlarni interaktiv nutqqa rag‘batlantiradi. Bu metod ayniqsa xalqaro harbiy uchrashuvlar, qo‘shma operatsiyalar, maslahat yig‘inlari, delegatlar o‘rtasidagi muloqotda samarali natija beradi. Hamkorlik qanchalik faol bo‘lsa, kommunikativ kompetensiya shuncha real shakllanadi.

Jadval

2-METOD: COLLABORATIVE INTERACTION
(Hamkorlik metodi)

Afzallik	**Qo‘llanish shakli**	**Real harbiy misol**	**Mashq namunasi**	**Kutiladigan natija**
Guruh muloqoti kuchayadi	jamoaviy ish	Joint operation	Group discussion	Hamkorlik
Qaror qabul qilish ko‘nikmasi	muhokama	Mission planning	Solve a mission problem	Birgalikda qaror
Muloqot jarayoni faollashadi	task-sharing	Joint patrol	Ask–answer exercise	Dialog rivoji

Xalqaro terminlarni qo‘llash	leksika	NATO vocabulary	Compare terminology	Vocabulary gain
Fikr almashish madaniyati	professional disput	Security meeting	Evaluate proposals	Critical thinking

3. Multimodal communication metodi

Ushbu metod turli manbalar – audio, video, grafika, xaritalar, harbiy diagrammalar, statistik ko‘rsatkichlar, protokollar, radio yozuvlar orqali o‘qitishni nazarda tutadi. Kursant harbiy axborotni turli modallikda qabul qilib, uni nutq jarayonida qayta ishlab, o‘z fikrini izohlaydi. Masalan, taktik xaritani izohlash, strategik holatni tushuntirish, xavfsizlik ogohlantirishini sharhlash, qurollanish va patrul yo‘nalishlari haqida fikr bildirish. Bu metod real harbiy kommunikativ vaziyatning vizual va eshitish komponentlarini integratsiya qiladi.

Jadval

3-METOD: MULTIMODAL COMMUNICATION (audio–video)

Afzallik	Qo‘llanish shakli	Real harbiy misol	Mashq namunasi	Kutiladigan natija
Ko‘rish materiallari	video tahlil	Border operation video	Describe video events	Visual thinking
Eshitish kompetensiyasi	radio yozuv	Radio message	Interpret radio orders	Listening accuracy
Xarita bilan ishlash	geografik xarita	Patrol map	Explain route	Spatial understanding
Harbiy diagramma	operational chart	Attack route	Analyse scheme	Tactical logic
Real situatsiya	audio+video	Emergency report	Respond to alert	Quick reaction

4. Intercultural communication metodi

Xalqaro harbiy muloqotda milliy madaniyat, kommunikativ norma, diplomatik nutq odobi, muomala strategiyasi katta rol o‘ynaydi. Interkultural metod kursantlarni turli mamlakat vakillari bilan muloqot qilishda til bilan birga madaniy farqlarni tushunishga o‘rgatadi. Masalan, delegatsiya qabul qilish, xorijiy harbiy vakillar bilan uchrashuv, xalqaro protokol, rasmiy muloqot etiketi, nutqning diplomatik ohangi. Bu metod harbiy diplomatiya uchun juda muhim.

Jadval

4-METOD: INTERCULTURAL COMMUNICATION

Afzallik	Qo‘llanish shakli	Real harbiy misol	Mashq namunasi	Kutiladigan natija
Diplomatik uslub	protokol	Delegation visit	Formal greeting	Protocol speech
Madaniy moslik	turli madaniyat	International forces	Cultural notes	Intercultural awareness
Rasmiy iboralar	polite forms	Military embassy	Diplomatic phrases	Formal politeness
Xalqaro etik bo‘lish	uchrashuv madaniyati	Bilateral meetings	Introduce officers	Social competence
Global nutq madaniyati	professional etik	Multilateral talks	Conversation norms	Diplomatic language

XULOSA

Kursantlarda ingliz tilida kommunikativ kompetensiyani shakllantirish faqat grammatikani o‘rganish bilan chegaralanmaydi, balki zamonaviy kommunikativ jarayonning barcha komponentlarini, ya’ni diskursiy struktura, hamkorlik, multimodal material, diplomatik uslub va operativ nutqni integratsiya qilish orqali amalga oshirilishi lozim. Yangi metodlar kursantlarni xalqaro harbiy hamkorlik sharoitiga moslash, strategik nutqni shakllantirish, diplomatik muhitda muloqot qilish, real

operativ vaziyatlarda qisqa va aniq buyruqlar berish, hamda harbiy nutq madaniyatini chuqur egallashga yordam beradi. Bu esa o‘z navbatida O‘zbekistonning xalqaro harbiy hamkorlikdagi ishtirokini kuchaytiradi.

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O‘ZBEKISTON OLIY TA’LIM MUASSASALARIDA BO‘LAJAK IQTISODCHILARNING KASBIY KOMPETENSIYALARINI BAHOLASH TEXNOLOGIYASI: NAZARIY ASOSLAR VA AMALIY YECHIMLAR

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Annotatsiya

Ushbu maqolada O‘zbekiston oliy ta’lim muassasalarida iqtisodiyot yo‘nalishi bo‘yicha kadrlat tayyorlash jarayonida kasbiy kompetensiyalarni shakllantirish va baholashning zamonaviy yondashuvlari tahlil etiladi. Bo‘lajak iqtisodchilarning nazariy bilimlari, amaliy ko‘nikmalari, tahliliy fikrlashi, raqamli iqtisodiy vositalardan foydalanish salohiyati va mehnat bozori talablariga moslashuv darajasini aniqlashga qaratilgan baholash texnologiyalari ko‘rib chiqiladi. Kompetentlikka asoslangan yondashuvning afzalliklari, innovatsion baholash instrumentlari va ularni ta’lim jarayoniga integratsiya qilish bo‘yicha amaliy takliflar beriladi.

Kalit so‘zlar: kasbiy kompetensiya; iqtisodchi tayyorlash; baholash texnologiyasi; kompetensiyaviy yondashuv; o‘quv natijalari; baholash mezonlari; kompetensiya kartalari; raqamli baholash; kredit-modul tizimi;

oliy ta’lim; analitik kompetensiyalar; amaliy ko‘nikmalar; pedagogik diagnostika; ta’lim sifatini baholash.

Kirish

Zamonaviy bozor iqtisodiyoti sharoitida oliy ta’lim oldida turgan eng muhim vazifalardan biri – mehnat bozorining real ehtiyojlariga mos, raqobatbardosh, kasbiy kompetensiyalarga ega iqtisodchilarni tayyorlashdan iborat. Kompetensiyaviy yondashuv jahon ta’lim tizimida ustuvor yo‘nalishlardan biri bo‘lib, u ta’lim natijalarini aniq, o‘lchab bo‘ladigan va kuzatib bo‘ladigan ko‘rsatkichlar asosida belgilashni taqozo etadi (CEDEFOP, 2017). Shu bois, O‘zbekiston oliy ta’limida ham kompetensiyalarni baholash mexanizmi va texnologiyalarini takomillashtirish dolzarb masala bo‘lib qolmoqda.

Kasbiy kompetensiyalarni aniq va ishonchli baholash nafaqat talabaning bilim, ko‘nikma va malakalarini o‘lchash, balki ta’lim jarayonining samaradorligini aniqlash, o‘quv dasturlarini takomillashtirish hamda sifat monitoringini olib borish imkonini beradi (Shavelson & Webb, 1991). Mazkur maqolada bo‘lajak iqtisodchilarning kasbiy kompetensiyalarini baholash texnologiyasining nazariy-metodologik asoslari, o‘lchash vositalari, indekslari, mezonlari va baholash mezonlarini ishlab chiqish tamoyillari tahlil qilinadi.

Kasbiy kompetensiya tushunchasi va uning mohiyati

Kasbiy kompetensiya oliy ta’lim bitiruvchisining professional faoliyatni samarali amalga oshirishi uchun zarur bo‘lgan bilim, ko‘nikma, tajriba va shaxsiy sifatlar majmui sifatida ta’riflanadi (Spencer & Spencer, 1993).

Kompetensiya tushunchasi tajribaga asoslangan o‘rganish nazariyasi bilan bog‘liq bo‘lib, Kolb (1984) ta’kidlaganidek, haqiqiy bilish jarayoni faol tajriba, tahlil, tajribaning umumlashtirilishi va qo‘llash orqali namoyon bo‘ladi. Shu bois, iqtisodchi mutaxassis tayyorlash jarayonida bilimdan ko‘ra amaliy faoliyatga, tajribaviy o‘qitishga va situatsion masalalarni yechishga e’tibor kuchaymoqda.

Biggs va Tang (2011) “moslashtirilgan o‘qitish” (constructive alignment) modelida ta’lim maqsadi, o‘quv faoliyati va baholash vositalari o‘zaro uyg‘un bo‘lishi kerakligini ta’kidlaydi. Demak, kompetensiya

asosida baholash tizimi ishlab chiqilishi uchun avvalo iqtisodchi mutaxassisning yakuniy natijalari aniq ifodalangan bo‘lishi zarur.

O‘zbekiston oliy ta’limida kompetensiyaviy yondashuv

O‘zbekiston oliy ta’lim tizimida kompetensiyaviy yondashuv 2020-yildan boshlab kredit-modul texnologiyasi joriy etilishi bilan jadal rivojlandi (OTFIV, 2020). Bitiruvchilarning umumiy, kasbiy, maxsus, analitik, kommunikativ, raqamli va innovatsion kompetensiyalari belgilandi.

Prezident tomonidan tasdiqlangan “O‘zbekiston – 2030” strategiyasida iqtisodiyotning modernizatsiyasi uchun zamonaviy bilimlarga ega iqtisodchi-menejerlarni tayyorlash ustuvor yo‘nalish sifatida belgilangan (O‘zbekiston Respublikasi Prezidenti, 2023). Bu esa kompetensiyalarni aniq o‘lchay oladigan, ishonchli baholash tizimini yaratishni talab qiladi.

Kasbiy kompetensiyalarni baholashning nazariy asoslari

1. O‘quv natijalari tasnifi

Anderson va Krathwohl (2001) tomonidan ishlab chiqilgan Bilimlar taksonomiyasi baholash mezonlarini belgilashda asosiy metodologik manba hisoblanadi. Iqtisodchilar tayyorlashda bilish faoliyatining quyidagi bosqichlari baholanadi:

- eslab qolish
- tushunish
- qo‘llash
- tahlil
- baholash
- yaratish

Bu tasnif baholash vositalarini tanlashda aniq mezonlar beradi.

2. Ta’lim sifatini o‘lchash metodlari

Marzano (2007), Brown va Glasner (1999) ta’lim samaradorligini o‘lchashda turli baholash strategiyalarini qo‘llashni taklif etadi:

- testlar va yozma ishlari
- loyihalar
- portfolio
- kompetensiya kartalari

- situatsion masalalar
- amaliy topshiriqlar (case-study, business simulation)

Shavelson & Webb (1991)ning umumlashtirish nazariyasiga ko‘ra, baholash vositasi talabaning haqiqiy kompetensiyasini maksimal darajada aks ettirishi lozim.

Iqtisodchilar kompetensiyalarini baholashning amaliy modeli

Mulder (2017) kompetensiya baholashni real vaziyatda xulq-atvorni kuzatish va uni mezonlar asosida baholash deb ta’riflaydi. Iqtisodchilar uchun quyidagi ko‘nikmalar baholash obyekti bo‘ladi:

1. Analitik kompetensiyalar

- ma’lumotlarni tahlil qilish
- iqtisodiy modellarni qo‘llash
- makro va mikro ko‘rsatkichlarni talqin qilish (Nafasov, 2020)

2. Moliyaviy savodxonlik

- balans tahlili
- investitsion qarorlar
- tavakkalchilikni hisoblash (Xodjaev, 2021)

3. Amaliy kompetensiyalar

- iqtisodiy hisob-kitoblar
- statistika bilan ishlash
- real loyihalarni baholash (Mahmudov & Komolov, 2022)

4. Raqamli kompetensiyalar

- Excel, STATA, SPSS
- raqamli iqtisodiyot asoslari (OECD, 2019)

5. Soft skills

- muzokaralar olib borish
- tanqidiy fikrlash
- jamoada ishlash

UNESCO (2017) bularni barqaror rivojlanish kompetensiyalari bilan bog‘laydi.

Baholash texnologiyasini yaratish tamoyillari

Baholash tizimining samaradorligi quyidagi tamoyillarga asoslanadi (Xalimov, 2020):

1. **Aniqlik** – mezonlar aniq va o‘lchab bo‘ladigan bo‘lishi.
2. **Shaffoflik** – talaba baholash jarayonini tushunishi.
3. **Obyektivlik** – baho sub’ektiv fikrga bog‘liq bo‘lmasligi.
4. **Moslik** – baholash mazmuni kompetensiyaga mos bo‘lishi.
5. **Ko‘p manbali baholash** – test + loyiha + portfolio + amaliy topshiriqlar.
6. **Uzliksizlik** – jarayon davomida muntazam baholash.

Baholash vositalarini ishlab chiqish bosqichlari

1. **Kompetensiyani operationalizatsiya qilish**
2. Har bir kompetensiya sub-indikatorlarga bo‘linadi.Masalan, “analitik fikrlash” quyidagicha:
   - muammoni aniqlash
   - model tanlash
   - natijalarni talqin qilish
3. **Baholash mezonlarini ishlab chiqish**

Baholash rubrikalari (criteria-based assessment) qo‘llanadi.

4. **Baholash shaklini tanlash**
   - test
   - business case
   - iqtisodiy masalalar yechish
   - loyiha ishlari
   - amaliy mashqlar
5. **Ballar tizimini ishlab chiqish**

Odatda 100 ballik tizim qo‘llanadi.

6. **Monitoring va qayta aloqa**

Talabalarga muntazam feedback berish zarur (Kolb, 1984).

Baholashning innovatsion texnologiyalari

1. **Elektron baholash tizimlari**
   - LMS (Moodle, Canvas)
   - onlayn testlar
   - raqamli portfolio

2. **Kompetensiya kartalari**

Har bir talabaning individual kompetensiya rivojlanish xaritasi tuziladi (Mulder, 2017).

3. **Business simulation**

Bozor jarayonlarini modellashtiruvchi virtual o‘yinlar amaliy tayyorgarlikni oshiradi.

4. **Analitik platformalar bilan ishlash**

Talabalar real makroiqtisodiy ma’lumotlar bilan ishlaydi (OECD, 2019).

Xulosa

Bo‘lajak iqtisodchilarning kasbiy kompetensiyalarini baholash texnologiyasini ishlab chiqish O‘zbekiston oliy ta’lim tizimida ta’lim sifatini oshirishning eng muhim omillaridan biridir. Jahon tajribasi shuni ko‘rsatadiki, aniq mezonlar asosida baholash, raqamli vositalardan foydalanish, ko‘p manbali baholash, portfolio va business-case kabi metodlar mutaxassisning haqiqiy kasbiy tayyorgarligini ishonchli aks ettiradi. O‘zbekistonning “2030” strategiyasi va kredit-modul tizimi bu jarayonni jadallashtirmoqda.

Tadqiqot natijalari oliy ta’lim muassasalarida iqtisodchi mutaxassislarni tayyorlash sifatini oshirish, baholash tizimlarini modernizatsiya qilish va kompetensiyaviy yondashuvni to‘liq joriy etishga xizmat qiladi.

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BRIDGING ENGLISH FOR SPECIFIC PURPOSES (ESP) AND PRESCHOOL ENGLISH TEACHING IN UZBEKISTAN

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Abstract

This article explores the integration of English for Specific Purposes (ESP) principles into preschool English teaching within the context of Uzbekistan's national educational reforms. While ESP has traditionally

been associated with adult, professional, or academic language learning, its core principles - needs analysis, functional language use, and outcome-oriented instruction - are highly applicable to early childhood education. Drawing on Uzbekistan's *Concept for the Development of Preschool Education until 2030* and current competency-based educational policy, the article argues that preschool English teaching can be reconceptualized as purpose-driven, context-based language learning. By focusing on communicative needs such as classroom routines, play, social interaction, health and safety, and early cognitive development, preschool English instruction reflects an adapted form of ESP. The paper discusses theoretical foundations, pedagogical implications, and curriculum design considerations relevant to Uzbek preschool institutions and teacher-training programs.

Keywords: English for Specific Purposes, preschool education, early language learning, educational policy, Uzbekistan

Introduction

In recent years, Uzbekistan has placed strong emphasis on early childhood education and foreign language learning as key drivers of human capital development. English, in particular, has gained strategic importance due to globalization, international cooperation, and the country's integration into the global educational and economic space. According to national policy documents, early exposure to foreign languages is seen as a foundation for future academic success and international competitiveness.

At the same time, approaches to English teaching at different educational levels often remain fragmented. English for Specific Purposes (ESP) is usually confined to higher education and professional training, while preschool English teaching is treated as a general, playful introduction to the language. This article argues that such a separation is artificial. By reinterpreting ESP as language learning for clearly defined communicative purposes, its principles can meaningfully inform preschool English education in Uzbekistan.

ESP as a Functional, Learner-Centered Approach

ESP is defined not by specialized vocabulary alone, but by its focus on learners' needs and the contexts in which language will be used [3]. Core characteristics of ESP include:

- needs-based course design,
- relevance to real-life situations,
- emphasis on language use rather than explicit grammar instruction,
- clear, practical learning outcomes.

These characteristics align closely with contemporary Uzbek educational policy, which promotes competency-based, learner-centered instruction. When separated from strictly professional contexts, ESP becomes a flexible methodology applicable across age groups, including early childhood learners.

Preschool English Teaching within Uzbek Educational Policy

The *Concept for the Development of Preschool Education in the Republic of Uzbekistan until 2030* highlights the importance of holistic child development, communication skills, and preparedness for further stages of education. Foreign language exposure, including English, is encouraged as part of cognitive and social development, not as an academic subject with formal assessment.

Preschool English teaching in Uzbekistan typically emphasizes:

- learning through play,
- oral communication rather than literacy,
- emotional comfort and motivation,
- integration with daily routines.

These priorities correspond to ESP's focus on meaningful communication and situational language use. Thus, preschool English instruction already functions implicitly as a purpose-driven language programme.

Reframing ESP for Preschool Contexts

To apply ESP in preschool education, the notion of "specific purposes" must be redefined. For preschool learners, these purposes are not occupational but **developmental and situational**. Language is needed for interaction within specific, recurring contexts.

Mini-ESP Domains in Preschool Settings

Several functional domains can be identified:

English for Classroom Routines – instructions, transitions, and classroom management language (e.g., *Sit down, listen, clean up*).

English for Play and Social Interaction – language for sharing, turn-taking, and cooperation.

English for Emotions and Well-being – expressing feelings and basic needs.

English for Health and Safety – simple commands and warnings relevant to daily life.

English for Early Cognitive Development – vocabulary related to numbers, shapes, nature, and simple problem-solving.

Each domain mirrors ESP's limited, context-specific language systems, adapted to the preschool environment.

Task-Based Learning and Needs Analysis

Task-based learning is widely recommended in both ESP methodology and early childhood pedagogy. In Uzbek preschool contexts, tasks such as cleaning up toys, role-playing familiar situations, or completing group activities naturally create communicative needs.

Needs analysis in this context is observational rather than diagnostic. Teachers identify what language children need to function confidently within their environment, aligning instruction with developmental goals outlined in national standards.

Learning Outcomes and Assessment

In line with ESP principles and Uzbek preschool policy, learning outcomes should be formulated as observable communicative competencies rather than linguistic knowledge. Examples include:

- ability to follow simple English instructions;
- participation in basic English interactions during play;
- appropriate responses in routine situations.

Such outcomes support continuity between preschool education and later stages of English learning, including formal ESP courses at secondary and tertiary levels.

Implications for Curriculum Design and Teacher Training

Integrating ESP principles into preschool English teaching has several implications for Uzbekistan:

- curriculum design can be organized around functional modules rather than topics;
- teacher training program can include ESP-informed planning and needs analysis;
- alignment is strengthened between early childhood education reforms and long-term language policy goals.

Conclusion

This article demonstrates that ESP and preschool English teaching are not opposing domains but complementary approaches grounded in purposeful, context-based language use. Within the Uzbek educational policy framework, adapting ESP principles to preschool English teaching supports national goals related to competency-based education, learner-centered instruction, and early language development. Viewing preschool English as an early form of functional ESP creates pedagogical continuity and enhances the effectiveness of English education across the educational system.

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THE ROLE OF GENERATIVE AI TOOLS LIKE CHATGPT IN THE ANALYSIS OF ENGLISH LITERARY TEXTS: A POST-DIGITAL PHILOLOGY APPROACH

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Abstract: The article explores the use of generative artificial intelligence tools, such as ChatGPT, in the analysis of English literary texts within the framework of post-digital philology. This approach integrates digital methods with traditional humanistic interpretation. The study argues that AI does not replace scholarly judgment but supports literary analysis through pattern recognition, thematic structuring, and stylistic comparison. Attention is given to methodological and pedagogical aspects, as well as ethical considerations. The findings indicate that generative AI enhances analytical efficiency and accessibility while reinforcing the importance of human-centered interpretation in English literary studies.

Key words: generative AI, ChatGPT, post-digital philology, literary analysis, English literature.

Аннотация: В статье рассматривается применение генеративных инструментов искусственного интеллекта, таких как ChatGPT, в анализе английских литературных текстов с позиций постцифровой филологии. Данный подход объединяет цифровые технологии и традиционные гуманитарные методы интерпретации. Обосновывается, что ИИ не заменяет исследователя, а способствует

выявлению языковых и тематических закономерностей. Отдельное внимание уделяется методологическим и этическим аспектам. Сделан вывод о том, что генеративный ИИ повышает эффективность литературного анализа, сохраняя ведущую роль критического мышления.

Ключевые слова: генеративный ИИ, ChatGPT, постцифровая филология, литературный анализ, английская литература.

Annotatsiya: Mazkur maqolada ChatGPT kabi generativ sun'iy intellekt vositalarining ingliz adabiy matnlarini tahlil qilishdagi ahamiyati post-raqamli filologiya yondashuvi asosida yoritiladi. Ushbu yondashuv raqamli texnologiyalarni an'anaviy gumanitar talqin bilan uyg'unlashtiradi. Tadqiqotda AI vositalari insoniy tanqidiy fikrlashni almashtirmasligi, balki tahlil jarayonini qo'llab-quvvatlashi asoslanadi. Natijalar generativ AI adabiy tadqiqotlarda samaradorlikni oshirishini va mas'uliyatli ilmiy yondashuvni talab qilishini ko'rsatadi.

Kalit so'zlar: generativ AI, ChatGPT, post-raqamli filologiya, adabiy tahlil, ingliz adabiyoti.

Introduction

The digital turn in the humanities has entered a new phase commonly referred to as the post-digital era, where digital tools are no longer novel but deeply embedded in scholarly practice. In this context, generative artificial intelligence systems such as ChatGPT have emerged as powerful instruments capable of processing, generating, and interpreting complex textual data. English literary studies, traditionally grounded in close reading and interpretative subjectivity, are increasingly influenced by these technologies. Post-digital philology does not advocate the replacement of humanistic inquiry with automated analysis; instead, it emphasizes the integration of computational tools with classical interpretative methods [1]. This article examines how generative AI contributes to English literary analysis, focusing on its analytical capacities, methodological implications, and limitations within a post-digital framework.

Post-Digital Philology as a Theoretical Framework

Post-digital philology represents a synthesis of traditional philological practices and advanced digital methodologies. Unlike early digital

humanities, which often prioritized quantitative analysis, post-digital philology re-centers qualitative interpretation while acknowledging the inevitability of technological mediation [2]. Within this framework, AI tools are understood as interpretative assistants rather than autonomous critics. They function by identifying patterns, structures, and relationships in texts that may escape immediate human perception, such as lexical density, narrative symmetry, or recurring semantic fields [3]. This approach preserves the hermeneutic core of philology while expanding its methodological reach.

Generative AI and Literary Text Analysis

Generative AI tools like ChatGPT operate on large language models trained on extensive textual corpora. Their ability to simulate human-like language production enables them to summarize narratives, analyze character development, detect themes, and compare stylistic features across texts.

In English literary analysis, such tools can assist in:

- identifying dominant motifs and symbols,
- tracing intertextual references,
- comparing authorial styles across historical periods,
- generating preliminary interpretations for scholarly refinement.

For example, when analyzing a Shakespearean sonnet, AI can rapidly highlight rhyme schemes, lexical repetitions, and semantic contrasts, providing a structured foundation for deeper human interpretation [4].

Methodological Advantages of AI-Assisted Analysis

One of the primary advantages of generative AI lies in its efficiency. Tasks that traditionally required extensive manual effort, such as concordance building or thematic indexing, can now be performed within seconds. This allows scholars to focus more on interpretative synthesis rather than mechanical analysis. Moreover, AI contributes to methodological transparency by offering reproducible analytical outputs. Unlike purely subjective readings, AI-generated analyses can be reviewed, refined, and contested, fostering a more dialogic scholarly environment [5].

This feature aligns with post-digital philology's emphasis on collaborative knowledge production.

Pedagogical Implications in English Philology

The integration of generative AI into literary studies also has significant pedagogical implications. For graduate students, AI tools can serve as scaffolding devices that support academic writing, critical reading, and theoretical comprehension. When used responsibly, ChatGPT can help students formulate research questions, structure arguments, and refine academic language. However, post-digital pedagogy requires critical AI literacy. Students must be trained to evaluate AI outputs, recognize biases, and distinguish between automated suggestions and scholarly judgment [6]. In this sense, AI becomes a catalyst for metacognitive awareness rather than intellectual dependency.

Ethical and Interpretative Challenges

Despite its benefits, the use of generative AI in literary analysis raises several ethical concerns. Issues of authorship, originality, and intellectual responsibility become particularly salient when AI-generated content enters academic discourse. There is a risk of over-reliance on automated interpretations, which may lead to homogenized readings and reduced critical diversity [7]. Furthermore, AI models are shaped by the data on which they are trained, which may reflect cultural, linguistic, or ideological biases. Post-digital philology demands a critical stance toward these limitations, emphasizing human oversight and contextual sensitivity.

Generative AI as a Collaborative Agent

Rather than positioning AI as an authoritative interpreter, this article advocates viewing generative AI as a collaborative agent within literary studies. The human scholar remains responsible for contextualization, theoretical framing, and ethical judgment, while AI functions as an analytical amplifier. This collaborative model aligns with contemporary views of knowledge production as distributed and networked [8]. In English philology, such collaboration enables more inclusive, interdisciplinary, and innovative research practices.

Conclusion

In conclusion, generative AI tools like ChatGPT play an increasingly influential role in the analysis of English literary texts within the post-digital philology paradigm. These tools enhance analytical efficiency, broaden interpretative possibilities, and support pedagogical innovation. However, their use must be guided by critical awareness, ethical responsibility, and methodological rigor. Post-digital philology provides a balanced framework that integrates AI-driven analysis with humanistic interpretation, ensuring that technological advancement enriches rather than undermines the intellectual foundations of English literary studies. As generative AI continues to evolve, its role as a complementary instrument in literary scholarship is likely to become both more sophisticated and more indispensable.

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LEXICAL-SEMANTIC CHARACTERISTICS OF HYPONYMIC RELATIONS OF THE NOUN CATEGORY

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Annotation

This article provides a comprehensive analysis of the lexical-semantic characteristics of hyponymic relations within the noun category. It explores how hierarchical "type–kind" structures are formed, which semantic features determine hypernym–hyponym relations, and how cultural and cognitive factors shape categorization in both languages. The study identifies universal patterns of semantic inclusion as well as language-specific distinctions, highlighting similarities and differences in how nouns organize meaning. The research contributes to cross-linguistic semantics, lexicography, and the study of lexical hierarchy.

Keywords: *hyponymy, lexical semantics, noun category, semantic hierarchy, hyperonym–hyponym relations.*

Annotatsiya

Ushbu maqola otlar kategoriyasi doirasidagi giponimik munosabatlarning leksik-semantik xususiyatlarini batafsil tahlil qiladi. Unda "tur–xil" ko'rinishidagi ierarxik tuzilmalarning qanday shakllanishi, giperonim–giponim munosabatlarini belgilovchi semantik belgilar, shuningdek, madaniy va kognitiv omillarning kategoriyalashuvga qanday ta'sir qilishi yoritiladi. Tadqiqot semantik inklyuziyaning universal tamoyillarini hamda tilga xos farqlarni aniqlab, otlarning ma'no tashkil etish mexanizmidagi o'xshashlik va tafovutlarni ko'rsatadi. Mazkur ish qiyosiy semantika, leksikografiya va leksik ierarxiya tadqiqotlariga hissa qo'shadi.

Kalit so'zlar *giponimiya, leksik semantika, ot kategoriyasi, semantik ierarxiya, giperonim–giponim munosabatlari.*

Аннотация

Данная статья представляет всесторонний анализ лексико-семантических характеристик гипонимических отношений в

категории существительных. Рассматривается формирование иерархических структур типа «род–вид», семантические признаки, определяющие отношения гиперонима и гипонима, а также влияние культурных и когнитивных факторов на процесс категоризации. Исследование выявляет универсальные принципы семантической включённости и языковые особенности, подчеркивает сходства и различия в организации значений существительных. Работа способствует развитию сопоставительной семантики, лексикографии и изучения лексических иерархий.

Ключевые слова: гипонимия, лексическая семантика, категория существительных, семантическая иерархия, отношения гипероним–гипоним.

Introduction

The organization of meaning in the noun category is one of the fundamental aspects of lexical semantics. Hyponymy, which represents the hierarchical relationship between a general term (hypernym) and more specific subcategories (hyponyms), plays a crucial role in structuring semantic knowledge in any language. Understanding how nouns are semantically categorized allows linguists to analyze cognitive processes, cultural influences, and language-specific semantic patterns. This study focuses on the lexical-semantic characteristics of hyponymic relations within nouns, examining the formation of hierarchical "type–kind" structures, identifying the semantic features that govern hyperonym–hyponym relations, and exploring the role of cultural and cognitive factors in shaping categorization. Previous research has highlighted both universal tendencies in hyponymic structures and variations that arise from language-specific and cultural factors (Cruse, 1986; Lyons, 1995; Wierzbicka, 1996). While these studies have provided valuable insights, there remains a need for a detailed analysis of hyponymy within the noun category, taking into account semantic hierarchy, cultural salience, and cognitive principles. This study aims to fill this gap by offering a comprehensive examination of these aspects, drawing on both English and Uzbek lexical data, with particular attention to semantic inclusion and language-specific distinctions.

The research employs a descriptive-comparative methodology. A corpus of nouns was compiled using authoritative dictionaries, lexicons, and textual data. English sources included the Oxford English Dictionary, Longman Dictionary of Contemporary English, and WordNet, providing extensive definitions, semantic relations, and hyponymic examples. Uzbek sources included O‘zbek tilining izohli lug‘ati (2006), Sabirova’s (2018) analysis of classical texts, and Xolmatov’s (2015) work on semantic categories and cultural context. The analysis focused on identifying hyperonyms and hyponyms, mapping hierarchical relations, and determining the semantic features that facilitate inclusion, such as animacy, concreteness, functionality, and cultural salience. Illustrative examples were drawn to demonstrate patterns of inclusion, such as “animal — dog, cat, bird” and “hayvon — it, mushuk, qush,” as well as “vehicle — car, bus, bicycle” and “transport vositasi — avtomobil, avtobus, velosiped.” Semantic comparison involved examining category granularity, the role of cognitive structuring in hierarchy formation, and culturally significant lexical distinctions, allowing for a nuanced understanding of universal and language-specific patterns.

The analysis revealed that both English and Uzbek nouns exhibit

systematic hyperonym–hyponym structures. In both languages, general categories serve as umbrellas for more specific subcategories, forming hierarchical semantic networks. Universal features observed include the organization of concrete and animate nouns under broader classes, functional distinctions in artifacts and tools, and the inclusion of abstract nouns within overarching conceptual categories. However, differences emerge in the influence of culture and cognition on category boundaries. In Uzbek, local practices, traditional knowledge, and culturally salient distinctions are reflected in noun categorization. For example, distinctions among domesticated animals, such as “sigir — qoramol” versus the English “cattle,” demonstrate a more fine-grained classification based on local agricultural practices. Similarly, plant categories and kinship terms in Uzbek often encode cultural knowledge not present in English lexical resources. In contrast, English noun categories tend to be broader,

standardized, and more generalized, reflecting global lexicographic conventions.

Semantic features such as animacy, concreteness, and functional utility consistently determine the placement of hyponyms under hyperonyms, but their relative weight differs across languages. These findings indicate that while semantic hierarchy is a universal cognitive principle, its realization is shaped by language-specific and cultural factors (Wierzbicka, 1996; Cruse, 1986). Additionally, the study demonstrates that considering both semantic universals and language-specific distinctions is essential for lexicography, bilingual dictionary compilation, and cognitive linguistic research. Understanding hyponymy in the noun category can improve semantic modeling in natural language processing, facilitate accurate translation, and enhance language pedagogy by highlighting culturally relevant lexical distinctions. The integration of cultural knowledge into semantic analysis underscores the interplay between cognition, language, and social context, showing that lexical hierarchies are not only cognitive constructs but also reflections of local cultural organization.

Conclusion

In conclusion, the study shows that hyponymic relations within the noun category exhibit both universal and language-specific characteristics. Universal principles of semantic inclusion guide the hierarchical organization of hyperonyms and hyponyms, ensuring coherence and clarity in lexical categorization. At the same time, cultural and cognitive factors shape category granularity, salience, and local distinctions, especially in languages like Uzbek where traditional knowledge and social practices influence lexical structure. These findings contribute to the understanding of cross-linguistic semantics, offering insights into lexical hierarchy, cognitive linguistics, and lexicography. They emphasize the importance of analyzing both universal patterns and language-specific variations to fully comprehend the organization of nouns in any linguistic system. Future research can expand this analysis to other languages, exploring how universal semantic structures interact with culturally and cognitively conditioned distinctions, thereby providing a more comprehensive view of lexical organization across linguistic contexts.

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ADEQUACY AND EQUIVALENCE THEORY: A CONTEMPORARY ANALYSIS

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Abstract: This article explores the linguistic foundations of adequacy and equivalence theory in translation studies, focusing on their functions, differences, and practical application. Through a comparative analysis of literary, academic, and journalistic texts, the study examines how meaning, function, style, and communicative purpose are preserved across languages. The findings show that literary translation requires a higher level of adequacy due to stylistic and emotional depth, while academic translation

depends more on equivalence because of its terminological precision. The research highlights that balanced use of these two principles leads to more accurate and effective translation outcomes. [1][2][3]

Keywords: adequacy, equivalence, translation theory, comparative analysis, pragmatics, semantic transfer.

Аннотация: В статье рассматриваются теоретические основы адекватности и эквивалентности в переводоведении. На основе анализа художественного, научного и публицистического материала изучается, как в переводе сохраняются смысл, функция, стиль и коммуникативное назначение текста. Результаты показывают, что художественный перевод требует большей адекватности из-за образности и эмоциональной насыщенности, тогда как научные тексты нуждаются в эквивалентности благодаря терминологической точности. Делается вывод, что сочетание этих двух принципов обеспечивает более качественный перевод. [1][2][3]

Ключевые слова: адекватность, эквивалентность, перевод, семантика, прагматика, межъязыковой анализ.

Annotatsiya: Ushbu maqolada adekvatlik va ekvivalentlik nazariyalarining tarjima jarayonidagi o‘rni, funksiyasi va qo‘llanishi yoritiladi. Badiiy, ilmiy va publitsistik matnlar asosida mazmunning, uslubning va kommunikativ vazifaning tarjimada qay darajada saqlanishi o‘rganildi. Natijalar shuni ko‘rsatdiki, badiiy tarjimada adekvatlik ko‘proq talab qilinadi, ilmiy matnlarda esa ekvivalentlik ustuvor ahamiyat kasb etadi. Ikkala yondashuvning uyg‘un qo‘llanishi yuqori sifatli tarjimani ta’minlaydi. [1][2][3]

Kalit so‘zlar: adekvatlik, ekvivalentlik, tarjima nazariyasi, semantika, pragmatika, qiyosiy tahlil.

Introduction

Translation studies investigate how ideas expressed in one language can be transferred to another in a clear and meaningful way. Among the central concepts of this field are adequacy and equivalence. Equivalence focuses on the linguistic and semantic compatibility of source and target units, while adequacy emphasizes the functional impact, stylistic tone, and

communicative intention of the original text. Because different text types serve different purposes, the translator must choose the appropriate balance between these two approaches. [4][5]

Methodology

The study uses descriptive, comparative, and analytical methods. Three genres were selected for examination: a literary text, an academic article, and a journalistic passage. From each sample, key semantic units were identified. Their translated forms were analyzed according to meaning, style, and communicative function.This approach helped determine how adequacy and equivalence differ in real translation practice. [6]

Table 1. Overview of analyzed texts

Text Type Source Description Number of Analyzed Units

Literary text Excerpt from modern national prose 14

Academic text Section from a linguistics article 11

Journalistic text News and magazine material 17

Theoretical Background

Adequacy

Adequate translation aims to preserve not only the meaning but also the stylistic color, emotional tone, and pragmatic effect of the original text. It is especially important in literary translation, where imagery, expressive devices, and cultural elements play a central role. [2]

Equivalence

Equivalence refers to the semantic and structural alignment between source and target language units. It is primarily required in academic and official texts, where accuracy, terminology, and logical structure must be strictly maintained. [1][3]

Key Differences

The main distinction lies in their priorities:

- **Equivalence** stresses linguistic matching;
- **Adequacy** focuses on functional impact.

A high-quality translation often requires combining both, depending on genre and purpose. [5]

Results

Comparative analysis of the three genres revealed several patterns:

1. Literary texts rely on adequacy because stylistic richness, character voice, and emotional depth are essential.

2. Academic texts depend more on equivalence due to the need for precision and terminological consistency.

3. Journalistic texts often require a blended strategy to maintain clarity while preserving persuasive and expressive elements.

Sample Comparison

Machine-like translation:

"Ensuring semantic accuracy depends on selecting the correct linguistic units."

Human-like translation:

"A skilled translator considers how each expression fits the context and how naturally the reader will interpret the message." Human-produced texts demonstrate deeper context awareness, stylistic flexibility, and communicative sensitivity. [7]

Conclusion

The study concludes that adequacy and equivalence are two complementary principles that guide translation quality. Adequacy ensures that the emotional, stylistic, and functional aspects of the text are preserved, while equivalence maintains linguistic correctness and semantic precision. Their combined application allows translators to achieve more effective, meaningful, and contextually appropriate results. Further research may focus on genre-specific guidelines and cognitive strategies used by professional translators. [8][9][10]

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NOTICINGNING TA’LIMDAGI O‘RNI VA UNI O‘QITISH JARAYONIDA QO‘LLASH

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Annotatsiya

Ushbu maqolada ingliz tili o‘qitish jarayonida “noticing” tushunchasining ahamiyati yoritiladi. VanPatten, Batstone va Harrisning ilmiy qarashlari asosida noticingning til o‘rganishdagi o‘rni, psixologik mexanizmlari va uni darsda qo‘llash usullari tahlil qilinadi. Tadqiqot natijalari shuni ko‘rsatadiki, o‘quvchi grammatik shaklni ongli ravishda sezmaguncha samarali o‘rganish sodir bo‘lmaydi. Maqolada noticingni kuchaytirish bo‘yicha amaliy tavsiyalar ham berilgan.

Kalit so‘zlar

O‘zbek tilida: Noticing, grammatik shakl, til o‘rganish, psixologik jarayon, farqlarni sezish

So‘nggi yillarda ingliz tili o‘qitish jarayonida “noticing” tushunchasi yana dolzarb bo‘lib bormoqda. Aslida bu yangi metod emas — o‘qituvchilar

ko‘p yillardan beri o‘quvchilarga grammatik shakllarni, qoidalarni va yangi so‘zlarni ko‘rsatish orqali ularning e’tiborini kuchaytirib kelganlar

Men ham yaqinda maktabda dars bera boshlaganimda, o‘quvchilarim grammatik mashqlarda biroz qiynalayotganini ko‘rdim. Shunda ustozim “noticing”ga doir maqolalarni o‘qishni maslahat berishdi. John Mason, VanPatten, Batstone, Harrislarning izlanishlarini o‘qib, noticingning asl mohiyatini to‘liq tushunib yetdim. Bu mavzu men uchun juda foydali bo‘ldi. Endi o‘quvchilarimga samaraliroq yordam bera olaman deb o‘ylayman.

Noticingning ilmiy asoslari

John Mason (2002) — Noticing o‘qituvchining asosiy ko‘nikmasi

Mason noticingni o‘qituvchi amaliyotini shakllantiradigan asosiy “kasbiy sezgirlik” deb ataydi. Uning fikricha, o‘qituvchi o‘z darsida nimalar sodir bo‘layotganini sezishi, o‘quvchining reaktsiyasini his qilishi zarur. Bu sezgirlik o‘qituvchini yanada professional qiladi.(7)

Batstone (1994) — O‘quvchi topshiriqni bajaradi, lekin grammatikani sezmasligi mumkin. Batstonening fikricha, topshiriqning bajarilishi noticing bo‘ldi degani emas. Ba’zan o‘quvchi mashqni to‘g‘ri bajaradi, lekin u asl grammatik maqsadni umuman anglamaydi.(1)

Shuning uchun:

- matndan ma’lum grammatik shaklni topish,
- o‘xshash shakllarni taqqoslash,
- xatoni sezish

kabi topshiriqlar aynan noticingni kuchaytirish uchun tuzilishi kerak. (1,)

Men ham bu fikrni darslarimda sinab ko‘rdim va o‘quvchilar shaklni yaxshiroq ko‘ra boshlashdi.

VanPatten (1990, 1996) — O‘quvchining e’tibori avval ma’noga ketadi.

VanPatten til o‘rganishning ichki jarayonlarini o‘rgangan olim. Uning “Input Processing Theory”siga ko‘ra(2):

o‘quvchi avval meaningga (ma’noga) e’tibor beradi,

keyin formga (shaklga) e’tibor qaratadi.

Bu shuni anglatadiki, noticingning eng tabiiy tartibi:

Avval ma’no → keyin shakl.

O‘quvchi matnni tushunishga harakat qilayotgan paytda shaklni ko‘rmay qolishi tabiiy hol. Shuning uchun o‘qituvchi shaklni ko‘rsatib turishi kerak.

Harris (2005) — Noticing psixologik jarayon sifatida

Harris noticingni psixologik nuqtai nazardan o‘rganib, uni ikki jarayon sifatida ko‘rsatadi:

1. Awareness (anglash) – o‘quvchi materialni diqqat bilan kuzatadi.

2. Attention (e’tibor yo‘naltirish) – aynan muhim nuqtani ko‘radi, ajratadi.

Harris fikricha, o‘quvchi shaklni faqat ongli ravishda ko‘rgandagina o‘rganish sodir bo‘ladi.(3) Bu fikr Batstone bilan hamohang.

Noticingning psixologik tomoni

Noticing — bu murakkab jarayon bo‘lib, unda o‘quvchi bir vaqtning o‘zida ma’no va shaklni boshqarishi kerak. VanPatten aytgandek, o‘quvchi avvalo ma’noga e’tibor qiladi. Bu esa o‘qituvchidan quyidagi yondashuvni talab qilad;

- avval ma’noni tushuntirish,
- misollar bilan mustahkamlash.

Shu tartibda ishlansa, o‘quvchilar shaklni tezroq sezadi.

Dars jarayonida noticingni qo‘llash

Men o‘z darslarimda noticingni kuchaytirish uchun quyidagi usullardan foydalanaman:

1. Qoidani sodda qilib berish

Har bir grammatik qoidani eng oddiy ko‘rinishda tushuntiraman.

2. Matndan shaklni topish

Bu Batstone tavsiya qilgan eng kuchli usullardan biri.

3. O‘xshash grammatik shakllarni solishtirish

Masalan:

I was studying — I studied

4. Xatoni sezdirish

Xatoni topish orqali o‘quvchi shaklga diqqatini ancha kuchaytiradi.

5. Rasm, grafik, ranglardan foydalanish

Bu Harrisning psixologik modeliga tayangan holda e'tiborni faollashtiradi.

Noticingning ilmiy izlanishlardagi o'rni

Lee Shulman (1987): Pedagogik Kontent Bilimi va Noticing

Shulman pedagogikada Pedagogical Content Knowledge (PCK) tushunchasini ishlab chiqqan. Bu tushuncha o'qituvchining faqat fanni bilishi emas, balki uni qanday o'rgatishni bilishi ham muhim ekanini ta'kidlaydi. O'qituvchi o'quvchining qayerda xato qilishi, nimani tushunmayotgani va qanday qiyinchiliklarga duch kelishini oldindan seza olishi (noticing) kerak.(4)

Shulman fikrining noticingga bog'lanishi:

O'qituvchi dars jarayonida o'quvchining xatti-harakatlari, mimikasi, pauzasi, noaniq javobi orqali uning qaysi joyni tushunmayotganini sezishi lozim.

Shulman uchun yaxshi o'qituvchi — bu o'quvchini doimo kuzatib, uning ehtiyojini sezib turadigan o'qituvchi

Misol:

Agar o'quvchi Present Perfect shaklini ishlatishda qiynalayotgan bo'lsa, o'qituvchi buni darhol sezib:

- qo'shimcha misollar berishi,
- qiyosiy mashq tanlashi,
- vaqt chizig'i bilan tushuntirishi kerak.

Ya'ni noticing o'qituvchiga o'quvchu ehtiyojini aniqroq ko'rishga yordam beradi.

Sherin & Jacobs (2011): Teacher Noticing nazariyasi

Sherin va Jacobs noticingni o'qituvchining o'quvchi fikrlash jarayoniga e'tibor qaratishi deb izohlaydi. Ular "Teacher Noticing" degan ilmiy modelni yaratgan.

Ularning noticing modeli uch bosqichdan iborat:

1. Kodlash (Attending to students thinking)

O'qituvchi o'quvchi aytayotgan fikr, qilayotgan harakati yoki qilgan xatosini sezadi

2. Tahlil qilish (Interpreting)

O‘qituvchi o‘sha xatoning sababini, o‘quvchi nimani tushunmaganini tahlil qiladi.

3. Javob berish (Responding)

O‘qituvchi shu asosda mos metodni tanlaydi — qayta tushuntirish, sodda misol berish, qiyoslash va h.k.

Misol:

4-sinf o‘quvchisi: “He have a dog” deb aytsa,

o‘qituvchi:

xatoni sezadi (he → has bo‘lishi kerak),

nima sababdan xato qilganini tahlil qiladi (o‘quvchi 3-shaxs qoidasini unutgan),

unga javob beradi (3-shaxs qoidasiga oid mini-drill mashqi beradi).

Noticing bilan bog‘liqligi:

Sherin & Jacobsga ko‘ra, darsda eng muhim narsa — o‘quvchi nimani o‘ylayotganini sezish. Bu esa til o‘rgatishda grammatika o‘z-o‘zidan emas, balki ongli ravishda o‘zlashtiriladi.(5)

George Landow (1992, 1994): Hypertext va Noticing

Landow adabiyot va texnologiya kesishmasini o‘rgangan, ayniqsa Hypertext (bog‘lanma asosidagi matn) orqali o‘qitishning afzalliklarini ko‘rsatgan.

Landowning noticing bilan bog‘liq fikri:

Hypertext o‘quvchini matnning faqat bir yo‘nalishida emas, balki turli bog‘lanmalar orqali izlashga majbur qiladi.

Bu jarayon o‘quvchini ko‘proq tafsilotlarga e’tibor berishga undaydi.

O‘quvchi matndagi muayyan grammatik forma, stilistik vosita, obraz yoki g‘oyani mehr bilan izlaydi — bu esa noticingni kuchaytiradi

U keltirgan Misol (In Memoriam poemasi misolida):

Landow HyperCard orqali Tennysonning “In Memoriam” asarini o‘qitish jarayonini ko‘rsatadi.

O‘quvchi:

- matnning turli qismlarini taqqoslaydi,
- qayta-qayta o‘tadi,
- obrazlar va grammatik birliklarni kuzatadi,

- ularning bog‘lanishini tahlil qiladi.

Bu jarayon o‘quvchini faol qiladi — chunki u matndan kerakli shaklni o‘zi izlashi kerak bo‘ladi. Shu orqali noticing kuchayadi.

Landowning ogohlantirishi:

Landow shuni ham aytadi: agar dastur juda ko‘p ma’lumot bersa, o‘quvchida kognitiv yuk ko‘payib, noticing kamayishi mumkin.

Demak, texnologiya noticingni ham kuchaytiradi, ham chalg‘itishi mumkin — bu o‘qituvchi tanlagan materialga bog‘liq.(6)

Noticing til o‘rganishning ajralmas qismi.(1,7,) Agar o‘quvchi shaklni sezmasa, grammatikani chuqur o‘rganolmaydi. Ilmiy adabiyotlar ko‘rsatadiki, noticing — bu tabiiy o‘rganish jarayonining markazida turadi.

Men ushbu maqolalarni o‘qib, o‘z darslarimda noticingni kuchaytirishga jiddiy e’tibor bera boshladim. Natija sezilarli bo‘ldi: o‘quvchilarim grammatikani avvalgidan ancha tez o‘zlashtira boshladi.

Kelajakda men ham o‘quvchilarimning qaysi shakllarni tez sezayotganini, qaysilarini sezmayotganini o‘rganib, kichik tadqiqotlar olib borishni xohlayman. Bu meni ilmiy jihatdan ham, amaliyotda ham kuchaytiradi deb o‘ylayman.

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INTERACTIVE METHODS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: THE CASE OF MILITARY HIGHER EDUCATION

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In the contemporary global security environment, military professionals are increasingly required to operate in multilingual and multicultural contexts. Participation in international peacekeeping missions, joint exercises, military diplomacy, and cooperation with foreign armed forces demands a high level of proficiency in English as the primary language of international military communication. English for Specific Purposes (ESP), particularly English for Military Purposes (EMP), therefore occupies a central position in military higher education. Traditional language teaching methods alone are insufficient to meet these specialized demands. Instead, interactive methods have proven especially effective in preparing military cadets and officers for real-life professional communication.

Initially, in the century spanning the mid-1880s to the mid-1980s, the language-teaching profession was involved in a search. That search was for what was popularly called "methods" or ideally, a single method, generalizable across widely varying audiences, that would successfully teach students a foreign language in the classroom. Historical accounts of the profession tend therefore to describe a succession of methods, each of which is more or less discarded as a new method takes its place. [1; 14] Several decades ago Edward Anthony gave the definition that has admirably withstood the test of time. His concept of "method" was the second of three hierarchical elements, namely approach, method, and technique. An approach, according to E.Anthony, was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the

classroom that were consistent with a method and therefore were in harmony with an approach as well. [2]

Military ESP differs significantly from general English because it focuses on professional terminology, standardized procedures, and context-specific communication. Military learners must master not only vocabulary and grammar but also operational language functions such as giving orders, reporting incidents, coordinating actions, negotiating, and briefing. Interactive teaching methods are particularly suited to this context because they simulate authentic military communication and allow learners to practice language as it is used in real operational environments.

In comparison with modern approaches, traditional methodologies "remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary anti attempting to produce perfect translations of stilted or literary prose". [3; 4]

One of the most effective interactive methods in military ESP instruction is *role-play*. Role-plays enable learners to assume military roles – such as commanding officer, platoon leader, liaison officer, or interpreter – and engage in simulated professional situations. Typical role-play scenarios include issuing orders, conducting briefings, interacting with allied forces, or communicating at checkpoints. Through these activities, learners practice command language, clarity, conciseness, and appropriate levels of authority. Role-play also develops confidence and situational awareness, which are essential in military communication where misunderstandings can have serious consequences.

Closely related to role-play is *simulation-based learning*, which is highly relevant in military higher education. Simulations recreate operational contexts such as peacekeeping missions, joint exercises, crisis response scenarios, or multinational staff operations. In ESP classes, simulations focus on communicative tasks rather than tactical execution, such as coordinating with international partners, reporting to superiors, or negotiating with civilians. These activities expose learners to realistic time pressure, hierarchical communication, and decision-making processes,

enabling them to use English accurately and effectively in high-stakes environments.

Another important interactive method is *task-based language teaching (TBLT)*. In military ESP, tasks are designed to reflect authentic professional activities. Examples include preparing and delivering mission briefings, writing situation reports (SITREPs), explaining rules of engagement, or participating in after-action reviews. The primary objective is to complete the task successfully using English, which mirrors real military communication. TBLT encourages functional language use, teamwork, and problem-solving, all of which are core competencies in military operations.

Group work and collaborative learning are also essential interactive strategies in military ESP education. Military operations rely heavily on teamwork, coordination, and clear communication among units and individuals. Group discussions, joint planning tasks, and collaborative projects help learners practice negotiation, clarification, and consensus-building in English. For instance, cadets may work in teams to plan a hypothetical operation and present it to the class, using appropriate military terminology and discourse structures. Such activities foster not only language development but also leadership and cooperation skills.

Interactive methods also contribute to the development of pragmatic and intercultural competence, which is crucial in multinational military operations. Military personnel must adapt their communication to different cultural norms, ranks, and professional conventions. Through role-plays and simulations involving international partners, learners practice polite requests, diplomatic language, and culturally appropriate interaction. This aspect of ESP instruction helps prevent miscommunication and fosters mutual understanding in international military cooperation. [4]

Despite their advantages, interactive methods present certain challenges in military higher education. They require careful alignment with military discipline, hierarchy, and institutional norms. Teachers must balance learner-centered interaction with the structured nature of military training. Additionally, instructors need specialized training in both language pedagogy and military discourse. Assessment of interactive performance

can also be complex, as it must account for accuracy, clarity, appropriateness, and task achievement. However, these challenges can be addressed through clear guidelines, structured tasks, and consistent evaluation criteria.

Overall, interactive methods play a critical role in teaching English for Specific Purposes in military higher education. By engaging learners in realistic communicative tasks, role-plays, simulations, and collaborative activities, these methods bridge the gap between classroom instruction and operational language use. They enable military learners to develop not only linguistic competence but also professional communication skills essential for international cooperation and mission success. In an era of increasing global military collaboration, interactive ESP instruction is indispensable for preparing competent, confident, and communicatively effective military professionals.

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BEYOND THE TEXTBOOK: INTERACTIVE METHODS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES IN MEDICAL VOCATIONAL EDUCATION

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The teaching of English for Specific Purposes (ESP) operates on a fundamental premise: language is not taught in a vacuum but as an integral tool for professional communication within a defined field. Nowhere is this

more critical, and the stakes higher, than in medical vocational education. Here, students – future nurses, paramedics, laboratory technicians, and dental hygienists – are not learning English for leisure or abstract academic pursuit; they are acquiring a vital instrument for patient safety, effective teamwork, and accurate clinical practice. To move beyond rote memorization of terminology to genuine, actionable communicative competence, interactive methods are not merely beneficial but essential. These methods bridge the daunting gap between the controlled classroom and the high-pressure, unpredictable clinical environment, transforming passive vocabulary recipients into active, confident users of medical English. Taking for granted that "goals of the English language teaching are determined by the tasks of all-round development of an individual and up-bringing of students as well as by requirements of the syllabus of a certain type of an educational stage" [1; 22], task-based lesson plans should be prioritized.

Traditional ESP instruction in medicine often revolves around a lexicon-centric model: lists of anatomical terms, symptoms, and drug names, coupled with dialogues for history-taking or wound description. While this provides a necessary foundational scaffold, its limitations are profound. It risks producing students who can label a diagram of the heart but falter when a distressed patient uses colloquial language to describe chest pain, or who can recite a script for taking vitals but cannot smoothly adapt when a procedure is interrupted by a clarifying question. The process by which traditional teaching is imagined as working is sometimes characterised as '*jug and mug*' - the knowledge being poured from one receptacle into an empty one. It is often based on an assumption that the teacher is the '*knower*' and has the task of passing over knowledge to the students, and that having something explained or demonstrated to you will lead to learning - and if it doesn't, it is because the teacher has done this job badly or the student is lazy or incompetent. [2; 16-17] Interactive methods address this by shifting the paradigm from *knowledge transmission* to *skill development through simulated practice*. They prioritize fluency, strategic competence, and adaptability under realistic conditions.

The cornerstone of interactive medical ESP is **simulation-based role-play**, elevated beyond simple pair work. This involves creating psychologically authentic clinical scenarios with increasing complexity. A beginner scenario might be a nurse calmly recording a patient's demographic data. An advanced, high-fidelity simulation could involve a paramedic team responding to a multi-vehicle accident, requiring them to triage patients, communicate injuries to an emergency room doctor via radio using precise terminology ("*male, approx. 50, GCS 10, open fracture to right femur*"), and give clear, calming instructions to bystanders. The critical interactive component is the debrief. After the role-play, facilitated reflection: What language worked? Where did communication break down? What synonym or paraphrase could you have used? – which consolidates learning far more deeply than error correction on a worksheet. This method directly builds the **strategic competence** vital for healthcare: the ability to manage communication gaps, confirm understanding, and maintain clarity under stress.

Technology serves as a powerful multiplier of these interactive experiences. **Virtual Reality (VR)** and **Augmented Reality (AR)** offer immersive, safe environments for repeated practice. A nursing student can put on a VR headset and enter a virtual hospital room to assess a deteriorating patient. They must not only identify the clinical signs but also articulate their observations to a virtual colleague ("*I'm seeing tachypnea and diaphoresis*") and explain procedures to the anxious virtual patient in layman's terms. AR applications can allow a student to point a tablet at a mannequin or poster and see interactive labels, disease pathways, or medication effects in English, blending the physical and linguistic learning process. "If it could be assumed that learners were 'simply' learners, that teachers were 'simply' teachers, and that one classroom was essentially the same as another, there would probably be little need for other than a technological approach to language teaching". [3; 3] Furthermore, **rtificial Intelligence (AI) and sophisticated chatbots** can simulate patient interactions with endless variation. An AI "patient" can present with non-specific symptoms, answer questions in accented or broken English, and

respond unpredictably, training future professionals for the realities of diverse, global patient populations. These tools provide scalable, personalized, and psychologically safe practice that is impossible to achieve through textbooks alone.

Another potent interactive method is **task-based project work** rooted in authentic medical contexts. Instead of merely studying hospital forms, students collaborate to complete a tangible product. For example, a group project might involve creating a *patient education brochure* on a topic like diabetes management or post-operative care. This requires researching credible English-language medical sources, synthesizing complex information, and translating it into accessible, culturally sensitive patient instructions – a core real-world skill. Similarly, students could be tasked with analysing and presenting a de-identified case study, simulating how medical teams review patient histories. They must extract key information, sequence events chronologically, and present their findings to "colleagues," fielding questions in English. This integrates reading, writing, speaking, and critical thinking in a professionally relevant context.

Collaborative digital tools further enhance interaction. Using shared platforms like Google Docs or Wikis, students can collectively *compile a specialty-specific glossary*, complete with definitions, example sentences from real medical journals, and audio recordings of pronunciations. This collaborative curation makes them active architects of their learning resources. Furthermore, *analysing authentic multimedia materials* – such as watching excerpts from English-language medical dramas (for communication dynamics) or documentaries like *Hospital*, or listening to podcasts like *The BMJ Podcast* – provides a springboard for discussion. Guided activities can focus on dissecting clinician-patient rapport, noting how symptoms are described, or identifying the language of hypothesis and diagnosis.

In conclusion, interactive methods in teaching medical ESP represent a pedagogically necessary evolution from learning *about* medical English to *practicing how to use it* in professional contexts. Through simulated role-plays, technology-enhanced immersion, authentic task-based projects, and

collaborative analysis, these methods do more than teach language; they build the communicative resilience, adaptive fluency, and strategic thinking that define effective healthcare professionals. They prepare a nurse to explain a complex procedure to a frightened patient, a paramedic to give a concise handover under time pressure, and a lab technician to clarify an ambiguous test order. In doing so, interactive ESP instruction moves beyond vocabulary lists to fulfill the highest goal of medical vocational education: ensuring that language acts not as a barrier, but as a precise, reliable, and compassionate tool in the delivery of care. The ultimate objective is clear – when a future healthcare professional speaks in English, they are not merely speaking a language; they are performing a clinical act. Interactive methods ensure they are prepared to do so with competence and confidence.

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INGLIZ TILI GRAMMATIKASINI O‘RGANISHDA O‘YIN-TOPSHIRIQLARNING AHAMIYATI

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Grammatik ko‘nikma kursantlarning ingliz tilida gap tuzishlari, hikoya tuzishlari, ya’ni o‘z fikrlarini og‘zaki va yozma bayon qilishlari uchun zarurdir. Ingliz tili grammatikasini o‘rgatish chet til o‘rganishda yordamchi vazifasini bajaradi, ya’ni asosiy maqsadimiz grammatikani

o‘rganish emas, balki ingliz tilida nutq yuritishda grammatik ko‘nikmalardan foydalanishdir. Masalan, “Present Continuous Tense” zamonini o‘rgatish jarayonida hozirgi zamon davom fe’lidan foydalangan holda savol-javoblar tashkil qilishga harakat qilish va ularni ko‘rgazmali taqdim etish asosiy o‘rin tutadi. Masalan, “What are you doing now? I am speaking English. I am doing the task” kabi savol-javoblarni bajarish orqali mavzu haqida tushunchaga ega bo‘lib boriladi[2].

Kursantlar ushbu zamonda yasalgan gaplarni ko‘rib, ulardan namuna sifatida foydalangan holda gap tuzishga harakat qilishadi va shu asosda qoida yaratiladi. Masalan, “Present Continious Tense” zamonining yasalishi “subject+to be+verb1+ing” kabi qoidaning yaratilishi va mashq qilinishi maqsadga muvoffiqdir. Kursantlarga ingliz tilini o‘qitish jarayonida ularning tilga bo‘lgan qiziqishini oshirish muhim omillardan biridir. Masalan, “Dance me your story” texnologiyasi mavzuiy so‘zlardan foydalangan holda gap tuzishga mo‘ljallangan bo‘lib, kursantlarning qiziqish bilan ingliz tili grammatikasini egallashlarida muhim o‘rin tutadi. Uni quyida ko‘rib chiqamiz:

1-bosqich. O‘qituvchi guruhni kichik guruhlarga bo‘lib, guruhlarni nomlaydi.

2-bosqich. O‘qituvchi kursantlarga quttining ichidan mavzular yozilgan kartochkalardan birini tanlashga ruxsat beradi. Ikki guruhga ajratilgan kursantlar turli mavzudagi so‘zlar bilan ishlashadi.

3-bosqich. O‘qituvchi kursantlarga mavzu bo‘yicha ot, fe’l va sifatlarni yozishlari uchun kartochkalar tarqatib beradi va ularni nazorat qiladi.

4-bosqich. Guruhlar bir-birlariga yozgan so‘zlarini o‘qib berishadi va qarama-qarshi guruhlar qaysi mavzuda ekanligini topishadi.

5-bosqich. Guruhlar so‘zlar yordamida gaplar tuzib, ularni tezda ko‘rsatishga harakat qilishadi.

Gaplar tuzilganidan keyin, ularni ketma ketlikda qo‘yib hikoya tuzish vazifasi beriladi.

Masalan quyidagi so‘zlardan foydalanish mumkin.

faculties, electronic, district, university, is, situate,

The name of my *university* is Public Safety University of the Republic of Uzbekistan. It is situated in Zangiota district of Tashkent region. There are many military-, and three civilian-oriented faculties in the university. For example: Military-oriented: Psychology, Jurisprudence, Economics, Tactic commanding, Engineering of electronic systems etc. Civilian-oriented: Psychology; Jurisprudence, Economics and others.

6-bosqich. Vazifani tez bajara olmagan guruhga raqs ijro etish vazifasi beriladi.

Ushbu topshiriq kursantlarning gap va hikoyalar tuzish kabi grammatik amallarni bajarish bo‘yicha grammatik ko‘nikma va malakalarni shakllantirishlariga yordan beradi[1].

Shuningdek, “What am I doing?” texnologiyasi ham “Present Continuous” zamonini mashq qilish va kursantlarning bilish faolligini oshirish uchun xizmat qiladi.

1-bosqich. O‘qituvchi kursantlarni aylana shaklida turishlarini va biron bir kursantdan harakatlarni namoyish qilishini so‘raydi. Kursant biron-bir harakatni namoyish qilib, boshqa bir gap tuzadi. Masalan, “I am kicking a ball”.

2-bosqich. Kursantlar Ha ha ha, You are running fast, ya’ni tuzilgan gapning noto‘g‘ri ekanligini va bajargan harakatining to‘g‘risini aytadi.

3-bosqich. Harakatlarni namoyish qiladigan kursantlar navbatma-navbat rollarini ijro etishadi. Masalan, I am doing my PT(He is wearing his jacket).

4-bosqich. O‘yin shunday tarzda davom etadi.

Ushbu topshiriq grammatikadagi hozirgi zamon davom fe’lini mashq qilish uchun xizmat qiladi.

“Restoring order” texnologiyasi ham gap va hikoya tuzish va Amir Temur haqida ingliz tilida ma’lumot olish uchun muhim ahamiyat kasb etadi.

1-bosqich. O‘qituvchi har bir kursantga so‘z va so‘z birikmalari yozilgan kartochka berib chiqadi. Masalan,

Amir Timur, courage, and, was, smart, liked, historical works, to talk, and, with scientists, He, reading of, a talented, also, He, and, a great leader,

organizer, was, by, Armenia, were conquered, Azerbaijan, Iraq, Iran, India, Amir Timur, Damask and Egypt.

2-bosqich. Kursantlar gap tuzish uchun o‘zlarining sheriklarini topish maqsadida xona bo‘ylab yurishadi va gap tuzilganda qator bo‘lib turishadi. Masalan,

Armenia, Azerbaijan, Iraq, Iran, India, Damask and Egypt were conquered by Amir Timur.

He also was a great leader and a talented organizer.

Amir Timur *was* smart and courage.

He liked to talk with scientists and read historical works.

3-bosqich. Kursantlar tomonidan tuzilgan barcha gaplar o‘qituvchi tomonidan ma’qullanganidan so‘ng, o‘qituvchi kursantlarga hikoya tuzish vazifasini beradi.

4-bosqich. Kursantlar hikoya tuzish uchun tuzilgan gaplarning bir-biriga uzviy bog‘liqligini inobatga olgan holda bir birini topishga harakat qilishadi. Masalan,

Amir Timur was smart and courage. He liked to talk with scientists and read historical works. He was a great leader and a talented organizer. Armenia, Azerbaijan, Iraq, Iran, India, Damask and Egypt were conquered by Amir Timur.

5-bosqich. O‘qituvchi gaplarning ketma-ketligini nazorat qilgan holda, hikoyaning to‘g‘ri tuzilganini va uni tuzishda faol qatnashgan kursantlarni baholaydi[3].

Ushbu topshiriqlar kursantlarning ingliz tili grammatikasi bo‘yicha bilish faolligini oshirishga, shuningdek ularning topqirligi va chaqqonligini ta’minlashga xizmat qiladi.

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PORTFOLIO ASSESSMENT AS A TOOL FOR DEVELOPING CREATIVITY AMONG EFL STUDENTS

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Abstract

This study investigates the effect of portfolio-based assessment on EFL students' creativity. Creativity plays a crucial role in language learning by fostering free expression and critical thinking. Unlike traditional assessment methods that rely on testing and memorization, portfolio-based assessment provides a learner-centered and reflective approach. The study analyzes how portfolio assessment supports students' creative thinking, motivation, and language performance, and discusses its pedagogical value in EFL classrooms in Uzbekistan.

Key words: *EFL, portfolio-based, alternative, creativity, assessment, motivation,tool,superlative,skills, innovative,communication.*

Annotatsiya

Ushbu tadqiqot EFL (ingliz tili chet tili sifatida) talabalari ijodkorligiga portfolio asosidagi baholashning ta'sirini o'rganadi. Ijodkorlik til o'rganishda muhim omil bo'lib, erkin fikr bildirish va tanqidiy tafakkurni rivojlantiradi. An'anaviy baholash usullari asosan test va yodlashga tayanib, ijodkorlikni cheklaydi, portfolio asosidagi baholash esa o'quvchiga yo'naltirilgan va reflektiv yondashuvni taklif etadi. Tadqiqot portfolio baholashning talabalar ijodiy tafakkuri, motivatsiyasi va til ko'nikmalarini rivojlantirishdagi o'rnini hamda uning O'zbekiston EFL auditoriyalaridagi pedagogik ahamiyatini yoritadi.

Kalit so'zlar: *EFL (xorijiy til sifatida ingliz tili), portfolio asosidagi baholash, muqobil baholash, motivatsiya, vosita, ustun darajali, ko'nikmalar, innovatsion, muloqot (kommunikatsiya).*

Аннотация

В данном исследовании рассматривается влияние портфолио-ориентированного оценивания на креативность студентов EFL (английский язык как иностранный). Креативность играет важную роль в изучении языка, способствуя свободному выражению мыслей и развитию критического мышления. В отличие от традиционных методов оценивания, основанных на тестировании и заучивании, портфолио-оценивание предлагает ориентированный на обучающегося и рефлексивный подход. В статье анализируется роль портфолио-оценивания в развитии креативного мышления, мотивации и языковой компетенции студентов, а также его педагогическая значимость в EFL-аудиториях Узбекистана.

Ключевые слова: *EFL (английский язык как иностранный), портфолио-ориентированное оценивание, альтернативное оценивание, креативность, мотивация, инструмент, высокий уровень, навыки, инновационный, коммуникация.*

Introduction

With the rapid development of technology, particularly in the field of communication, integrating modern innovations into the educational process has become essential. The use of electronic portfolios in higher education for learning and assessment has become widely recognized as an effective tool for enhancing language proficiency. Although the use of e-portfolios has been widely studied in international contexts, this issue has not been sufficiently investigated within the educational system of Uzbekistan. Therefore, further research is required in this area. Similarly, Li and Kaur Swaran Singh (2023) emphasize that additional investigation is needed to better understand the relationship between e-portfolios and student engagement.

In recent years, the development of creativity has become one of the main objectives of modern education. In English as a Foreign Language (EFL) classrooms, creativity allows students to use language more flexibly, express original ideas, and participate actively in communication.Portfolio-based assessment has emerged as an effective alternative assessment method

that focuses on students' learning process, progress, and individual achievements. A portfolio is a purposeful collection of students' work that reflects their efforts, development, and accomplishments over time. Through portfolio assessment, learners are encouraged to reflect on their learning, take responsibility for their progress, and demonstrate their creativity through various tasks such as essays, projects, presentations, and multimedia assignments. In addition, It is being effectively assessed by giving different creative tasks like making some books about topics, taking live interviews among students and etc to encourage students in the e-portfolio systems now.

A wide range of research in the past three decades has documented the benefits of the portfolio assessment and supported its use in EFL classrooms (Padilla et al., 1996; Hamp-Lyons & Condon, 2000; Moya & O'Malley, 1994; Delett et al., 2001). These benefits include: portfolios offer a "multidimensional perspective of student progress over time" (Delett et al., 2001, p. 559); they provide "accurate information about the breadth of a student's capabilities in many domains of learning" (Moya & O'Malley, 1994, p. 17); they encourage students' participation in the learning process and self-reflection through goal-setting section and reflective journal. Portfolio assessment links assessment with teaching and learning, offering the students a realistic assessment and providing them with opportunities to adjust their learning strategies. Portfolio assessment is more effective when it is compared to traditional assessment methods such as written tests, quizzes, and final exams often fail to measure students' creative abilities and limit their potential for creative expression. Compared with traditional assessment, portfolio assessment facilitates the teacher-student interaction and involves students and teachers in the learning process. (Delett et al., 2001).

However, despite the effectiveness and potential benefits of portfolios, there are also disadvantages of using portfolios as an assessment, such as difficulty to determine the grading criteria, too much time needed to compile and read portfolios, and uncertainty about what to be contained in the portfolio etc. (Brown & Hudson, 1998). In fact, there are still several

problems with this platform. These include: students having difficulty uploading their projects to the electronic platform, for example, when a student tries to upload a speech to the platform according to the established rules, the platform itself rejects this file, and the platform does not accept video materials even if they are in the required format, which unfortunately also shows disadvantages.

Teachers also report difficulties implementing portfolio assessment successfully in their own classroom due to its complexity (Calfee & Perfumo, 1993; Padilla et al., 1996).

Delett et al. (2001) then provides a framework to guide teachers to systematically design and implement portfolio assessment. The framework contains seven steps and can be used in any instructional context (Delett et al., 2001). The seven steps are as follows:

Step 1 plan the assessment purpose

Step 2 determine portfolio outcomes

Step 3 match classroom tasks to outcomes

Step 4 determine organization of the portfolio

Step 5 establish criteria for assessment

Step 6 monitor the portfolio process

Step 7 evaluate the portfolio process. (Delett et al., 2001, p. 560)

However, research focusing on the impact of portfolio-based assessment on EFL students' creativity remains limited, particularly in Central Asian settings such as Uzbekistan. Therefore, the purpose of this study is to explore the effects of portfolio-based assessment on EFL students' creativity and to analyze its role in promoting learner autonomy, motivation, and innovative language use.

Research questions:

1. How does portfolio-based assessment influence EFL students' creativity?

2. What types of creative skills are developed through portfolio-based assessment?

Methods

This research adopted a mixed-method approach, integrating both quantitative and qualitative techniques. An experimental design was applied to investigate the influence of portfolio-based assessment on students' creativity over the course of one academic semester.

Participants

The study involved 40 EFL 1st year students in their fourth semester at a university in Uzbekistan. The participants were selected through purposive sampling, as they were enrolled in the Language Assessment and Evaluation course and had access to digital learning platforms necessary for e-portfolio implementation. It is natural to need some research instruments, so several research tools were employed in this study, including:

A creativity questionnaire designed to assess students' creative thinking abilities,

Portfolio-based tasks, such as essays, projects, and reflective journals,

Students' reflective reports,

Semi-structured interviews to gain deeper insights into students' experiences.

Procedure

At the start of the semester, students were familiarized with the concept of portfolio-based assessment. They were instructed to compile their written works, projects, presentations, and reflections in an electronic portfolio. Continuous feedback was provided by the instructor throughout the semester. At the end of the course, questionnaires and interviews were administered to determine the impact of portfolio assessment on students' creativity.

Quantitative data were processed using descriptive statistical methods, while qualitative data obtained from reflections and interviews were analyzed through thematic analysis to identify recurring themes related to creativity development.

Results

The findings demonstrated that portfolio-based assessment had a significant positive impact on the creativity of EFL students. Notable improvements were observed in the following areas:

Generation of original ideas,

Flexible use of language,

Creative writing performance,

Self-confidence in expressing personal viewpoints.

Survey results indicated that the majority of students held positive attitudes toward portfolio assessment. They reported that portfolio activities provided a secure environment to explore creativity without fear of making mistakes. However, several challenges were also reported, including limited internet connectivity and difficulties in using digital platforms.

Discussion

The results of this study are consistent with previous research highlighting the significance of alternative assessment methods in language education. Portfolio-based assessment promotes reflective learning, learner autonomy, and creative thinking. The observed improvement in students' creativity can be attributed to the inclusion of continuous feedback, self-assessment practices, and project-based learning activities within the portfolio framework.

Despite these advantages, the study also identified certain constraints related to technical problems and insufficient digital literacy skills among some students. These findings suggest that adequate training and institutional support are essential for the effective implementation of portfolio-based assessment.

Conclusion

This study explored the effects of portfolio-based assessment on EFL students' creativity. The results revealed that portfolio assessment positively contributes to students' creative thinking, motivation, and active engagement in the learning process. Therefore, it can be concluded that portfolio-based assessment serves as an effective alternative to traditional testing methods in EFL classrooms. Future research is recommended to

involve larger participant groups and longer research periods in order to obtain more comprehensive findings.

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DEVELOPING SPEAKING SKILLS IN MEDICAL STUDENTS THROUGH INNOVATIVE TECHNOLOGIES

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Abstract. The integration of innovative technologies in medical education has revolutionized the way speaking skills are developed among medical students. This article explores various technological approaches, including virtual reality simulations, artificial intelligence-powered language learning platforms, telemedicine training tools, and mobile applications, that enhance oral communication competencies essential for future healthcare professionals. The research demonstrates that technology-mediated instruction not only improves linguistic proficiency but also builds confidence in patient communication, interdisciplinary collaboration, and presentation skills critical for medical practice.

Keywords: medical education, speaking skills, innovative technologies, communication competencies, digital learning tools

Introduction. Effective communication stands as a cornerstone of quality healthcare delivery. Medical professionals must possess strong speaking skills to accurately convey diagnoses, explain treatment options, comfort patients, collaborate with colleagues, and present research findings. However, traditional medical education has often prioritized clinical knowledge and technical skills over communication training, leaving many graduates inadequately prepared for the interpersonal demands of medical practice.

The advent of innovative technologies has created unprecedented opportunities to address this educational gap. Digital tools offer immersive, interactive, and personalized learning experiences that traditional classroom instruction cannot replicate. These technologies enable medical students to practice speaking in realistic clinical scenarios, receive immediate feedback,

and develop confidence in a low-stakes environment before engaging with actual patients.

This article examines how various innovative technologies contribute to developing speaking skills among medical students, analyzes their effectiveness based on current research, and provides recommendations for implementing technology-enhanced communication training in medical curricula. The integration of these tools represents not merely a modernization of teaching methods but a fundamental transformation in how future physicians acquire essential communication competencies.

Virtual Reality and Simulation-Based Learning

Virtual reality (VR) technology has emerged as a powerful tool for developing speaking skills in medical education. VR simulations create immersive three-dimensional environments where students can practice patient interactions, deliver difficult news, and conduct medical consultations in scenarios that closely mirror real clinical settings. Unlike traditional role-playing exercises, VR provides standardized experiences with virtual patients who respond consistently, allowing for repeated practice and objective assessment.

Studies have demonstrated that VR-based communication training significantly improves medical students' speaking confidence and competence. Students can practice challenging conversations, such as discussing terminal diagnoses or addressing medical errors, without risk to actual patients. The technology tracks eye contact, tone of voice, word choice, and non-verbal communication, providing detailed feedback on communication performance. This immediate, data-driven feedback helps students identify specific areas for improvement and monitor their progress over time.

Furthermore, VR simulations can be programmed to present diverse patient populations, including individuals from different cultural backgrounds, age groups, and with varying health literacy levels. This exposure helps medical students develop cultural competency and learn to adapt their communication style to meet different patients' needs. The ability

to pause, rewind, and replay interactions enables deeper reflection on communication strategies and their effectiveness.

Research conducted at several medical schools has shown that students who complete VR communication training demonstrate improved empathy, active listening skills, and ability to build rapport with patients. The immersive nature of VR creates emotional engagement that enhances learning retention compared to traditional methods. Moreover, the scalability of VR technology allows institutions to provide consistent, high-quality communication training to large numbers of students without the logistical challenges of recruiting standardized patients.

Artificial Intelligence and Language Learning Platforms

Artificial intelligence (AI) has revolutionized language learning and speaking skill development through intelligent tutoring systems, conversational agents, and adaptive learning platforms. For medical students, AI-powered tools offer personalized instruction in medical terminology, pronunciation, and professional communication patterns. These systems analyze students' speech patterns, identify errors, and provide targeted exercises to address specific weaknesses.

Conversational AI applications enable medical students to practice clinical dialogues with virtual interlocutors who understand medical context and respond appropriately to various communication approaches. Natural language processing algorithms evaluate the clarity, accuracy, and appropriateness of students' verbal responses, offering real-time corrections and suggestions. This technology allows unlimited practice opportunities outside formal class time, accommodating different learning paces and schedules.

AI-driven pronunciation training tools specifically address the challenge of mastering medical terminology, which often includes complex Latin and Greek terms. These applications use speech recognition technology to analyze pronunciation accuracy and provide visual feedback showing how students' articulation compares to standard pronunciation. For international medical students or those learning English as a second

language, such tools prove invaluable in developing the linguistic confidence necessary for clinical communication.

Machine learning algorithms can also create personalized learning pathways based on individual students' progress and challenges. The system identifies patterns in students' errors and automatically generates targeted practice exercises addressing those specific issues. This adaptive approach ensures that instructional time focuses on areas where each student needs the most improvement, maximizing learning efficiency.

Additionally, AI platforms can simulate multidisciplinary team meetings, allowing students to practice presenting cases and participating in clinical discussions. The technology can assume different roles, such as senior physicians asking probing questions or nurses providing additional patient information, helping students develop skills for professional collaboration and medical discourse.

Telemedicine Training and Digital Communication Skills

The rapid expansion of telemedicine has created a pressing need for medical students to develop digital communication competencies. Innovative technologies designed for telemedicine training teach students how to conduct effective virtual consultations, maintain professional presence through video conferencing, and navigate the unique challenges of remote patient communication. These skills have become essential components of modern medical practice, particularly following the global shift toward virtual healthcare delivery.

Telemedicine simulation platforms allow students to practice video consultations with simulated patients, learning to compensate for the absence of physical examination and to build trust through a screen. Students develop techniques for maintaining eye contact by looking at the camera, using appropriate lighting and camera angles, and managing technical difficulties that may arise during virtual appointments. These platforms often include features for practicing asynchronous communication, such as reviewing patient messages and crafting clear, empathetic written responses.

Research indicates that telemedicine training significantly enhances medical students' adaptability and communication flexibility. Students learn to gather comprehensive patient histories through verbal inquiry alone, sharpening their questioning techniques and active listening skills. The necessity of providing clear verbal instructions for patients to perform self-examinations or describe symptoms encourages precise, unambiguous communication.

Moreover, telemedicine training platforms often incorporate accessibility features, teaching students to communicate effectively with patients who have hearing impairments, limited technology literacy, or language barriers. Students learn to use visual aids, share screens to show educational materials, and employ interpreter services effectively in virtual settings. These experiences prepare students for the diverse communication challenges they will encounter in contemporary healthcare environments.

The integration of telemedicine training also exposes students to the ethical dimensions of digital communication, including privacy considerations, informed consent in virtual settings, and maintaining professional boundaries in online interactions. These competencies extend beyond speaking skills to encompass comprehensive digital communication literacy essential for twenty-first-century medical practice.

Mobile Applications and Microlearning Approaches

Mobile technology has democratized access to speaking skill development resources, allowing medical students to engage in communication training anytime and anywhere. Specialized mobile applications provide bite-sized learning modules focusing on specific communication skills, from breaking bad news to discussing treatment adherence. This microlearning approach aligns with the demanding schedules of medical students, enabling consistent practice despite limited time availability.

Mobile applications for medical communication often include features such as video modeling, where students can watch expert demonstrations of clinical conversations and then record themselves attempting similar interactions. The ability to review and self-evaluate these recordings

promotes metacognitive awareness and self-directed learning. Many applications also incorporate gamification elements, using points, levels, and achievements to motivate regular practice and sustained engagement.

Podcast-style learning modules delivered through mobile platforms expose students to diverse clinical communication scenarios and expert commentary on effective strategies. Students can listen during commutes or while exercising, integrating communication skill development into daily routines. Some applications include interactive elements where listeners can pause to consider what they would say in a particular situation before hearing the recommended approach.

Language exchange features in some mobile applications connect medical students with peers internationally, facilitating cross-cultural communication practice and exposure to different healthcare systems' communication norms. These interactions build not only speaking skills but also intercultural competence and global health awareness. Students practice explaining medical concepts to non-specialists, a valuable skill for patient education and health advocacy.Additionally, mobile applications can track students' practice frequency, duration, and performance metrics, providing instructors with data to inform curriculum adjustments and identify students who may need additional support. The analytics generated by these platforms enable evidence-based refinement of communication training programs, ensuring that technological interventions effectively address learning objectives.

Integration Challenges and Best Practices

While innovative technologies offer tremendous potential for developing speaking skills in medical students, successful implementation requires careful consideration of pedagogical principles, technical infrastructure, and faculty development. Institutions must balance technology integration with maintaining the human elements of medical education, ensuring that digital tools enhance rather than replace meaningful interpersonal learning experiences.

One significant challenge involves ensuring equitable access to technology-based learning resources. Not all students have access to high-

speed internet, VR headsets, or the latest mobile devices. Medical schools must provide on-campus facilities and loaner equipment to prevent technological barriers from creating educational disparities. Additionally, faculty require training to effectively incorporate these tools into curricula and provide appropriate guidance to students using them.

Best practices for technology-enhanced communication training emphasize the importance of alignment with learning objectives and assessment methods. Technologies should be selected based on their ability to address specific communication competencies rather than novelty or convenience alone. Regular evaluation of learning outcomes associated with different technological interventions helps institutions optimize their educational technology investments.

Blended learning approaches that combine technology-based practice with traditional face-to-face instruction and real patient interactions appear most effective. Technology excels at providing repeated practice opportunities, immediate feedback, and scalable training, while human instructors offer nuanced evaluation, emotional support, and modeling of professional values. The optimal combination leverages the strengths of both approaches.

Furthermore, student feedback should guide ongoing refinement of technology-enhanced communication training. Learners can provide valuable insights into which tools they find most helpful, which interface features enhance or impede learning, and where additional support or resources are needed. Continuous improvement processes ensure that technological interventions remain responsive to student needs and educational goals.

Conclusion

Innovative technologies have fundamentally transformed how medical students develop speaking skills essential for effective clinical practice. Virtual reality simulations, artificial intelligence platforms, telemedicine training tools, and mobile applications each contribute unique advantages to communication education, offering immersive practice opportunities,

personalized feedback, and flexible learning modalities that traditional instruction cannot match.

The evidence demonstrates that technology-enhanced communication training improves not only linguistic competence but also confidence, empathy, and adaptability in clinical interactions. As healthcare delivery continues to evolve with increasing reliance on digital communication channels, these technological interventions prepare medical students for the realities of contemporary medical practice.

However, successful integration of these technologies requires thoughtful implementation that preserves the humanistic core of medical education while leveraging digital tools' efficiency and scalability. Medical educators must remain focused on developing well-rounded physicians who communicate effectively across diverse contexts, using technology as a means to that end rather than an end in itself.

Future research should continue examining long-term outcomes of technology-based communication training, including impact on patient satisfaction, clinical outcomes, and professional development throughout physicians' careers. As technologies advance, new opportunities will emerge for even more sophisticated and effective communication skill development. Medical education institutions that thoughtfully embrace these innovations will better prepare students for the communication demands of modern healthcare delivery.

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TEACHING AVIATION VOCABULARY TO MILITARY CADETS: CHALLENGES AND EFFECTIVE INSTRUCTIONAL STRATEGIES

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Abstract

Aviation vocabulary is a core component of professional communication in military aviation contexts. Military cadets are required to understand and accurately use highly specialized terminology related to aircraft systems, flight operations, and maintenance procedures. Inadequate mastery of aviation vocabulary may lead to miscommunication, operational errors, and safety risks. This article examines the challenges of teaching aviation vocabulary to military cadets and analyzes effective pedagogical

strategies for vocabulary instruction within military English classrooms. Drawing on the principles of English for Specific Purposes (ESP), task-based learning, and aviation communication standards, the study emphasizes the use of authentic materials such as technical manuals, checklists, and operational scenarios. The findings suggest that contextualized and task-oriented vocabulary instruction significantly enhances cadets' lexical competence and professional readiness. The article contributes to the field of military aviation English by offering practical recommendations for instructors working in military educational institutions.

Keywords: *aviation vocabulary, military cadets, ESP, military English, aviation terminology, task-based learning*

Introduction

In contemporary military aviation, effective communication is inseparable from operational safety and mission success. Military cadets training to become pilots, flight engineers, or maintenance specialists must acquire a substantial amount of aviation-specific vocabulary in English. Aviation vocabulary encompasses technical terms (e.g., fuselage, hydraulic system, thrust reverser), procedural expressions (pre-flight inspection, engine shutdown procedure), and standardized operational phrases used in aviation environments.

Unlike general English learners, military cadets study aviation vocabulary not merely for academic purposes but for real-life operational application. According to the International Civil Aviation Organization (ICAO), inaccurate use or misunderstanding of aviation terminology can directly contribute to communication breakdowns and operational hazards (ICAO, 2010). Therefore, teaching aviation vocabulary requires a specialized pedagogical approach that integrates linguistic competence with professional performance.

This article aims to explore the main challenges in teaching aviation vocabulary to military cadets and to propose effective instructional strategies based on ESP principles, authentic materials, and task-based learning.

Literature Review

English for Specific Purposes and Aviation English

English for Specific Purposes (ESP) focuses on meeting the specific communicative needs of learners in professional or academic domains. Hutchinson and Waters (1987) emphasize that ESP is learner-centered and driven by target situation needs. In military aviation contexts, the target situation includes flight operations, aircraft maintenance, and emergency procedures, all of which require precise and unambiguous language use.

Dudley-Evans and St John (1998) argue that ESP vocabulary instruction should prioritize relevance, authenticity, and practicality. This principle is especially critical in aviation, where vocabulary knowledge directly affects operational effectiveness.

Aviation Vocabulary and Safety

Aviation English has been extensively studied in relation to flight safety. ICAO (2010) highlights that misinterpretation of technical vocabulary and procedural language remains one of the key factors contributing to aviation incidents. For military cadets, this risk is amplified due to the complexity of military aircraft systems and operational environments.

Nation (2001) stresses that vocabulary acquisition is most effective when words are presented in meaningful contexts. In aviation training, isolated memorization of terms such as altimeter, aileron, or fuel pump is insufficient unless cadets understand their function and operational usage.

Challenges in Teaching Aviation Vocabulary to Military Cadets

Teaching aviation vocabulary to military cadets involves several specific challenges:

1. High level of technical complexity. Aviation terms often refer to complex mechanical and electronic systems. For example, understanding the term avionics bay requires knowledge of aircraft instrumentation and onboard electronics.

2. Operational responsibility. Military cadets must use vocabulary accurately under pressure, particularly in emergency situations such as engine failure, hydraulic leakage, or navigation system malfunction.

3. Limited classroom time. Aviation English courses often have restricted hours, making it difficult to cover extensive terminology lists.

4. Difference between general and professional English. Cadets may demonstrate adequate general English proficiency but struggle with specialized aviation vocabulary.

Methodology

The study is based on classroom observation and instructional practice conducted with second-year military cadets at a military aviation institute. The participants were enrolled in an Aviation English course with a B1 proficiency level.

Teaching Materials

- The following authentic materials were used:
- Aircraft maintenance manuals
- Pre-flight and post-flight checklists
- Technical diagrams of aircraft systems
- Scenario-based operational instructions

For example, cadets studied vocabulary related to landing gear system using authentic diagrams and maintenance instructions rather than simplified textbook definitions.

Instructional Methods

A task-based learning approach was applied, including:

Simulation tasks: cadets performed a simulated pre-flight inspection using authentic checklists.

Role-play activities: pilot–engineer communication during aircraft maintenance reporting.

Problem-solving tasks: identifying faults based on technical descriptions (e.g., abnormal oil pressure reading).

Results and Discussion

The findings indicate that contextualized and task-based vocabulary instruction significantly improves vocabulary retention and practical usage. Cadets demonstrated higher accuracy in using aviation terminology when vocabulary was taught through operational tasks rather than isolated word lists.

For instance, cadets who practiced vocabulary through engine start-up procedure simulations were able to recall and apply terms such as ignition switch, fuel flow indicator, and oil pressure gauge more effectively. This supports Nation's (2001) assertion that meaningful use leads to deeper vocabulary acquisition.

Moreover, the use of military-specific scenarios increased learner motivation and engagement, aligning with Dudley-Evans and St John's (1998) emphasis on relevance in ESP instruction.

Conclusion

Teaching aviation vocabulary to military cadets requires a specialized, context-driven instructional approach. Traditional memorization-based methods are insufficient for preparing cadets for real-life aviation tasks. The integration of authentic materials, task-based learning, and operational simulations enhances both linguistic competence and professional readiness.

Effective aviation vocabulary instruction contributes not only to language development but also to flight safety and mission success. Therefore, aviation English instructors in military institutions should adopt pedagogical strategies that reflect real operational demands.

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ENHANCING LISTENING COMPREHENSION THROUGH AUDIO-VISUAL MULTIMEDIA RESOURCES IN ENGLISH LANGUAGE TEACHING

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Abstract

Listening comprehension is a core component of English language learning; however, it is often perceived as one of the most difficult skills to master by EFL learners. Traditional listening instruction usually relies on audio-only materials, which may limit learners' ability to understand spoken language effectively. This article examines the role of audio-visual multimedia resources in enhancing listening comprehension in English language teaching. Audio-visual materials provide learners with contextual and visual support that facilitates comprehension, increases motivation, and exposes them to authentic language use. Drawing on existing research and classroom practices, this article argues that integrating audio-visual multimedia resources into listening instruction significantly improves learners' listening comprehension and engagement.

Keywords: *listening comprehension, audio-visual multimedia resources, English language teaching, EFL learners, multimedia learning.*

Introduction

Listening comprehension plays a central role in successful communication in a foreign language, as it serves as the primary channel through which learners receive linguistic input. Without the ability to comprehend spoken language, learners face significant difficulties in developing speaking, reading, and writing skills. Listening is not a passive act of hearing sounds; rather, it is a complex cognitive process that requires learners to decode phonological features, recognize vocabulary, interpret

grammatical structures, and construct meaning from context. As emphasized by Rost (2011), listening involves active meaning-making, where learners integrate linguistic knowledge with background information and situational cues.

Despite its fundamental importance, listening comprehension remains one of the most challenging skills for learners of English as a Foreign Language (EFL). Many learners struggle due to limited exposure to authentic spoken English, rapid speech rates, unfamiliar accents, and insufficient opportunities for meaningful listening practice. In traditional classroom settings, listening instruction is often limited to audio recordings followed by comprehension questions. Such approaches frequently lack contextual and visual support, which may result in increased learner anxiety, reduced motivation, and superficial understanding of spoken texts (Field, 2008).

The rapid development of educational technology has significantly transformed language teaching methodologies, offering new possibilities for enhancing listening instruction. In particular, audio-visual multimedia resources—such as videos, films, animations, digital stories, and online platforms—have become widely accessible and increasingly integrated into English language teaching. These resources combine auditory input with visual elements such as images, gestures, facial expressions, and situational contexts, which help learners process spoken language more effectively. Visual support allows learners to predict meaning, confirm understanding, and compensate for gaps in linguistic knowledge, thereby reducing cognitive load during listening tasks.

Moreover, audio-visual multimedia resources create more engaging and authentic learning environments that reflect real-life communication. Learners are exposed to natural speech patterns, pragmatic features, and cultural aspects of language use, which are often absent in traditional audio-only materials. As a result, multimedia-based listening activities not only enhance comprehension but also foster learner motivation, confidence, and active participation in the learning process.

Therefore, this article explores the role of audio-visual multimedia resources in enhancing listening comprehension in English language teaching. It aims to highlight the pedagogical value of integrating multimedia tools into listening instruction and to demonstrate how such resources can address common listening difficulties faced by EFL learners.

Methods

This article adopts a qualitative review-based research approach to examine the role of audio-visual multimedia resources in enhancing listening comprehension in English language teaching. Rather than collecting primary data, the study systematically analyzes existing scholarly literature, documented classroom practices, and empirical research conducted in various EFL contexts. This approach allows for a comprehensive understanding of current pedagogical trends and instructional strategies related to multimedia-supported listening instruction.

A wide range of academic sources was consulted, including peer-reviewed journal articles, methodological textbooks, conference papers, and research reports focusing on listening comprehension and multimedia-assisted language learning. These sources were selected based on their relevance to EFL listening instruction, the use of audio-visual materials, and their contribution to evidence-based teaching practices. Studies from different educational levels—such as secondary schools, tertiary institutions, and language courses—were included to ensure broader applicability of the findings.

The analysis primarily concentrates on the use of audio-visual multimedia resources such as instructional videos, films, animations, online lectures, digital storytelling materials, and interactive multimedia platforms. These resources were examined in terms of how they are integrated into listening lessons and how they support learners during pre-listening, while-listening, and post-listening stages. Particular attention was paid to instructional strategies that scaffold comprehension, including the use of subtitles, visual cues, pause-and-play techniques, and follow-up communicative tasks.

Furthermore, the reviewed studies were evaluated based on reported outcomes related to learners' listening comprehension, motivation, engagement, and exposure to authentic language input. Classroom observations and learners' feedback documented in previous research were also analyzed to provide qualitative evidence of the effectiveness of multimedia-based listening instruction. By synthesizing findings from multiple sources, this study aims to identify common patterns, effective practices, and pedagogical implications for the use of audio-visual multimedia resources in EFL listening classrooms.

Results

The findings from the reviewed studies consistently demonstrate that the use of audio-visual multimedia resources has a significant positive impact on learners' listening comprehension in EFL contexts. One of the most frequently reported outcomes is that visual elements—such as gestures, facial expressions, body language, and situational context—support learners in constructing meaning more effectively. These visual cues enable learners to anticipate content, infer unfamiliar vocabulary, and confirm their understanding of spoken messages, thereby facilitating more accurate comprehension (Vandergrift & Goh, 2012).

Furthermore, the integration of audio-visual materials contributes to improved processing of spoken language by reducing cognitive load during listening tasks. When learners are provided with visual support alongside auditory input, they are better able to segment speech, recognize key information, and follow the overall message. This multimodal input is particularly beneficial for lower- and intermediate-level learners, who often struggle with fast speech rates and unfamiliar accents in audio-only materials.

In addition to cognitive benefits, the reviewed studies reveal a noticeable increase in learners' motivation and engagement when audio-visual multimedia resources are incorporated into listening activities. Learners tend to show greater interest and sustained attention during lessons that include videos, films, or interactive multimedia platforms. According to Mayer's (2009) multimedia learning theory, presenting information

through both auditory and visual channels enhances comprehension and retention, as learners can process information more efficiently through multiple sensory pathways.

Another important result highlighted in the literature is the role of authentic audio-visual materials in exposing learners to real-life language use. Such materials provide access to natural pronunciation, connected speech, intonation patterns, and pragmatic features that are often absent in scripted audio recordings. As a result, learners develop better listening strategies and become more capable of understanding spoken English across different communicative situations, including everyday conversations, academic discussions, and media-based discourse. Overall, the findings suggest that audio-visual multimedia resources significantly contribute to both improved listening comprehension and a more engaging learning experience.

Discussion

The findings of this review strongly support cognitive theories of multimedia learning, which emphasize that comprehension is enhanced when information is delivered through multiple sensory channels. According to Mayer's (2009) multimedia learning theory, learners process auditory and visual input through separate but interconnected cognitive systems. When these channels are used in a balanced and complementary manner, learners are able to construct meaning more efficiently. In the context of listening comprehension, audio-visual materials provide contextual and visual cues that reduce the cognitive effort required to decode spoken language, enabling learners to focus more on overall meaning and message interpretation rather than on individual words.

From a pedagogical perspective, the use of audio-visual multimedia resources contributes to a more learner-centered and interactive classroom environment. Unlike traditional listening activities that require learners to passively listen to audio recordings, multimedia-based tasks encourage active engagement. Learners can pause, replay, and review segments of the material, allowing them to control the pace of learning according to their individual needs. Such practices promote the development of effective

listening strategies, including prediction, inferencing, and selective attention, which are essential for successful listening comprehension (Rost, 2011).

In addition, audio-visual materials facilitate collaborative learning and classroom interaction. When learners discuss video content, share interpretations, or complete follow-up communicative tasks, they become more confident in processing spoken English. This interactive use of multimedia supports not only listening development but also speaking and critical thinking skills, thereby contributing to overall communicative competence.

However, despite these advantages, the effective use of multimedia resources requires careful pedagogical planning. If materials are not appropriately selected, learners may experience cognitive overload due to excessive information, rapid speech, or complex visual elements. Therefore, teachers should consider learners' proficiency levels, learning objectives, and cultural background when choosing audio-visual materials. Scaffolded activities, such as pre-listening tasks and guided questions, are essential to ensure that multimedia resources enhance rather than hinder listening comprehension.

Conclusion

In summary, audio-visual multimedia resources have a substantial and multifaceted impact on enhancing listening comprehension in English language teaching. By combining auditory and visual input, these resources offer authentic language exposure, which allows learners to experience natural pronunciation, intonation, and real-life communicative contexts. Visual cues such as gestures, facial expressions, and situational settings further support learners' comprehension, enabling them to infer meaning and process spoken messages more effectively.

Beyond cognitive benefits, the integration of multimedia materials significantly enhances learner motivation and engagement. Lessons that incorporate videos, films, animations, or interactive platforms create dynamic and stimulating learning environments that encourage active participation, discussion, and reflection. Such learner-centered approaches

foster confidence, strengthen listening strategies, and contribute to the development of overall communicative competence.

For English language teachers, these findings highlight the importance of carefully selecting and integrating audio-visual resources into listening instruction. Materials should align with learners' proficiency levels, learning objectives, and cultural contexts to maximize benefits and prevent cognitive overload. Additionally, scaffolded tasks, such as pre-listening activities and guided comprehension exercises, are essential to optimize the effectiveness of multimedia-supported listening lessons.

Future research is recommended to conduct experimental and longitudinal studies that systematically examine the long-term effects of multimedia-based listening instruction. Such investigations could provide more empirical evidence on the sustainability of improvements in listening comprehension and offer insights into best practices for implementing multimedia resources in diverse educational settings. Overall, the adoption of audio-visual multimedia materials represents a promising pedagogical approach that enhances both the effectiveness and the enjoyment of English language learning.

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KURSANTLARNING OG‘ZAKI NUTQ KOMPETENSIYASINI INTERFAOL METODLAR YORDAMIDA OSHIRISHNING NAZARIY ASOSLARI

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Annotasiya

Ushbu maqolada harbiylashgan ta‘lim muassasalari kursantlarining ingliz tilida og‘zaki nutq kompetensiyalarini takomillashtirishning pedagogik yo‘nalishlari tahlil qilingan. Xorijiy tillarni o‘rganishda kursantlarning og‘zaki nutq kompetensiyasini oshirishda tizimli o‘qitishning yangi, yaxlit va uslubiy jihatdan eng samarali usuli hisoblanadi. Harbiy bilim yurt kursantlarining xorijiy tilda og‘zaki nutq kompetensiyalarini rivojlantirishda qo‘llaniladigan interaktiv metodlarni samarali qo‘llashni takomillashtirish yo‘llari ko‘rib chiqilgan.

Kalit so‘zlar: nutq kompetensiya, kognitiv-kommunikativ yondashuv, muloqot, kommunikativ kompetentlik, integratsiya

Nutq kompetensiyasini shakllantirishda tilshunoslik, madaniy, vaziyatga oid va kasbiy darajalarga asoslangan nutq madaniyatini rivojlantirishning asosiy yo‘nalishlari hamda mutaxassislarning psixologik xususiyatlari, motivatsiya va refleksivlik omillari hisobga olinadi. Til o‘rganishda og‘zaki nutq kompetensiyasini oshirish, ayniqsa, texnik mutaxassislar uchun muhim bo‘lib, buning uchun suhbatlar, til muammolariga qaratilgan mashg‘ulotlar va musiqa asosidagi munozaralar kabi kognitiv-kommunikativ yondashuvlarga asoslangan metodologiyalar taklif etiladi. Bu metodologiyalar kursantlarning til o‘rganishga bo‘lgan motivatsiyasini oshirishga va ularning turli xil kasbiy kontekstlarda samarali muloqot qilish qobiliyatini rivojlantirishga qaratilgan. Bunda, interfaol usullar, masalan, guruh muhokamalari va rolli o‘yinlar, kursantlarning mustaqil fikrlashini shakllantirishga hamda nutq madaniyatini takomillashtirishga xizmat qiladi. Ushbu yondashuvlar, ayniqsa kursantlarning chet tilidagi kommunikativ kompetentligini oshirishda

muhim ahamiyatga ega. Jumladan, kommunikativ til o‘qitish, topshiriqqa asoslangan til o‘qitish va kontent hamda til integratsiyalashgan ta'lim kabi zamonaviy usullar kursantlarni faol ishtirok etishga undaydi va amaliy muloqot ko‘nikmalarini rivojlantirishga yordam beradi. Ushbu yondashuvlar, kursantlar motivatsiyasini oshirish va til o‘zlashtirish samaradorligini yaxshilashda samarali hisoblanadi. Bundan tashqari, texnologiyalar integratsiyasi, xususan, mobil ilovalar va raqamli vositalardan foydalanish, kursantlarning og‘zaki nutq ko‘nikmalarini rivojlantirishda muhim rol o‘ynaydi. Ushbu texnologik vositalar kursantlarga mustaqil o‘rganish imkoniyatini yaratib, turli nutq vaziyatlarida amaliy tajriba orttirishga yordam beradi. Raqamli platformalardan foydalanish chet tilini o‘rganish motivatsiyasini sezilarli darajada oshirishi mumkin, ayniqsa ilmiy kommunikatsiya uchun samarali hisoblanadi. Bunday resurslar autentik materiallarga kirishni ta'minlaydi va an'anaviy usullarga nisbatan til va madaniy tushunchalarni samaraliroq oshiradi. Bundan tashqari, interfaol o‘qitish metodlari, jumladan, virtual reallik va kompyuter yordamida til o‘rganish kabi yondashuvlar kursantlarning til o‘zlashtirish jarayonini yanada samarali qilishi mumkin. Bu innovatsion yondashuvlar, ayniqsa, harbiylashgan bilim yurt kursantlariuning chet tili kompetensiyasini oshirishda, amaliy kommunikativ ko‘nikmalarni rivojlantirishda va kasbiy tilni egallashda muhim ahamiyat kasb etadi.

Ushbu kontekstda, zamonaviy metodologiyalar, xususan, kommunikativ til o‘qitish, topshiriqqa asoslangan o‘rganish va texnologiyalarni integratsiya qilish kursantlar motivatsiyasini, o‘zaro aloqasini va tilni eslab qolish darajasini sezilarli darajada oshiradi. Mazkur yondashuvlar, asosan, o‘qituvchilarning noan'anaviy pedagogik strategiyalarni, masalan, raqamli materiallarni suhbat darslarida qo‘llash orqali kursantlarni qo‘llab-quvvatlash va ularga yordam berishini taqozo etadi. Shu sababli, ta’lim tizimida o‘qituvchilarning uzluksiz kasbiy rivojlanishi va refleksiv amaliyotlari muhim ahamiyat kasb etadi, bu esa ularga yangi o‘zgarishlarga moslashish imkonini beradi.

Bu tahlil, shu sohadagi mavjud bo‘shliqlarni aniqlashga va kelajakdagi tadqiqotlar uchun yangi yo‘nalishlarni belgilashga yordam beradi. Xususan, raqamli texnologiyalar, chatbotlar va raqamli hikoyalar og‘zaki nutq ko‘nikmalarini rivojlantirishda muhim vosita sifatida tobora ko‘proq e'tirof etilmoqda . Ushbu vositalar interaktiv mashqlar, tezkor fikr-mulohazalar va shaxsiylashtirilgan o‘quv yo‘llarini taqdim etish orqali til ko‘nikmalarini takomillashtirishda sezilarli ta'sir ko‘rsatmoqda. Bundan tashqari, virtual reallik texnologiyasi ham kursantlarning og‘zaki nutqini yaxshilashda samarali vosita bo‘lib xizmat qiladi, chunki u real hayotga o‘xshash muloqot muhitlarini taqlid qila oladi. Virtual reallik kursantlarni turli xil nutq vaziyatlariga, jumladan, munozaralar va taqdimotlarga immersion usulida jalb qilib, ularning til o‘zlashtirish va ishonch darajasini oshiradi. Bundan tashqari, kommunikativ til o‘qitish va topshiriqqa asoslangan o‘qitish kabi pedagogik yondashuvlar kursantlarning til o‘rganish motivatsiyasini oshirish va tilni eslab qolishni yaxshilashda muhim rol o‘ynaydi. Ushbu yondashuvlar kursantlarni faol ishtirok etishga undab, amaliy muloqot ko‘nikmalarini rivojlantirishga yordam beradi. Ayniqsa, mobil ilovalarning og‘zaki nutq malakalarini oshirishdagi salohiyati alohida ta'kidlanib, ular real vaqt rejimida tuzatishlar berish, shaxsiylashtirilgan mashg‘ulotlar va kursantlar muxtoriyatini oshirish orqali til o‘zlashtirishga ijobiy ta'sir ko‘rsatishi qayd etilgan. Bundan tashqari, og‘zaki nutq o‘qitishda mustaqil amaliyot va o‘z-o‘zini baholash imkoniyatini yaratadi. Mazkur vositalar o‘quvchilarga xatosiz, tabiiy nutq namunalarini taqdim etish orqali muloqot qobiliyatini takomillashtirishga yordam beradi. Shuningdek, til o‘rganishda og‘zaki ifodani yaxshilashda samarali bo‘lib, kursantlarning ishtiroki va motivatsiyasini sezilarli darajada oshiradi. Ushbu AI-ga asoslangan vositalar talabalarga real vaqt rejimida fikr-mulohazalar berish orqali talaffuz, ohang va grammatikani takomillashtirishga yordam beradi. Ushbu interaktiv yondashuvlar o‘quv tajribasini yanada boyitib, kursantlarning og‘zaki nutq ko‘nikmalarini yanada samarali rivojlantirishiga xizmat qiladi. Xususan, nutqni aniqlash texnologiyalari orqali kursantlar o‘z talaffuzlari va nutq ravonligini real vaqt rejimida baholash imkoniyatiga ega bo‘ladilar, bu esa ularning og‘zaki nutq kompetensiyasini oshirishda muhim ahamiyat kasb etadi.

Ushbu texnologiyalar, ayniqsa, tilni o‘rganishdagi anksiyetani kamaytirishga va kursantlarning ishtirokini kuchaytirishga yordam beradi, bu esa ularning til o‘rganish jarayonini yanada samarali qiladi. Bu xususan, talaffuzni to‘g‘irlash, grammatik xatolarni aniqlash va lug‘at boyligini

oshirishda muhim rol o‘ynaydi, chunki AI platformalari kursantlarga individual ehtiyojlariga mos keladigan mashqlarni taklif etadi. Bunday holda, kursantlar xavfsiz va qo‘llab-quvvatlovchi muhitda til ko‘nikmalarini mashq qilishlari mumkin, bu esa ularning og‘zaki nutq kompetensiyasini oshirish uchun zarur bo‘lgan ishonchni rivojlantirishga yordam beradi. O‘rganuvchilarning til egallash jarayonidagi xavotirini kamaytirishga yordam berib, ularning til o‘rganishga bo‘lgan motivatsiyasini oshiradi. Bunga qo‘shimcha ravishda, turli xil global aksentlar bilan amaliyot o‘tkazish imkonini beradi, bu esa ularning tushunish va so‘zlashish ko‘nikmalarini yanada kengaytiradi. Ushbu yondashuvlar, ayniqsa, til o‘rganuvchilarga turli xil kontekstlarda og‘zaki nutq kompetensiyasini rivojlantirish uchun qimmatli imkoniyatlar yaratadi.

AI vositalarining til o‘rganishga ta'sirini baholash va shu orqali kursantlarning og‘zaki nutqini takomillashtirishga qaratilgan amaliy tavsiyalar ishlab chiqish nutqni tanish tizimlari orqali kursantlarning talaffuzi, grammatik aniqligi va nutq ravonligi qanday yaxshilanganligi ko‘rib chiqiladi. Jumladan, EAP Talk kabi AI-ga asoslangan nutqni baholash tizimlari talaffuz, grammatik aniqlik, g‘oyalarni tashkil etish va taqdimot ko‘nikmalarini sezilarli darajada yaxshilashga qodir ekanligi aniqlangan. Ushbu tizimlar kursantlarga o‘z-o‘zini baholash va mustaqil o‘rganish imkoniyatini yaratib, ularning nutq kompetensiyasini har tomonlama rivojlantirishga xizmat qiladi. Bunday tizimlar, shuningdek, tinglovchilarning psixologik holati, avtonomiyasi va akademik qobiliyatini yaxshilashga yordam beradi, bu esa ularning til o‘rganishdagi muvaffaqiyatini sezilarli darajada oshiradi, kursantlarning og‘zaki nutq kompetensiyasini rivojlantirish uchun qulaylik, motivatsiya va institutsional samaradorlikni ta'minlaydi. Bundan tashqari, AI-ga asoslangan mobil ilovalar, masalan, ELSA Speak va Mondly, talaffuz va og‘zaki nutq ravonligini oshirishda samaradorligini namoyish etgan. Bularning natijasida, Google Assistant kabi AI-ga asoslangan ilovalar talabalarning og‘zaki nutqini, xususan, ravonlik, o‘zaro aloqa, talaffuz, lug‘at boyligi va grammatika kabi jihatlarni sezilarli darajada yaxshilashga yordam beradi. Ushbu texnologiyalar talabalarga real vaqt rejimida fikr-mulohazalar berib, ularning til o‘rganishdagi kamchiliklarini tezda aniqlash va tuzatish imkoniyatini taqdim etadi. Bundan tashqari, AI yordamida o‘qitish shaxsiylashtirilgan mashqlar va fikr-mulohazalarni taqdim etish orqali talabalar uchun o‘rganish jarayonini moslashtiradi va yaxshilaydi, bu esa ularga til to‘siqlarini yengishga va og‘zaki nutqda o‘ziga ishonchni

oshirishga yordam beradi. Biroq, bu texnologiyalarning samaradorligini oshirish uchun ularning cheklovlarini ham hisobga olish va doimiy takomillashtirish zarur. Xususan, talabalarning o‘ziga xos fonologik profiliga mos keladigan texnologik yechimlarni ishlab chiqish kelajakdagi o‘quv dasturlarini yanada samarali qilishga yordam beradi.

Kursantlarning og‘zaki nutq qobiliyatini, jumladan, talaffuz va ravonlikni sezilarli darajada yaxshilash, kursantlarga o‘z nutqlarini takrorlash va tahlil qilish imkoniyatini berish, o‘z-o‘zini baholash ko‘nikmalarini rivojlantirishga yordam berish orqali kursantlarning nutq ravonligi, lug‘at boyligi va o‘ziga ishonchida sezilarli yutuqlarni ko‘rsatadi, bu esa o‘quv jarayonini osonlashtirishdagi rolini tasdiqlaydi. So‘zlashuv malakasini oshirishda bu kabi yondashuv natijasida talaffuz, ravonlik va ishonch sezilarli darajada yaxshilanganligini kuzatish mumkin. Bu metod orqali kursantlarning motivatsiyasini oshirib, til o‘rganishga bo‘lgan ishtiyoqini kuchaytiradi, shuningdek, shaxsiylashtirilgan o‘quv tajribalarini ta'minlaydi. Natijada kursantlarning og‘zaki nutq ko‘nikmalari sezilarli darajada yaxshilanishi mumkin, chunki bu texnologiyalar fikr-mulohazalar berish orqali xatolarni tuzatish va talaffuzni aniqlashtirish imkonini beradi. Shuningdek, o‘quv jarayoniga yangilik va interaktivlik bag‘ishlab, an'anaviy o‘qitish usullariga samarali muqobil bo‘lishi mumkin. Xususan, bunday metodlar kursantlarning talaffuzini yaxshilash, lug‘at boyligini kengaytirish va nutq ravonligini oshirishda samarali ekanligi qayd etiladi.

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THE ROLE OF GENERATIVE AI TOOLS LIKE CHATGPT IN THE ANALYSIS OF ENGLISH LITERARY TEXTS: A POST-DIGITAL PHILOLOGY APPROACH

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Abstract: The article explores the use of generative artificial intelligence tools, such as ChatGPT, in the analysis of English literary texts within the framework of post-digital philology. This approach integrates digital methods with traditional humanistic interpretation. The study argues that AI does not replace scholarly judgment but supports literary analysis through pattern recognition, thematic structuring, and stylistic comparison. Attention is given to methodological and pedagogical aspects, as well as ethical considerations. The findings indicate that generative AI enhances analytical efficiency and accessibility while reinforcing the importance of human-centered interpretation in English literary studies.

Key words: generative AI, ChatGPT, post-digital philology, literary analysis, English literature.

Аннотация: В статье рассматривается применение генеративных инструментов искусственного интеллекта, таких как ChatGPT, в анализе английских литературных текстов с позиций постцифровой филологии. Данный подход объединяет цифровые технологии и

традиционные гуманитарные методы интерпретации. Обосновывается, что ИИ не заменяет исследователя, а способствует выявлению языковых и тематических закономерностей. Отдельное внимание уделяется методологическим и этическим аспектам. Сделан вывод о том, что генеративный ИИ повышает эффективность литературного анализа, сохраняя ведущую роль критического мышления.

Ключевые слова: генеративный ИИ, ChatGPT, постцифровая филология, литературный анализ, английская литература.

Annotatsiya: Mazkur maqolada ChatGPT kabi generativ sun’iy intellekt vositalarining ingliz adabiy matnlarini tahlil qilishdagi ahamiyati post-raqamli filologiya yondashuvi asosida yoritiladi. Ushbu yondashuv raqamli texnologiyalarni an’anaviy gumanitar talqin bilan uyg‘unlashtiradi. Tadqiqotda AI vositalari insoniy tanqidiy fikrlashni almashtirmasligi, balki tahlil jarayonini qo‘llab-quvvatlashi asoslanadi. Natijalar generativ AI adabiy tadqiqotlarda samaradorlikni oshirishini va mas’uliyatli ilmiy yondashuvni talab qilishini ko‘rsatadi.

Kalit so‘zlar: generativ AI, ChatGPT, post-raqamli filologiya, adabiy tahlil, ingliz adabiyoti.

Introduction

The digital turn in the humanities has entered a new phase commonly referred to as the post-digital era, where digital tools are no longer novel but deeply embedded in scholarly practice. In this context, generative artificial intelligence systems such as ChatGPT have emerged as powerful instruments capable of processing, generating, and interpreting complex textual data. English literary studies, traditionally grounded in close reading and interpretative subjectivity, are increasingly influenced by these technologies. Post-digital philology does not advocate the replacement of humanistic inquiry with automated analysis; instead, it emphasizes the integration of computational tools with classical interpretative methods [1]. This article examines how generative AI contributes to English literary analysis, focusing on its analytical capacities, methodological implications, and limitations within a post-digital framework.

Post-Digital Philology as a Theoretical Framework

Post-digital philology represents a synthesis of traditional philological practices and advanced digital methodologies. Unlike early digital humanities, which often prioritized quantitative analysis, post-digital philology re-centers qualitative interpretation while acknowledging the inevitability of technological mediation [2]. Within this framework, AI tools are understood as interpretative assistants rather than autonomous critics. They function by identifying patterns, structures, and relationships in texts that may escape immediate human perception, such as lexical density, narrative symmetry, or recurring semantic fields [3]. This approach preserves the hermeneutic core of philology while expanding its methodological reach.

Generative AI and Literary Text Analysis

Generative AI tools like ChatGPT operate on large language models trained on extensive textual corpora. Their ability to simulate human-like language production enables them to summarize narratives, analyze character development, detect themes, and compare stylistic features across texts.

In English literary analysis, such tools can assist in:

- identifying dominant motifs and symbols,
- tracing intertextual references,
- comparing authorial styles across historical periods,
- generating preliminary interpretations for scholarly refinement.

For example, when analyzing a Shakespearean sonnet, AI can rapidly highlight rhyme schemes, lexical repetitions, and semantic contrasts, providing a structured foundation for deeper human interpretation [4].

Methodological Advantages of AI-Assisted Analysis

One of the primary advantages of generative AI lies in its efficiency. Tasks that traditionally required extensive manual effort, such as concordance building or thematic indexing, can now be performed within seconds. This allows scholars to focus more on interpretative synthesis rather than mechanical analysis. Moreover, AI contributes to methodological transparency by offering reproducible analytical outputs. Unlike purely subjective readings, AI-generated analyses can be reviewed,

refined, and contested, fostering a more dialogic scholarly environment [5]. This feature aligns with post-digital philology's emphasis on collaborative knowledge production.

Pedagogical Implications in English Philology

The integration of generative AI into literary studies also has significant pedagogical implications. For graduate students, AI tools can serve as scaffolding devices that support academic writing, critical reading, and theoretical comprehension. When used responsibly, ChatGPT can help students formulate research questions, structure arguments, and refine academic language. However, post-digital pedagogy requires critical AI literacy. Students must be trained to evaluate AI outputs, recognize biases, and distinguish between automated suggestions and scholarly judgment [6]. In this sense, AI becomes a catalyst for metacognitive awareness rather than intellectual dependency.

Ethical and Interpretative Challenges

Despite its benefits, the use of generative AI in literary analysis raises several ethical concerns. Issues of authorship, originality, and intellectual responsibility become particularly salient when AI-generated content enters academic discourse. There is a risk of over-reliance on automated interpretations, which may lead to homogenized readings and reduced critical diversity [7]. Furthermore, AI models are shaped by the data on which they are trained, which may reflect cultural, linguistic, or ideological biases. Post-digital philology demands a critical stance toward these limitations, emphasizing human oversight and contextual sensitivity.

Generative AI as a Collaborative Agent

Rather than positioning AI as an authoritative interpreter, this article advocates viewing generative AI as a collaborative agent within literary studies. The human scholar remains responsible for contextualization, theoretical framing, and ethical judgment, while AI functions as an analytical amplifier. This collaborative model aligns with contemporary views of knowledge production as distributed and networked [8]. In English philology, such collaboration enables more inclusive, interdisciplinary, and innovative research practices.

Conclusion

In conclusion, generative AI tools like ChatGPT play an increasingly influential role in the analysis of English literary texts within the post-digital philology paradigm. These tools enhance analytical efficiency, broaden interpretative possibilities, and support pedagogical innovation. However, their use must be guided by critical awareness, ethical responsibility, and methodological rigor. Post-digital philology provides a balanced framework that integrates AI-driven analysis with humanistic interpretation, ensuring that technological advancement enriches rather than undermines the intellectual foundations of English literary studies. As generative AI continues to evolve, its role as a complementary instrument in literary scholarship is likely to become both more sophisticated and more indispensable.

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HARBIY OLIY TA'LIM MUASSASALARI KURSANTLARINING INGLIZ TILINI O'RGANISHDAGI MUAMMOLARI VA ULARNI BARTARAF ETISH YO'LLARI

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Annotatsiya

Ingliz tili zamonaviy harbiy ta'lim tizimida muhim strategik ahamiyatga ega bo'lib, harbiy mutaxassislarning kasbiy tayyorgarligi va xalqaro hamkorlikdagi faoliyatini ta'minlaydi. Harbiy oliy ta'lim muassasalarida tahsil olayotgan kursantlar ingliz tilini o'rganish jarayonida bir qator lingvistik, psixologik va tashkiliy muammolarga duch keladilar. Ushbu maqolada harbiy OTM kursantlarining ingliz tilini o'zlashtirishdagi asosiy qiyinchiliklar tahlil qilinadi, ularning kelib chiqish sabablari ilmiy manbalar asosida yoritiladi hamda mazkur muammolarni bartaraf etishning samarali pedagogik yo'llari taklif etiladi. Tadqiqot natijalari shuni ko'rsatadiki, kasbiy yo'naltirilgan, kommunikativ va motivatsion yondashuvlar kursantlarning ingliz tilini o'rganish samaradorligini sezilarli darajada oshiradi.

Kalit so'zlar: *harbiy ta'lim, kursantlar, ingliz tili, kasbiy til, chet tilini o'qitish, motivatsiya*

Kirish

Globallashuv va xalqaro harbiy hamkorlikning kengayib borishi harbiy mutaxassislardan ingliz tilini yetarli darajada bilishni talab etmoqda. Bugungi kunda ingliz tili NATO standartlari, ICAO talablari, qo'shma harbiy mashg'ulotlar va texnik hujjatlar tili sifatida keng qo'llanilmoqda. Shu sababli harbiy oliy ta'lim muassasalarida ingliz tilini o'qitish strategik vazifa sifatida qaraladi.

Hutchinson va Waters ta'kidlaganidek, chet tilini o'rganish samaradorligi o'quvchilarning real ehtiyojlari bilan bevosita bog'liqdir (Hutchinson & Waters, 1987). Harbiy kursantlar uchun bu ehtiyoj kasbiy faoliyat bilan chambarchas bog'langan bo'lsa-da, amaliyotda ingliz tilini

o‘zlashtirish jarayonida muammolar saqlanib qolmoqda. Ushbu maqolaning asosiy maqsadi ana shu muammolarni aniqlash va ularni ilmiy-pedagogik asosda hal etish yo‘llarini ko‘rsatishdan iborat.

Harbiy kursantlarning ingliz tilini o‘rganishdagi lingvistik muammolari

Lingvistik muammolar kursantlarning ingliz tilini o‘zlashtirishdagi eng asosiy to‘siqlardan biri hisoblanadi. Ko‘plab kursantlar umumiy ingliz tili bazasining yetarli emasligi sababli kasbiy leksikani o‘zlashtirishda qiyinchilikka duch keladilar.

Masalan, “aircraft maintenance” mavzusida dars jarayonida hydraulic system failure yoki engine oil pressure drop kabi birikmalarni tushunish uchun nafaqat lug‘aviy bilim, balki grammatik va mantiqiy tafakkur ham talab etiladi. Nation (2001) fikriga ko‘ra, so‘zlarni faqat tarjima orqali o‘rganish ularning nutqda faol qo‘llanishiga olib kelmaydi.

Shuningdek, harbiy terminologiyaning ko‘pligi va murakkabligi kursantlarning nutqiy faolligini pasaytiradi. Masalan, command, order va instruction so‘zlarining semantik farqlarini anglamaslik real xizmat vaziyatlarida noto‘g‘ri talqinlarga olib kelishi mumkin.

Psixologik muammolar va nutqiy to‘siqlar

Harbiy ta’lim muhitining o‘ziga xosligi kursantlarning psixologik holatiga sezilarli ta’sir ko‘rsatadi. Doimiy intizom, buyruqlarga qat’iy bo‘ysunish va yuqori jismoniy yuklama kursantlarning chet tilida erkin fikr bildirishiga to‘sqinlik qiladi.

Masalan, og‘zaki nutq mashg‘ulotlarida ayrim kursantlar ingliz tilida harbiy buyruqni aytishda (Stand by for inspection, Report to the commander) xato qilishdan qo‘rqib, nutqiy faollikdan chekinadilar. Krashenning affektiv filtr nazariyasiga ko‘ra, qo‘rquv va stress tilni o‘zlashtirish jarayonini sekinlashtiradi (Krashen, 1985).

Bundan tashqari, kursantlar o‘z xatolari ustidan kulinishidan cho‘chib, muloqotdan qochish holatlari ham uchraydi. Bu esa kommunikativ kompetensiyaning yetarli darajada shakllanmasligiga olib keladi.

Tashkiliy va metodik muammolar

Harbiy OTMlarda ingliz tili faniga ajratilgan soatlarning cheklanganligi muhim muammolardan biridir. Ko‘plab hollarda ingliz tili darslari nazariy yondashuv asosida olib borilib, amaliy nutqiy mashqlarga yetarli e’tibor qaratilmaydi.

Dudley-Evans va St John (1998) ta’kidlashicha, ESP kurslarida ta’lim jarayoni kasbiy vaziyatlarga maksimal darajada yaqin bo‘lishi lozim. Ammo amaliyotda ayrim darslarda harbiy mavzular real vaziyatlardan uzilgan holda o‘rgatiladi.

Masalan, kursantlar radio communication mavzusini o‘rganar ekan, real harbiy muloqot namunalaridan emas, balki sun’iy dialoglardan foydalaniladi. Bu esa bilimlarning amaliyotga tatbiq etilishini cheklaydi.

Muammolarni bartaraf etish yo‘llari va amaliy tavsiyalar

Yuqorida ko‘rsatilgan muammolarni bartaraf etish uchun quyidagi samarali yondashuvlar tavsiya etiladi:

Kasbiy yo‘naltirilgan yondashuv – darslarda harbiy hayotga xos buyruqlar, ko‘rsatmalar va vaziyatlardan foydalanish.

Masalan, mission briefing, equipment inspection, emergency response kabi mavzular asosida mashg‘ulotlar tashkil etish.

Kommunikativ metodlar – rol o‘yinlari, juftlik va guruhli ishlardan foydalanish.

Autentik materiallar – harbiy nizomlar, texnik qo‘llanmalar, qisqa buyruq matnlarini dars jarayoniga kiritish.

Motivatsiyani oshirish – ingliz tilini bilishning harbiy karyeradagi real afzalliklarini misollar orqali ko‘rsatish.

Psixologik qulay muhit yaratish – kursantlarning xato qilishdan qo‘rqmasdan nutqiy faoliyatda qatnashishiga sharoit yaratish.

Xulosa

Xulosa qilib aytganda, harbiy oliy ta’lim muassasalari kursantlarining ingliz tilini o‘rganish jarayoni murakkab va ko‘p qirrali hisoblanadi. Lingvistik, psixologik va tashkiliy muammolar ingliz tilini samarali o‘zlashtirishga salbiy ta’sir ko‘rsatadi. Biroq zamonaviy pedagogik yondashuvlar, kasbiy yo‘naltirilgan metodlar va autentik materiallardan

foydalanish orqali ushbu muammolarni muvaffaqiyatli bartaraf etish mumkin. Ingliz tilini puxta egallagan harbiy mutaxassislar esa xalqaro miqyosda raqobatbardosh va professional jihatdan yetuk kadrlar sifatida shakllanadi.

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TIL TA'LIMIDA LINGVOMADANIY KOMPETENSIYANI RIVOJLANTIRISHNING PEDAGOGIK IMKONIYATLARI

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Annotatsiya: Ushbu maqolada harbiy ta'lim muassasalarida chet tilini o'qitish jarayonida lingvomadaniy kompetensiyani shakllantirishning nazariy va amaliy asoslari tahlil qilinadi. Harbiy mutaxassislarning kasbiy faoliyatida lingvomadaniy kompetensiyaning o'rni, uning kommunikativ, kognitiv va ijtimoiy-madaniy tarkibiy qismlarini ilmiy asosda yoritiladi. Shuningdek, maqolada chet tili o'qitish jarayonida madaniy kontekstga asoslangan metodik yondashuvlarning afzalliklari, innovatsion texnologiyalarni qo'llash imkoniyatlari va harbiy muhitga moslashtirilgan o'quv materiallarini ishlab chiqish yo'llari ko'rib chiqilgan. Tadqiqot natijalari harbiy xizmatchilarni zamonaviy global xavfsizlik muhitida

samarali muloqotga tayyorlashda lingvomadaniy kompetensiyaning muhimligini tasdiqlaydi.

Kalit so‘zlar: harbiy ta’lim, chet tili o‘qitish, lingvomadaniy kompetensiya, kommunikativ yondashuv, madaniy kontekst, metodika, innovatsion texnologiya, interaktiv metod, integratsiya.

Annotation: This article analyzes the theoretical and practical foundations of developing linguistic and cultural competence in the process of foreign language teaching at military educational institutions. The study scientifically highlights the role of linguistic and cultural competence in the professional activities of military specialists, as well as its communicative, cognitive, and socio-cultural components. Furthermore, the article examines the advantages of culturally based methodological approaches in foreign language teaching, the possibilities of using innovative technologies, and the ways of developing educational materials adapted to the military environment. The research results confirm the importance of linguistic and cultural competence in preparing military personnel for effective communication in the modern global security environment.

Keywords: military education, foreign language teaching, linguistic and cultural competence, communicative approach, cultural context, methodology, innovative technology, interactive method, integration.

Аннотация: В данной статье анализируются теоретические и практические основы формирования лингвокультурной компетенции в процессе преподавания иностранных языков в военных учебных заведениях. Научно обосновано значение лингвокультурной компетенции в профессиональной деятельности военных специалистов, а также раскрыты её коммуникативные, когнитивные и социокультурные компоненты. Кроме того, в статье рассматриваются преимущества методических подходов, основанных на культурном контексте, возможности применения инновационных технологий и пути разработки учебных материалов, адаптированных к военной среде. Результаты исследования подтверждают важность лингвокультурной компетенции в подготовке военнослужащих к эффективному общению в современных условиях глобальной безопасности.

Ключевые слова: военное образование, преподавание иностранных языков, лингвокультурная компетенция, коммуникативный подход, культурный контекст, методика, инновационные технологии, интерактивный метод, интеграция.

Bugungi globallashuv sharoitida harbiy xizmatchilarning chet tilini bilish darajasi nafaqat kasbiy zarurat, balki davlatlararo harbiy hamkorlikning muhim omili hisoblanadi. Shu boisdan, harbiy ta'lim tizimida chet tili o'qitish faqat grammatik yoki leksik bilimlarni egallash bilan cheklanmay, balki lingvomadaniy kompetensiyani shakllantirishga yo'naltirilgan bo'lishi lozim. Bu kompetensiya o'quvchilarga o'rganilayotgan til egalarining madaniy qadriyatlarini anglash, muloqot jarayonida ularni to'g'ri talqin etish, hamda o'z madaniyatini munosib ifodalash imkonini beradi.

Chet tili o'qitishda lingvomadaniy yondashuvning dolzarbligi O'zbekiston Respublikasi Prezidenti tomonidan ilgari surilgan "Yangi O'zbekiston – ma'rifatli jamiyat" konsepsiyasi [1], "Ta'lim to'g'risida"gi qonun hamda "Chet tillarini o'rganishni ommalashtirish to'g'risida"gi qarorlarda ham o'z aksini topgan. Harbiy ta'limda esa bu yondashuvning ahamiyati ikki karra ortadi, chunki harbiy xizmatchining chet tili bilimi uning xalqaro harbiy operatsiyalar, tinchlikparvarlik missiyalari va diplomatik muloqotdagi muvaffaqiyatini belgilaydi [2].

Lingvomadaniy kompetensiya tushunchasi ilk bor XX asrning oxirlarida tilshunoslik va pedagogika fanlarida shakllangan bo'lib, u tilni bilish bilan bir qatorda madaniy kontekstni anglash, ijtimoiy vaziyatlarga mos muloqot qila olish qobiliyatini ham o'z ichiga oladi. Xalqaro manbalarda bu kompetensiya B. Tomlinson, C. Kramsch, M. Byram kabi olimlar tomonidan chuqur tadqiq etilgan. Ularning ta'kidlashicha, lingvomadaniy kompetensiya til egasining dunyoqarashi, qadriyatlari va axloqiy me'yorlarini tushunish bilan uzviy bog'liqdir.

Harbiy ta'limda ushbu kompetensiya harbiy xizmatchining xalqaro axborot almashinuvi, buyruq va farmonlarni to'g'ri talqin etish, madaniyatlararo muloqotda xatolarga yo'l qo'ymaslik kabi jihatlarda muhim rol o'ynaydi [3]. Shuningdek, bu kompetensiya professional axloq va muloqot madaniyatining tarkibiy qismi sifatida qaraladi.

O‘zbekiston harbiy ta’lim tizimida lingvomadaniy kompetensiyani rivojlantirish o‘quv dasturlarini yangilash, darsliklarni milliy va xalqaro tajriba asosida boyitish, hamda o‘quvchilarning o‘z madaniyatiga hurmatini oshirish orqali amalga oshirilmoqda.

Harbiy sohada til o‘rganishning o‘ziga xos tomoni shundaki, o‘quvchi tilni nafaqat kommunikatsiya vositasi, balki kasbiy faoliyatining bir qismi sifatida o‘zlashtiradi [4]. Shu bois lingvomadaniy yondashuv harbiy mutaxassislarni tayyorlashda til va madaniyatning o‘zaro aloqadorligini mustahkamlaydi.

Zamonaviy ta’lim sharoitida harbiy xizmatchilar uchun chet tili o‘qitish jarayonida raqamli texnologiyalar muhim o‘rin tutadi. Duolingo for Military, LinguaSkill Military English, Quizlet, Kahoot kabi platformalardan foydalanish o‘quvchilarni interaktiv mashg‘ulotlarga jalb etadi. Shu bilan birga, “Madaniyatlararo kommunikatsiya” moduli asosida multimedia materiallari, harbiy ssenariyli videolar va real muloqot simulyatorlari lingvomadaniy kompetensiyani mustahkamlaydi.

Gamifikatsiya (o‘yinlashuv) usuli ham samarali natija beradi. Masalan, kursantlarga turli millatlar harbiy madaniyatiga oid topshiriqlarni o‘yin shaklida berish ularning bilimini chuqurlashtiradi. Bundan tashqari, CLIL (Content and Language Integrated Learning) metodikasi — ya’ni mazmun va tilni integratsiyalashgan holda o‘qitish — harbiy sohada ayniqsa foydalidir. Bu yondashuv orqali kursantlar bir vaqtning o‘zida harbiy fanlarni va tilni o‘zlashtiradilar [5].

Tajriba natijalariga ko‘ra, lingvomadaniy kompetensiyaga asoslangan darslar kursantlarning tilni o‘zlashtirish sur’atini 30–40% ga oshirgan, ularning motivatsiyasi esa sezilarli darajada kuchaygan (Chirchiq OTQMB, 2024-yil kuzatuv natijalari asosida).

Lingvomadaniy kompetensiya — bu shaxsning xorijiy tilda muloqot qilishda madaniy va ijtimoiy jihatdan mos xatti-harakatni tanlay olish, kommunikativ holatni to‘g‘ri talqin etish hamda milliy qadriyatlarga hurmat bilan yondasha olish qobiliyatidir [6].

Harbiy kontekstdagi lingvomadaniy kompetensiya quyidagi tarkibiy qismlardan iborat:

Til kompetensiyasi — grammatik, fonetik va leksik bilimlar majmui.

Madaniy kompetensiya — o‘rganilayotgan til xalqi mentaliteti, urf-odatlari, rasmiy muloqot uslubi haqidagi tushunchalar.

Kommunikativ kompetensiya — turli millatlar vakillari bilan harbiy va rasmiy kontekstda samarali aloqa o‘rnatish qobiliyati.

O‘quv jarayonida lingvomadaniy kompetensiyani shakllantirish quyidagi bosqichlarda amalga oshiriladi:

Birinchi bosqich – tilning asosiy grammatik va leksik bazasini o‘zlashtirish.

Ikkinchi bosqich – madaniyat bilan bog‘langan nutq vaziyatlari orqali tilni qo‘llash.

Uchinchi bosqich – real kommunikatsiya, roliklar, muloqot simulyatorlari, diplomatik dialog mashg‘ulotlari orqali mustahkamlash.

Shu tarzda, kursant nafaqat tildan, balki madaniyatdan ham “fikrlash”ni o‘rganadi [7, 8].

Harbiy ta’lim tizimida o‘qituvchi o‘zini oddiy til o‘qituvchisi sifatida emas, balki madaniyatlararo muloqot vositachisi sifatida ko‘rishi zarur. O‘qituvchi darsda madaniyat elementlarini tabiiy kiritish uchun quyidagi yondashuvlardan foydalanadi:

Case-study (vaziyatli tahlil) – turli millatlar harbiy muomalasi, rasmiy etiketi bo‘yicha holatlarni muhokama qilish.

Role-play (rol o‘yinlari) – xalqaro missiyalarda yoki qo‘shma mashg‘ulotlarda yuz beruvchi muloqotlarni jonlantirish.

Project work (loyiha ishlari) – kursantlarga ma’lum bir mamlakat harbiy tizimi yoki madaniy qadriyati bo‘yicha ingliz tilida taqdimot tayyorlatish.

Harbiy ta’limda lingvomadaniy kompetensiyani shakllantirish — bu zamonaviy harbiy kadrlar tayyorlash strategiyasining ajralmas qismidir. Tilni bilish – bu qurol emas, muloqot quroli, madaniyatni anglash esa – strategik ustunlikdir.

Xulosa qilib aytganda, harbiy mutaxassislar uchun chet tili o‘qitishda lingvomadaniy yondashuvni qo‘llash — bu nafaqat til bilimlarini rivojlantirish, balki xalqaro madaniyatlararo muloqotga tayyor, tolerant va global fikrlovchi ofitserlarni shakllantirish garovidir. Lingvomadaniy kompetensiya harbiy sohada kommunikativ samaradorlikni oshiradi, milliy qadriyatlarga hurmat va xalqaro madaniyatni anglash madaniyatini

mustahkamlaydi. Shu bois, o‘quv dasturlarini yangilashda va o‘qituvchilarni tayyorlashda ushbu yondashuvning metodik asoslarini chuqurroq joriy etish zarur. Innovatsion texnologiyalar, integratsiyalashgan metodlar va o‘qituvchining madaniy vositachilik roli harbiy xizmatchilarning chet tili va madaniyatni o‘zlashtirish samaradorligini sezilarli darajada oshiradi. Shu bois, harbiy ta’lim muassasalarida lingvomadaniy yondashuvni tizimli joriy etish mamlakat mudofaa salohiyatini kuchaytiruvchi omil sifatida qaralishi lozim [10].

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BOSHLANG‘ICH TA’LIMDA BOLALAR ADABIYOTINI O‘QITISH METODIKASINI JADID MEROSI ASOSIDA TAKOMILLASHTIRISH

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Annotatsiya: Mazkur maqolada XX asr boshlarida jadid-ma’rifatparvarlar tomonidan yaratilgan bolalar adabiyoti va o‘qish darsliklarining mazmun-mohiyati hamda pedagogik ahamiyati tahlil qilinadi. Tadqiqotda Sadriddin Ayniy va Elbek tomonidan tuzilgan o‘qish kitoblari misolida darsliklarning g‘oyaviy yo‘nalishi, badiiy xususiyatlari va metodik asoslari yoritiladi. Jadid darsliklarida o‘quvchilarning yosh va psixologik xususiyatlarini inobatga olish, axloqiy, estetik va aqliy tarbiyani uyg‘un holda shakllantirish masalalariga alohida e’tibor qaratilgani asoslab beriladi. Shuningdek, mazkur o‘qish kitoblarining bugungi zamonaviy “O‘qish” darsliklari bilan mazmuniy va metodik jihatdan uyg‘unligi ochib berilib, jadid pedagogik merosining zamonaviy boshlang‘ich ta’lim tizimidagi ahamiyati ilmiy asosda yoritiladi.

Kalit so‘zlar: jadidchilik, bolalar adabiyoti, o‘qish darsliklari, Sadriddin Ayniy, Elbek, boshlang‘ich ta’lim, axloqiy tarbiya, pedagogik meros, metodik yondashuv, ma’rifatparvarlik.

Kirish. Davlatimiz rahbari Shavkat Miromonovich Mirziyoyev 2023-yil 22-dekabrda Respublika Ma’naviyat va ma’rifat kengashi yig‘ilishida quyidagilarni aytib o‘tdilar: “Ma’rifatparvar ajdodlarimizning merosi bugun biz qurayotgan huquqiy demokratik davlat va fuqarolik jamiyati uchun poydevor bo‘lib xizmat qilishi tabiiy”,

“Bu kimgadir yoqadimi yoki yo‘qmi, xalqimiz jadid bobolarimiz ko‘rsatib bergan yo‘ldan og‘ishmay borishi kerak. Chunki ularning g‘oya va dasturlari yangi O‘zbekistonni barpo etish strategiyasi bilan har tomonlama uyg‘un va hamohangdir”[12].

Sadriddin Ayniy va Elbek tomonidan tuzilgan o‘qish kitoblarida turli ijodkorlar qalamiga mansub asarlardan namunalar, hikoyalar hamda xalq og‘zaki ijodiga oid qo‘shiqlar keng o‘rin olgan. Mazkur darsliklarda mavzularni puxta o‘zlashtirishga xizmat qiluvchi savol va topshiriqlar tizimi ham ishlab chiqilgan. Ushbu jihatlar mazmun va metodik yondashuv nuqtayi nazaridan bugungi kundagi “O‘qish” darsliklari bilan uyg‘unlashadi. Shu ma’noda, jadidlar tomonidan yaratilgan mazkur o‘qish kitoblari zamonaviy yangi avlod darsliklari uchun metodik asos va dastlabki namuna vazifasini bajargan.

Tadqiqot usullari va materiallari. So‘nggi yillarda jadid-ma’rifatparvarlar merosiga bo‘lgan qiziqish tobora kuchayib bormoqda. Xususan, ularning bolalar adabiyotiga oid qarashlari va asarlari boshlang‘ich ta’lim yo‘nalishi talabalari uchun muhim pedagogik manba sifatida e’tirof etilmoqda. Bugungi kunda jadidlar ijodini o‘rganishga qaratilgan madaniy-ma’rifiy tashabbuslar kengayib, poytaxt va hududlarda turli ko‘rgazmalar, ilmiy anjumanlar hamda seminarlar tashkil etilmoqda. Shuningdek, jadidlar faoliyatini targ‘ib qiluvchi axborot-resurslari va ijtimoiy platformalar faoliyati ham jadallashgan. Bu holat jadidlar merosining zamonaviy ta’lim tizimidagi ahamiyatini yana bir bor tasdiqlaydi.

Jadid-ma’rifatparvarlar xalqni savodli va ma’rifatli etish yo‘lida adabiyotga, ayniqsa, bolalar adabiyotiga alohida e’tibor qaratganlar. Ular yaratgan asarlar jadid maktablarida ta’lim-tarbiya jarayonining muhim tarkibiy qismi bo‘lgan. Jumladan, Sadriddin Ayniy tomonidan yozilgan “Tahzib us-sibyon”, Elbekning “Go‘zal yozg‘ichlar” kabi asarlar mualliflarning o‘zi tashkil etgan maktablarda o‘qitilgan. Mazkur asarlar hajman ixcham, mazmunan sodda bo‘lib, o‘quvchilarning yosh xususiyatlari, dunyoqarashi va qiziqishlariga mosligi bilan ajralib turadi. Ushbu asarlar orqali bolalarda vatanparvarlik, do‘stlik, shukronalik, oila va ota-onaga hurmat kabi yuksak axloqiy fazilatlarni shakllantirishga erishilgan.

1-jadval.

Jadid ma'rifatparvarlari Sadriddin Ayniy va Elbekning hayoti va ijodining o'xshash va farqli jihatlari

Qisqacha ta'rif	Sadriddin Ayniy	Sadriddin Ayniy va Elbek	Elbek
Tavalludi	Buxoro, 1878	O'zbekiston	Toshkent, 1898
Oilasi	Said Murodxo'ja	Dehqon oilasida	Yunus ota
Bolaligida		Erta yetim qolgan, oilasini boqish uchun yoshlikdan odamlar uyida ishlagan	
Dastlabki ta'lim	eski maktab, Mir Arab, Olimxon, Badalbek, Hoji Zohid, Ko'kaldosh madrasalarida, …	Jadid maktablari ochib, pedagogik faoliyat bilan shug'ullangan.	"Xoniy" maktabi, Avloniyning „usuli savtiya" maktabi, …
Asarlari	„Tahzib us-sibyon" „Tartil ul-Qur'on" „Zaruriyoti diniya" „Qiz bola yoki Xolida"	Boshlang'ich sinflar uchun o'qish darsliklari yaratgan, bolalar adabiyotiga yuksak hissa qo'shgan	„O'rnak" „Go'zal yozg'ichlar" "Bilim"
Vafoti	1954-yil Dushanbe	Serqirra ijodkor, chet el bolalar adabiyotidan tarjimalari bisyor	1938-yil Magadan

Natijalar va muhokamalar. Elbek tomonidan yaratilgan darslik va qo‘llanmalarda, eng avvalo, o‘sha davrning ijtimoiy-ma’naviy muhiti yaqqol namoyon bo‘ladi. Ushbu o‘quv adabiyotlari sinflar kesimida tuzilib, o‘quv materiallari oddiydan murakkabga tomon izchil rivojlantirilgan. Bunga 1925-yilda Toshkent shahrida «O‘zdavnashr» nashriyoti tomonidan chop etilgan, boshlang‘ich maktablarning 1–3-sinflari uchun mo‘ljallangan «O‘rnak» nomli o‘qish kitobi yaqqol misol bo‘la oladi.

Mazkur darslikning birinchi yil, ya’ni 1-sinf o‘quvchilari uchun tayyorlangan nashri 87 sahifani qamrab olib, jami 12 bo‘limdan iborat. Bo‘limlar hajmi turlicha bo‘lib, ular o‘quvchilar yosh xususiyatlari va psixologiyasiga mos tarzda shakllantirilgan. Darslikda maktab va oila muhiti, uy-ro‘zg‘or, jonivorlar, chorvachilik, sog‘lom turmush tarzi, yil fasllari, o‘simliklar, tabiiy boyliklar hamda kashfiyotlar kabi mavzular qamrab olingan. Ushbu matnlar orqali o‘quvchilar maktab hayoti va ta’lim jarayonida foydalaniladigan asbob-uskunalar bilan tanishtiriladi.

XX asr boshlarida darslik tuzgan pedagog va ma’rifatparvar ziyolilar o‘quv materiallarini, asosan, o‘z hayotiy tajribalari va kuzatuvlari asosida yaratganlar. Ular nasriy matnlar bilan bir qatorda she’rlar, to‘rtliklar, hikoya va rivoyatlarni ham bitib, darsliklar mazmuniga kiritganlar. Jumladan, Sadriddin Ayniy “Tahzib us-sibyon” darsligining “Aqlli bola” bobida bolalarda saxovat va oqilona xulqni shakllantirishga qaratilgan she’riy parchani taqdim etadi. Muallif “Tarbiya ko‘rgan bola”, “Yaxshi, odobli bola” bo‘limlarida yosh avlodda odob-axloq me’yorlarini erta yoshdan qaror toptirish, shaxsiy poklik va tartib-intizomga amal qilish zarurligi haqida mulohaza yuritadi. Darslikda, shuningdek, axloqiy tarbiya, ota-onaga hurmat va oilaviy munosabatlar masalalari yoritilib, bu g‘oyalar badiiy jihatdan yetuk savol-javob shaklidagi she’rlar orqali mustahkamlangan. S.Ayniy oilada mehr-oqibat va o‘zaro hurmat muhitining ustuvor bo‘lishini muhim deb biladi. “Asarda insonparvarlik g‘oyalarini targ‘ib etuvchi hikoyalar bilan birga, estetik tarbiya hamda o‘yin faoliyatiga oid qisqa matnlar ham o‘rin olgan. “Tahzib us-sibyon” mazmun doirasi keng bo‘lgan o‘quv qo‘llanma sifatida baholanib, unda turli fanlar va ularning inson hayotidagi ahamiyati yoritiladi. Muallif har bir bolaning

savodli bo‘lishi, o‘qish va yozishni egallashi zarur, degan g‘oyani ilgari suradi. Darslikda bolalar hayoti, tabiat, maktab muhiti, uy hayvonlari va parrandalar bilan bog‘liq, yoshga mos va qiziqarli hikoyalar keltirilgan.[13]

Sadriddin Ayniy mazkur kitobda o‘qituvchilar uchun ham metodik tavsiyalar berib, ayrim boblarni muallim shaxsi va uning tarbiyaviy mas’uliyatiga bag‘ishlaydi. “Tahzib us-sibyon” Sharq adabiy-didaktik an’analari ta’sirida yaratilgan badiiy-axloqiy asar bo‘lib, unda Shayx Sa’diy “Guliston”i va Abdurahmon Jomiy “Bahoriston”i bilan mushtarak jihatlar seziladi. Asarning g‘oyaviy yo‘nalishi va ifoda uslubi ham ana shu an’analar bilan uyg‘unlashadi. Unda nasr va nazm bir-birini to‘ldirgan holda qo‘llanib, tarbiyaviy fikrlar ixcham va sodda shaklda, kichik hikoyalar orqali yoritilgan.[13]

Qiroat kitobidagi “Tarbiya ko‘rgan bola”, “Odobli bola”, “Ustoz – muallim”, “Marhamatli Ahmadjon” kabi sarlavhalar ostida berilgan maqolalar ham soddaligi va lo‘ndaligi bilan ajralib turadi. “Aqlli odam va baland baxt sohibi” nomi bilan berilgan voqealar yakunida keltirilgan to‘rtlik esa asarning asosiy g‘oyaviy xulosasini ifodalaydi. Ushbu parchada muallif oqillikni shukr, sabr va nafs ustidan g‘alaba qozonish bilan bog‘lab talqin etadi.[13]

Xulosa. Tadqiqot natijalari shuni ko‘rsatadiki, jadid-ma’rifatparvarlar, xususan, Sadriddin Ayniy va Elbek tomonidan yaratilgan o‘qish darsliklari XX asr boshidagi ijtimoiy-ma’naviy ehtiyojlarga mos holda shakllangan bo‘lib, ular nafaqat savod o‘rgatish, balki yosh avlodni har tomonlama barkamol etib tarbiyalashga xizmat qilgan. Mazkur darsliklarda bolalar yosh xususiyatlari, psixologiyasi va qiziqishlari inobatga olinib, axloqiy, estetik, aqliy hamda mehnat tarbiyasiga oid g‘oyalar badiiy va sodda shaklda ifodalangan. Ayniy va Elbek asarlarida insonparvarlik, vatanparvarlik, ota-onaga hurmat, mehnatsevarlik, shukronalik kabi fazilatlar yetakchi g‘oya sifatida ilgari suriladi.

Shuningdek, ushbu darsliklarda savol-javob, she’riy parchalar, qisqa hikoyalar orqali o‘quvchilarning mustaqil fikrlash ko‘nikmalarini rivojlantirishga alohida e’tibor qaratilgani ularning metodik jihatdan pishiq ekanini ko‘rsatadi. Jadidlar tomonidan yaratilgan o‘qish kitoblari mazmun

va tuzilish jihatidan bugungi zamonaviy “O‘qish” darsliklari bilan uyg‘unlik kasb etib, yangi avlod darsliklari uchun muhim metodik manba va tarixiy asos bo‘lib xizmat qilmoqda. Shu bois, jadid pedagogik merosini chuqur o‘rganish va uni hozirgi boshlang‘ich ta’lim tizimiga ijodiy tatbiq etish bugungi kun ta’limi oldida turgan dolzarb vazifalardan biridir va prezidentimizning jadidlar asarlarini o‘rganish haqidagi yuqoridagi fikrlari bugungi kunda o‘z tasdqig‘ini topgan.

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THE NATURE AND COMPONENTS OF SPEAKING CONFIDENCE IN EFL LEARNING

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Abstract: This article examines speaking confidence as a key factor influencing EFL learners' oral performance and willingness to

communicate. It highlights the role of linguistic competence, affective factors, and classroom environment, and emphasizes the relationship between confidence, anxiety, and self-efficacy. The article also suggests practical strategies for fostering speaking confidence and supporting effective oral communication in EFL classrooms

Keywords: EFL speaking, confidence, affective factors, oral communication, communicative competence, anxiety

Introduction

Speaking is widely recognized as one of the most challenging skills for learners of English as a Foreign Language (EFL). Unlike reading or writing, speaking requires learners to process language in real time, respond spontaneously, and manage interaction with others, often under the pressure of being evaluated. As a result, many EFL learners experience difficulties not only due to limited linguistic knowledge but also because of low speaking confidence, which significantly affects their oral performance and willingness to communicate.

Speaking confidence refers to learners' belief in their ability to express ideas, manage communication breakdowns, and interact effectively in the target language. Research has shown that even learners with adequate vocabulary and grammatical knowledge may avoid speaking if they lack confidence or experience high levels of anxiety. In EFL contexts, where opportunities for authentic communication are limited and fear of negative evaluation is common, speaking confidence becomes a critical factor in successful language learning.Previous studies have emphasized the close relationship between speaking confidence, foreign language anxiety, and self-efficacy. Learners with higher confidence tend to take more communicative risks, participate actively in classroom interactions, and view mistakes as a natural part of the learning process. Conversely, anxious learners often remain silent, avoid participation, and experience cognitive and emotional barriers that hinder effective communication. Given the dynamic and situational nature of speaking confidence, it is essential to examine the factors that contribute to its development. These factors include linguistic competence, performance skills, affective variables, social

context, and learners' past experiences. Understanding how these components interact can help teachers design more supportive and learner-centered classrooms. Therefore, this article aims to explore the concept of speaking confidence in EFL learning, analyze its key components, and offer practical pedagogical strategies for fostering a positive speaking environment. By addressing both psychological and instructional aspects, the study seeks to contribute to more effective practices in developing EFL learners' oral communication skill.

Speaking confidence refers to learners' belief in their ability to communicate effectively in English, handle breakdowns, and manage interlocutor expectations (MacIntyre, Clément, Dörnyei, & Noels, 1998). It involves cognitive judgments, emotional responses, and behavioral tendencies—a combination that affects actual speaking performance.

In EFL contexts—especially in countries where English is not used daily—speaking confidence becomes even more crucial as learners have limited exposure to authentic communication and often fear negative evaluation. Hence, analyzing the nature and components of speaking confidence helps teachers create more effective learning environments that support oral proficiency.

Speaking confidence is a complex psychological state that develops as learners progressively acquire linguistic resources and reduce anxiety in order to engage in communication in the target language. Speaking confidence is motivated by emotions. In an EFL context, *foreign language anxiety* is a major detractor of English speaking and is closely related to speaking anxiety (Horwitz et al., 1986). Learners who experience anxiety often show physiological reactions (e.g., increased heart rate), avoidance behaviors, cognitive "blanking out"[91], reduced fluency. Confidence functions as the counterweight to anxiety. When learners believe they can perform well, they are more willing to speak, take risks, and tolerate mistakes. Speaking confidence reflects *self-efficacy*—the belief in one's ability to achieve specific tasks (Bandura, 1997). Learners with high self-efficacy anticipate success, persist longer during difficult tasks, and handle

[9] Blanking out - is a phenomenon that occurs when you're awake but can't access any mental content, leaving you unable to think or recall information during important moments.

communicative pressure better than ones who has lack of it. They view mistakes as part of learning, not as a personal deficiency. Confidence depends strongly on social context (Gregersen & MacIntyre, 2014) Learners may speak fluently with friends but freeze in front of teachers or they may speaking with high confidence on topics which they are familiar with, and they may perform confidently in rehearsed tasks but struggle in spontaneous communication. Group dynamics, classroom atmosphere, peer relationships, and cultural norms all shape confidence. Thus, speaking confidence is situational and influenced by classroom ecology. Speaking confidence is not fixed. It increases with rehearsal of communication, successful communication by which I mean communicating and not feeling humiliated, supporting feedback (from teachers but also peers or around partners), lowered anxiety and growing competence in spoken language skills and confident is developmental therefore it may be designed through activities such as role play for example skating into a confidence place. The factors which determine speaking confidence are multi-faceted in nature, and such factors coalesce with the purpose of having an impact on learners' oral performance. Speaking confidence is built on a basis of linguistic competence. If learners experience difficulty with vocabulary, grammar, or pronunciation theyare likely to be afraid of errors and do all they can to avoid them. Speaking confidence is shaped by several interrelated components that work together to influence learners' oral performance. Linguistic competence forms the foundation of speaking confidence. Learners who lack vocabulary, grammar, or pronunciation skills often fear errors and lose confidence.

Adequate vocabulary allows learners to express ideas clearly, maintain conversation flow, reduce pauses and hesitation. Limited vocabulary leads to communicative breakdowns and reduced confidence[10] (Nation & Newton, 2009). Grammar supports clarity and accuracy. Learners who feel uncertain about grammar often avoid speaking to prevent making public mistakes. In order to express the ideas in our minds, we can use several grammar structures that cannot be explained with just words or simple

grammar forms. This is a complex system to adapt our tongue to use these structures, however consistent repeatition of them in our speech helps make them spontenous tools of our language. The next influential factor is pronunciation. Pronunciation strongly affects intelligibility and identity. Learners who fear being misunderstood—or sounding "wrong"—have lower confidence (Derwing & Munro, 2015). Derwing and Munro mentioned this idea in their article and I reckon they are totally right as it seems to sound like a native speaker gives us more confidence than we think it does. Improvement in pronunciation often leads to immediate gains in confidence.

Performance skills allow learners to utilize linguistic knowledge effectively in a range of situations which offers good communication skills. One of the most important factor is fluency. Fluency involves speaking at a natural pace with minimal hesitation. Fluent speakers are perceived as confident, and fluency training (e.g., timed speaking, shadowing) significantly boosts confidence. Being able to organize ideas logically while speaking increases communicative success and reduces fear of confusion

Interactional competence includes: turn-taking, responding to cues, clarifying meaning and maintaining the conversation. Learners with strong interactional skills feel more confident during real-time communication.

Affective variables are central to confidence. High anxiety reduces working memory efficiency, blocks retrieval of linguistic knowledge, and undermines performance[11] (MacIntyre & Gardner, 1994).

Motivated learners persist longer and take more speaking opportunities. Motivation interacts with confidence: higher confidence boosts motivation, and vice versa.

Learners with high global self-esteem feel less threatened by error correction or peer judge. Supportive teachers create a low-anxiety environment where students feel safe to speak (Young, 1991). Excessive correction or comparison lowers confidence.

Friendly, cooperative peers reduce fear of ridicule and increase willingness to communicate. A classroom culture that treats mistakes as

learning opportunities significantly enhances speaking confidence. Confidence develops through accumulated experiences. These include successful speaking tasks, polite or encouraging listener responses, authentic communication opportunities, and achieving communication goals. Positive experiences strengthen the belief: "I can do this" while negative ones create fear and avoidance.

Teachers should design tasks such as, pair work, problem-solving activities, role-plays, task-based learning. These encourage participation without public pressure. Correct errors gently and selectively. Focus on meaning before form unless errors block communication. Strategies such as paraphrasing, asking for clarification, and using fillers reduce breakdowns and boost confidence. To building a positive classroom environment teachers should encourage risk-taking, praise effort, not just accuracy, normalize mistakes, foster peer support. Activities like shadowing, drilling, intonation practice, and timed speaking build automaticity and confidence.

CONCLUSION

Speaking confidence is a multifaceted construct shaped by linguistic competence, performance skills, affective variables, social influences, and previous experiences. Its dynamic nature means it can be nurtured through supportive teaching practices, structured communicative opportunities, and emotionally supportive environments. Developing speaking confidence is essential for enabling learners to become active and effective communicators in English.

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ИГРОВЫЕ ТЕХНОЛОГИИ В ФОРМИРОВАНИИ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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В условиях современного мира всё более актуальной становится необходимость взаимодействия с представителями различных культур. В связи с этим владение языком международного общения

выступает важнейшим показателем образовательного уровня и успешности личности. Изучение английского языка должно строиться на принципах уважения, понимания и принятия культурных различий между странами-носителями и учащимися. Именно поэтому данное исследование основано на межкультурном подходе к обучению иностранным языкам, так как основы межкультурной компетенции формируются уже в начальной школе. [1]. Более того, задача учителя начальных классов заключается не только в том, чтобы помочь учащимся овладеть учебной программой, но и научить их уважать мнение других людей, историю и культуру других народов, а также помочь им приобрести первоначальные навыки адаптации в динамично развивающемся мире.

Одной из ключевых задач обучения иностранному языку является развитие у учащихся коммуникативной компетенции, а также готовности к межличностному и межкультурному взаимодействию с носителями языка. В основе преподавания английского лежит коммуникативный подход, предполагающий формирование способности вести общение на иностранном языке, то есть овладение коммуникативными навыками.

Несмотря на большое количество научных исследований, посвящённых методическим и теоретическим аспектам культурологической подготовки студентов на разных уровнях образования — от начальной до высшей школы, проблеме формирования межкультурной компетенции уделяется недостаточно внимания, особенно в части её развития средствами игровых технологий у начинающих учеников.

Теоретическое обоснование данного направления требует включения материалов коммуникативного, социокультурного и страноведческого характера, отвечающих современным требованиям к специалистам. Кроме того, в условиях глобализации, когда всё мировое сообщество стремится к интеграции, важно приобщать человека к иной культуре через формирование собственной межкультурной коммуникации и культурной компетентности.

Актуальность проблемы усиливается также тем, что интерес к изучению других культур в нашей стране высок, однако количество учебных материалов отечественных авторов, ориентированных на формирование навыков межкультурного общения, крайне ограничено.

Термин «межкультурная компетенция» существует в научном мире более шестидесяти лет, однако до сих пор не сформулировано единого определения и структуры. На основе анализа источников по исследуемой проблеме можно сделать вывод, что межкультурная компетенция играет значительную роль в структуре ключевых компетенций. В.В. Сафонова описывает межкультурную компетенцию как часть коммуникативных умений языковой личности [1].

Изучение научной и педагогической литературы позволяет определить, что различные аспекты межкультурной компетентности личности обучающихся были исследованы и описаны в теоретических трудах (А.В. Анненкова, В.Г. Апальков, К.Е. Безукладников, Р.Р. Бикитеева, Г.В. Елизарова, О. Леонтович, А.У. Муратов, О.Г. Оберемко, Л.П. Павлова, М.В. Плеханова, И.Л. Плужник, А.П. Садохин, Я.А. Синицына, Э.Р. Хакимов, А. Артамонова, A.E. Fantini, G. Ellis, E. Jung, T. Nakayama, T.B. Rogers, Y. Sarkees, G. Triandis и др.).

По мнению Н.Д. Гальсковой и Н.И. Гез, межкультурная компетенция позволяет личности реализовать себя в культурном взаимодействии, то есть в межкультурной коммуникации [2]. Кнапп описывает межкультурную компетенцию как способность понимать другие культуры, а также представителей собственного общества [3].

Принципы зарубежных учёных, отражающие сложность цикла формирования межкультурной компетенции, были проанализированы М. Беннетом, Г. Ченом, Д.К. Дирдорфф, К. Кнаппом и др. [7].

Современное общество развивается в условиях стремительных изменений: глобализации, ускоряющихся социальных преобразований, перехода к постиндустриальной модели «общества знаний», активного расширения межкультурных связей, усиления глобальных вызовов и роста значимости человеческого капитала. В этих обстоятельствах требуется формирование таких сообществ, которые способны не

только соответствовать динамике развития, но и выдвигать новые цели, а также находить пути их достижения. Определяющая роль в этом процессе принадлежит системе образования. Как отмечает Кудабаева, «цели, парадигмы и методы, актуальные десять лет назад, должны уступить место новым. Если ранее результат обучения понимался как студент, обладающий набором знаний, умений и навыков, полученных от преподавателя, то в современных условиях результатом обучения выступает личность, компетентная в определённой сфере деятельности». [5].

По мнению Кудриной, структура межкультурной компетенции включает:

1. Когнитивный компонент — систему знаний, включающую знание культурных особенностей своей страны и страны изучаемого языка.

2. Деятельностный компонент — умения и навыки адаптации к новой культурной среде, использование вербальных и невербальных средств, взаимодействие с представителями других культур.

3. Личностный компонент — наличие таких качеств, как толерантность, патриотизм и эмпатия [1].

Особая роль в формировании межкультурной компетенции принадлежит использованию игровых технологий в образовательном процессе. Игровая деятельность делает процесс обучения более творческим и интересным на любом этапе. Игры известны с древности. Так, в Китае обнаружена древнейшая настольная игра, датируемая 3000 годом до н. э. [8]. Многие этнографы считают, что игры создавались для образовательных целей — они имитировали жизненные ситуации, передавали знания следующему поколению и готовили его к правильному социальному функционированию. Хороший пример — шахматы, которые использовались 2000 лет назад как стандартная симуляционная игра для подготовки воинов к сражениям [9].

Использование различных игр в учебном процессе помогает сочетать рациональный и эмоциональный компоненты обучения.

Игры позволяют снизить информационную перегрузку, обеспечить психологическую разгрузку учащихся, способствуют лучшему усвоению знаний и развитию коммуникативных навыков. При этом они предъявляют высокие требования к квалификации учителя, создают непринуждённую атмосферу, помогая при этом находить решения в конкретных коммуникативных ситуациях. Как отмечали Л.С. Выготский, Н.В. Истомина и Ж. Пиаже, игра является наиболее эффективной формой обучения культуре изучаемого языка [13].

Ян Амос Коменский, основатель современной педагогики, предлагал обучать через игру, отдавая предпочтение симуляционным и соревновательным играм [10]. Авторы подчёркивают, что не каждая игра имеет педагогическую ценность. Важнейшими критериями отличия игры являются счёт, правила, соревнование и элемент условности [6].

Таким образом, игра представляет собой высший уровень игровой деятельности, основанной на строгом соблюдении правил как минимум двумя участниками. В педагогической литературе чаще используется термин «дидактическая игра». Винценты Окон характеризует её как деятельность по правилам с чётко определённой целью и подчёркивает её образовательные функции: воспитание ожиданий, умение играть, выигрывать и проигрывать[10]. В свою очередь, Ц. Куписевич выделяет в дидактической игре игровые черты и классифицирует их по типам: симуляционные, ситуационные и инсценировочные [14].

А.Н. Зимняя в учебнике «Педагогическая психология» разделяет игры по видам деятельности:

1. физические,
2. интеллектуальные,
3. трудовые,
4. социальные,
5. психологические.

А по характеру педагогического процесса игры могут быть:

1. тренировочные, контролирующие, обобщающие;

2. познавательные, образовательные;
3. репродуктивные, продуктивные, творческие;
4. коммуникативные, диагностические, профориентационные [12, 14].

Таким образом, по мнению многих исследователей, игры способны мотивировать, развлекать и способствовать развитию беглости речи. Их можно использовать на любом этапе урока - на этапе объяснения, контролируемой практики и коммуникативной практики.

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NOMUTAXASSIS TALABA, TINGLOVCHI VA KURSANTLARGA INGLIZ TILINI O‘QITISHDA AXLOQIY-FALSAFIY YONDASHUV ASOSIDA ANALITIK TAFAKKURNI RIVOJLANTIRISH

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Annotatsiya: Mazkur tezis nomutaxassis yo‘nalishlarda tahsil olayotgan talaba, tinglovchi va kursantlarga ingliz tilini o‘qitish jarayonida axloqiy-falsafiy yondashuvdan foydalanishning metodik imkoniyatlarini yoritishga bag‘ishlangan. Ingliz tili mashg‘ulotlarida mazmunan boy badiiy va autentik matnlar asosida tashkil etilgan muhokama, tahlil va reflektiv topshiriqlar talabalarning kommunikativ kompetensiyasi bilan bir qatorda analitik tafakkurini rivojlantirishga xizmat qilishi ilmiy-nazariy jihatdan asoslanadi.

Kalit so‘zlar: chet tilini o‘qitish metodikasi, nomutaxassis auditoriya, ingliz tili, axloqiy-falsafiy yondashuv, analitik tafakkur, kommunikativ kompetensiya.

Kirish

Zamonaviy ta'lim tizimida chet tilini o'qitish nafaqat lingvistik bilimlarni shakllantirish, balki shaxsning intellektual va ma'naviy rivojiga xizmat qilishi lozim. Ayniqsa, nomutaxassis yo'nalishlarda tahsil olayotgan talaba va tinglovchilar uchun ingliz tili kasbiy fan emas, balki umumiy kommunikativ vosita sifatida o'rganiladi. Shu sababli, ularning til o'rganishga bo'lgan motivatsiyasi ko'pincha past bo'lib, an'anaviy grammatik- tarjima usullari kutilgan samarani bermaydi.

Metodik tadqiqotlar shuni ko'rsatadiki, mazmuniy jihatdan boy, fikrlashga undovchi materiallardan foydalanish til o'rganish samaradorligini oshiradi [4]. Shu nuqtayi nazardan, ingliz tilini o'qitishda axloqiy-falsafiy yondashuvdan foydalanish nomutaxassis auditoriya uchun metodik jihatdan dolzarb hisoblanadi.

Axloqiy-falsafiy yondashuvning metodik mohiyati

Axloqiy-falsafiy yondashuv o'quv materialini insoniy qadriyatlar, hayotiy muammolar va shaxsiy tajriba bilan bog'lashni nazarda tutadi. Ingliz tili mashg'ulotlarida ushbu yondashuv qisqa hikoyalar, adabiy parchalar, aforizmlar, dialoglar va muammoli vaziyatlar orqali amalga oshiriladi. Matnlarda ezgulik va yovuzlik, tanlov va mas'uliyat, erkinlik va jamiyat, shaxs va axloq kabi universal mavzular yoritiladi.

Bunday yondashuv kommunikativ metod bilan uyg'unlashib, talabalarni fikr bildirishga, bahslashishga va o'z pozitsiyasini ingliz tilida asoslab berishga undaydi. Communicative Language Teaching nazariyasiga ko'ra, til real mazmunli kontekstda o'zlashtirilgandagina samarali bo'ladi [3].

Nomutaxassis auditoriyada analitik tafakkurni rivojlantirish

Nomutaxassis talaba va kursantlar bilan ishlashda analitik tafakkurni rivojlantirish alohida ahamiyat kasb etadi. Axloqiy-falsafiy yondashuv asosida tuzilgan topshiriqlar talabalarni matnni tahlil qilish, sabab-oqibat munosabatlarini aniqlash va xulosa chiqarishga o'rgatadi. Masalan, ingliz tilidagi qisqa hikoya asosida quyidagi faoliyatlar tashkil etilishi mumkin:

muammoli savollar orqali matn mazmunini chuqur tahlil qilish;

personajlar xatti-harakatiga axloqiy baho berish;

muallif g'oyasini aniqlash va unga shaxsiy munosabat bildirish.

Bu jarayonda talabalar Bloom taksonomiyasining yuqori darajalari – tahlil, sintez va baholash bosqichlariga jalb etiladi [1]. Natijada ingliz tili darsi faqat til ko‘nikmalarini emas, balki mantiqiy va tanqidiy fikrlashni ham rivojlantiruvchi vositaga aylanadi.

Metodik samaradorlik va didaktik imkoniyatlar

Axloqiy-falsafiy yondashuvning afzalligi shundaki, u nomutaxassis auditoriyaning ichki ehtiyojlariga mos keladi. Talabalar ingliz tilini abstrakt fan sifatida emas, balki fikr va g‘oyalarni ifodalash vositasi sifatida qabul qila boshlaydilar. Bu esa ularning darsdagi faolligini oshiradi va til o‘rganishga ijobiy munosabatni shakllantiradi.

Chet tilini o‘qitishda mazmun va tafakkur integratsiyasi talabalarning kommunikativ kompetensiyasini rivojlantirishda muhim omil ekanligi zamonaviy metodistlar tomonidan e’tirof etilgan [2]. Shunday ekan, axloqiy-falsafiy yondashuvni ingliz tili darslariga joriy etish ta’lim jarayonini yanada samarali qiladi.

Xulosa

Xulosa qilib aytganda, nomutaxassis talaba, tinglovchi va kursantlarga ingliz tilini o‘qitishda axloqiy-falsafiy yondashuvdan foydalanish metodik jihatdan asoslangan va samarali yondashuv hisoblanadi. Ushbu metod talabalarning kommunikativ kompetensiyasi bilan bir qatorda analitik tafakkurini rivojlantirishga xizmat qiladi hamda chet tilini o‘qitish jarayonini zamonaviy ta’lim talablari asosida takomillashtiradi.

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THE ROLE AND IMPORTANCE OF TOURIST POLICE IN MODERN SOCIETY

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Abstract

This article explores the system of tourist police in modern society that is becoming important and essential sphere in the organs of internal affairs. There are different specialities in police system. Tourist police is one of the demanding profession among them. The safety of citizens of another countries are under the protection of tourist police. Additionally, officers good at using equipment which is necessary to find the destinations of tourists.Tourist Police is essential part of tourist system. Every tourist prefers safe county rather than other countries.

Key words: tourism, industry, safety, tourist police, emergency situations, police system, global reputation.

Today, tourism is one of the fastest-growing industries in the world, and it continues to expand every year. Many countries depend on tourism because it brings international visitors, supports local businesses, and creates thousands of jobs. For this reason, governments try to make travel safe, comfortable, and enjoyable for tourists. The level of safety, the quality of services, and the general atmosphere of a place all play a big role in whether tourists want to visit again. Because of these needs, many countries have created a special unit called the **tourist police**. This unit has become an important part of the tourism system and works closely with other services like hotels, transport companies, and tourist information centers.

The tourist police are responsible for helping visitors feel safe and welcome. These officers are trained to communicate well, especially with foreigners who may not speak the local language. They usually know one or more foreign languages, understand cultural differences, and behave

politely and respectfully in all situations. This makes tourists feel more comfortable and confident when exploring a new country.

There are several important reasons why tourist police were created. The first and biggest reason is **safety**. When a person travels to a foreign country, they may not know the rules, the streets, public transport options, or even basic things like where to go for help. Because of this, tourists can become easy targets for thieves or scammers. Sadly, some criminals specifically look for tourists because they think visitors do not know the local environment. In moments like this, having a special police unit gives tourists a sense of protection. When they see friendly and trained officers nearby, they understand that help is always available.

The second reason for creating tourist police is to build a **positive image** of the country. Tourists usually judge a place based on how safe and organized it feels. Even if a destination has beautiful nature or historical monuments, visitors may avoid it if they feel unsafe. But when the environment is peaceful and well-managed, tourists relax more, enjoy their trip, and want to return. They also tell their friends and family about their good experience. This helps attract even more tourists and supports the country's economy.

Another important role of the tourist police is assisting visitors in **emergency situations**. Traveling can be unpredictable, and tourists may face different problems. They may get lost in a city they do not know, lose their documents, need urgent medical help, or get into a disagreement with a local resident. In such situations, tourist police officers react quickly and calmly. They help the tourist understand what to do next, contact the right services, and guide them through the necessary process. For example, if someone loses their passport, the tourist police help them contact their embassy and explain how to get temporary documents. In many countries, tourist police also give cultural information and guide tourists to popular places, making their trip easier and more enjoyable.

Many countries have successful examples of tourist police systems. In Turkey, especially in big tourist cities like Antalya and Istanbul, officers work 24 hours a day. They walk around crowded areas, beaches, and

historical sites to make sure everything is safe. They also help tourists with basic questions and give directions. In Spain, cities like Barcelona and Madrid follow European standards for tourist safety. Their officers prevent criminal activities, solve conflicts quickly, and help visitors move around the city. The United Arab Emirates uses advanced technologies such as drones, facial recognition, and artificial intelligence to monitor tourist zones. Many officers there speak several languages and are trained to help in modern ways. Thailand also has a strong system, with phone lines where tourists can call and get instant support and translations.

Uzbekistan is also paying special attention to developing its tourist police system. The number of tourists visiting the country is growing every year because Uzbekistan has beautiful historical cities, friendly people, and a rich cultural heritage. Cities like Samarkand, Bukhara, and Khiva attract thousands of visitors, and the tourist police help maintain order in these areas. Uzbek tourist police work not only in ancient city centers but also in airports, train stations, and other busy places. They help tourists find their hotels, give information about local attractions, and assist them if something unexpected happens.

The improvement of the tourist police system in Uzbekistan is supported by several important factors. The government considers tourism one of the main sectors for future economic growth. Therefore, officers receive special training in foreign languages, customer service, and emergency response. They learn how to behave professionally, understand tourist behavior, and solve problems quickly. Since tourist police officers represent the country, their appearance, manners, and communication skills matter a lot.

Looking into the future, Uzbekistan plans to make its tourist police system even more modern and efficient. Digital tools will help make communication faster. For example, mobile apps may allow tourists to ask for assistance directly, receive GPS-based directions, or read safety recommendations online. Officers may also receive better equipment and more training programs. Uzbekistan also plans to cooperate with other countries to learn from their experience and improve its own methods.

International workshops, seminars, and exchange programs could help officers gain new knowledge and skills.

In conclusion, tourist police are a very important part of modern tourism. They help create a safe and friendly environment for visitors. Their work shapes tourists' first impressions and strongly influences how they feel during their stay. For Uzbekistan, developing the tourist police system is essential because safety and service quality have a direct impact on tourist numbers, national income, and the country's global reputation. The stronger and more professional the tourist police become, the more confident and comfortable tourists will feel while exploring the country.

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ROLE PLAYING GAMES AS A POWERFUL TOOL FOR IMPROVING SPEAKING SKILLS IN PRIMARY EDUCATION

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Annotation

This article focuses on the pedagogical effectiveness of role-playing games in the development of speaking skills among primary school learners. Speaking competence is often underdeveloped at the early stages of language learning due to limited opportunities for authentic interaction. The purpose of the study is to examine how role-playing activities influence learners' oral fluency, confidence, pronunciation, and communicative ability. The research adopts a qualitative and experimental approach, using classroom observation, comparative analysis, and speaking performance evaluation.

Key words: *role-playing games, speaking development, primary education, communicative ability, language pedagogy.*

Annotatsiya

Mazkur maqolada boshlang'ich ta'limda o'quvchilarning og'zaki nutq ko'nikmalarini rivojlantirishda rolli o'yinlarning ta'limiy samaradorligi tahlil qilinadi. Og'zaki nutqni rivojlantirish jarayonida o'quvchilarning faolligi va ishonchini oshirish muhim ahamiyatga ega. Tadqiqotning asosiy maqsadi — rolli o'yinlarning nutq ravonligi, talaffuz va kommunikativ qobiliyatga ta'sirini aniqlashdan iborat. Tadqiqot kuzatuv, taqqoshlash va nutqiy baholash usullariga asoslangan.

Kalit so'zlar: *rolli o'yinlar, og'zaki nutq, boshlang'ich ta'lim, kommunikativ qobiliyat, til ta'limi.*

Аннотатция

В статье анализируется педагогическая эффективность ролевых игр в развитии навыков устной речи у учащихся начальных классов. Формирование устной речи на раннем этапе обучения часто осложняется недостатком коммуникативной практики. Цель

исследования — определить влияние ролевых игр на беглость речи, произношение, уверенность и коммуникативные умения обучающихся. Исследование основано на методах наблюдения, сравнительного анализа и оценки устной речи.

Ключевые слова: *ролевые игры, устная речь, начальное образование, коммуникативные навыки, языковое обучение.*

Introduction

The ability to communicate orally is a central component of language competence and plays a vital role in foreign language education, particularly at the primary level. Speaking allows learners to express thoughts, emotions, and intentions, making it a fundamental skill for meaningful interaction. In primary education, the development of speaking skills is especially significant because young learners are at a formative stage of cognitive, social, and linguistic growth. Early exposure to effective speaking practice can positively influence long-term language proficiency and learner confidence.

Despite its importance, speaking is often regarded as one of the most challenging language skills for primary school learners. Young students frequently encounter difficulties such as limited vocabulary range, insufficient grammatical control, fear of making mistakes, and anxiety related to public performance. These challenges are often intensified by traditional teaching approaches that prioritize grammar instruction, written exercises, and teacher-centered explanations. As a result, learners may acquire theoretical knowledge of the language but lack the ability to use it spontaneously in real communicative situations.

In recent years, language pedagogy has shifted toward communicative and learner-centered methodologies that emphasize interaction, authenticity, and active participation. Within this framework, speaking is viewed not merely as the reproduction of linguistic forms but as a dynamic process of meaning-making through social interaction. Consequently, classroom activities that encourage collaboration, creativity, and purposeful communication have gained increasing attention. Among such activities,

role-playing games have emerged as a particularly effective instructional strategy for developing speaking skills in young learners.

Role-playing games involve learners assuming specific roles and engaging in simulated real-life situations, such as shopping, visiting a doctor, or interacting with family members. These activities create a safe and supportive environment in which learners can experiment with language without the pressure of formal evaluation. By speaking through a role rather than as themselves, learners often feel less anxious and more willing to participate in oral communication. This reduction in psychological barriers is especially beneficial for primary school students, who are sensitive to criticism and fear of error.

Methodology

The development of speaking skills has long been recognized as a central objective in foreign language education. Modern linguistic and pedagogical research emphasizes that effective speaking instruction should prioritize meaningful communication over the memorization of isolated grammatical structures. In this context, communicative competence is understood as the ability to use language appropriately in social interactions, rather than merely demonstrating grammatical accuracy.

Numerous scholars argue that young learners acquire speaking skills most effectively when language instruction is interactive and context-based. Learner-centered approaches encourage active participation, collaboration, and negotiation of meaning, all of which are essential for oral language development. Studies focusing on primary education highlight that children benefit from activities that combine language use with play, imagination, and social engagement. Role-playing games occupy a prominent place among communicative classroom activities. By simulating real-life situations, role-play allows learners to practice language in functional and meaningful contexts. Research suggests that such activities reduce speaking anxiety by shifting learners' attention from linguistic accuracy to communicative intent. This is particularly important for primary school learners, who may feel intimidated by formal speaking tasks or fear negative evaluation.

From a theoretical perspective, social interactionist views of learning support the use of role-playing games in language education. These theories propose that language development occurs through interaction with peers and more knowledgeable individuals. Role-playing activities create opportunities for scaffolding, peer support, and collaborative problem-solving, all of which contribute to speaking development. Previous empirical studies consistently report improvements in fluency, pronunciation, motivation, and learner confidence as a result of role-playing-based instruction.

This study adopted a qualitative and quasi-experimental research design to examine the impact of role-playing games on the speaking skills of primary school learners. The combination of qualitative and comparative elements allowed for a comprehensive analysis of both measurable speaking outcomes and observable classroom behavior. Data were collected using multiple instruments to ensure reliability and validity. Speaking assessments were administered at the beginning and end of the instructional period to measure changes in fluency, pronunciation, vocabulary use, and overall communicative ability. In addition, systematic classroom observations were conducted to examine learner engagement, interaction patterns, and willingness to speak Learner questionnaires were also used to gather students' perceptions of the speaking activities. Over an eight-week period, the experimental group participated in structured role-playing games designed around familiar and age-appropriate scenarios, such as daily routines, social interactions, and everyday problem-solving situations. The control group, in contrast, received instruction through traditional speaking practices, including repetition drills and teacher-led question-and-answer sessions.

Results

The analysis of the collected data revealed clear differences between the experimental and control groups. Learners who participated in role-playing games demonstrated noticeable improvement in several aspects of speaking performance. Their speech became more fluent, with fewer pauses and hesitations, and their pronunciation showed greater clarity and accuracy.

Additionally, these learners displayed increased confidence and a stronger willingness to initiate and sustain oral interaction. Classroom observation data further supported these findings. The experimental group exhibited higher levels of participation and engagement, with learners actively collaborating and responding spontaneously during speaking tasks. In contrast, the control group showed more limited interaction, and speaking activities were often dominated by a small number of confident learners.

Questionnaire responses indicated that students in the experimental group perceived role-playing games as enjoyable, motivating, and less stressful than traditional speaking exercises. Many learners reported feeling more comfortable speaking English when they were able to express themselves through assigned roles. Overall, the results suggest that role-playing games have a positive and measurable impact on speaking skill development in primary education.

Discussion

The findings of this study reinforce the view that role-playing games are an effective instructional strategy for enhancing speaking skills among young learners. The improvement observed in the experimental group can be attributed to the interactive and contextualized nature of role-play, which encourages learners to use language for meaningful communication rather than rote repetition. Role-playing games also appear to address affective factors that influence speaking performance, such as anxiety and lack of confidence. By creating a supportive and non-threatening learning environment, role-play enables learners to take risks and experiment with language. This aligns with communicative and social learning theories, which emphasize the importance of interaction and emotional safety in language acquisition.

Furthermore, the collaborative nature of role-playing activities promotes peer learning and social development. Learners are required to listen, respond, and adapt to their peers' contributions, which strengthens both linguistic and interpersonal skills. These findings are consistent with previous research highlighting the value of interactive and play-based approaches in primary language education.

Conclusion

Role-playing games serve as a powerful and effective tool for improving speaking skills in primary education. The use of role-play contributes to enhanced fluency, pronunciation, confidence, and overall communicative competence. Compared to traditional teaching methods, role-playing activities provide greater opportunities for meaningful interaction and learner engagement.

Based on the results, it is recommended that role-playing games be systematically incorporated into primary language teaching curricula. Teachers are encouraged to design age-appropriate and contextually relevant role-play scenarios that align with learning objectives. Future research may explore the long-term effects of role-playing instruction, as well as its impact on other language skills and diverse educational settings.

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O‘ZBEK FRAZEOLOGIYASIDA MA’NO DARAJALARI VA ULARNING IFODA VOSITALARI

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Bugungi kunda har qanday fan yo‘nalishi pog‘onama-pog‘ona rivojlanib, shakllanar ekan, o‘z navbatida, uning maqsadi, vazifalari, obyekti, predmeti, tadqiq usullari shu soha tadqiqotchilari tomonidan

belgilanadi. Ta'kidlash lozimki, har qanday yo'nalish jamiyatning muayyan muammosini hal etishga qaratilgan bo'ladi. Shu ma'noda sohaning asosiy tadqiq manbalari belgilanadi. Tilshunoslikda ham aynan shunday. Jumladan, frazeologiya tilshunoslikda nisbatan yosh sohalardan biri bo'lib kirib kelgan. Chunki uni sistemali ravishda o'rganish faqat asrimizning 40-50-yillariga kelib boshlandi. Ozarbayjon tilshunoslari B.Cho'ponzoda va F.Og'azoda "Turk tili grammatikasi" asarida til ilmining bo'limlari haqida fikr yuritib, "Semasiologiya", "Stilistika" atamalari bilan birga o'sha davrda tilshunoslikda keng qo'llanishda bo'lgan "idiomatizm" atamasiga qarshi o'laroq "idiotizm" so'zini ishlatgan. Mualliflar bu asarida turk tilidagi idiomalarga oid boshga solmoq, boshga tushmoq, ko'z ko'rmoq, ko'zum (sendin) suv ichmoq kabi birliklarni misol sifatida keltirgan.[12] [355] Avvalo, shuni ta'kidlash kerakki, frazeologiya tilning alohida birligi bo'lib u haqidagi ma'lumot odatda Shvetsar olimi Sh.Balli nomi bilan bog'liqdir. Olim turg'un birikmalarni maxsus alohida o'rganish kerakligini birinchi bo'lib ilmiy asoslab bergan va frazeologizmlarda shakldan ko'ra mazmunning muhimligini isbotlagan. Rus olimlaridan V.V.Vinogradov, A.M.Babkin, V.N.Arxangelskiy, A.G.Nazaryan, A.Retsker, N.M.Shanskiy, L.Kunin, L.I.Royzenzon, o'zbek olimlaridan Sh.Rahmatullayev, B.Yo'ldoshev, A.Mamatov va boshqalar ilmiy izlanishlar olib borganlar.

Biz bilamizki, graduonimiya darajaviy munosabatlarni bildiradi. Tilshunoslikda bu hodisa ma'no kuchining o'sishi yoki pasayishi orqali aniqlanadi. Frazeologizmlar orasida ham bu hodisa keng tarqalgan, chunki ular ma'noni kuchaytiruvchi yoki yumshatuvchi komponentlarga ega bo'ladi, ya'ni semantik maydonga kiruvchi birliklarning darajaviy munosabatlarini bildiradi. Frazeologizmlarda ma'no kuchining bosqichma-bosqich ortishi kuzatiladi. Masalan, "*qo'l urmoq*" (harakatni boshlash) "Men kim ekanimni bir ko'rsatib qo'yish uchun katta asarga qo'l urdim."[13] [4;165]

[12] Bayjigitov Omonulla. Turkiy tillar frazeologiyasini tadqiq etish masalalari. Lingvodidaktikaning dolzarb masalalari mavzusidagi xalqaro konferensiya materiallari to'plami. Toshknet – 2022. 355 b.

[13] Tog'ay Murod. Otamdan qolgan dalalar. "Sharq" nashriyoti-matbaa konsernining bosh tahririyati Toshkent 1994.165 b.

"bel bog'lamoq" (qat'iy niyat bilan kirishish) Qochsangiz qochib ko'ringiz, ammo men bu kundan boshlab biravlarni quvishqa bel bog'ladim.[14] [1;163]

"jonini fido qilmoq" (butun borlig'i bilan bag'ishlanish)

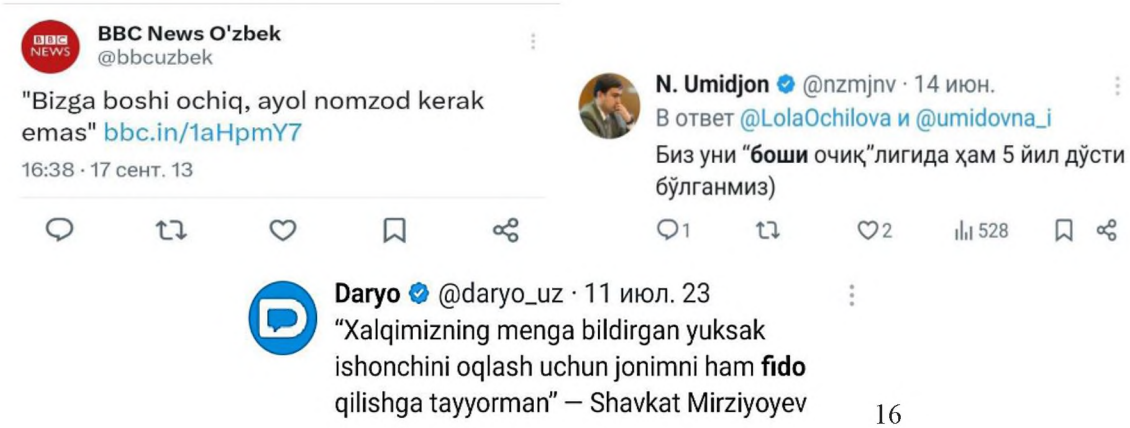
Oltin-kumush hadya etuvchi mardlar ko'p,

Jonni fido etuvchilar marddir, mard![15] [5;554]

Bu misollarda har bir ibora bir-biriga graduonimik jihatdan bog'langan, ammo ma'no kuchida farq qiladi. Ya'ni bir xil ma'noni anglatuvchi turli xil bo'laklar orasidagi mazmunda darajalanish mavjud. Yuqoridagi komponentlari yagona ipga tizilgan, semantik yaxlit, strukturasi turlicha bo'lgan frazeologik birliklar orasidagi ma'no kuchidagi daraja pastdan tepaga qarab shakllanganligini guvohi bo'lamiz. Iboralar inson xotirasida tayyor holda namoyon bo'ladigan, to'liq va qisman ko'chma ma'noda ishlatiladigan, ekspressiv-emotsional ifodalikka ega bo'lgan turg'un so'z birikmalari ekan, ularni fikr bayon etishga yo'naltirish va iste'molga kiritish jarayoni oson kechmaydi. Chunki bu jarayon bir nechta omillarni o'z ichiga oladi. Bular so'zlarning turli xil bog'lanishi, omonimlar, sinonimlar, frazeologik birliklarning turli xil ma'noni berish, polisemiya va boshqalar. Bulardan tashqari, frazeologik birliklarda o'sha xalqqa mansub bo'lgan uslubiy bo'yoqdorlik mavjudki, ba'zi bir boshqa tillardan u uchramasligi mumkin. Frazeologiyaning asosini tushunishda yuqori qayd etilganlarni esda saqlash lozim. Frazeologik fondning ma'lum bir qismini proverbial – asosan og'zaki nutqda qo'llaniladigan frazeologizm (PF) lar tashkil etadi. Kundalik hayotimizda biz ba'zida bilib, ba'zida bilmay ijobiy, salbiy, neytral xarakterga ega bo'lgan frazeologik birliklardan foydalanamiz. PFlar ixchamligi va ifodaliligi tufayli hammabop, ya'ni tushunarli hamda o'zida insonlarning ongiga va xulq-atvoriga ta'sir etuvchi vositadir. Til sathlari ichida milliylikni ixcham va aniq qilib ifodalaydigan til birligi ham PFlardir. Biz quyida Twitter ijtimoiy saytiga murojaat qilib, kundalik so'zlashuvda ham proverbial iboralarimiz vatandoshlarimiz tomonidan qo'llanganligining guvohi bo'ldik.

[14] Abdulla Qodiriy "O'tkan kunlar" Navro'z Toshkent 2019.163 b.

[15] Tohir Malik "Umidlarimiz yulduzlarga" Yangi asr avlodi Toshkent 2016.554 b.



16

Nafaqat kundalik hayotda, kunlik ehtiyoj uchun, balki badiiy adabiyotlarni, xalq og‘zaki ijodini ularsiz tasavvur etish qiyin. Nutqning go‘zalligi, til boyligi ko‘proq ularda namoyon bo‘ladi. Masalan, Said Ahmadning “Jimjitlik” romanida personajlar tomonidan ishlatilgan quyidagi frazeologik birliklar fikrimizning yorqin dalilidir: Qudasining bu yaxshiligidan Mirvalining ***boshi ko‘kka yetgandek bo‘ldi***.[17] [3;105]

Ilgarilari kelib, holing ne, deb Tolibjonning ***ko‘nglini ovlab*** ketardi. Endi uni butunlay unutib yubordi.[18] [3;127]

Mirvali bu tomonlarda o‘zi “xon”, o‘zi “bek” edi… Unga ters keladiganlarning ***kosasi oqarmasdi***.[19] [3;159]

Hojimurod ***ignaning teshigini ko‘zoynaksiz ko‘radiganlardan*** edi. Oldindan kelsa qopadigan, orqasidan kelsa tepadigan, o‘jar xo‘jalik rahbarlarini bo‘ysundirgan, ***bo‘yin bermaganlarini*** qayirib tashlagan, qayerda ishlamasin, hukmini o‘tkazgan edi.[20] [3;189]

Yuqoridagi fikr-mulohazalardan shu narsa ma’lum bo‘ladiki, iboralar ko‘chma ma’no kasb etadigan idiomatik birliklardir. Bunday birikmalarning kishilik jamiyatida aloqani ta’minlashdagi roli juda katta. Ular kishilarga biror xabarni yetkazishdan tashqari nutqqa hissiy ta’sirchanlik qo‘shib, yozma materiallardagi iboralar o‘quvchining hissiyotiga ta’sir o‘tkazadi, estetik, adabiy va madaniy ma’no kasb etadi. Iboralar ijobiy, salbiy va neytral xarakterga ega bo‘lishi mumkin. Iboralar har qanday yozuvchi, notiq uchun ulkan xazina bo‘lib, ulardan ustalik bilan foydalanish yozuvchining

[16] Twitter saytidan.
[17] Said Ahmad “Jimjitlik”. “Turon zamin” nashriyoti. Toshkent 2024. 105 b.
[18] Said Ahmad “Jimjitlik”. “Turon zamin” nashriyoti. Toshkent 2024. 127 b.
[19] Said Ahmad “Jimjitlik”. “Turon zamin” nashriyoti. Toshkent 2024. 159 b.
[20] Said Ahmad “Jimjitlik”. “Turon zamin” nashriyoti. Toshkent 2024. 189 b.

asarini, notiqning nutqini ma’noli va jozibali qilishi bilan bir qatorda uning aytmoqchi bo‘lgan fikrini obrazli ifodalashga yordam beradi hamda badiiy jihatdan g‘oyat ta’sirchan bo‘lishiga olib keladi.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ВЫЯВЛЕНИЯ КУЛЬТУРНОЙ СЕМАНТИКИ

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Аннотация: Статья посвящена исследованию теоретических основ изучения культурной семантики. Рассматриваемые теории демонстрируют, что культурные нормы, ценности и картины мира находят отражение в языке.

Ключевые слова: теории, язык и значение, культурная семантика, культурные скрипты, культурные ценности.

Область семантики в лингвистике занимается изучением значения как на уровне слов, так и на уровне фраз [6]. Её основная цель - выявить, почему значение является более сложным явлением, чем просто слова, объединённые в предложение [1, 2]. Рассматриваемая в лингвокультурной перспективе, семантика исследует глубокую,

интегрированную связь между языком и общими знаниями, убеждениями, поведением, ценностями и обычаями конкретной группы [2, 3].

Культура определяется как «образ жизни» группы людей, включающий их язык, религию, социальные привычки и искусство [2]. Эта взаимосвязь означает, что язык выступает в роли носителя и вместилища культуры [7]. Исследование интерактивной и взаимообусловливающей связи между языком и культурой формирует фундаментальную теоретическую основу для изучения культурной семантики [5, 7].

Выявление и анализ культурной семантики опираются на несколько ключевых теоретических концепций, которые выводят исследование за рамки изучения языка как абстрактной системы:

1. Гипотеза лингвистической относительности (Сепира-Уорфа)

Эта гипотеза, также известная как гипотеза лингвистического мировоззрения (Weltanschauung), утверждает, что язык влияет на когнитивные процессы и что люди, говорящие на разных языках, мыслят по-разному [5, 7]. Она предполагает, что конкретный язык содержит уникальное мировоззрение или восприятие реальности [7]. Теория указывает, что используемый нами язык определяет, как мы наблюдаем мир и думаем о нем, оспаривая достаточность традиционных грамматических структур для описания языковой системы [7].

2. Культурные скрипты и ключевые слова

Данный подход фокусируется на выявлении культурных норм, широко распространённых в данном обществе и нашедших явное отражение в языке [1]. Он анализирует культуроспецифичные «ключевые слова», которые воплощают эти общие культурные нормы, что позволяет систематически представлять культурные ожидания и установки, поскольку они закреплены в лингвистических выражениях [1].

3. Теория прототипической семантики

Теория прототипической семантики выступает важным инструментом для понимания связи между языком и культурой, поскольку она соотносит значение слова с социальными и культурными моделями [4]. Она подчеркивает, что значимость отдельных слов часто зависит от лежащего в их основе культурного понимания или фрейма [4]. Анализ требует выхода за рамки словарных определений, так как прототипические значения, основанные на конкретной культурной модели, могут служить основой для культурно значимых смыслов в тексте [4].

Культурная семантика имеет решающее значение, поскольку она показывает, что основные принципы и идеалы, на которых зиждется все сообщество, его культурные ценности систематически кодируются в его лексиконе [2]. Культура как система характеризуется шаблонностью и символичностью, сочетая индивидуальные и общественные факторы [5]. Такое структурное понимание позволяет проводить систематический анализ того, как культурные убеждения проявляются в уровне языка [5]. Общая цель раскрытия семантики в этой перспективе состоит в том, чтобы предлагать точные значения слов и фраз и устранять путаницу, особенно связывая слово с его контекстом через культурно обусловленное значение [2]

Таким образом, изучение культурной семантики требует исследования того, как сообщество организует свою реальность, разделяет природные явления конвенциональными способами и придает смысл окружающим формам и явлениям, опираясь на консенсус внутри сообщества [7].

Выявлено, что теоретические основы выявления культурной семантики глубоко укоренены в предпосылке о неразделимости языка и культуры. Используя описанные модели, можно систематически анализировать культурную укорененность значения в лексиконе языка. Эта область смещает фокус с языка как автономной системы на динамическое культурное хранилище, что крайне важно для понимания уникального мировоззрения и ценностей любого общества.

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YO‘L-PATRUL XIZMATI UCHUN XORIJIY TILLARNING AHAMIYATI VA ZAMONAVIY O‘RGANISH USULLARI

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Annotatsiya

Bugungi globallashuv sharoitda yo‘l-patrul xizmati xodimlari faoliyatida xorijiy tillarni bilish muhim kasbiy kompetensiyaga aylanib bormoqda. Xorijiy fuqarolar bilan muloqot qilish, xalqaro tadbirlar xavfsizligini ta’minlash hamda favqulodda holatlarda tezkor va aniq axborot almashinuvi xorijiy til bilimlarini talab etadi. Ushbu maqolada yo‘l-patrul xizmati uchun xorijiy tillarning ahamiyati, ularni o‘rganishda qo‘llanilayotgan zamonaviy metodlar hamda ularning amaliy samaradorligi tahlil qilinadi. Tadqiqot natijalari zamonaviy, interaktiv va kasbiy

yo‘naltirilgan usullar xodimlarning til kompetensiyasini oshirishda samarali ekanligini ko‘rsatadi.

Kalit so‘zlar: *yo‘l-patrul xizmati, xorijiy tillar, kasbiy muloqot, zamonaviy metodlar, interaktiv ta’lim*

Yo‘l-patrul xizmati (YPX) xodimlari jamoat xavfsizligini ta’minlashda muhim rol o‘ynaydi. So‘nggi yillarda mamlakatimizga tashrif buyurayotgan xorijiy sayyohlar sonining ortishi, xalqaro sport va madaniy tadbirlarning o‘tkazilishi YPX xodimlaridan xorijiy tillarni bilishni talab qilmoqda. Xorijiy tillarni bilish yo‘l harakati qoidalarini tushuntirish, hujjatlarni tekshirish, favqulodda vaziyatlarda yordam ko‘rsatish va nizoli holatlarni bartaraf etishda muhim ahamiyatga ega. Shu sababli YPX xodimlari uchun xorijiy tillarni o‘rganish dolzarb masalaga aylandi.

Yo‘l-patrul xizmati faoliyatida xorijiy tillarning ahamiyati haqida aytib o‘tadigan bo‘lsak, YPX xodimlari faoliyatida xorijiy tillar quyidagi vaziyatlarda zarur bo‘ladi: xorijiy haydovchilar bilan muloqot qilish jarayonida, yo‘l-transport hodisalari bo‘yicha tushuntirish berishda, hujjatlarni tekshirish va tushuntirish ishlarida, turistlarga yo‘l-yo‘riq ko‘rsatish faoliyatlarida hamda favqulodda vaziyatlarda tezkor axborot berish uchun.

Albatta, xorijiy tillarni bilish xizmat samaradorligini oshiradi, xodimlarning professional imidjini mustahkamlaydi va fuqarolarning ishonchini kuchaytiradi.

Bugungi zamonaviy ta’lim jarayoniga nazar tashlaydigan bo‘lsak, ba’zi joylarda oqsoqlanishga duch kelishimiz tabiiy. Buning sababi, hali ham an’anaviy o‘qitish usullaridan voz kechilmagani bo‘lsa ajab emas. An’anaviy o‘qitish usullarining kamchiliklari quyidagi hollarda kuzatishimiz mumkin. Xorijiy tillarni o‘rgatishda an’anaviy usullarning

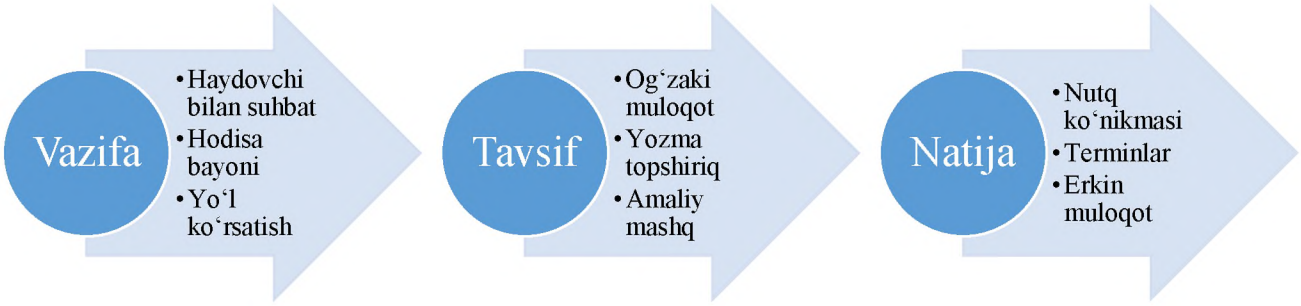
so‘zlarni yodlash, tarjima qilish va grammatik mashqlar kabi ko‘rinishlari hali ham foydalanib kelinayotgani ajablanarli. Albatta, bu usullar nazariy bilim beradi, ammo real xizmat vaziyatlarida tilni qo‘llash ko‘nikmasini yetarli darajada shakllantirmaydi. Natijada xodimlar muloqotda qiyinchiliklarga duch keladi.

Xorijiy tillarni o‘rganishda zamonaviy yondashuv va metodlar kasbiy faoliyatga yo‘naltirilgan bo‘lib, real xizmat vaziyatlarini modellashtirishga asoslanadi. Bunga bir qancha misollarni keltirishimiz mumkin.

1. Tilni kommunikativ o‘rganish (Communicative language learning). Bu yondashuvda asosiy e’tibor muloqotga qaratiladi. Mashg‘ulotlarda yo‘l harakati bilan bog‘liq dialoglar, savol-javoblar va qisqa suhbatlar o‘tkazish mumkin.

2. Vazifa asosida o‘rganish (Task-Based Learning). Kursantlar yo‘l qoidalarini tushuntirish, bayonnoma tuzish, yo‘l-transport hodisasini tavsiflash kabi vazifalarni bajarish orqali tilni o‘rganishlari mumkin.

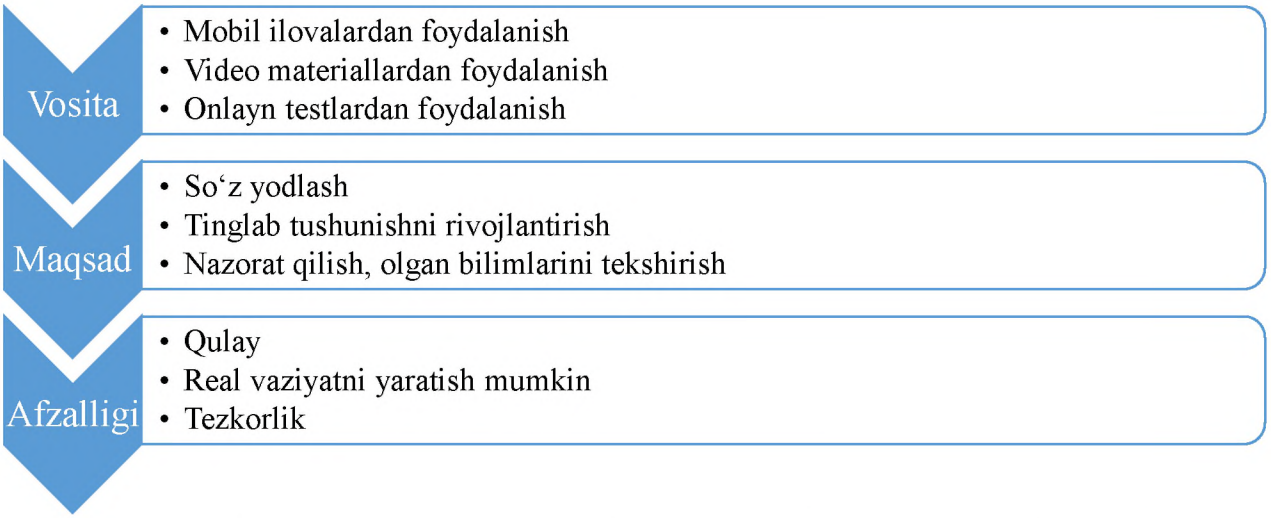
Masalan: Vazifa asosida o‘rganish (Task-Based Learning)



3. Ssenariy va rol o‘ynash usullari (Role play). Rol o‘ynash mashqlari real xizmat vaziyatlarini aks ettirishda yordam beradi. Masalan, xorijiy haydovchini to‘xtatish, hujjatlarni tekshirish, jarima tushuntirish kabi jarayonlarni olish mumkin.

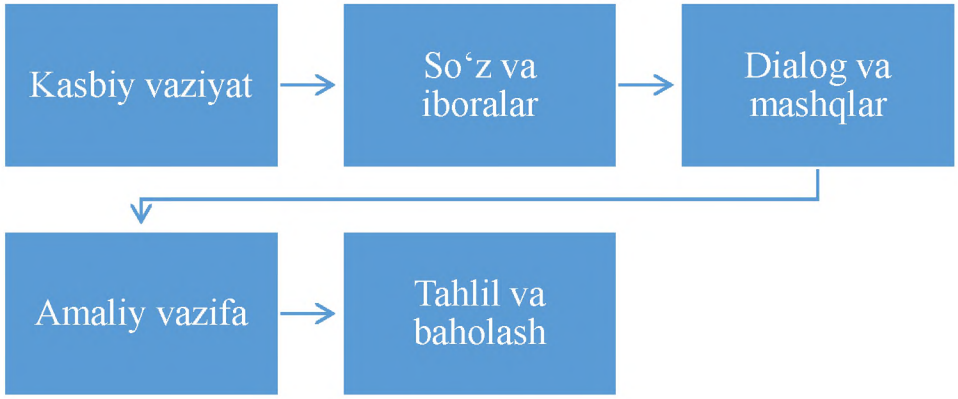
4. Axborot texnologiyalaridan foydalanish. Mobil ilovalar, video darslar, onlayn lug‘atlar va interaktiv testlar bo‘lajak yo‘l-patrul xodimlarining mustaqil o‘rganishini ta’minlaydi.

Masalan, zamonaviy texnologiyalarni dars jarayonida qo‘llaydigan bo‘lsak, biz avvalo vositani tanlab olishimiz, keyin esa uni qo‘llashdan maqsadimiz nima ekanini anglashimiz va afzalligi nimada ekaninifarqlay olishimiz kerak.



Kursantlarning xorijiy tilllarni o‘rganishda kommunikativ kompetensiyalarini rivojlantirish uchun quyidagi modelni taklif qilmoqchimiz, bunda olinadigan natija ularni real vaziyatlarda uchraydigan to‘siqlarni yengib o‘tishda yordam beradi.

Bo‘lajak YPX xodimlari uchun xorijiy til o‘rganish modeli



1-rasm.

Ushbu modelni dars jarayonida qo‘llash va amaliyotga tadbiq qilish, va zamonaviy metodlar asosida o‘qitilgan kursantlar xorijiy tillarda erkinroq muloqot qila boshlaydi, xizmat vazifalarini bajarishga ishonch hosil qiladi. Mashg‘ulotlarda faol ishtirok etishadi va motivatsiya oshgani kuzatish mumkin.

Xulosa o‘rnida shuni aytish mumkinki, yo‘l-patrul xizmati uchun xorijiy tillarni bilish zamonaviy xizmat faoliyatining ajralmas qismidir. Zamonaviy, interaktiv va kasbiy yo‘naltirilgan o‘qitish usullari kursantlarning til kompetensiyasini samarali rivojlantiradi. Ushbu

metodlarni ta'lim jarayoniga joriy etish ta'lim sifati yaxshilash va kelajakda jamoat xavfsizligini oshirishga xizmat qiladi.

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TEACHING MILITARY ENGLISH TO CADETS THROUGH INTERACTIVE METHODS

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Abstract

The growing importance of international military cooperation, peacekeeping missions, and joint exercises has significantly increased the demand for effective Military English instruction. Traditional teacher-centered approaches often fail to develop communicative competence required in real operational contexts. This paper explores the use of interactive teaching methods in Military English classes for cadets and analyzes their impact on language proficiency, motivation, and professional communication skills. The study employs task-based learning, role-playing, simulations, group problem-solving, and scenario-based activities tailored to military contexts. The findings demonstrate that interactive methods enhance learners' engagement, improve speaking and listening skills, and facilitate the acquisition of professional military vocabulary. The paper

concludes that interactive methodologies are essential for preparing cadets for authentic communication in multinational military environments.

Keywords: *Military English, interactive teaching methods, cadets, communicative competence, professional language training*

1. Introduction

In the context of globalization and increased multinational military cooperation, proficiency in Military English has become a critical professional requirement for modern armed forces. Cadets are expected not only to possess general English knowledge but also to communicate effectively in operational, tactical, and strategic military settings. These include joint exercises, peacekeeping operations, international conferences, and cooperation with allied forces.

Traditional methods of foreign language teaching, which rely heavily on grammar translation and memorization, are insufficient for meeting these demands. Such approaches often neglect communicative competence and fail to simulate real-life military situations. Consequently, there is a growing need for innovative and interactive teaching methods that foster active participation, critical thinking, and professional communication skills.

This paper examines the application of interactive teaching methods in Military English instruction for cadets and evaluates their effectiveness in developing language and professional competencies.

2. Theoretical Background

2.1 Military English as a Specialized Language. Military English is a form of English for Specific Purposes (ESP) characterized by specialized terminology, standardized procedures, and context-specific communication patterns. It includes command language, operational briefings, radio communication, reports, and formal documentation. Teaching Military English requires an approach that integrates linguistic knowledge with professional military content.

2.2 Interactive Learning in Language Education. Interactive learning is based on learner-centered pedagogy, where students actively participate in the learning process through collaboration, discussion, and problem-solving. According to communicative language teaching theory, interaction

is both the means and the goal of language learning. Interactive methods create meaningful contexts for language use, which is especially important in professional language training.

3. Methodology

3.1 Participants. The study involved cadets from a military academy enrolled in compulsory Military English courses. The participants had intermediate levels of general English proficiency and similar academic backgrounds.

3.2 Research Design. A mixed-method approach was employed, combining qualitative observation and quantitative assessment. Interactive teaching methods were implemented over one academic semester. Pre- and post-tests were conducted to measure language improvement, while questionnaires and classroom observations were used to assess motivation and engagement.

3.3 Interactive Teaching Methods Used. The following interactive methods were integrated into the Military English curriculum:

- Role-playing (e.g., officer briefings, checkpoint communication)
- Scenario-based simulations (peacekeeping missions, joint operations)
- Task-based learning (writing operational reports, delivering mission briefings)
- Group discussions and problem-solving tasks
- Case studies based on real military situations

4. Implementation of Interactive Methods

4.1 Role-Playing and Simulations. Role-playing allows cadets to assume professional military roles and practice communication in realistic contexts. For example, cadets performed roles such as platoon commanders, liaison officers, or NATO representatives. This method reduced anxiety and increased confidence in spoken communication. Simulations recreated authentic military environments where cadets had to respond to dynamic situations using appropriate language and terminology. These activities encouraged spontaneous speech and decision-making.

4.2 Task-Based Learning. Task-based activities focused on achieving specific professional outcomes, such as preparing an operational plan or conducting an after-action review. Language learning occurred naturally as cadets collaborated to complete meaningful tasks.

4.3 Collaborative Learning. Group work fostered peer learning and teamwork, which are essential military values. Cadets negotiated meaning, corrected each other's errors, and shared responsibility for learning outcomes.

5. Results and Discussion. The results of the study indicate a significant improvement in cadets' communicative competence. Post-test results showed higher scores in speaking and listening skills compared to traditional instruction methods. Cadets demonstrated increased accuracy in the use of military terminology and improved fluency in professional communication.

Questionnaire responses revealed higher motivation levels and positive attitudes toward Military English classes. Cadets reported that interactive methods made learning more relevant and engaging, as activities closely resembled real military tasks.

The findings support the hypothesis that interactive teaching methods enhance both linguistic and professional skills. They also contribute to the development of critical thinking, leadership, and cooperation—qualities essential for military professionals.

6. Challenges and Limitations. Despite their advantages, interactive methods require careful planning and instructor training. Time constraints, large class sizes, and varying language proficiency levels can limit their effectiveness. Additionally, instructors must balance linguistic accuracy with communicative fluency.

7. Conclusion. Interactive teaching methods play a crucial role in the effective instruction of Military English to cadets. By creating realistic communicative situations and encouraging active participation, these methods bridge the gap between classroom learning and real-world military communication. The study confirms that interactive approaches enhance language proficiency, motivation, and professional competence.

It is recommended that military educational institutions integrate interactive methodologies into their language curricula and provide instructors with appropriate training. Future research may focus on the long-term impact of interactive learning on operational performance in multinational military contexts.

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XORIJIY TILLARNI O‘QITISHDAGI DOLZARB MASALALAR

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Taraqqiyot va ta'lim bir-biri bilan uzviy jarayon. Jamiyatdagi har bir sohaning rivoji kadrlar salohiyati, ta'lim tizimining qay darajada samarali yo‘lga qo‘yilganiga bog‘liq. Ayniqsa hozirgi integratsiyalashuv sharoitida sohaga yangicha yondashuvlarni, zamonaviy texnologiyalarni tatbiq etish, ilg‘or xorijiy tajribalardan unumli foydalanish yanada muhim ahamiyat kasb etmoqda.

Bu borada yurtimizdagi aksariyat oliy ta'lim muassasalari qatorida O'zbekiston Respublikasi Jamoat xafsizligi universitetida ham istiqbolli dasturlar amaliyotga joriy qilinmoqda va tadbirlar tashkil etilmoqda.

O‘zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19-maydagi “Xorijiy tillarni o‘rganishni ommalashtirishni samarali tashkil

etish chora-tadbirlari to‘g’risida”gi 312-sonli qaroriga muvofiq tashkil etilayotgan ilmiy-amaliy anjuman o‘tkazilishi ayni muddaodir.

Bilamizki, ta'lim jarayonida sifat-samardorlikka erishish nafaqat o‘qituvchining pedagogik mahorati yoxud ilmiy salohiyati, balki bilim oluvchining fanlarni o‘zlashtirishga bo‘lgan munosabatiga ham bog‘liq. Yangi tizimning ijobiy jihati shundaki, u kursantning o‘qishdagi shaxsiy mas'uliyatini oshirib, jarayonning ochiq hamda shaffofligini ta'minlaydi.

Bundan tashqari, auditoriyalarda o‘rnatilgan zamonaviy axborot-telekomunikatsiya texnologiyalari mashg‘ulotlarni masofadan turib (onlayn) tashkil etish, xorijdagi hamkor oliy ta'lim muassasalari hamda amaliyot organlaridagi tajribali mutaxassislarni o‘quv jarayoniga keng jalb etish, zarur hollarda kursantlar bilan olib borilayotgan nazorat imtihonlarini ularning ota-onalari tomonidan onlayn tarzda kuzatib borish imkonini bermoqda.

Aytish kerakki, O'zbekiston Respublikasi oliy ta'lim tizimini 2030 yilgacha rivojlantirish kontseptsiyasida ham fan, ta'lim va ishlab chiqarishning mustahkam integratsiyasini ta'minlash asosida raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish, xalqaro hamkorlikni rivojlantirish borasida ustuvor vazifalar belgilab berildi. O'quv jarayoniga tatbiq etilayotgan innovatsion dasturlar ta'lim sifatini yuksaltirish barobarida, mustahkam bilim va amaliy ko‘nikmaga ega zamonaviy kadrlar tayyorlashga xizmat qilmoqda.

So‘nggi yillarda ta'lim jarayonlari yangicha talablar asosida yo‘lga qo‘yilganiga qaramay, jahonda yuzaga kelayotgan xatarlar, kiberjinoyatchilik, terrorizm, odam savdosi kabi tahdidlar soha uchun kadrlar tayyorlash samaradorligini yanada oshirishni davr talabiga aylantirgan edi. Davlatimiz rahbarining imzolangan “Oliy ta’lim muassasalarida, shuningdek oliy harbiy ta’lim muassasalari uchun professional kadrlarni tayyorlashning sifat jihatidan yangi tizimini joriy etish bo‘yicha chora-tadbirlar to‘g‘risida”gi qarori ayni maqsad yo‘lidagi faoliyatimizni tubdan takomillashtirishda muhim ahamiyat kasb etadi.

Binobarin, mazkur qaror asosida amaliyotga mutlaqo yangi tizim tatbiq etilmoqda. Prezidentimiz qarori bilan oliy harbiy ta'lim olayotgan

kursantlarda vatanparvarlik tuyg‘usini yanada yuksaltirishning samarali tizimi joriy etilmoqda.

Ta'kidlash joizki, hozirda ta'lim muassasasining o‘quv jarayoniga ilg‘or yondashuvlar, innovatsion texnologiya va metodlar keng tatbiq etilmoqda. Kafedralar qoshidagi ilmiy to‘garaklar faoliyati takomillashtirilib, kursantlarning malakaviy diplom ishlari va ilmiy tadqiqotlari hududlarning kriminogen xususiyatidan kelib chiqqan holda sohadagi muammolar tahlili hamda, ularning echimlariga yo‘naltiriladi. Xorij tajribasini o‘rganish yo‘nalishi bo‘yicha istiqbolli rejada bir nechta xorijiy davlatlar va turdosh oliy ta'lim muassasalari bilan hamkorlik memorandumlarini imzolash, professor-o‘qituvchilar hamda tinglovchi-kursantlar uchun malaka oshirish kurslari, mahorat darslarini tashkil etish ustuvor vazifa sifatida belgilab olinmoqda.

Albatta, davlatimiz rahbarining mazkur qarorida belgilab berilgan vazifalarning ijrosi oliy harbiy ta’lim muassasalari uchun intellektual salohiyati va professional bilim darajasi yuqori, ma'naviy-axloqiy jihatdan etuk kadrlarni tayyorlashda poydevor bo‘ladi.

O‘tgan davrda jamiyatimizning siyosiy-huquqiy, ijtimoiy-iqtisodiy, madaniy-ma’rifiy manzarasi butunlay o‘zgarib, erkinlik va ochiqlik, qonun ustuvorligi, jahon hamjamiyati bilan o‘zaro manfaatli hamkorlik davlatimiz siyosatining asosiy yo‘nalishiga aylandi. Bu esa, xalqimizning ertangi kunga bo‘lgan ishonchi ortishiga, turmush tarzining yaxshilanishiga, har bir hududda tinchlik-osoyishtalikning ta’minlashiga xizmat qilmoqda.

Mamlakatimiz mustaqilligini mustahkamlash, uning iqtisodiy, siyosiy, ijtimoiy, ilmiy, ma’naviy salohiyatini yuksaltirish, mudofaa qudratini oshirish, davlatimiz sarhadlarining daxlsizligini ta’minlash, tinchlik va barqarorlikni, millatlararo do‘stlik va totuvlikni asrash, Yangi O‘zbekistonda demokratik islohotlarni chuqurlashtirish, inson huquqlari va erkinliklari, qadr-qimmati ulug‘lanadigan adolatli fuqarolik jamiyatini barpo etish, Asosiy Qonunimizning hayotimizdagi o‘rni va ahamiyatini keng targ‘ib qilish, yosh avlodni qonunga hurmat, Vatanga mehr va sadoqat ruhida tarbiyalash ishlariga munosib hissa qo‘shib kelayotgan bilimli va malakali professor-o‘qituvchilar o‘rni beqiyosdir.

Yangi O‘zbekistonda amalga oshirilayotgan izchil islohotlarda “inson qadri uchun”, degan tamoyil ustuvor maqsad etib belgilangan. Bu yo‘lda yangi tahrirdagi konstitutsiyamizning qabul qilingani mamlakatimizning yangi rivojlanish davrini boshlab berdi.

Zero, bosh qonunimizda inson qadri, uning huquq va manfaatlari kafolatlari bilan bog‘liq ko‘plab normalar o‘z aksini topganki, bu mamlakatimizning chinakam demokratik, huquqiy, ijtimoiy va dunyoviy davlat sifatida jahon hamjamiyatidagi o‘rnini yanada mustahkamlaydi.

O‘z navbatida, insonning huquq va erkinliklari davlat organlari, fuqarolarning o‘zini o‘zi boshqarish organlari, ularning mansabdor shaxslari faoliyatining mazmun-mohiyatini belgilashi to‘g‘risidagi qoida davlat organlari va ularning mansabdor shaxslari faoliyatini tubdan isloh qilishga olib keladi. Unga ko‘ra, davlat xizmatchilarining asosiy maqsad, vazifa, funksiya hamda majburiyatlari inson huquq va erkinliklarini ifodalashga qaratiladi.

Yangilangan Konstitutsiyada axborot erkinligiga oid muhim normalar o‘rin olgan. Xususan, davlat internet jahon axborot tarmog‘idan foydalanishni ta’minlash uchun shart-sharoitlar yaratishini, axborotni izlash, olish va tarqatishga bo‘lgan huquqni cheklashning aniq asoslari belgilab qo‘yilganini ta’kidlash joiz.

Ilg‘or xalqaro imtihon tizimlari (TOEFL, IELTS, CEFR, SAT General, SAT Subject va hokazo) sertifikatlariga ega bo‘lgan talabalarga tegishli fanlardan belgilangan eng yuqori ball berish va ushbu fanlar test sinovidan ozod qilish tartibini ishlab chiqish va belgilangan tartibda amalga oshirish, O‘zbekiston Respublikasi Oliy va o‘rta maxsus ta’lim vazirligi, tasarrufida oliy ta’lim muassasalari mavjud vazirlik va idoralar zimmasiga quyidagi qo‘shimcha vazifalar yuklatish: mamlakatda amalga oshirilayotgan keng qamrovli islohotlarda oliy ta’lim muassasalarining ishtiroki hamda tashabbuskorligini oshirish bo‘yicha tizimli ishlarni tashkil etish, ularning faoliyatida yuzaga kelayotgan muammolarning yechimiga qaratilgan ilmiy-amaliy izlanishlarni olib borish belgilangan.

O‘zbekiston ta’limini modernizatsiya qilish dasturi jamiyat hayotining ijtimoiy, iqtisodiy va siyosiy jarayonlarini haqiqatda aks ettiruvchi o‘qitish

va tarbiyalashning faol usullarini yanada kengroq qo‘llash vazifasini qo‘yadi. Raqobatning yuqori darajasi odamdan tadqiqot, loyihalash, tashkil etish, muloqot va fikrlash kabi turli xil faoliyat turlariga ega bo‘lishni talab qiladi. Mamlakatimizda xorijiy tillar ta’limini takomillashtirish borasidagi islohatlar jarayonida ingliz tilini o‘qitishga katta e’tibor qaratilib, chet tillarni o‘qitishda globallashuv jarayoni ta’siri kuzatilmoqda.

Chet tillarni o‘qitish samaradorligini oshirish barobarida mutaxassislar tomonidan sohaga oid manbalar: darsliklar, o‘quv qo‘llanmalar, uslubiy qo‘llanmalar, lug‘atlar tuzilmoqda. Ilm-fanning barcha tarmoqlariga oid terminlarni tartiblash, ularni tahlil qilishdek ulkan muammo bilan birga, fanlarga oid terminlarning har xilliklarni bartaraf qilish, bir tizimga tushirish, g‘oyat dolzarb masalalardan biri bo‘lib turibdi.

Shunday ekan, hozirgi kunda nafaqat ijtimoiy-gumanitar, balki barcha sohalarni rivojlanishida xorijiy tajribalardan voqif bo‘lish, jumladan chet tillarni zamon talabida chuqurlashtirilgan tarzda o‘qitish va o‘rganish zarurdir. Globallashuv va integratsiya jarayoni ta'lim oluvchilardan xorijiy tillarda ravon so‘zlay olish va chet ellik hamkorlar bilan erkin ish yuritish iqtidorini talab qilmoqda.erish, raqobatbardosh kadrlarni tayyorlashdek ulkan ma’sulyatni yuklaydi.

Xalqaro umumevropa standartlari (CEFR) asosida ta’lim mazmunini tashkil etish, o‘qitish sifatini baholashning xalqaro standartlarini joriy etish orqali chet tili ta’limi sifatini oshirish dolzarb vazifalardan biridir.

Ingliz tili harbiy terminlarining yaxlit rasmiylashtirilganligi ularga qisqalik (lo‘ndalik) va bir ma’nolilik baxsh etadi, dunyoning lisoniy manzarasini amalga oshirish oqibati hisoblanadi va milliy konseptlar ma’nolarini aks ettiradi. Dunyoni lisoniy ko‘rishni aks ettiradigan so‘z yasash modelini bilish harbiy terminologiyani ongli o‘zlashtirish va ta’lim oluvchilarda o‘rganilayotgan tilning lug‘at, jumladan, terminologik tarkibini mustaqil egallash usullarini shakllantirishni ta’minlay oladi. Bu, jumladan, ingliz tili harbiy terminining mazmuniy rejasi nimadan iborat ekani va u ona tilidagi terminga qanchalik ekvivalentligi, yangi til hodisasi qanday qilib nutqda faoliyat ko‘rsatishi, u qachon va qanday vaziyatda namoyon bo‘lishini illustratsiyalaydigan turli mashqlarni bajarishni nazarda tutadi.

Chet tili mashg‘ulotlarining asosiy vazifalaridan yana biri — bu ta’lim oluvchilar bilan bo‘ladigan jonli muloqotning samaradorligini oshirish hisoblanadi. Jonli muloqot — bu ijodiylikdir. Bunda ta’lim oluvchiga keng imkoniyat va mas’uliyat yuklatiladi, shu bilan birga, unda chet tillariga bo‘lgan qiziqishni shakllantiradi. Ijodiylik qadim zamonlardan beri tafakkur ahlini qiziqtirib kelgan. Qomusiy olim Forobiy ijodiylik haqida to‘xtalib: “…u shunday fazilatki, inson uni egallashi uchun boshqa hamma fazilatlarini ishga solishi kerak”, — deb ta’kidlaydi. Demak, nafaqat pedagog, balki ta’lim oluvchi ham o‘z ishiga ijodiy yondashishi kerak.

Xulosa qilib shuni aytish mumkinki, pedagog bilan ta’lim oluvchi o‘rtasidagi bog‘liqlik, fanni chuqur o‘zlashtirish, katta qiziqish bilan ongli ravishda tilni o‘rganish ko‘nikmasini hosil qilib, unga ko‘pchilikni jalb qila olishni ta’minlaydi.

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ZAMONAVIY JAMIYATDA CHET TILINI BILISHNING AHAMIYATI

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Annotatsiya

Mazkur maqolada zamonaviy jamiyat sharoitida chet tilini bilishning ijtimoiy, madaniy, ta’limiy, iqtisodiy va kasbiy ahamiyati har tomonlama tahlil qilinadi. Globallashuv jarayonlari kuchayib borayotgan hozirgi davrda chet tillari shaxsning intellektual salohiyatini oshirish, xalqaro muloqotni rivojlantirish hamda raqobatbardosh kadrlar tayyorlashda muhim omil sifatida namoyon bo‘lmoqda. Maqolada chet tilini o‘rganishning shaxsiy rivojlanish, mehnat bozori, ilm-fan va texnologiyalar taraqqiyotiga ta’siri yoritiladi. Shuningdek, ta’lim tizimida chet tillarini o‘qitishning dolzarb masalalari va istiqbollari ham ko‘rib chiqiladi.

Kalit so‘zlar: *chet tili, globallashuv, zamonaviy jamiyat, ta’lim, madaniyatlararo muloqot, raqobatbardoshlik, kasbiy rivojlanish.*

Аннотация

В статье рассматривается значение владения иностранными языками в современном обществе с социальной, образовательной, культурной, экономической и профессиональной точек зрения. В условиях глобализации и стремительного развития технологий знание иностранных языков становится важным фактором личностного роста, эффективного международного общения и формирования конкурентоспособных специалистов. Владение иностранными языками расширяет доступ к мировым информационным ресурсам, способствует развитию межкультурной коммуникации и повышает академическую и профессиональную мобильность. Также освещается роль иностранных языков в системе образования, на рынке труда и в научном сотрудничестве.

Ключевые слова: *иностранный язык, современное общество, глобализация, образование, межкультурная коммуникация, профессиональное развитие, конкурентоспособность*

Abstract

This article analyzes the importance of knowing foreign languages in modern society from social, educational, cultural, economic, and professional perspectives. In the context of globalization and rapid technological development, foreign language proficiency has become a key factor in personal development, effective international communication, and the formation of competitive specialists. Knowledge of foreign languages expands access to global information resources, promotes intercultural understanding, and enhances academic and professional mobility. The article also highlights the role of foreign languages in education systems, labor markets, and scientific cooperation, emphasizing their significance for active participation in global processes and sustainable societal development.

Keywords: *foreign language, modern society, globalization, education, intercultural communication, professional development, competitiveness*

Kirish

XXI asr jamiyat taraqqiyoti tez sur'atlar bilan kechayotgan, axborot oqimi keskin oshgan va dunyo miqyosidagi aloqalar mislsiz darajada kengaygan davr sifatida tavsiflanadi. Bunday sharoitda insondan faqat kasbiy bilim emas, balki keng dunyoqarash, kommunikativ salohiyat va turli madaniyatlar bilan muloqot qila olish qobiliyati ham talab etilmoqda. Ushbu jarayonda chet tillarini bilish zamonaviy shaxsning muhim kompetensiyalaridan biri sifatida alohida ahamiyat kasb etadi.

Bugungi kunda siyosiy, iqtisodiy, ilmiy va madaniy sohalardagi hamkorliklar tobora xalqaro tus olmoqda. Davlatlar o'rtasidagi munosabatlar, transmilliy kompaniyalar faoliyati, xalqaro ta'lim dasturlari hamda ilmiy tadqiqotlar samaradorligi bevosita til bilish darajasiga bog'liq. Ayniqsa, ingliz tili global aloqa vositasi sifatida yetakchi o'rinni egallab, dunyo miqyosida bilim va axborot almashuvining asosiy tiliga aylangan.

Shu bilan birga, boshqa xorijiy tillarning ham turli sohalardagi ahamiyati izchil ravishda ortib bormoqda.[1;196] Chet tilini o‘rganish nafaqat muloqot imkoniyatlarini kengaytiradi, balki insonning tafakkurini rivojlantiradi, tanqidiy va ijodiy fikrlash ko‘nikmalarini shakllantiradi. Til o‘rganish jarayonida shaxs boshqa xalqlarning madaniyati, qadriyatlari va dunyoqarashi bilan tanishib, bag‘rikenglik va tolerantlik kabi muhim ijtimoiy fazilatlarni o‘zida mujassamlashtiradi. Bu esa zamonaviy jamiyatda ijtimoiy barqarorlik va madaniyatlararo totuvlikni ta’minlashda muhim omil hisoblanadi. Ta’lim tizimida chet tillarining o‘rni tobora mustahkamlanib bormoqda. Xorijiy ilmiy manbalardan foydalanish, xalqaro ta’lim platformalarida tahsil olish, akademik almashinuv dasturlarida ishtirok etish imkoniyatlari chet tilini bilgan shaxslar uchun yanada kengroq ochilmoqda. Shu bilan birga, mehnat bozorida ham chet tillarini bilish yuqori malakali, raqobatbardosh mutaxassisni shakllantirishning muhim shartiga aylangan. Shu jihatdan qaraganda, chet tilini bilish zamonaviy jamiyatda shaxsiy rivojlanish, kasbiy muvaffaqiyat va ijtimoiy faollikni ta’minlovchi muhim omil sifatida namoyon bo‘ladi. Til bilish orqali inson global axborot makoniga integratsiyalashadi, zamon talablariga moslashadi va jamiyat taraqqiyotida faol ishtirok etish imkoniyatiga ega bo‘ladi.[2;312]

Asosiy qism

Xorijiy tillarni o‘qitish borasida yangicha yondashuvlarga yo‘naltirilgan ilmiy faoliyatni ko‘proq rag‘batlantirish, bunda asosiy e’tiborni ilmiy ishning amaliy samaradorligiga qaratish muhim ahamiyatga ega. Ilmiy izlanuvchilar tomonidan ishlab chiqilgan metodlarni bevosita ta’lim muassasalarida amaliy sinovdan o‘tkazish tizimini ishlab chiqish va joriy etish samarali natijalarga olib kelishi shubhasiz. Shu sabab yurt boshimiz bergan ko‘rsatmalarga asosan mamlakatimizdagi oliy ta’lim muassasalarining nofilologik ta’lim yo‘nalishlari va mutaxassisliklarida xorijiy tillarni sohalarga moslashtirgan holda o‘qitish, xorijiy tillarini o‘qitish bo‘yicha zamonaviy o‘quv-metodik hamda bilimni baholashga oid materiallarni o‘z ichiga olgan yagona ta’minotni amalga oshiruvchi elektron dasturiy platformani yaratish zarurligini taqoza etmoqda. Shu kabi qator masalalarning barchasidan ko‘zlangan asosiy maqsad mamlakatimizda

xorijiy tillarni o‘qitishning zamonaviy va innovatsion vositalarni jalb qilinmoqda. [1;106] Zamonaviy jamiyatda chet tilini bilish globallashuv jarayonlari bilan bevosita bog‘liq holda tobora muhim ahamiyat kasb etmoqda. Bugungi kunda dunyo mamlakatlari o‘rtasidagi iqtisodiy, siyosiy, ilmiy va madaniy aloqalar kengayib borar ekan, bu jarayonlarning samaradorligi til omiliga chambarchas bog‘liq bo‘lib qolmoqda. Xalqaro muloqotning asosiy vositasi sifatida chet tillari turli millat va madaniyat vakillarini birlashtiruvchi muhim ko‘prik vazifasini bajaradi. Ayniqsa, axborot almashinuvi tezlashgan hozirgi davrda til bilish global jarayonlarda faol ishtirok etish imkonini yaratadi. Chet tilini bilish shaxsning intellektual va ma’naviy rivojlanishiga sezilarli ta’sir ko‘rsatadi. Til o‘rganish jarayoni inson tafakkurini faollashtiradi, xotira va mantiqiy fikrlash qobiliyatlarini rivojlantiradi. Bir nechta tilni bilgan shaxslar vaziyatni tahlil qilishda moslashuvchanlikka ega bo‘lib, muammolarga turli nuqtayi nazardan yondashish imkoniyatiga ega bo‘ladi. Shu bilan birga, chet tilini o‘rganish shaxsning o‘ziga bo‘lgan ishonchini oshiradi, ijtimoiy faolligini kuchaytiradi hamda mustaqil fikrlash ko‘nikmalarini shakllantiradi.[5] Zamonaviy ta’lim tizimida chet tillarining o‘rni alohida ahamiyatga ega. Bugungi kunda ilmiy adabiyotlar, tadqiqot natijalari, o‘quv qo‘llanmalar va elektron resurslarning katta qismi xorijiy tillarda yaratilmoqda. Talabalar va tadqiqotchilar uchun chet tilini bilish xalqaro ilmiy manbalardan foydalanish, xorijiy tajribalarni o‘rganish va akademik almashinuv dasturlarida ishtirok etish imkoniyatini ta’minlaydi. Shu jihatdan chet tillarini bilish ta’lim sifatini oshirish va ilmiy salohiyatni rivojlantirishning muhim omillaridan biri hisoblanadi. Mehnat bozorida chet tilini bilish mutaxassisning raqobatbardoshligini belgilovchi asosiy ko‘rsatkichlardan biriga aylangan. Xalqaro kompaniyalar, qo‘shma korxonalar va transmilliy tashkilotlar faoliyatida chet tillarini biladigan kadrlar alohida qadrlanadi. Ish beruvchilar ko‘pincha nomzodning kasbiy bilimlari bilan bir qatorda uning chet tillardagi muloqot qobiliyatiga ham e’tibor qaratadi. Chet tilini bilish xorijiy hamkorlar bilan muzokaralar olib borish, hujjatlarni tayyorlash va xalqaro loyihalarda faol ishtirok etish imkonini yaratadi. Bu esa kasbiy o‘sish va yuqori lavozimlarga erishishda muhim rol o‘ynaydi. Chet tillarini

bilish madaniyatlararo muloqotni rivojlantirishda ham muhim ahamiyat kasb etadi. Til orqali inson boshqa xalqlarning madaniyati, urf-odatlari va qadriyatlari bilan tanishadi. Bu jarayon jamiyatda bag‘rikenglik, o‘zaro hurmat va tushunishni mustahkamlaydi. Turli madaniyat vakillari bilan muloqot qilish qobiliyati zamonaviy jamiyatda ijtimoiy barqarorlikni ta’minlashda muhim omil hisoblanadi. Shu sababli chet tillarini bilish nafaqat shaxsiy manfaat, balki jamiyat manfaatlariga ham xizmat qiladi.

Shu bilan birga ilm-fan va texnologiyalar sohasida chet tillarining ahamiyati ayniqsa yaqqol namoyon bo‘ladi. Zamonaviy ilmiy kashfiyotlar, innovatsion texnologiyalar va ilg‘or tadqiqotlar asosan xorijiy tillarda e’lon qilinadi. Chet tilini bilgan mutaxassislar ushbu yangiliklardan tezkor xabardor bo‘lib, ularni amaliyotga joriy etish imkoniyatiga ega bo‘ladi. Bundan tashqari, xalqaro ilmiy konferensiyalar, seminarlar va forumlarda ishtirok etish chet tilini bilishni talab etadi. Bu esa ilmiy hamkorlikni kengaytirish va tajriba almashish uchun muhim sharoit yaratadi. Raqamli texnologiyalar rivojlangan hozirgi davrda axborotga bo‘lgan ehtiyoj yanada ortdi. Internet tarmog‘ida mavjud bo‘lgan bilimlar, onlayn ta’lim platformalari, elektron kutubxonalar va texnik hujjatlarning katta qismi xorijiy tillarda taqdim etiladi. [3;201] Chet tilini bilish shaxsning global axborot makoniga to‘laqonli integratsiyalashuvini ta’minlaydi. Shu bilan birga, axborot texnologiyalari bilan ishlash jarayonida ham chet tillari muhim ahamiyatga ega bo‘lib, texnologik savodxonlikni oshirishga xizmat qiladi. Umuman olganda, zamonaviy jamiyatda chet tilini bilish shaxsning har tomonlama rivojlanishi, ta’lim sifatining oshishi, kasbiy muvaffaqiyat va ijtimoiy faollikni ta’minlovchi muhim omil sifatida namoyon bo‘ladi. Til bilish orqali inson global jarayonlarga moslashadi, zamon talablariga javob beradigan yetuk shaxs sifatida shakllanadi va jamiyat taraqqiyotiga munosib hissa qo‘sha oladi.

Xulosa

Zamonaviy jamiyat taraqqiyoti shuni ko‘rsatadiki, chet tilini bilish bugungi kunda shaxsiy ehtiyoj doirasidan chiqib, ijtimoiy va global ahamiyatga ega bo‘lgan muhim omilga aylangan. Globallashuv, raqamli texnologiyalar va xalqaro hamkorlik jarayonlarining jadallashuvi insondan til jihatidan ham yetuk bo‘lishni talab etmoqda. Chet tillari orqali shaxs

global axborot makoniga kirib boradi, ilm-fan va ta'limdagi ilg'or yutuqlardan xabardor bo'ladi hamda zamon bilan hamnafas rivojlanish imkoniyatiga ega bo'ladi. Chet tilini bilish insonning intellektual salohiyatini oshirib, mustaqil va tanqidiy fikrlash ko'nikmalarini shakllantiradi. Til o'rganish jarayonida shaxs faqatgina lingvistik bilim emas, balki boshqa xalqlarning madaniyati, qadriyatlari va dunyoqarashi bilan tanishish imkoniyatini ham qo'lga kiritadi. Bu esa jamiyatda bag'rikenglik, o'zaro hurmat va madaniyatlararo muloqotning mustahkamlanishiga xizmat qiladi. Ta'lim tizimida chet tillarining ahamiyati tobora ortib borayotganligi, ayniqsa, xalqaro ilmiy manbalardan foydalanish, xorijiy tajribalarni o'rganish va akademik mobillik imkoniyatlarining kengayishi bilan izohlanadi. [4;96] Chet tilini bilgan yoshlar ilmiy va kasbiy jihatdan yanada raqobatbardosh bo'lib, o'z bilim va salohiyatini xalqaro miqyosda namoyon eta oladi. Shu bilan birga, mehnat bozorida chet tillarini bilish mutaxassisning kasbiy muvaffaqiyati va karyera o'sishida muhim rol o'ynaydi. Xulosa qilib aytganda, chet tilini bilish zamonaviy jamiyatda shaxsning har tomonlama rivojlanishi, ijtimoiy faolligi va kasbiy yetukligini ta'minlovchi muhim omil hisoblanadi. Shu sababli chet tillarini o'rganishga tizimli yondashish, ularni ta'lim jarayonida samarali va zamonaviy metodlar asosida o'qitish jamiyat taraqqiyotining muhim shartlaridan biri sifatida qaralishi lozim. Til bilgan shaxs global dunyoda o'z o'rnini topa oladigan, zamon talablariga mos va mas'uliyatli fuqaro sifatida shakllanadi.

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DEVELOPING SPEAKING SKILLS IN MEDICAL STUDENTS THROUGH INNOVATIVE TECHNOLOGIES

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Abstract. The integration of innovative technologies in medical education has revolutionized the way speaking skills are developed among medical students. This article explores various technological approaches, including virtual reality simulations, artificial intelligence-powered language learning platforms, telemedicine training tools, and mobile applications, that enhance oral communication competencies essential for future healthcare professionals. The research demonstrates that technology-mediated instruction not only improves linguistic proficiency but also builds confidence in patient communication, interdisciplinary collaboration, and presentation skills critical for medical practice.

Keywords: medical education, speaking skills, innovative technologies, communication competencies, digital learning tools

Introduction. Effective communication stands as a cornerstone of quality healthcare delivery. Medical professionals must possess strong speaking skills to accurately convey diagnoses, explain treatment options, comfort patients, collaborate with colleagues, and present research findings. However, traditional medical education has often prioritized clinical knowledge and technical skills over communication training, leaving many graduates inadequately prepared for the interpersonal demands of medical practice.

The advent of innovative technologies has created unprecedented opportunities to address this educational gap. Digital tools offer immersive, interactive, and personalized learning experiences that traditional classroom instruction cannot replicate. These technologies enable medical students to practice speaking in realistic clinical scenarios, receive immediate feedback, and develop confidence in a low-stakes environment before engaging with actual patients.

This article examines how various innovative technologies contribute to developing speaking skills among medical students, analyzes their effectiveness based on current research, and provides recommendations for implementing technology-enhanced communication training in medical curricula. The integration of these tools represents not merely a modernization of teaching methods but a fundamental transformation in how future physicians acquire essential communication competencies.

Virtual Reality and Simulation-Based Learning

Virtual reality (VR) technology has emerged as a powerful tool for developing speaking skills in medical education. VR simulations create immersive three-dimensional environments where students can practice patient interactions, deliver difficult news, and conduct medical consultations in scenarios that closely mirror real clinical settings. Unlike traditional role-playing exercises, VR provides standardized experiences with virtual patients who respond consistently, allowing for repeated practice and objective assessment.

Studies have demonstrated that VR-based communication training significantly improves medical students' speaking confidence and competence. Students can practice challenging conversations, such as discussing terminal diagnoses or addressing medical errors, without risk to actual patients. The technology tracks eye contact, tone of voice, word choice, and non-verbal communication, providing detailed feedback on communication performance. This immediate, data-driven feedback helps students identify specific areas for improvement and monitor their progress over time.

Furthermore, VR simulations can be programmed to present diverse patient populations, including individuals from different cultural backgrounds, age groups, and with varying health literacy levels. This exposure helps medical students develop cultural competency and learn to adapt their communication style to meet different patients' needs. The ability to pause, rewind, and replay interactions enables deeper reflection on communication strategies and their effectiveness.

Research conducted at several medical schools has shown that students who complete VR communication training demonstrate improved empathy, active listening skills, and ability to build rapport with patients. The immersive nature of VR creates emotional engagement that enhances learning retention compared to traditional methods. Moreover, the scalability of VR technology allows institutions to provide consistent, high-quality communication training to large numbers of students without the logistical challenges of recruiting standardized patients.

Artificial Intelligence and Language Learning Platforms

Artificial intelligence (AI) has revolutionized language learning and speaking skill development through intelligent tutoring systems, conversational agents, and adaptive learning platforms. For medical students, AI-powered tools offer personalized instruction in medical terminology, pronunciation, and professional communication patterns. These systems analyze students' speech patterns, identify errors, and provide targeted exercises to address specific weaknesses.

Conversational AI applications enable medical students to practice clinical dialogues with virtual interlocutors who understand medical context and respond appropriately to various communication approaches. Natural language processing algorithms evaluate the clarity, accuracy, and appropriateness of students' verbal responses, offering real-time corrections and suggestions. This technology allows unlimited practice opportunities outside formal class time, accommodating different learning paces and schedules.

AI-driven pronunciation training tools specifically address the challenge of mastering medical terminology, which often includes complex Latin and Greek terms. These applications use speech recognition technology to analyze pronunciation accuracy and provide visual feedback showing how students' articulation compares to standard pronunciation. For international medical students or those learning English as a second language, such tools prove invaluable in developing the linguistic confidence necessary for clinical communication.

Machine learning algorithms can also create personalized learning pathways based on individual students' progress and challenges. The system identifies patterns in students' errors and automatically generates targeted practice exercises addressing those specific issues. This adaptive approach ensures that instructional time focuses on areas where each student needs the most improvement, maximizing learning efficiency.

Additionally, AI platforms can simulate multidisciplinary team meetings, allowing students to practice presenting cases and participating in clinical discussions. The technology can assume different roles, such as senior physicians asking probing questions or nurses providing additional patient information, helping students develop skills for professional collaboration and medical discourse.

Telemedicine Training and Digital Communication Skills

The rapid expansion of telemedicine has created a pressing need for medical students to develop digital communication competencies. Innovative technologies designed for telemedicine training teach students how to conduct effective virtual consultations, maintain professional presence through video conferencing, and navigate the unique challenges of remote patient communication. These skills have become essential components of modern medical practice, particularly following the global shift toward virtual healthcare delivery.

Telemedicine simulation platforms allow students to practice video consultations with simulated patients, learning to compensate for the absence of physical examination and to build trust through a screen. Students develop techniques for maintaining eye contact by looking at the camera, using appropriate lighting and camera angles, and managing technical difficulties that may arise during virtual appointments. These platforms often include features for practicing asynchronous communication, such as reviewing patient messages and crafting clear, empathetic written responses.

Research indicates that telemedicine training significantly enhances medical students' adaptability and communication flexibility. Students learn to gather comprehensive patient histories through verbal inquiry alone,

sharpening their questioning techniques and active listening skills. The necessity of providing clear verbal instructions for patients to perform self-examinations or describe symptoms encourages precise, unambiguous communication.

Moreover, telemedicine training platforms often incorporate accessibility features, teaching students to communicate effectively with patients who have hearing impairments, limited technology literacy, or language barriers. Students learn to use visual aids, share screens to show educational materials, and employ interpreter services effectively in virtual settings. These experiences prepare students for the diverse communication challenges they will encounter in contemporary healthcare environments.

The integration of telemedicine training also exposes students to the ethical dimensions of digital communication, including privacy considerations, informed consent in virtual settings, and maintaining professional boundaries in online interactions. These competencies extend beyond speaking skills to encompass comprehensive digital communication literacy essential for twenty-first-century medical practice.

Mobile Applications and Microlearning Approaches

Mobile technology has democratized access to speaking skill development resources, allowing medical students to engage in communication training anytime and anywhere. Specialized mobile applications provide bite-sized learning modules focusing on specific communication skills, from breaking bad news to discussing treatment adherence. This microlearning approach aligns with the demanding schedules of medical students, enabling consistent practice despite limited time availability.

Mobile applications for medical communication often include features such as video modeling, where students can watch expert demonstrations of clinical conversations and then record themselves attempting similar interactions. The ability to review and self-evaluate these recordings promotes metacognitive awareness and self-directed learning. Many applications also incorporate gamification elements, using points, levels, and achievements to motivate regular practice and sustained engagement.

Podcast-style learning modules delivered through mobile platforms expose students to diverse clinical communication scenarios and expert commentary on effective strategies. Students can listen during commutes or while exercising, integrating communication skill development into daily routines. Some applications include interactive elements where listeners can pause to consider what they would say in a particular situation before hearing the recommended approach.

Language exchange features in some mobile applications connect medical students with peers internationally, facilitating cross-cultural communication practice and exposure to different healthcare systems' communication norms. These interactions build not only speaking skills but also intercultural competence and global health awareness. Students practice explaining medical concepts to non-specialists, a valuable skill for patient education and health advocacy.Additionally, mobile applications can track students' practice frequency, duration, and performance metrics, providing instructors with data to inform curriculum adjustments and identify students who may need additional support. The analytics generated by these platforms enable evidence-based refinement of communication training programs, ensuring that technological interventions effectively address learning objectives.

Integration Challenges and Best Practices

While innovative technologies offer tremendous potential for developing speaking skills in medical students, successful implementation requires careful consideration of pedagogical principles, technical infrastructure, and faculty development. Institutions must balance technology integration with maintaining the human elements of medical education, ensuring that digital tools enhance rather than replace meaningful interpersonal learning experiences.

One significant challenge involves ensuring equitable access to technology-based learning resources. Not all students have access to high-speed internet, VR headsets, or the latest mobile devices. Medical schools must provide on-campus facilities and loaner equipment to prevent technological barriers from creating educational disparities. Additionally,

faculty require training to effectively incorporate these tools into curricula and provide appropriate guidance to students using them.

Best practices for technology-enhanced communication training emphasize the importance of alignment with learning objectives and assessment methods. Technologies should be selected based on their ability to address specific communication competencies rather than novelty or convenience alone. Regular evaluation of learning outcomes associated with different technological interventions helps institutions optimize their educational technology investments.

Blended learning approaches that combine technology-based practice with traditional face-to-face instruction and real patient interactions appear most effective. Technology excels at providing repeated practice opportunities, immediate feedback, and scalable training, while human instructors offer nuanced evaluation, emotional support, and modeling of professional values. The optimal combination leverages the strengths of both approaches.

Furthermore, student feedback should guide ongoing refinement of technology-enhanced communication training. Learners can provide valuable insights into which tools they find most helpful, which interface features enhance or impede learning, and where additional support or resources are needed. Continuous improvement processes ensure that technological interventions remain responsive to student needs and educational goals.

Conclusion

Innovative technologies have fundamentally transformed how medical students develop speaking skills essential for effective clinical practice. Virtual reality simulations, artificial intelligence platforms, telemedicine training tools, and mobile applications each contribute unique advantages to communication education, offering immersive practice opportunities, personalized feedback, and flexible learning modalities that traditional instruction cannot match.

The evidence demonstrates that technology-enhanced communication training improves not only linguistic competence but also confidence,

empathy, and adaptability in clinical interactions. As healthcare delivery continues to evolve with increasing reliance on digital communication channels, these technological interventions prepare medical students for the realities of contemporary medical practice.

However, successful integration of these technologies requires thoughtful implementation that preserves the humanistic core of medical education while leveraging digital tools' efficiency and scalability. Medical educators must remain focused on developing well-rounded physicians who communicate effectively across diverse contexts, using technology as a means to that end rather than an end in itself.

Future research should continue examining long-term outcomes of technology-based communication training, including impact on patient satisfaction, clinical outcomes, and professional development throughout physicians' careers. As technologies advance, new opportunities will emerge for even more sophisticated and effective communication skill development. Medical education institutions that thoughtfully embrace these innovations will better prepare students for the communication demands of modern healthcare delivery.

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SEMANTICS AND PRAGMATICS: TRADITIONAL THEORIES AND CONTEMPORARY DISCOURSE ANALYSIS

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Abstract: This article explores the core concepts of semantics and pragmatics, highlighting their traditional theories and examining their integration in contemporary discourse analysis. Semantics studies the inherent meanings of linguistic units, focusing on lexical, grammatical, and structural aspects, while pragmatics investigates how meaning is shaped by context, speaker intention, and social interaction. The paper discusses foundational contributions from scholars such as Saussure, Frege, Wittgenstein, Grice, Austin, and Searle. Furthermore, it illustrates how modern discourse analysis applies these theoretical frameworks to analyze media texts, political speeches, advertisements, and social media communication. The study concludes that the boundary between semantics and pragmatics is increasingly fluid, necessitating integrated approaches for comprehensive language analysis. Future research directions include

exploring the semantic-pragmatic interface in manipulative language, cognitive semantics, and pragmatic modeling in natural language processing.

Keywords: Semantics, Pragmatics, Discourse Analysis, Speech Act Theory, Implicature, Deixis, Context, Cognitive Pragmatics, Sociopragmatics, Language Meaning

Introduction

In the realm of linguistics, the exploration of meaning has always been fundamental. Two important subfields—semantics and pragmatics—cover distinct yet related components of meaning in language. Semantics concentrates on the meanings associated with words and grammatical structures, whereas pragmatics investigates how these meanings are interpreted and influenced in actual communicative situations.

The growing intricacy of modern communication—driven by mass media, social platforms, and political dialogue—has highlighted the significance of both semantic and pragmatic understanding. In particular, discourse analysis has surfaced as a robust framework that enhances traditional theories by providing insights into the social, cognitive, and contextual aspects of language usage. This paper seeks to examine the primary theories of semantics and pragmatics and their relevance in modern discourse analysis.

2. Traditional Semantic Theories

Semantics traditionally concerns itself with the study of meaning at the level of words, phrases, and sentences, emphasizing their lexical, grammatical, and structural aspects. Three major types of meaning are distinguished:

- Lexical meaning: The dictionary or conventional meaning of a word (e.g., “book” as a written or printed work).
- Grammatical meaning: Meaning derived from morphological forms (e.g., tense, number).
- Structural meaning: Meaning arising from the relationships among words (e.g., synonymy, antonymy, hyponymy).

Central to semantic analysis are the concepts of denotation and connotation. Denotation refers to the explicit, objective meaning of a term, while connotation encompasses the additional emotional, cultural, or social meanings attached to it. For example, the word "mother" denotes a female parent but connotes warmth, care, and nurturing.

Pioneers such as Ferdinand de Saussure introduced the dyadic model of the linguistic sign, distinguishing between the *signifier* (sound pattern) and *signified* (concept). Gottlob Frege differentiated between *sense* and *reference*, highlighting how expressions can have multiple layers of meaning. Ludwig Wittgenstein further contributed by emphasizing the contextual nature of meaning, asserting that "the meaning of a word is its use in the language."

These foundational theories continue to underpin semantic research today.

3. Pragmatics: Traditional Approaches

Pragmatics deals with how language is used in actual communication, focusing on speaker intention, context, and the effects on the listener. If semantics asks "What does this expression mean?", pragmatics asks "What does the speaker mean by saying this in this situation?"

Key concepts in pragmatics include:

- Deixis: Expressions whose reference depends on context, such as "here," "now," "I," and "you."
- Speech Act Theory: Developed by J.L. Austin and John Searle, this theory posits that utterances perform actions (e.g., promising, ordering, apologizing).
- Implicature: Introduced by H.P. Grice, implicature refers to implied meanings not explicitly stated but inferred based on conversational maxims (quality, quantity, relevance, manner).

These approaches highlight the cooperative nature of communication and the interpretive role of the listener, providing tools to analyze how meaning is negotiated beyond the literal words spoken.

4. Contemporary Discourse Analysis

Contemporary discourse analysis integrates semantics and pragmatics to study language as it functions in social contexts. Discourse is understood as language use beyond the sentence, shaped by social, cultural, and cognitive factors.

In various discourse genres, semantic and pragmatic analysis plays a crucial role:

- Media texts: News reports and articles may employ ostensibly neutral language but carry strong connotative meanings that influence public perception (e.g., labeling groups as "terrorists" versus "freedom fighters").
- Political discourse: Political speeches often contain indirect speech acts and implicatures, conveying promises, threats, or calls to action beyond the literal utterance.
- Advertising: Advertisements strategically select words with positive connotations ("natural," "pure," "organic") to evoke desired consumer responses.
- Social media language: Social platforms feature highly context-dependent, often informal or ironic expressions requiring pragmatic competence for proper interpretation.

Modern approaches also include cognitive pragmatics, which examines how mental representations shape meaning, and sociopragmatics, which considers social roles and cultural norms in interpreting utterances.

5. Conclusion

Semantics and pragmatics remain foundational yet evolving fields within linguistics. Traditional theories provide essential frameworks for understanding meaning, while contemporary discourse analysis extends these frameworks to complex real-world communication.

The boundaries between semantics and pragmatics are increasingly blurred, as meaning arises not only from words but from the interplay of context, speaker intention, and listener interpretation. This integration is particularly vital for analyzing political discourse, advertising, and social media communication.

Future research should focus on:

- The semantic-pragmatic interface in manipulative language and ideology.
- Cognitive-semantic approaches to language and thought.
- Enhancing natural language processing models with pragmatic awareness.

Overall, the combined study of semantics and pragmatics enriches our understanding of language as a dynamic, context-sensitive human faculty.

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THE ROLE OF THE AUTHOR IN POLYPHONIC FICTION

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Abstract. *The following article analyzes the author's influence on polyphonic fiction, particularly on the narrative structure, character development, and topic exploration. The complex nature of the author's*

relationship with the polyphonic narrative enables a unique experience for both writers and readers.

Keywords: *Polyphonic fiction, author's role, character development, the author's responsibility, narrative voice.*

Polyphonic fiction is a distinctive and multifaceted narrative form that engages with the concept of multiple voices and perspectives within a single text. Unlike conventional, monophonic narratives, which rely on a single narrative voice to guide the reader, polyphonic fiction involves a diverse range of voices, characters, and perspectives that contribute to the overall depiction of the events. This narrative style follows characters' dialogue, motivations, and emotions, giving more flexibility in interpretation to the reader. It is vital to recognize the importance of the author's role in polyphonic fiction as well, even if the narrative appears to be a conversation between the characters. The author's vision and thematic implications define the overall structure of the book and its meaning.

In polyphonic fiction, the author's influence extends to the narrative structure and organization of the text. The author often serves as a conductor, leading the reader through a jungle of voices and ideas. The influence on the narrative in polyphonic fiction can be seen as the author's coordination of multiple perspectives and characters, the author's unification of diverse characters, and the author's direction of the intention of the narrative.

One of the distinctive features of polyphonic fiction is the use of multiple perspectives in the story. The author develops separate voices for various characters and gives life to them through their stories. The author is responsible for deciding on the dominance of a specific character's perspective over the others and masterfully supports the natural flow of the dialogue. The author's art lies in choosing the right time and character to develop a particular theme and offers several disparate characters to express one idea. For example, in Fyodor Dostoevsky's "The Brothers Karamazov," the author presents various philosophical and moral outlooks in the internal conversations of his characters, which allows one to support the conversation with each reader to discuss a layer of the text.

The primary challenge of polyphonic fiction, which celebrates the diversity of voices, brings writers to the necessity of establishing cohesion between the offered perspectives. This cohesion can be observed through common themes or experiences that are reiterated throughout the narrative. In most cases, the writers utilize certain techniques to bind the voices in the process. Those can be repeated motifs or parallel storylines, sometimes even tightly woven character perspectives. Such structural integrity illuminates the complexity of the narrative for readers but also enables them to find their way to the conflicting views and resolution. For example, in The Sound and the Fury by William Faulkner, each character's narrative is developed well enough to place them in a particular timeline. The writer uses different narrative approaches to reveal the experiences of the members of the Compson family, from the same context of their collective history, making the family history life-like while emphasizing the character's struggles.

Despite seemingly letting the characters approach their lived experiences with freedom, the author still regulates the overall context and functionality of the narrative, as well as the themes they perceive in it. This bridge is established through the author's specific concern or theme that reflects, such as the approach to one of Dostoevsky's works that became the basis for a future fiction the writer intended to produce. In Polyphony, the author inserts their view into the overall weave of voices being heard, occasionally engaging as they nurture the reader towards the conclusion.

Polyphonic narratives have a unique relationship with the authorial voice that visibly influences each protagonist's development. The author manifests in the creation of each protagonist, and each character's dialogue reflects on the narrative's thematic concerns and stylistic decisions. This interaction between craft and character informs the audience of each character's motivation and personality while maintaining some ambiguity to spur further engagement. Additionally, the authorial voice can act as the glue that binds disparate narratives within a polyphonic work and gives them a sense of cohesion. By guiding the audience's interpretation of nuanced characters and events, the author can create tension, empathy, or even disapproval to enrich the reading experience.

A significant challenge posed by polyphonic fiction is the demand for a multiplicity of developed protagonists. Each voice requires attention, but the author cannot devote the same amount of time to each one while maintaining coherence across the work as a whole. This becomes especially challenging given the infinite unique variations each character can embody and the need to present each one fairly.

For authors to achieve such balance, they may use various techniques, such as alternating chapters for sections dedicated to particular characters. This approach preserves a unique voice for each character while keeping it aligned with the overarching narrative. Authors may also employ thematic threads that connect seemingly different characters, which create a unified experience, even with varied perspectives. This allows the authors to balance the complexity of character development with the need to keep a polyphonic experience rich and diverse. In conclusion, polyphonic character development is a highly sophisticated process, perhaps best reflecting the complexity of human experience. The layers of depth and character development, the intricate relationship between the characters themselves and the author's voice, and the balance between numerous protagonists provide meaning to readers on a deeply profound level. Such a type of fiction truly opens up the range of voices and, in a deeper context, accentuates the necessity to make character development meaningful.

Even though polyphonic fiction may become overwhelming at times, its exploration of highly relevant social issues and perspectives remains significant. It allows thousands of different characters to interact, demonstrating the complexity of today's society. Such a narrative strategy encourages understanding and prompts readers to empathize with social issues and perspectives they may not have experienced. The example of two fundamentally different novels, The Sound and the Fury by William Faulkner and A Visit from the Goon Squad by Jennifer Egan, shows how polyphonic narratives may touch upon race, class, and gender through diverse narrative viewpoints. The interaction with these novels makes readers more aware of their own biases. At the same time, books and the example of The Sound and the Fury by William Faulkner reveal a more

shaded side of perspectives. The second strength of polyphonic fiction, which is its exploration of moral ambiguities and ethical dilemmas, remains relevant. Through the clash of conflicting narrative viewpoints, polyphonic fiction often generates storylines where right and wrong may be indistinguishable. In other words, this narrative strategy forces readers to consider Hispanic behavior from multiple perspectives.

As authors of polyphonic narratives, they hold a great responsibility in the diverse characters and their experiences. This responsibility emanates from having to create and develop individual character voices that are more than mere stereotypes or repetitions of other voices. When it comes to the act of narration, this power also requires authors to maintain an ethical balance despite the nature of the truth they are telling. Authors must therefore make ethical decisions that enable them to present truths about humanity in a way that does not exploit real-life victims' experiences. This power is wielded through the choice of voice authors portray to their readers and their ability to offer a fresh look at the human state of affairs. In conclusion, polyphonic fiction's themes and messages show the importance of authors portraying more than one voice in their narratives. These stories not only offer depth in character narration but also engage readers to think about social justice and how authors can create an authentic character. In this sense, polyphonic fiction enriches readers' literary understanding and human thinking.

The role of an author in the multi-layered experience of polyphonic fiction is both proportional and independent. As evidenced by the ideas in this paper, the authors' hands and ideas have the longevity of the ten-story and multi-voiced interaction, where they interact for and among themselves. Through the characters presented and portrayed in a narration, the authors enable the character voices' interaction. Moreover, when it comes to reading, the readers identify with multiple voices that aim at enhancing the eye's motivation.

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TEZ TIL O'RGANIB BO'LADI ...(MI)?

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Annotatsiya: Til - ijtimoiy hodisa.Hozirgi kunda xorijiy tillarni o'rganishga bo'lgan talab kun sayin oshib bormoqda.Men ushbu maqolamda chet tillarini qanday oson va samarali o'rganish haqida eng kerakli maslahatlar berib o'taman.

Kalit so'zlar: Til, sertifikat, ingliz tili, Duolingo, Memrise, Chatgpt, badiiy adabiyotlar,sinxron tarjima.

Til o'rganish hozirda ancha ommalashib ketayotgani hech kimga sir emas.Xo'sh,til o'rganishga bo'lgan ehtiyoj nega buncha yuqori? Barcha talabgorlar o'z qiziqishlaridan kelib chiqib o'rganyaptimi yoki bunga qanaqadir maqsadlari sababmi?Keling, ushbu mavzu yuzasidan mulohaza yuritsak.

Albatta, til o'rganish hammaga o'z qiziqishlari uchun emas,balki,o'z karerasini qurish uchun bosib o'tiladigan yo'lda peshqadamlik qiladi.Bilamizki,ingliz tili hozirda dunyo tillari orasida eng asosiy tillardan biri.Buning isboti hayotimizda o'z aksini topgan.Bu yaxshi ,albatta.Bog'cha yoshidagi bolalardan to kattalargacha barcha birdek til o'rganishga kirishgan.Ingliz tilini qanday tez va oson o'rgansa bo'ladi?

Avvalo,o'rganuvchi qiziqishi va izchillik asosida til o'rganishga sarflaydigan vaqt,inglizcha muhit kabilar muhim bo'lsa,foydalaniladigan darslik sifati,mahoratli va bilimli o'qituvchi va til o'rganishdagi to'g'ri yondashuv kabilar ham yangi til o'rganishda muhim ahamiyat kasb etadi.O'z tajribalarimdan kelib chiqib ayta olamanki,tilni majburiyat sifatida o'rganmang,xoh u ingliz tili bo'lsin,xoh boshqa til.Til o'rganishni o'z qiziqishingiz ustiga quring,ana shundagina o'rganish davomidagi qiyinchiliklar kamayadi,vaqtingiz tejaladi.Talabalar orasida ba'zi

shikoyatlar:"Qaysi tilni o‘rganayotgan bo‘lsangiz,o‘sha tilda gaplashuvchi insonlar bilan bir muhitda yashasa,tez muloqotga kirishadi",degan mulohazalar qulog‘imga chalinadi,aslini olganda 21-asr axborot texnologiyalari asrida bu kabi vajlarga o‘rin qolmadi deb o‘ylayman.

Til o‘rganish uchun tayanch usullar:

Birinchi navbatda maqsadni aniq belgilab oling,aniq maqsadsiz biron ishda,xususan,til o‘rganishda muvaffaqiyatga erishish mumkin emas.Ikkinchidan,o‘rganishning onasi -takrorlash deganlaridek,til asosini takrorlash tashkil etadi.Tilni doimiy takrorlashsiz o‘rganib bo‘lmaydi.Uchinchidan, muloqot qiling.Til muloqot vositasidir.Shu sabab tilni o‘rganish va rivojlantirish uchun tabiiyki,muloqot qilishingiz kerak.Bunda sizga Chatgpt va shunga o‘xshash qator sun'iy intellektlar yordam beradi.To‘rtinchidan,o‘rganish jarayonini hayot tarzingizga moslab oling.Smartfoningizdan samarali foydalaning.Til o‘rganish jarayoni uzun va mashaqqatli jarayon bo‘lganligi bois,uni iloji boricha osonlashtirishga harakat qiling.Bunda sizga smartfoningiz qo‘l keladi.Uyali aloqa vositalariga o‘rnatib olish mumkin bo‘lgan bepul ingliz tili o‘rganish dasturlari bor.Ular orasida eng mashhurlari Duolingo,Memrise va Chatgpt.Duolingo va Memrise bir-biriga o‘xshaydi,ammo eng birinchi ko‘zga ko‘rinadigan farqi Duolingoda so‘zlar ko‘proq American English'da,Memriseda esa British English'da talaffuz etiladi.Chatgpt bo‘lsa,skillaringizni o‘stirishga yordam beradi.

Bundan tashqari har qanday tilni o‘rganishda o‘sha tilning turmush tarzi, madaniyati va urf-odatini o‘rganib boriladi.Bu jarayon ham fikrlashingizni o‘stirsa,ham dunyoqarashingizni kengaytiradi,so‘z boyligingizni oshiradi.Maqolalar o‘qing.Kundalik tuting va kun oxirida kuningiz qanday o‘tganini o‘zingizga yohud tilni birga o‘rganayotgan do‘stingizga so‘zlab bering.Bu holat barcha skillaringizni o‘stirishga,rivojlantirishga yordam beradi.

Shuningdek,ko‘pchilik o‘rganuvchilar yangi so‘zlarni tarjima qilib,ustunlarga ajratib,o‘zbekcha-inglizcha qilib yodlaydi.Bu usul ancha samarasiz usuldir.Yangi so‘zlarni matnlar ichida o‘rganish kerak,shunda uning qanday ma'no anglatayotganini va grammatika shaklini bilishda

ham,muloqotda ishlatishda ham qiynalmaysiz.Qolaversa,har bitta o‘rganayotgan so‘zingizni sinonim,antonim va definitionlar bilan birga o‘rganing,gaplar tuzing.Gap tuzish yangi so‘z o‘rganishda eng samarali usul,o‘rganayotgan so‘zingiz miyangizda short-term memorydan(qisqa xotiradan) long-term memoryga(uzun xotiraga) o‘tadi.Ana shundagina bu so‘z muloqotingizda passive emas,balki active so‘z bo‘ladi.

Foydalanilgan adabiyotlar:

1) Ingliz tilini tez o‘rganish uchun 5 maslahat (Samarali til o‘rganish usullari) uzbekimmigrant.com

2) Til o‘rganishning 10 ta qoidaga asoslangan oson usullari haqida ma'lumot (you tube).

UNDERSTANDING MARY SHELLEY'S FRANKENSTEIN: FLASHBACKS, SOCIETY, AND HUMAN NATURE

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Abstract. *This article analyzes the origins of Mary Shelley's* Frankenstein*, the events and experiences that inspired the author, the main thematic content of the novel, and the use of flashback as a primary literary device. Additionally, it examines the relationship between science and the religious boundaries of the period, the interactions between individuals and society, as well as societal judgments based on external appearances and the formation of human emotions.*

Key words: *Mary Shelley, Frankenstain, themes, flashback, sicience, religion, human emotions, literary analysis.*

Introduction . One of the most famous contemporary writers, Mary Shelley, became widely known not only among readers but also in the public sphere through her sharply plotted work *Frankenstein.* Before delving into a detailed analysis of the novel, it is worth examining how it came into being. Mary Shelley's creation of *Frankenstein* was inspired by events that

are as famous as the story itself. The novel began to take shape in 1816 in Switzerland during "ghost story" gatherings between Mary, her husband—the English poet Percy Bysshe Shelley—and the exiled English poet Lord Byron. After several days of struggling to find inspiration, Mary finally experienced a famous "waking dream." She described this in the preface to the third edition, published in 1831: "What terrified me will also terrify others; I only needed to describe the apparition that had disturbed my pillow in the middle of the night."

The work and its "creature-hero" became so famous that many people encounter it first through films or stage adaptations before reading the book. Many new readers are surprised to learn that the creature in the novel is never given a name "Frankenstein" actually refers to its creator's surname. Another striking point is that, contrary to the frightening, deranged, and violent image portrayed in films, the creature in the novel is among the most rational and articulate characters.[1] First, considering the main themes addressed in the novel: it is clear that *Frankenstein* corresponds to the most complex and pressing issues of Mary Shelley's time. During that period, debates were ongoing among people—was evolution causing science to surpass religion? The creature represents humanity's deepest fears. He is powerful and dangerous, yet society refuses to accept him as he is. The creature is not born with feelings of hatred or wickedness; rather, it is the external environment and human interactions that shape his condition. This, in part, critiques society's superficial values and hierarchical class system. Analyzing the novel further, a clear religious aspect emerges, namely the transgression of limits. Victor attempts to challenge the power of the Creator by giving life to dead matter. The novel demonstrates that all actions taken against divine will ultimately lead to ruin. Moreover, while reading the novel, it becomes evident that the work is simple in plot yet powerful in impact. The novel extensively employs flashbacks. According to a source: In fiction, a flashback is a scene that takes place before a story begins. Flashbacks interrupt the chronological order of the main narrative to take a reader back in time to past events in a character's life. A writer uses this literary device to help readers better understand present-day elements in the

story or learn more about a character. Whether it is a vivid memory or a dream sequence, a flashback scene (sometimes called an analepsis) is a window to an earlier occurrence that provides critical information to the story. In the opposite narrative direction, a flash-forward (sometimes called a prolepsis) is a sneak preview or foreshadowing of future events.

Flashbacks appear in the novel in the following instances:

"I am by birth a Genevese; and my family is one of the most distinguished of that republic. My ancestors had been for many years counsellors and syndics; and my father had filled several public situations with honour and reputation." [2, 33] Through this passage, Victor reflects on his past and narrates his childhood memories. Another example occurs when the creature begins recounting his own past:

"It is with considerable difficulty that I remember the original era of my being: all the events of that period appear confused and indistinct. A strange multiplicity of sensations seized me, and I saw, felt, heard, and smelt, at the same time; and it was, indeed, a long time before I learned to distinguish between the operations of my various senses." [2, 107]

A further example is evident in the story of Safie and her father:

"The father of Safie had been the cause of their ruin. He was a Turkish merchant, and had inhabited Paris for many years, when, for some reason which I could not learn, he became obnoxious to the government. He was seized and cast into prison the very day that Safie arrived from Constantinople to join him." [2, 133]In the novel, the use of flashbacks occupies a central place. Mary Shelley presents the events of the work in several layers, and these multi-layered flashbacks enhance the coherence and strength of the narrative. As a result, readers can clearly understand what is happening in both the past and the present without confusion..Through flashbacks, the author vividly portrays the characters' inner psychological states and explains events in a cause-and-effect sequence.

Conclusion

n conclusion, it can be said that *Frankenstein* is not just a story narrating horror, but a work with deep philosophical meaning. Through

symbolism, the author addresses a number of themes, such as the dangers of science and judgments based on external appearance. Through flashbacks, the events are depicted more consistently, and the deep feelings of the characters are expressed. As a result, this allows the reader not only to feel fear but also to gain a deep understanding of human and societal nature.

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YANGI O‘ZBEKISTON TA’LIM TIZIMIDA ISLOHOTLAR

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Annotatsiya: Maqolada 2022-2026 yillar davomida amalga oshiriladigan Yangi O‘zbekistonning taraqqiyot strategiyasi ta’lim tizimidagi islohotlar, yutuqlar, muammolar va istiqbolli rejalar haqida so‘z boradi. Shuningdek, 2020 yil 23 sentyabrdan kuchga kirgan “Ta’lim to‘g‘risidagi” yangi tahrirdagi qonun, PISA, PIRLS, TIMSS, ICILS xalqaro baholash tizimini xalq ta’limi sohasida qo‘llanilishining mazmun-mohiyati haqida ba’zi mulohazalar keltirilgan.

Kalit so‘zlar: Taraqqiyot strategiyasi, ta’lim tizimi, “Ta’lim to‘g‘risidagi” qonun, PISA, PIRLS, TIMSS, ICILS, xalq ta’limi.

Аннотация: В статье рассматриваются реформы, достижения, проблемы и перспективные планы в системе образования в рамках новой стратегии развития Узбекистана, которая будет реализована в 2022-2026 годах. Также приводятся некоторые комментарии относительно содержания и сути новой редакции Закона «Об образовании», вступившей в силу 23 сентября 2020 года, и применения

международных систем оценки RISA, PIRLS, TIMSS и ICILS в сфере государственного образования.

Ключевые слова: стратегия развития, система образования, закон «Об образовании», PISA, PIRLS, TIMSS, ICILS, государственное образование.

Abstract: The article discusses reforms, achievements, problems, and promising plans in the education system of the New Uzbekistan Development Strategy, which will be implemented in 2022-2026. Also, some comments are made on the content and essence of the new edition of the Law "On Education", which entered into force on September 23, 2020, and the application of the international assessment systems RISA, PIRLS, TIMSS, and ICILS in the field of public education.

Keywords: Development strategy, education system, Law "On Education", PISA, PIRLS, TIMSS, ICILS, public education.

Yangi O‘zbekiston – bu ibora bugungi kunda butun xalqimizning qalbidan chuqur joy olgan, umummilliy harakatga aylanib borayotgan ezgu g‘oyadir. Bu g‘oya zamirida: bir tomondan, bugungi va ertangi avlodlarimizning “Uchinchi Renessans” poydevorini qo‘yishdek ezgu maqsad-muddaolari; ikkinchi tomondan, milliy tariximizda Birinchi va Ikkinchi Uyg‘onish davrlariga asos solgan ulug‘ ajdodlarimiz, alloma bobolarimizning orzu-intilishlari va armonlari; uchinchi tomondan, bunyodkorlik, yaratuvchanlik, har doim o‘qish va izlanishga da’vat o‘z mujassamini topgan.

Davlatimiz rahbari ta’kidlaganidek, "Xalqimizning ulug‘vor qudrati jo‘sh urgan hozirgi zamonda O‘zbekistonda yangi bir uyg‘onish –Uchinchi Renessans davriga poydevor yaratilmoqda, desak, ayni haqiqat bo‘ladi. Chunki bugungi O‘zbekiston – kechagi O‘zbekiston emas. Bugungi xalqimiz ham kechagi xalq emas". Albatta, Birinchi va Ikkinchi Renessans kabi Uchinchi Renessans ham uzoq davom etadigan jarayon. Uchinchi Renessans poydevorini yaratish jarayoni besh o‘n yil emas, ancha katta va mashaqqatli davrni talab qiladi. Buning uchun, avvalo, minglab iste’dodli kadrlar, iqtidorli zamonaviy yoshlar, fidoyi insonlar nihoyatda zarur. Bu borada Uchinchi Renessansning to‘rt uzviy halqasiga, bog’cha tarbiyachisi,

maktab muallimi, professor-o‘qituvchilar va ilmiy-ijodiy ziyolilarimizni esa Yangi Uyg’onish davrining to‘rt tayanch ustuniga aylantirishdan iborat.

Bugungi kunda ta’lim - madaniyatni shakllantirishda, shaxsni rivojlantirishda va demokratik qadriyatlarni mustahkamlashda muhim omil bo‘lib xizmat qilmoqda. Zero, Prezidentimiz Shavkat Mirziyoyev ta’kidlaganidek: Ta’lim sifatini oshirish - Yangi O‘zbekistonni rivojlantirishning yagona to‘g‘ri yo‘lidir.

Ta’lim sohasini rivojlantirishda O‘zbekiston Respublikasi Konstitutsiyasi asosiy o‘rin tutadi, chunki aynan qonunchilik normalari nafaqat chegaralarni, balki butun ta’lim jarayonida asos bo‘lgan tamoyillarni ham belgilaydi. Ta’kidlash joizki, O‘zbekiston Respublikasi Konstitutsiyasining yangi tahririga ta’lim olish huquqi to‘g‘risidagi moddaning kiritilishi fuqarolar uchun ko‘pgina afzalliklarni yaratadi:

- Birinchidan, bu ta’limni insonning asosiy huquqi sifatida qabul qilishni kuchaytiradi.

- Ikkinchidan, ushbu huquqning mustahkamlanishi uning yanada ishonchli va barqaror himoya qilinishini ta’minlaydi.

- Uchinchidan, aniq me’yor va tamoyillarga asoslangan qulay ta’lim muhitini yaratishga yordam beradi, bu esa mamlakat ta’limini rivojlantirishga xizmat qiladi.

- To‘rtinchidan, bu barcha fuqarolar uchun ta’lim olishda ko‘proq teng imkoniyatlar yaratishga yordam beradi va ijtimoiy tengsizlikni kamaytiradi.

Bundan tashqari, “O‘zbekiston – 2030” strategiyasida aholiga ta’limning barcha bo‘g‘inlaridan foydalanish imkoniyatlarini yanada kengaytirish, ta’lim tizimini yanada yuqori sifat darajasiga ko‘tarishga alohida e’tibor qaratilgan. Bu innovasion iqtisodiyotga muvaffaqiyatli o‘tish uchun yuqori malakali kadrlarni tayyorlash zarurati bilan bog‘liqdir. Strategiyada mazkur soha bo‘yicha belilangan asosiy maqsadlarga to‘xtaladigan bo‘lsak, ular quyidagilardan iborat:

- bolalarni maktabgacha ta’lim va tayyorlov guruhlari bilan to‘liq qamrab olishni ta’minlash;

- har yili ta’lim tashkilotlariga 500 nafar xorijiy mutaxassislarni jalb etish;

- nodavlat o‘rta umumta’lim tashkilotlar sonini 1 000 taga yetkazish;

- tarbiyachilar va o‘qituvchilarni xorijiy mamlakatlarga malaka oshirish va stajirovkaga yuborish;

- oliy ma’lumotli yoshlar qamrovini 50 foizga yetkazish;

-10 ta mahalliy oliy ta’lim muassasalarini dunyodagi eng nufuzli 1000 ta oliy ta’lim muassasasi reytingiga kirishiga erishishidir.

Shuningdek, 2022 yil 18 iyuldagi “Oliy, o‘rta maxsus va professional ta’lim tashkilotlarida xotinqizlarning ta’lim olishlarini qo‘llab-quvvatlashga doir chora tadbirlar to‘g‘risida” gi Prezident qaroriga muvofiq, 2022-2023 o‘quv yilidan boshlab, oliy ta’lim muassasalarining barcha shaklida o‘qiyotgan talaba qizlar uchun 7 yilga mo‘ljallangan foizsiz kreditlar ajratilishi yo‘lga qo‘yildi. Talaba o‘qishni 311 bitirganidan so‘ng 7 oydan boshlab, olgan kreditlarini qaytaradi.

Mamlakatda 2019-yilning oktyabrida O‘zbekiston Respublikasi oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi qabul qilindi. Ushbu hujjatga intellektual taraqqiyotni jadallashtirish, raqobatbardosh kadrlar tayyorlash, ilmiy va innovatsion faoliyatni samarali tashkil etish hamda xalqaro hamkorlikni mustahkamlash maqsadida fan, ta’lim va ishlab chiqarish integratsiyasini rivojlantirish singari vazifalar asos qilib olindi. Konsepsiya mazmuni mamlakatimiz oliy ta’lim tizimini isloh qilishning ustuvor yo‘nalishlarini aks ettiradi. Unda oliy o‘quv yurtlarida qamrov darajasini kengaytirish hamda ta’lim sifatini oshirish, raqamli texnologiyalar va ta’lim platformalarini joriy etish, yoshlarni ilmiy faoliyatga jalb qilish, innovatsion tuzilmalarni shakllantirish, ilmiy tadqiqotlar natijalarini tijoratlashtirish, xalqaro e’tirofga erishish hamda boshqa ko‘plab aniq yo‘nalishlar belgilab berilgan.

Yoshlarga munosib ta’lim berish, ularning ilm-fanga bo‘lgan intilishlarini ro‘yobga chiqarish, maktabgacha ta’lim tizimini rivojlantirish, o‘rta va oliy o‘quv 313 yurtlarining moddiy-texnik bazasini, ilmiy va o‘quv jarayonlari sifatini tubdan yaxshilash maqsadida 2020 yil 23 sentyabr kuni “Ta’lim to‘g‘risida” O‘zbekiston Respublikasining Qonuni qabul qilindi.

Qonun bilan jinsi, irqi, millati, tili, dini, ijtimoiy kelib chiqishi, e'tiqodi, shaxsiy va ijtimoiy mavqeidan qat'iy nazar, har kimga ta'lim olish uchun teng huquqlar kafolatlanadi. Unga binoan (7-modda) O'zbekiston Respublikasida ta'lim quyidagi turlarda amalga oshirilishi belgilandi, xususan: - maktabgacha ta'lim va tarbiya; - umumiy o'rta va o'rta maxsus ta'lim; - professional ta'lim; oliy ta'lim; - oliy ta'limdan keyingi ta'lim; - kadrlarni qayta tayyorlash va ularning malakasini oshirish; - maktabdan tashqari ta'lim.

Bundan tashqari Qonunning 15-moddasida quyidagi ta'lim olish shakllari o'z aksini topdi:

• ishlab chiqarishdan ajralgan holda ta'lim olish (kunduzgi);

• ishlab chiqarishdan ajralmagan holda ta'lim olish (sirtqi, kechki, masofaviy);

• dual ta'lim;

• oilada ta'lim olish va mustaqil ta'lim olish;

• katta yoshdagilarni o'qitish va ularga ta'lim berish;

• inklyuziv ta'lim;

• eksternat tartibidagi ta'lim;

• mudofaa, xavfsizlik va huquqni muhofaza qilish faoliyati sohasida kadrlar tayyorlash.

Ta'lim sifati va samaradorligini oshirishda xorij tajribalarni o'rganish, tizimga xalqaro standartlar talablarining joriy etilishi muhim ahamiyat kasb etadi. Ta'lim sifatini baholash bo'yicha xalqaro tajribalarni o'rganish, mavjud tizim bilan qiyosiy, xalqaro va xorijiy tashkilotlar bilan yaqindan hamkorlik qilish, tizimda ta'lim sifatini baholash bo'yicha xalqaro loyihalarni joriy qilish, zamon talablariga javob beradigan munosib milliy baholash tizimini takomillashtirish muhim sanaladi.

Dunyodagi rivojlangan mamlakatlar ta'lim tizimida ta'lim sifatini oshirish, xalqaro baholash jarayonlarida munosib qatnashish masalasiga alohida e'tibor qaratilmoqda. Xalqaro tadqiqotlarga tayyorgarlik ko'rishga yo'naltirilgan PISA, TIMSS, PIRLS xalqaro baholash dasturlari doirasidagi topshiriqlar bilan ishlash ko'nikmasini shakllantirish, o'qituvchi va o'quvchilarni tayyorlash, ularning bilim, ko'nikma va kompetentsiyalarini,

shuningdek, o‘quvchilarda ijodiy va mantiqiy fikrlash hamda tegishli fan yo‘nalishlari bo‘yicha savodxonligini rivojlantirish, o‘qituvchilarga amaliy va uslubiy yordam berish maqsadida Xalq ta’limi vazirligi va A.Avloniy nomidagi milliy-tadqiqot instituti tomonidan Stesting elektron platformasi (https://stesting.uz) ishlab chiqildi. Ushbu platformada 1449 ta test-topshiriqlari, 103 ta mediakurslar, 40 ta kimyo va biologiya fanlaridan malaka oshirish media kurslari o‘rin olgan. Shulardan, PISA xalqaro baholash tadqiqotiga oid 30 ta blok va 489 ta savollar bo‘lsa, TIMSS xalqaro baholash tadqiqotiga oid esa 8 ta fanga tegishli 583 ta nazorat savollar joy olgan va PIRLS xalqaro baholash tadqiqotiga oid 30 ta blokdan iborat 377 ta savollar platformaga joylashtirilgan. Stesting elektron platformasi statistikasiga e'tibor qaratadigan bo‘lsak, 2022 yilning fevral`-iyul` oylari davomida yurtimizdagi 7750 dan ortiq maktab ushbu elektron plaftformadan ro‘yhatdan o‘tgan bo‘lib, ularda 2 500 000 dan ortiq maktab o‘quvchilarimiz test-topshiriqlarni bajarib kelmoqda. Ushbu bajarilgan test topshiriqlar 12 nafar malakali pedagog-mutaxassislar tomonidan o‘zbek va rus tillarida tekshirilib, baholanmoqda. Hozirda 2 000 000 dan ortiq test-topshiriq tekshirilib, baholandi.

Yuqoridagi talablarning ta’lim tizimi uchun juda muhim ekanligi, aksariyat xorijiy davlatlardagi kabi ta’lim va fan sohalari rivojlanishini baholash va monitoring qilish orqali ta’lim sifatini oshirishga qaratilgan ilg‘or tajribalarni sohaga jalb qilish kerakligini anglatadi. Davlatimizga ta’lim sifatini baholash xalqaro tadqiqotlarida ishtirok etish tadqiqotlarda olingan natijalar mamlakatdagi ta’lim sifati va uning xalqaro standartlarni hisobga olgan holda egallagan o‘rni to‘g‘risida xulosalar chiqarish imkonini beradi.

Xulosa qilib aytganda, Ta’limga sarmoya kiritish mamlakat kelajagiga sarmoya kiritish degan g‘oyaga tayanadigan bo‘lsak, ta’limni rivojlantirish nafaqat yuqori malakali kadrlarni shakllantiradi, balki ijodiy fikrlash, tadqiqotlar va yangi texnologiyalarni ishlab chiqishni rag‘batlantiradi. Ushbu omillar bugungi kungi qiyinchiliklarga moslasha oladigan barqaror jamiyatni shakllantirishga yordam beradi. Yoshlarni innovasion jamiyat qurishda mas’uliyatli va samarali joylarga tayyorlash uchun ta’limning

yuqori standartlariga zudlik bilan intilish muhimdir. O‘zbekistonda ta’lim tizimiga xalqaro tajribadan kelib chiqqan holda o‘quvchilarning bilim darajasini baholash va monitoring qilishning “Milliy dasturi”ni yaratish hozirgi kun talabiga mos keladi. Yana shuni aytish joizki, ushbu dastur zamon bilan hamnafas qadam tashlaydi hamda o‘zining baholash mezonlarini zamonaviy talablarga muvofiq ravishda takomillashtirib boradi.

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THE GENERAL IMPORTANCE OF CLIL IN LANGUAGE TEACHING

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Abstract

Content and Language Integrated Learning (CLIL) has become a central approach in modern language education, blending subject content with foreign language instruction to enhance linguistic and cognitive outcomes (Dalton-Puffer, 2011; Coyle, Hood, & Marsh, 2010). This article investigates the general importance of CLIL in language teaching by synthesizing a wide range of empirical research and theoretical perspectives. The review highlights how CLIL supports comprehensive language acquisition, promotes learner motivation, and fosters interdisciplinary competence (Ball, Kelly, & Clegg, 2015). Findings suggest that CLIL not only improves language proficiency across all skills but also encourages active engagement and higher-order thinking. The article concludes with implications for educators and directions for further research in diverse educational contexts (Hidalgo & Ortega-Sánchez, 2023).

Keywords: CLIL, language teaching, bilingual education, learner motivation, cognitive development, authentic learning, content integration

Introduction

Content and Language Integrated Learning (CLIL) refers to an instructional approach in which subject matter (e.g., science, history, mathematics) is taught through a target foreign language, simultaneously promoting content understanding and language proficiency (Coyle et al., 2010; Dalton-Puffer, 2011). This dual-focused methodology emerged in Europe in the 1990s and has since spread to educational systems worldwide due to its pedagogical potential (Pérez Cañado, 2018).

Unlike traditional language teaching that isolates linguistic forms from meaningful contexts, CLIL places learners in authentic communicative situations where language serves as a tool for accessing and applying academic content (Dalton-Puffer, 2011). By engaging learners in meaningful tasks that blend language and cognition, CLIL helps develop vocabulary, communicative competence, and subject-specific knowledge concurrently (Ball et al., 2015).

In addition to fostering linguistic skills, CLIL supports cognitive development, learner motivation, and intercultural competence. Through integrated learning experiences, students are encouraged to think critically, solve problems, and engage with diverse perspectives (Hidalgo & Ortega-Sánchez, 2023; Ruiz de Zarobe, 2025).

This article explores the general importance of CLIL in language teaching by synthesizing findings from diverse studies and discussing key pedagogical implications (Admiraal, Westhoff, & de Bot, 2006). by synthesizing findings from diverse studies and discussing key pedagogical implications (Admiraal, Westhoff, & de Bot, 2006).

Methods

This study adopts a qualitative review methodology to investigate the role and significance of Content and Language Integrated Learning (CLIL) in language education. A comprehensive selection of research articles, scholarly books, and systematic reviews was examined to provide a holistic understanding of how CLIL influences language teaching and learning outcomes (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2011). The chosen sources were evaluated for their relevance to bilingual education, language pedagogy, and cognitive development in CLIL contexts, ensuring that both theoretical frameworks and practical applications were considered (Hidalgo & Ortega-Sánchez, 2023; Pérez Cañado, 2018).

The study included both classroom-based research and longitudinal studies to capture a wide spectrum of evidence, ranging from short-term interventions to long-term educational outcomes. Classroom-based studies offered insights into the immediate effects of CLIL on learner engagement, motivation, and language proficiency, while longitudinal studies provided

information on sustained improvements in language skills and content knowledge over time (Ball, Kelly, & Clegg, 2015; Ruiz de Zarobe, 2025).

Data extraction focused on identifying recurring themes, trends, and patterns across studies. Key areas of analysis included learners' gains in language proficiency, levels of engagement with academic content, instructional strategies employed, and challenges in implementing CLIL effectively. Special attention was given to methodological aspects, such as participant age groups, educational levels, and the specific subjects integrated with language learning, to ensure a nuanced understanding of how different CLIL contexts impact learners.

Additionally, the review considered pedagogical insights and practical recommendations from authors regarding curriculum design, teacher training, and scaffolding techniques, which are critical for successful CLIL implementation. By synthesizing evidence from multiple sources, this study aimed to highlight both the benefits and limitations of CLIL, offering practical guidance for educators seeking to integrate content and language instruction in diverse learning environments.

Results

The review of current literature on Content and Language Integrated Learning (CLIL) consistently highlights multiple benefits of this approach in language teaching. First, CLIL has been shown to significantly enhance learners' language proficiency across various skill areas. Students participating in CLIL programmes often demonstrate superior performance in both receptive skills, such as listening and reading, and productive skills, such as speaking and writing, compared to peers in traditional language classrooms (Coyle, Hood, & Marsh, 2010; Admiraal, Westhoff, & de Bot, 2006). These gains are attributed to the meaningful and authentic contexts in which language is used, allowing learners to internalize vocabulary, grammar structures, and pragmatic conventions naturally while engaging with academic content.

In addition to linguistic improvements, CLIL has a notable impact on learner motivation and engagement. The integration of subject content with language instruction provides a clear purpose for learning, which increases

students' interest and active participation. Learners report feeling more invested in lessons where language serves as a tool for understanding real-world topics, rather than as an abstract set of rules (Ball, Kelly, & Clegg, 2015; Hidalgo & Ortega-Sánchez, 2023). This heightened motivation often translates into increased classroom interaction, collaborative learning, and self-directed study habits, which further reinforce language development.

CLIL also promotes cognitive and interdisciplinary gains by requiring learners to process complex subject content through a foreign language. This dual challenge fosters higher-order thinking skills, including critical analysis, problem-solving, and the ability to make connections across disciplines (Dalton-Puffer, 2011; Pérez Cañado, 2018). Engaging with academic content in a second language encourages learners to develop flexible cognitive strategies and strengthens their capacity for analytical reasoning, skills that extend beyond language learning and into broader educational contexts.

Moreover, CLIL contributes to academic and cultural benefits by exposing learners to global perspectives and authentic learning environments. The use of international content materials, collaborative projects, and cross-cultural discussions enhances intercultural competence and prepares students for participation in multicultural settings (Ruiz de Zarobe, 2025; Sari, 2023). By combining language acquisition with real-world academic experiences, CLIL enables learners to apply linguistic knowledge in meaningful contexts, fostering a deeper understanding of both language and subject matter.

Despite these positive outcomes, the effectiveness of CLIL is influenced by several contextual factors. Variations in instructional design, learner backgrounds, prior language proficiency, and the linguistic distance between learners' native language and the target language can impact learning results (Susanto & Kurniawan, 2025). Therefore, while CLIL offers significant advantages, careful planning and adaptation to learners' needs remain essential for maximizing its benefits. Overall, the literature indicates that CLIL not only improves language skills but also enhances motivation,

cognitive development, and intercultural awareness, positioning it as a highly effective and holistic approach to language education.

Discussion

The findings of this review highlight the transformative potential of Content and Language Integrated Learning (CLIL) as an innovative approach in language education (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2011). By embedding language learning within meaningful and contextually rich subject content, CLIL aligns with contemporary constructivist learning theories and communicative language pedagogy, which emphasize active, purposeful, and authentic use of language (Ball, Kelly, & Clegg, 2015). In this model, learners are not simply memorizing linguistic forms; rather, they are engaged in authentic tasks that require comprehension, production, and negotiation of meaning within real academic or practical contexts.

CLIL encourages learners to articulate ideas, critically evaluate information, and interact collaboratively with peers, thereby promoting sustained language development and higher-order thinking skills (Hidalgo & Ortega-Sánchez, 2023; Ruiz de Zarobe, 2025). Such active engagement ensures that language learning is both functional and meaningful, bridging the gap between classroom instruction and real-world communication. Moreover, by exposing students to diverse academic content and interdisciplinary tasks, CLIL fosters cognitive flexibility, problem-solving abilities, and content mastery alongside language proficiency.

Successful implementation of CLIL, however, requires careful instructional design. Teachers must balance the difficulty of subject content with learners' language proficiency to prevent cognitive overload while maintaining challenge and engagement. Appropriate scaffolding strategies, such as pre-teaching key vocabulary, providing visual aids, or structuring guided tasks, are essential to support learners' comprehension and participation (Admiraal, Westhoff, & de Bot, 2006; Susanto & Kurniawan, 2025). Furthermore, effective CLIL teaching depends on well-trained educators who are equipped with strategies for integrating content and

language, monitoring learner progress, and adapting curricula to suit diverse classroom contexts.

Overall, the discussion underscores that CLIL is not merely a method of teaching language or content in isolation; it represents a holistic educational approach that simultaneously advances linguistic, cognitive, and intercultural competencies. By situating language within meaningful subject matter, CLIL promotes deeper learning, increased learner motivation, and transferable skills that prepare students for academic, professional, and global contexts.

Conclusion

Content and Language Integrated Learning (CLIL) represents a pivotal approach in contemporary language education, combining subject content with language instruction to foster authentic, motivating, and cognitively enriched learning environments (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, 2011). By integrating meaningful academic content into language learning, CLIL enables learners to develop linguistic competence while simultaneously acquiring subject-specific knowledge, promoting a holistic educational experience. Research consistently demonstrates that CLIL enhances language proficiency across receptive and productive skills, increases learner engagement, and cultivates critical thinking, problem-solving abilities, and interdisciplinary understanding (Ball, Kelly, & Clegg, 2015; Hidalgo & Ortega-Sánchez, 2023).

For educators, the successful implementation of CLIL requires careful consideration of learners' language proficiency, the relevance and complexity of content, and the provision of adequate instructional support, including scaffolding and visual aids. Teacher preparedness and professional development are essential to navigate the dual demands of content and language teaching effectively. When implemented thoughtfully, CLIL not only improves academic outcomes but also strengthens learners' motivation, autonomy, and intercultural competence, preparing them for global communication and higher education challenges.

Future research should focus on longitudinal and experimental studies to assess the long-term effects of CLIL on language and content learning,

including the development of cognitive and metacognitive skills. Investigations into innovative instructional practices, digital integration, and differentiated approaches for diverse learner populations can further inform best practices and expand the applicability of CLIL across varied educational contexts (Ruiz de Zarobe, 2025; Pérez Cañado, 2018). Overall, CLIL stands out as a comprehensive pedagogical framework that bridges language and content, offering meaningful and sustainable learning experiences for students worldwide.

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INGLIZ TILINI O‘QITISHDA TALABALARDA RAQAMLI TA’LIM SAVODXONLIGINI OSHIRISH ORQALI MUSTAQIL TA’LIM KO‘NIKMALARINI SHALKKANTIRISH

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Annotatsiya: Mazkur maqolada ingliz tilini o‘qitish jarayonida talabalarda raqamli ta’lim savodxonligini oshirish orqali mustaqil ta’lim ko‘nikmalarini shakllantirish masalalari yoritilgan. Tadqiqotda onlayn platformalar va raqamli vositalardan samarali foydalanish, axborotni tanqidiy tahlil qilish, raqamli etika hamda onlayn hamkorlik ko‘nikmalarining talabalarning mustaqil o‘rganish faoliyatiga ta’siri tahlil qilinadi.

Kalit so‘zlar: raqamli savodxonlik, mustaqil ta’lim, ingliz tili, onlayn platformalar, tanqidiy fikrlash, raqamli texnologiyalar, oliy ta’lim

Kirish. Bugungi kunda ingliz tilini o‘rganishda talabalar ko‘plab onlayn platformalar va raqamli vositalardan foydalanish imkoniyatiga egalar. Masalan, Coursera, edX, FutureLearn kabi platformalarda ingliz tili bo‘yicha maxsus kurslar mavjud bo‘lib, talaba o‘zining bilim darajasiga mos darslarni mustaqil tanlab o‘qishi mumkin. Shu bilan birga, YouTube, BBC Learning English, TED Talks kabi resurslar eshitish va tushunish ko‘nikmalarini mustahkamlashga xizmat qiladi. Ammo bunday imkoniyatlardan to‘laqonli foydalanish uchun talaba raqamli texnologiyalarni to‘g‘ri boshqarishni, axborotni tanqidiy tahlil qilishni va mustaqil ta’lim faoliyatini samarali tashkil qilishni bilishi kerak [1].

Asosiy qism. Zamonaviy ta’lim jarayonida raqamli savodxonlik va mustaqil o‘rganish ko‘nikmalari oliy ta’lim talabalarining asosiy kompetensiyalaridan biri hisoblanadi [2]. Xususan, ingliz tilini o‘qitishda raqamli texnologiyalardan samarali foydalanish nafaqat bilimlarni oshirish, balki talabalarning mustaqil ta’lim olish qobiliyatini ham rivojlantiradi.

Raqamli savodxonlik – bu faqatgina texnologik qurilmalardan foydalanish mahorati emas, balki raqamli axborotni to‘g‘ri qabul qilish,

undan samarali foydalanish, axborot xavfsizligini ta'minlash va axloqiy me'yorlarga rioya qilish qobiliyatidir. Ingliz tilini o'rganishda raqamli savodxonlik talabalar uchun yangi imkoniyatlar eshigini ochadi: ular global bilim manbalaridan mustaqil foydalanishni o'rganadilar, xorijiy tillarda rasmiy va norasmiy materiallarga erkin kirish imkoniyatiga ega bo'ladilar, o'z til ko'nikmalarini zamonaviy usullar bilan rivojlantiradilar. Demakki, raqamli savodxonlik – bu nafaqat ta'lim sifati, balki talabalar raqobatbardoshligini oshiradigan eng muhim omillardan biridir [3].

Talabalarda raqamli savodxonlikni oshirish orqali mustaqil ta'lim ko'nikmalarini shakllantirish jarayonida bir necha muhim bosqichlarni ajratish mumkin. Birinchi bosqich – bu raqamli platformalar va ilovalardan samarali foydalanish ko'nikmasini shakllantirishdir. O'qituvchi dars jarayonida Google Classroom, Moodle, Edmodo, Nearpod, Wakelet kabi platformalardan foydalanishni o'rgatishi kerak. Talabalar bu platformalarda o'quv materiallari bilan ishlash, topshiriqlarni bajarish, darslarga faol ishtirok etish ko'nikmalariga ega bo'ladilar. Bu jarayonda o'quvchining o'zi mustaqil ravishda resurslarga kirib, kerakli ma'lumotlarni topishi va ulardan foydalanishi muhimdir.

Ikkinchi bosqich – bu talabalarda axborotni tanqidiy tahlil qilish qobiliyatini rivojlantirishdir. Internetda mavjud bo'lgan ma'lumotlarning hammasi ham ishonchli emas. Shuning uchun talaba bilim manbalarining ishonchliligi va ilmiy qiymatini baholay olishni o'rganishi zarur. Masalan, Wikipedia'dan olingan ma'lumotlarni boshqa rasmiy manbalar bilan solishtirish, ilmiy maqolalardan foydalangan holda mustaqil xulosalar chiqarish ko'nikmasi shakllantiriladi. Ingliz tilida yozilgan maqola, blog yoki yangilik matnini o'rganishda talaba faqatgina so'zlarni o'rganmaydi, balki ma'lumotlarni tanqidiy o'rganadi, asosiy g'oyalarni ajratadi, dalillarni tahlil qiladi.

Uchinchi bosqich – bu raqamli texnologiyalar yordamida mustaqil loyiha va taqdimotlar yaratish faoliyatidir. Masalan, Canva, Voicethread, Loom, Wakelet kabi platformalar yordamida talabalar o'z loyihalarini ingliz tilida ishlab chiqadilar, taqdimotlar tayyorlaydilar, video darsliklar yaratadilar. Bu jarayonlarda ular nafaqat ingliz tilida to'g'ri va ravon

muloqot qilishni, balki kreativlik, texnik koʻnikmalar va oʻz-oʻzini ifoda etish qobiliyatlarini ham rivojlantiradilar.

Toʻrtinchi bosqich – bu onlayn hamkorlik va ijtimoiy ta'lim koʻnikmalarini rivojlantirishdir. Ingliz tilini oʻrganishda talabalar orasida virtual guruhlar tuzish, birgalikda topshiriqlar bajarish, loyiha va vazifalar ustida hamkorlik qilish samarali natija beradi. Masalan, Trello yoki Microsoft Teams yordamida talabalar oʻz loyihalarini rejalashtiradilar, rollarni taqsimlaydilar va topshiriqlarni virtual tarzda bajaradilar. Bu jarayonlarda talabalar oʻzaro muloqotda boʻladilar, ingliz tilida fikr almashadilar va ijtimoiy ta'lim koʻnikmalarini rivojlantiradilar [4].

Bundan tashqari, talabalarni raqamli etikaga ham oʻrgatish muhim ahamiyatga ega. Onlayn axborot almashinuvi jarayonida maxfiylikni saqlash, plagiyatdan qochish, elektron muloqot madaniyatiga amal qilish kabi masalalar raqamli savodxonlikning muhim tarkibiy qismlaridan biridir. Oʻqituvchilar dars jarayonida bu qoidalarga alohida e'tibor qaratishlari, talabalarni mustaqil fikrlashga va oʻz ishlariga javobgarlik bilan yondashishga oʻrgatishlari zarur.

Shu nuqtai nazardan olib qaraganda, raqamli savodxonlik va mustaqil ta'lim koʻnikmalarining rivoji nafaqat til oʻrganish samaradorligini oshiradi, balki talabalarning hayot davomida oʻz bilim va malakalarini yangilab borish qobiliyatini ham mustahkamlaydi [5]. XXI asrda raqamli va mustaqil oʻrganish kompetensiyalari har qanday professional sohada muvaffaqiyat kaliti hisoblanadi. Demak, raqamli texnologiyalarni ingliz tili ta'limiga integratsiya qilish orqali biz talabalarning nafaqat til bilimlarini, balki ularning raqamli madaniyati va oʻz-oʻzini rivojlantirish.

Raqamli ta'lim savodxonligi (Digital Literacy) — bu zamonaviy raqamli texnologiyalar va internet resurslaridan ongli, samarali va mas'uliyatli foydalanish qobiliyatidir. Talaba uchun bu quyidagilarni oʻz ichiga oladi:

- raqamli resurslardan axborot izlab topish;
- ma'lumotlarni tahlil qilish va saralash;
- internet xavfsizligi va axloqiy me'yorlarga rioya qilish;
- raqamli platformalar orqali taqdimotlar, loyiha ishlarini yaratish;

- onlayn hamkorlikda samarali ishlash.

Bunday savodxonlik talabaning o‘z bilim bazasini mustaqil kengaytirish, o‘z-o‘zini boshqarish va tanqidiy fikrlash ko‘nikmalarini rivojlantirishga xizmat qiladi [6].

Hozirgi kunda ingliz tili o‘rganish jarayonida ko‘plab resurslar onlayn mavjud: elektron darsliklar, videodarslar, interaktiv ilovalar, forumlar va xalqaro kurslar. Agar talaba raqamli savodxonlikka ega bo‘lmasa, bu imkoniyatlardan to‘liq foydalana olmaydi. Shu sababli:

- Talaba mustaqil bilim izlash va o‘z bilimini tekshirish imkoniga ega bo‘ladi.
- Raqamli resurslar orqali o‘z bilimini tahlil qilish va chuqurlashtirish imkoniyati kengayadi.
- O‘z-o‘zini baholash va o‘qish rejasini mustaqil tuzish ko‘nikmasi shakllanadi.

Masalan, Coursera, edX kabi platformalardan ingliz tili kurslarini mustaqil o‘tish uchun talaba raqamli savodxonlikka ega bo‘lishi shart.

Hozirgi globallashuv va raqamli transformatsiya davrida oliy ta’lim tizimining oldida turgan asosiy vazifalardan biri talabalarni mustaqil ravishda bilim olishga, axborotni mustaqil qabul qilish va tahlil qilishga, innovatsion texnologiyalardan ongli va samarali foydalanishga o‘rgatishdan iboratdir. Ayniqsa, ingliz tilini o‘rganish sohasida raqamli texnologiyalarning kirib kelishi natijasida an’anaviy ta’lim metodlari o‘zgarib, o‘quvchilardan yangicha yondashuv va yuqori raqamli savodxonlik talab qilinmoqda. Shuning uchun ham, talabalarda raqamli ta’lim savodxonligini oshirish orqali mustaqil ta’lim ko‘nikmalarini shakllantirish muhim strategik vazifa sifatida qaralmoqda [7].

Raqamli texnologiyalar yordamida mustaqil o‘rganish quyidagi yo‘nalishlarda shakllanadi:

- Ma’lumotlarni mustaqil izlash: talabalar Google Scholar, ResearchGate kabi manbalardan ilmiy maqolalarni izlaydi va o‘rganadi.
- Onlayn kurslarni tamomlash: Duolingo, British Council platformalari orqali mustaqil ravishda til kurslarini o‘taydi.

- O‘z bilimini baholash: Quizlet, Kahoot kabi test platformalarida o‘z bilim darajasini mustaqil tekshiradi.

- Loyiha va taqdimotlar tayyorlash: Canva, Wakelet, Nearpod yordamida mustaqil taqdimotlar tayyorlaydi.

- Samarali vaqtni boshqarish: Trello va Asana kabi vositalar yordamida o‘z o‘rganish jarayonini rejalashtiradi.

Bu jarayonlar talabaning o‘z bilim jarayoni uchun mas’uliyatni o‘z zimmasiga olishini, o‘z-o‘zini rivojlantirishni va hayot davomida o‘qish madaniyatini shakllantiradi.

Talabalarda raqamli ta’lim savodxonligini shakllantirish uchun quyidagi strategiyalar tavsiya etiladi:

- Raqamli platformalardan foydalanish ko‘nikmalarini o‘rgatish: Ingliz tili darslarida Google Classroom, Padlet, Zoom kabi vositalarni o‘rgatish.

- Internetda axborotni tahlil qilish va baholashni o‘rgatish: Ma’lumotlarning ishonchliligini tekshirish, plagiat oldini olish madaniyatini shakllantirish.

- Media va informatsion savodxonlikni oshirish: Yangiliklar, bloglar va ilmiy maqolalarni tanqidiy o‘rganishga o‘rgatish.

- Raqamli etikani o‘rgatish: Onlayn muloqotda hurmat, maxfiylik va axloqiy me’yorlarga amal qilish qoidalarini tushuntirish.

- Mustaqil loyihalar va o‘quv vazifalari berish: Talabalarga o‘z loyihalarini raqamli vositalar yordamida mustaqil amalga oshirish topshiriqlari berish.

Xulosa. Xulosa qilib aytganda, ingliz tilini o‘qitishda raqamli ta’lim savodxonligini rivojlantirish talabalarning mustaqil ta’lim ko‘nikmalarini shakllantirishda muhim ahamiyat kasb etadi. Raqamli texnologiyalardan ongli va samarali foydalanish talabalarni mustaqil fikrlashga, o‘z-o‘zini rivojlantirishga hamda ta’lim jarayonida faol bo‘lishga undaydi.Talabalarda raqamli ta’lim savodxonligini shakllantirish uchun quyidagi strategiyalar asosida tashkil etiladigan turli mustaqil ta’lim mashg‘ulotlariga amaliy misollar:

- Mini-proektlar: Talabalar Wakelet platformasida “My Dream Career” mavzusida mustaqil elektron portfel yaratadi.

- Video taqdimotlar: Loom yordamida har bir talaba ingliz tilida 2 daqiqalik o‘zini tanishtirish videosini tayyorlaydi.

- O‘zlashtirish monitoringi: Nearpod yoki Mentimeter orqali talabalar har haftalik bilimlarini interaktiv testlar bilan tekshiradi.

- Onlayn forumlar: Talabalar Edmodo platformasida ingliz tilida forumlar va bloglar yuritadi, o‘z fikrlarini ingliz tilida bildirishadi.

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К ВОПРОСУ О СТРУКТУРНО-СЕМАНТИЧЕСКИХ ОСОБЕННОСТЯХ НЕПОЛНЫХ ПРЕДЛОЖЕНИЙ

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Аннотация: В статье рассматриваются структурно-семантические особенности неполных предложений. На основе конкретных примеров

описываются различительные признаки полных и неполных предложений.

Ключевые слова: неполные предложения, контекстуально-неполные и ситуативные неполные предложения, неполные двусоставные и неполные односоставные предложения.

Неполное предложение, где отсутствуют те или иные члены, которые можно легко восстановить из контекста или речевой ситуации, обладают разными структурно-семантическими особенностями. Неполным может быть как двусоставное предложение, так и односоставное. *На небе ни облачка. В доме ни души. В кармане ни копейки. В концертном зале ни одного места и т.д.* — Все эти предложения неполные односоставные, так как в них отсутствует сказуемое *нет*.

За окном осень. Во дворе слякоть. На улице дождь. В области туман и т.д. – Эти предложения тоже неполные, здесь тоже отсутствует сказуемое. Отличие этих предложений от предыдущих примеров состоит в том, что они двусоставные.

Очень распространенными являются предложения следующей структуры: *Отец с утра уехал в археологическую экспедицию, а мать с детьми – в деревню*.— Во второй части сложного предложения не названо сказуемое, поэтому перед нами тоже неполное двусоставное предложение.

Таблица № 1.

Есть ли в предложении зависимое слово без главного?

ДА	НЕТ
Неполное предложение	Полное предложение
Я в университет. (Двусоставное, отсутствует сказуемое)	Я иду (ухожу, пойду, собираюсь) в университет. (Двусоставное)
Мне надо на занятие (односоставное, с пропущенным сказуемым: *идти*)	Мне надо идти на занятие (односоставное)

Неполные двусоставные предложения следует отличать от полных односоставных. Чтобы хорошо усвоить отличительные признаки таких предложений, можно использовать таблицу. Самый важный вопрос при этом - как отличить неполное предложение от односоставного?

Для глубокого усвоения темы необходимо выполнение заданий следующей таблицы:

Таблица № 2.

Пропущенное слово в неполном предложении можно восстановить из предыдущего текста		
Начальный текст	Последующее предложение	Какой член предложения пропущен?
Кошка своим особым мяуканьем позвала котят.	*Как мгновенно оказались тут как тут!* Кто? (Котята)	Подлежащее
Учитель рассказал школьникам много интересного.	Так он говорил, так разъяснял! Кому?	Дополнение
Пощи хорошенько!	И на диване, и под ним! Что делай? (Поищи)	Сказуемое
Они приехали?	Давно ли? Что сделали? Кто?	Несколько членов предложения

Для того, чтобы хорошо понять структуру неполных предложений, необходимо сравнить односоставные полные с односоставными неполными, например: - Перед праздником ветеранам дали памятные подарки?

– Дали. Первое предложение здесь - односоставное, полное. Второе предложение – односоставное, неполное.

Таблица № 3.

Виды неполных предложений	Определение	Предложение
1. Контекстуальные	Это неполные предложения, где пропущенный член очень	- Ты ее где видел? - В Лондоне. (Я видел ее в Лондоне.) Пропущены

Виды неполных предложений	Определение	Предложение
	легко восстанавливается по контексту.	подлежащее, сказуемое и дополнение.
2. Ситуативные	Это неполные предложения, где пропущенный член понятен из ситуации	- На улице дождь. - Ничего. Я резиновые надела.
3. Эллиптические предложения	Это особый вид неполных предложений, в которых чаще всего отсутствует сказуемое. В таких предложениях отсутствие сказуемого является нормой. Значение сказуемого подсказывается структурой и содержанием самого предложения.	Мы – налево, вы – направо. Впереди – лес, дальше – косогор. Татьяна в лес. Медведь за нею.

Итак, сравнительная таблица неполных предложений показывает, что, действительно, эллиптические предложения отличаются от других неполных предложений. Отличие их заключается в следующем: они являются неполными только в структурном отношении, семантически они полные. Тогда как контекстуально- и ситуативно-неполные предложения и в структурном, и в семантическом отношении характеризуются своей неполнотой.

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СЛОЖНОСТЬ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КУРСАНТОВ С УЗБЕКСКИМ ЯЗЫКОМ ОБУЧЕНИЯ (ВЗГЛЯД КУРСАНТА НА ПРОБЛЕМУ)

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Аннотация: В статье рассматриваются основные сложности, с которыми сталкиваются курсанты с узбекским языком обучения при изучении русского языка. Особое внимание уделено фонетическим, грамматическим, лексическим и психологическим трудностям, возникающим в процессе обучения. Анализируются проблемы, связанные с различиями в грамматических системах, а также с фонетическими и лексическими особенностями русского языка, которые затрудняют его освоение для носителей узбекского языка. Рассматриваются и межкультурные аспекты, влияющие на процесс обучения, а также предлагаются рекомендации для преподавателей, направленные на улучшение учебного процесса и преодоление психологических барьеров у студентов. В статье подчеркивается значимость создания комфортной и поддерживающей учебной среды, которая способствовала бы успешному овладению русским языком.

Ключевые слова: сложности обучения, русский язык как иностранный, курсанты, узбекский язык, фонетические трудности, грамматические ошибки, лексические различия, межкультурная коммуникация, психологические барьеры, методика преподавания.

Abstract: The article explores the main challenges faced by cadets with Uzbek as their native language in learning Russian. Special attention is given to phonetic, grammatical, lexical, and psychological difficulties encountered in the learning process. The article analyzes the issues arising

from differences in grammatical systems, as well as phonetic and lexical features of the Russian language that make it more difficult for native Uzbek speakers to master. The paper also addresses intercultural aspects that influence the learning process and offers recommendations for teachers to improve the educational process and overcome psychological barriers in students. The importance of creating a comfortable and supportive learning environment to facilitate successful acquisition of the Russian language is emphasized.

Keywords: learning challenges, Russian as a foreign language, cadets, Uzbek language, phonetic difficulties, grammatical errors, lexical differences, intercultural communication, psychological barriers, teaching methodology.

Обучение русскому языку курсантов с узбекским языком обучения представляет собой комплексную задачу, в которой сталкиваются не только языковые, но и культурные, психологические и педагогические сложности. С точки зрения курсантов, процесс освоения русского языка может восприниматься как сложный и требующий значительных усилий, ведь он значительно отличается от родного языка. В данной статье рассмотрены основные трудности, с которыми сталкиваются курсанты, а также предложены возможные пути их преодоления.

Фонетические и фонологические особенности

Первая и, возможно, самая ощутимая проблема для узбекоговорящих курсантов - это фонетическая система русского языка. В отличие от узбекского языка, в котором используются только 26 букв и нет звуков, таких как русский «ы», «щ», «ж», «ч» и др., русский язык имеет более сложную систему звуков. Также курсанты сталкиваются с трудностью в произношении звуков, таких как «р» и «л», которые могут звучать не так, как в их родном языке, что приводит к частым акцентам и ошибкам.

Для курсантов важно развить слуховую и артикуляционную память, а также научиться различать звуки, которых нет в их родном языке. Например, «и» и «ы» - это те звуки, которые вызывают

наибольшие трудности при произнесении [1,135]. Использование специальных фонетических упражнений, прослушивание аудиозаписей и повторение слов могут помочь преодолеть эти трудности.

Грамматические сложности

Русская грамматика представляет собой серьезное испытание для курсантов с узбекским языком обучения. В отличие от узбекского языка, который имеет более простой, склоняемый систему (в нем нет падежей, как в русском), русский язык требует знания шести падежей и множества правил склонения существительных, прилагательных и местоимений.

Кроме того, курсанты сталкиваются с трудностью в освоении времен, так как в узбекском языке система времен ограничена и не имеет такого разнообразия, как в русском. Например, различие между совершенным и несовершенным видом глаголов может вызвать затруднения в речи и письме. Также использование глаголов совершенного и несовершенного вида может создавать проблемы в понимании и применении этих конструкций в русском языке [3,195].

Множество глагольных форм, которые требуют внимания, также становится трудной задачей для узбекских курсантов. Например, спряжение глаголов в разных временах и лицах может запутать новичков. В узбекском языке не существует аналогичных конструкций, что затрудняет понимание и использование различных форм в русском языке.

Лексические различия

Лексика русского и узбекского языков имеет много различий, и эти различия могут стать серьезным препятствием для понимания и использования языка. Например, слова, которые выглядят схожими на первый взгляд, могут иметь разные значения, что приводит к ошибкам в интерпретации [4,160]. Курсант может столкнуться с проблемой ложных друзей переводчика, когда одно слово в русском языке имеет другой смысл, чем в узбекском.

К примеру, слово «магазин» в русском языке означает «магазин», а в узбекском это может быть «склад». Таких примеров достаточно много, и это может приводить к непониманию на уровне словарного запаса. Также следует отметить, что русская лексика может включать множество выражений, фразовых глаголов и идиом, которые не имеют аналогов в узбекском языке и требуют дополнительного объяснения.

Для успешного освоения лексики курсанты должны уделять внимание контексту употребления слов, учить фразовые выражения и сочетания, что значительно улучшит их понимание языка и позволит избежать ошибок в общении.

Культурные различия и межкультурная коммуникация

Одной из важных проблем для курсантов с узбекским языком обучения является различие в культурах и традициях. Язык является неотъемлемой частью культуры, и при изучении русского языка курсантам приходится адаптироваться к новым социальным нормам и практикам [6,125]. Например, в русском языке существует множество форм обращения, которые варьируются в зависимости от социальной ситуации (на «вы» и «ты», использование титулов и уважительных форм). Это требует от курсантов дополнительного внимания и понимания, так как в узбекском языке не существует аналогичных жестких формальностей.

Понимание культурных различий в поведении, манерах общения, уважении и обращении помогает курсантам не только успешно освоить язык, но и адаптироваться к жизни в русскоязычной среде [7,110]. Например, в русском языке большое значение придается вежливости и учтивости в речевом общении, что требует от курсантов дополнительного внимания и обучения.

Психологические аспекты обучения

Психологические барьеры также могут стать серьезной преградой для успешного обучения. Курсанты часто испытывают стресс и беспокойство, когда не могут выразить свои мысли на языке, который они только начинают осваивать. Страх перед ошибками,

боязнь быть неправильно понятыми или насмешками со стороны однокурсников - все это может мешать обучению [2,115].

Очень важно создать в классе атмосферу, в которой курсантам будет комфортно делать ошибки, пробовать говорить на русском и чувствовать себя уверенно. Преподаватели должны поддерживать студентов, хвалить их за успехи и помогать им преодолевать неуверенность. Важно развивать уверенность в себе и создавать ощущение, что ошибки - это естественная часть процесса обучения [5,60].

Роль преподавателя в обучении

Преподаватель русского языка играет ключевую роль в преодолении языковых барьеров и в создании благоприятной атмосферы для обучения. Курсантам необходимы индивидуальные подходы, которые учитывают особенности их восприятия языка, а также культурные и психологические аспекты. Преподаватель должен использовать разнообразные методы обучения, включая игры, ролевые ситуации, и практическую работу с языком, что позволит студентам быстрее освоить материал и почувствовать себя уверенно [8,95].

Преподавание русского языка должно быть динамичным и интерактивным. Задача преподавателя - не только обучить грамматике и лексике, но и подготовить студентов к реальной языковой коммуникации, в том числе к ситуации межкультурного общения.

Заключение

Сложности, с которыми сталкиваются курсанты с узбекским языком обучения при изучении русского языка, многогранны и включают как лексические и грамматические трудности, так и психологические барьеры. Однако при грамотном подходе преподавателя, индивидуальном внимании к каждому студенту и создании комфортной учебной атмосферы, эти трудности можно успешно преодолеть. Курсанты, обладая нужной мотивацией и поддержкой, смогут освоить русский язык и успешно применять его в своей учебной и профессиональной жизни.

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СВОЕОБРАЗИЕ УЗБЕКСКОЙ АНТРОПОНИМИЧЕСКОЙ СИСТЕМЫ

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Аннотация: В статье рассматриваются особенности узбекской антропонимической системы, исследуются семантико-стилистические особенности узбекских имен, их этимология.

Ключевые слова: имя собственное, антропоним, личные имена,тюркские имена, мусульманские имена.

Во все времена, у всех народов собственное личное имя - это особый объект заботы и сохранности народом назывного фонда, используемого для обозначения личности, её выделения среди себе

подобных. Имена собственные всегда имели огромное значение в жизни человека. Они выполняли в языке важную функцию - выделения, индивидуализации. Антропоним - это не просто слово, выделяющее индивида из числа подобных. Понятия, закрепленные в антропонимах, представляют собой отражение особенностей предметов, свойств и отношений реальной действительности. История имен тесно связана с историей, культурой, идеологией общества, в котором они создаются. Личные имена собственные обладают национальной окрашенностью в большей степени, чем имена нарицательные. Жизнь личного имени собственного остается традиционной, так как каждое назывное слово здесь обобщает, суммирует представление о реальном человеческом бытие, отражая в каждом конкретном наименовании личности тот или иной жизненный национальный опыт.

Изучение узбекской антропонимической системы вызывает повышенное внимание исследователей. Интерес к системе узбекских имен собственных определяется их особым положением в языковом сознании. Антропонимика является одним из актуальных лингвистических направлений, с помощью которого описывается специфика узбекского национального менталитета. Она как элемент культуры различных народов развивается на протяжении всей их истории. У узбеков, как и у других народов, антропонимия изменялась на протяжении веков. Личное имя с древности вплоть до недавнего времени служило фактически единственным антропонимом узбеков. С древности и до недавних пор личные узбекские мужские имена были лишь единым антропонимом, изредка сопровождаемые именем отца. Безраздельное господство ислама на территории Средней Азии принесло массу мусульманских имен, преимущественно арабских, а также много иранских, греческих, и через арабский язык - древнееврейских.

Ислам оттеснил имена тюркского происхождения. Многие из пришедших с исламом имен были связаны с религиозными идеями, героями коранических сюжетов. Самыми частыми были имена Мухаммад (имя основателя мусульманской религии), Фатима (имя

дочери Мухаммада). Распространились составные имена: Мухаммадкарим, Али -Акбар, Мухаммад-Али, Сеитназар, Сеитахмат, Мухаммадякуб, Султонмурод.

Часто встречались антропонимы с первым компонентом абд- (араб. «раб») с многочисленными эпитетами Аллаха: Абдурашид - раб Мудрого, Абдурахим - раб Милосердного, Абдулла - раб Аллаха, Абдурахман - раб Милостливого, Абдували, Абдукадир, Абдужаббар, Абдугани, Абдугаффар.

Со вторым компонентом -дин «религия, вера» или –улла «Аллах»: Нуруддин - свет веры, Сайфуддин - меч религии, Фатхулла - победа Аллаха. И сегодня у узбеков возрождается мода на старинные имена.

Кроме религиозных имен, также употребляются имена с конкретной семантикой: Шавкат - добрый, Бахтиер- счастливый, Умид - надежда,Мехрибон - добрая,Саодат - счастье, Азимат - великая. Возвышенные понятия и чувства: Адолат - справедливость, Мухаббат - любовь, Гузал - прекрасная, Ахрора - милосердная, Вазира - помощница. Редкими считаются имена: Расулхон — посланник Аллаха, Асалбек — мёд, Шакар — сахарный, Фархунда — счастье. У узбекских имен отсутствуют уменьшительные или другие производные формы. Чтобы придать им эмоциональную окраску, добавляют «жон» (душа), например - Закиржон. Часто в окончаниях узбекских имен можно встретить окончание «бек» (господин) или «бой» (хозяин): Саидбек, Ойбек, Исмоилбек, Кенжабой, Икрамбой. У большей части узбеков сохранилось значительное количество традиционно национальных имен, символизирующие пожелания силы, храбрости, красоты: Батыр , Арслан , Пулат , Аббос, Зафар, Азим, Вафо, Давлат- мужские имена. Женские имена- Ахрора (великодушная), Бадринисо (луноликая), Робия (возвышенная), Бинафша (изящная), Дильноз (приятная).

Многие имена даются родителями своим детям в честь поэтов, писателей, великих узбекских ученых, историков, мудрецов. В честь великих узбекских поэтов были названы сотни детей: Фуркат, Хамза, Бобур, Ойбек, Алишер, Хамза, Абдулла(Кодирий). Популярными

стали мужские имена- Амир, Тимур, Джаллалитдин, Ислом(Каримов). Многие нарекают своих детей именами героев восточных легенд и сказок, исторических личностей: Рустам, Юсуф, Фархад, Сухроб, Тахир, Ширин, Нодира, Зухра, Зульфия, Тумарис, Бибихоним, Искандер (Александр Македонский), Улугбек. Мы знаем, что различные деловые, политико- экономические, культурные контакты, религиозно- этнические связи, влияние СМИ, распространение соцсетей приводят к сближению наций и народностей. Все это ведет к взаиморазвитию и взаимообогащению. То же самое происходит и с именами. Как и слова, имена проникают во все близлежащие государства и страны. Узбекская антропонимическая система совершенствуется ,так как в узбекские имена вошло много имен из других языков. Сегодня стали модными заимствованные женские имена такие, как София, Майя, Зарина, Сабина, Самира, Нигина, Луиза, Камила, Динара, Гульмира, Имона. Наряду с ними возрождаются древние имена арабского, тюркского, персидского происхождения: Ашура, Асрора , Марьям, Салиха, Хавожон, Лобар, Барчиной, Ахлия, Васима, Дамина, Сумая, Муслима,Кумуш, Мавлюда- женские имена. Мужские - Шайхитдин, Рамазан, Иброхим, Муслим, Борот, Мухаммад, Усмон, Мустафа, Али- Акбар, Абдугани, Арслон, Асадбек, Умар. Узбекские имена, перешедшие из других языков, адаптируются, укрепляясь в языке, и потом в несколько измененном виде употребляются уже как свое имя. Люди все чаще склоняются к необычным именам. Кто-то обращается к старинным, кто-то подбирает иностранные, кто-то ищет оригинальный редкий вариант. Все имена узбеков - «говорящие», родители хотят указать на его счастье, божью удачу, величие, желаемые в будущем, или оградить от сглаза и темных сил, или связать с природными силами, или пояснить непростые обстоятельства, связанные с его рождением. Все родители хотят выразить в имени ребенка свои чаяния. С ребенком связывают большие надежды, отсюда имена: Умид, Ботир, Орзу, Армон, Таманно – мечтаю, желаю здоровья, надеюсь, Тантик – рожден с надеждой, Такдим – подарен с благими намерениями, Тилаб, Тилов

– рожден с пожеланием. В последнее время среди узбекских имен для мальчиков самыми редкими стали Нафис, Кирам, Аят, Даян, Мунир, Алихан, Кави, Назир, Зиннат. Среди девочек – Саада, Ирада, Илая, Эсмира, Амила, Севиль. К счастью, узбекскому языку удалось сохранить особенный колорит своих имен – несмотря на долговременное влияние религии и модных течений, которые приносят необычные имена из других стран, все еще можно встретить много традиционных красивых тюркских имен.

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ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ РУССКОМУ КАК ИНОСТРАННОМУ (РКИ)

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Аннотация: В статье рассматриваются психологические аспекты обучения русскому языку как иностранному (РКИ). Основное внимание уделено таким важным факторам, как мотивация учащихся, эмоциональный климат в классе, индивидуальные особенности восприятия, межкультурные различия и возрастные особенности студентов. Автор подчеркивает значимость учета этих факторов в педагогической практике для успешного освоения языка. Обсуждаются методы создания комфортной учебной среды, работы с эмоциональными барьерами, а также подходы к оптимизации учебного

процесса, ориентированные на психологические потребности студентов. Приводятся рекомендации для преподавателей РКИ, направленные на повышение эффективности обучения и устранение психологических препятствий.

Ключевые слова: психология обучения, русский как иностранный, мотивация, межкультурная коммуникация, эмоциональный климат, индивидуальные особенности восприятия, работа с ошибками, межкультурные различия, психологические барьеры, педагогические методики.

Abstract: The article examines the psychological aspects of teaching Russian as a foreign language (RFL). The main focus is on key factors such as student motivation, emotional climate in the classroom, individual perception traits, intercultural differences, and age-related characteristics of learners. The author emphasizes the importance of considering these factors in pedagogical practice for successful language acquisition. The article discusses methods for creating a comfortable learning environment, working with emotional barriers, and approaches to optimizing the educational process based on the psychological needs of students. Recommendations for RFL teachers are provided to enhance the effectiveness of teaching and overcome psychological obstacles.

Keywords: psychology of teaching, Russian as a foreign language, motivation, intercultural communication, emotional climate, individual perception traits, error correction, intercultural differences, psychological barriers, pedagogical methodologies.

Обучение русскому языку как иностранному (РКИ) представляет собой комплексный процесс, в котором значительное внимание уделяется не только лексическим, грамматическим и фонетическим аспектам языка, но и психологии. Психологические аспекты обучения РКИ являются важнейшими, поскольку успешность освоения языка во многом зависит от личностных факторов учащихся, их мотивации, уверенности в своих силах, а также от специфики межкультурной коммуникации. В данной статье мы рассмотрим ключевые психологические факторы, которые влияют на процесс обучения РКИ, а также способы их учета в педагогической практике.

Роль мотивации в обучении РКИ

Мотивация является одним из важнейших психологических аспектов, который значительно влияет на процесс обучения иностранному языку, в том числе и русскому [1,58]. Мотивация может быть как внутренней (интерес к культуре, стремление к саморазвитию, желание жить и работать в России), так и внешней (необходимость изучения языка для профессиональных целей, требования учебного заведения или работодателя).

Исследования показывают, что учащиеся с внутренней мотивацией (любопытство, интерес к культуре, стремление к самореализации) обычно демонстрируют более высокие результаты, поскольку они более активны в учебном процессе, самостоятельно ищут дополнительные источники информации и не боятся ошибаться. В то время как учащиеся с внешней мотивацией (например, для достижения карьерных целей) могут быть менее заинтересованы в процессе обучения, что может привести к снижению уровня усвоения языка.

Преподаватели РКИ должны учитывать мотивацию своих студентов и стремиться к её поддержанию и усилению. Важно не только выявить мотивационные установки учащихся, но и корректировать их в процессе обучения, ориентируя на внутреннюю мотивацию, показывая связи между языковыми знаниями и реальными жизненными ситуациями.

Эмоциональный фон обучения

Психологическая атмосфера в классе и эмоциональный настрой учащихся также играют ключевую роль в обучении РКИ [2.102]. Языковой барьер, страх перед ошибками, боязнь насмешек могут стать серьезными препятствиями для успешного усвоения материала. Эмоциональное напряжение может затруднить восприятие и запоминание новой информации, а также негативно сказаться на мотивации учащихся.

Важно создать комфортную и поддерживающую атмосферу, где учащиеся будут чувствовать себя уверенно и не бояться делать

ошибки. Для этого преподаватели должны активно работать с психологическими барьерами, используя позитивную мотивацию, похвалу и укрепление уверенности в своих силах. Открытые и непринужденные занятия, игры, ролевые упражнения, которые позволяют студентам в безопасной обстановке использовать язык, являются важными средствами снятия стресса и преодоления страха.

Перцептивные особенности учащихся

Обучение РКИ, как и любому другому иностранному языку, связано с индивидуальными особенностями восприятия и усвоения материала. У каждого человека есть свои предпочтения в восприятии информации: кто-то лучше воспринимает информацию визуально, кто-то через слух, а кто-то через практическое применение [3,45]. Важно, чтобы преподаватель учитывал эти особенности и использовал различные методы и подходы в обучении.

Например, для визуалов эффективными будут схемы, таблицы, карточки с иллюстрациями, которые помогут связывать слова с изображениями и контекстами. Аудитивным ученикам полезно будет использовать аудиозаписи и занятия, ориентированные на восприятие через слух. Кинестетики, в свою очередь, могут лучше усваивать информацию через практическую деятельность, например, через ролевые игры или участие в диалогах и обсуждениях.

Подбор материалов и методов обучения с учетом индивидуальных особенностей студентов позволяет более эффективно и быстро осваивать язык. Важно помнить, что каждый ученик уникален, и необходимо проявлять гибкость в подходах к обучению.

Межкультурные различия и их влияние на обучение

Межкультурные различия - еще один важный психологический аспект, который влияет на процесс обучения РКИ. Изучение языка невозможно без учета культурных различий между страной изучаемого языка и родной страной учащихся [4,89]. Студенты, изучающие русский язык, могут столкнуться с культурными барьерами, которые препятствуют их успешному усвоению языка. Например, различные привычки в общении, особенности языка тела, различия в социальной иерархии, разные взгляды на время и пространство могут создавать трудности в процессе общения.

Преподаватели РКИ должны не только обучать студентов языковым аспектам, но и помочь им адаптироваться к культурным

особенностям страны изучаемого языка. Важными являются занятия, на которых обсуждаются культурные различия, традиции, особенности русского языка в контексте культурных реалий. Это поможет студентам лучше понять, как использовать язык в реальной жизни и избежать недоразумений в межкультурной коммуникации.

Психологические особенности возрастных групп

Возраст студентов также является важным фактором, который необходимо учитывать в процессе обучения РКИ [5,157]. Преподавание РКИ детям и взрослым требует различных подходов. Дети более открыты для восприятия языка, но у них ещё нет достаточно развитых навыков самоконтроля, поэтому процесс обучения для них должен быть более игровым и творческим. Использование песен, игр, стихов и рифм помогает детям быстрее запоминать новые слова и фразы.

Взрослые ученики, наоборот, часто обладают большим количеством знаний и опыта, которые они могут использовать для анализа и понимания языковых конструкций. Однако у них может быть сложность с мотивацией и самоорганизацией, а также с преодолением страха перед ошибками [10,78]. Для них важно создать атмосферу, в которой они могут использовать язык в реальных жизненных ситуациях, например, в ходе ролевых игр или обсуждений на актуальные темы [9,52].

Работа с ошибками и их влияние на психологический климат

Ошибки - это неизбежная часть обучения, и преподаватель должен уметь правильно с ними работать. Студенты, которые боятся делать ошибки, могут начать избегать практики, что затруднит их прогресс. Важно, чтобы преподаватель воспринимал ошибки как нормальный этап обучения и использовал их для того, чтобы помочь ученикам улучшать свои знания [7,211].

Положительная обратная связь, поддержка и исправление ошибок в мягкой, ненавязчивой форме создают атмосферу, в которой учащиеся не боятся пробовать говорить на языке, даже если они не уверены в своей правильности. Это способствует развитию уверенности в своих силах и ускоряет процесс освоения языка.

Заключение

Психологические аспекты обучения РКИ являются важнейшими для успешного усвоения языка [6,124]. Мотивация, эмоциональный фон, индивидуальные особенности восприятия, межкультурные различия и возрастные особенности - все это влияет на процесс обучения и требует внимательного подхода со стороны преподавателя. Только учитывая эти психологические факторы, можно создать оптимальные условия для эффективного и комфортного освоения русского языка как иностранного.

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СЛЕНГ. ЕГО РОЛЬ В МЕЖКУЛЬТУРНОМ ОБЩЕНИИ

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Аннотация: В статье рассматривается использование молодежного сленга в современном общении молодых людей; насколько оно распространено в молодежной среде и какую роль играет в коммуникации между русским и узбекским народами.

Ключевые слова: сленг, молодежь, молодежный сленг, язык, лексика, компьютер.

Abstract: The article discusses the use of youth slang in modern communication among young people; how it is widespread among young people and what role it plays in communication between the Russian and Uzbek peoples.

Key words: slang, youth, youth slang, language, vocabulary, computer.

Во все времена реальный язык молодежи отличался от языка взрослых. А уж от того, на котором говорят преподаватели в школе и в институте, и подавно. По мнению лингвиста Георгия Камского, «Язык - это живое существо, которое меняется каждый день. Сегодня он не похож на себя вчерашнего, а завтра изменится вновь. Он сам отбирает жизнеспособные формы и отвергает попытки привнести что-то насильственным путем»[1,15с].

Самым важным критерием в существовании языка является количество людей, активно им пользующихся. Молодежный сленг является авангардом языка. В нем обкатывается то, что завтра может попасть в общий словарь. Его одновременно сила и слабость в том, что он очень существенно зависит от реалий сегодняшнего дня. Появились компьютеры - он воспринял, появился Интернет - он развернулся в эту

сторону. Неизвестно, что будет модно завтра, но это наверняка будет отражено в словаре молодежи. Современных лингвистов не может не интересовать язык с точки зрения «язык как носитель человеческих чувств и эмоций, выражая которые говорящий зачастую использует определенную лексику. Этот вопрос связан с языкознанием, психологией, философией и других наук, изучающих психосоциальную деятельность человека. [1,32с.] Но тем интереснее окунуться в стихию языка, исследовать малоизученные области, внеся свой, пусть скромный, вклад в изучение этой стороны развития современного общества. И, наверное, понятно, что наиболее близкой нам является молодежная лингвокультура, самой значимой частью которой является сленг. В Узбекистане сейчас уделяется огромное внимание изучению языков: узбекского, русского, английского. В школах иностранные языки изучаются с первого класса. Вузы Узбекистане практикуют обмен студентами, молодежь уезжает для получения образования в другие государства, чтобы потом приносить полученные знания использовать в своей стране. Вследствие чего пополняется багаж не только литературного языка, но и сленга. Актуальность такого рода работы очевидна. А заключается она в том, что молодежный сленг – одна из составляющих процесса развития любого языка, его пополнения, его многообразия.

Некоторые лингвисты даже считают, что молодежный сленг - особая форма языка. В определенном возрасте многие окунаются в ее стихию, но со временем как бы "выныривают" на поверхность литературного разговорного языка, оставляя в своем «культурном багаже» лишь бытовую или профессиональную его разновидность. [2, 12с] . Почему так происходит? Во все времена реальный язык молодежи отличался от языка взрослых. А уж от того, на котором говорят преподаватели в школе и в институте, и подавно. По мнению лингвиста Георгия Камского, «Язык - это живое существо, которое меняется каждый день. Сегодня он не похож на себя вчерашнего, а завтра изменится вновь. Он сам отбирает жизнеспособные формы и отвергает попытки привнести что-то насильственным путем» [1,15с].

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Сленг играет важную роль в межкультурной коммуникации, поскольку он отражает уникальные культурные и социальные характеристики жизни и языка говорящих. Сленг может быть использован в качестве способа установления более глубокой и близкой связи между людьми, которые передают свои идеи и мысли на уровне, более интимном, нежели это возможно при использовании более официальных форм языка. Однако, сленг может также создавать проблемы в межкультурной коммуникации, особенно в сложных или формальных ситуациях. Непонимание или неверное использование сленговых выражений может привести к недоразумениям, проявлению неуважительного отношения к другим культурам и языкам, или даже к конфликтам. Поэтому важно учитывать культурные контексты в различных ситуациях. Важную роль сленг играет между русско-узбекскими народами. Он позволяет установить более легкую и непринужденную связь между носителями разных языков, обеспечивая более тесное взаимодействие и обмен информацией. В

частности, в Узбекистане широко используется молодежный сленг, который часто включает в себя элементы русского языка. Это позволяет молодежи лучше понимать друг друга и быстрее находить общий язык. Кроме того, использование сленга может стать средством самовыражения и самоидентификации для молодежи, что также способствует более тесному взаимодействию между культурами. Однако, необходимо также учитывать, что употребление слишком колоритного или грубого сленга может вызывать негативную реакцию со стороны некоторых носителей языка. Поэтому важно учитывать контекст и адекватность использования сленга в различных ситуациях и социальных группах. Рассмотрим некоторые из самых распространенных сленговых выражений, которые могут встретиться в русско-узбекской речи:

1. «Шайбана» - это узбекский сленговый термин для обозначения места, где можно купить неповторимые узбекские сувениры, вкусную еду и традиционные напитки. Это может быть рынок, базар или торговый центр [3].

2. «Гоу на хату?» - означает «Пойдем к кому-то домой?», что может быть непонятно узбекскому собеседнику, так как «хата» означает «дом».

3. «Менди» - это узбекский сленговый термин для обозначения мужской компании, где можно поговорить о делах, отдохнуть и расслабиться. Это слово может использоваться как в контексте алкогольного вечера, так и в контексте спокойной беседы с друзьями.

4. «Глушитель» - это русский сленговый термин для обозначения пистолета. Это выражение может вызвать недоверие у узбеков.

5. «Сайлент-твитер» - это русский сленговый термин для обозначения человека, который активно пользуется социальными сетями, но при этом не пишет публичных сообщений и комментариев. Это выражение может вызвать недопонимание у узбеков, так как в узбекской культуре приветствуется открытость и общение в любых формах.

6. «Токсик» - это русский сленговый термин, произошедший от английского слова «Toxic». Токсиками называют людей с токсичной и грубой манерой общения, которые своими словами или действиями пытаются отравить жизнь других людей.

8. «Ауф» - это русский сленговый термин подразумевающий восхищение, одобрение, разочарование, грусть. Все зависит от интонации во время произношения [1].

Таким образом, коммуникация между русскими и узбеками может быть полна сленговых выражений, которые отражают специфику каждой культуры.

При общении важно учитывать культурные и лингвистические различия и стараться избегать оскорбительных и неуместных выражений.

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TEACHING METHODS IN FOREIGN LANGUAGES FOR SPECIFIC PURPOSES (ESP) IN THE CUSTOMS SPHERE

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Abstract. This article highlights the importance of foreign language proficiency for customs officers in the context of globalization and expanding international trade. English for Specific Purposes (ESP) develops essential language skills for handling documentation, conducting

inspections, and communicating with international partners. The paper analyzes effective ESP teaching methods–communicative, task-based, content-oriented, and technology-enhanced approaches and provides recommendations for improving curriculum design in the customs sector.

Keywords: ESP, customs sector, communicative approach, task-based learning, content-based instruction, technology-enhanced learning.

Аннотация. В данной статье рассматривается значение владения иностранными языками для сотрудников таможенной службы в условиях глобализации и расширения международной торговли. Английский язык для специальных целей (ESP) формирует необходимые языковые навыки для работы с документацией, проведения инспекций и общения с международными партнёрами. В статье анализируются эффективные методы преподавания ESP– коммуникативный, задачный, контент-ориентированный и технологически усиленный подходы, а также предлагаются рекомендации по совершенствованию учебных программ в таможенной сфере.

Ключевые слова: ESP, таможенная сфера, коммуникативный подход, обучение на основе выполнения задач, предметно-ориентированное обучение, обучение с использованием технологий.

In a global century of globalization and international trade, customs officers play a key role in ensuring the legal movement of goods and passengers across borders. Their work requires not only deep knowledge of customs regulations but also strong communication skills in foreign languages. Therefore, teaching foreign languages for specific purposes (ESP) in the customs sphere has become an essential component of professional training. English for Specific Purposes (ESP) in the customs field focuses on developing language competence that is directly applicable to real professional situations [1]. Unlike general English courses, ESP is designed around the specific vocabulary, contexts, and communicative tasks encountered in customs practice. It enables officers to communicate effectively with international traders, travelers, and institutions, interpret customs documentation, and apply international regulations with

confidence. Customs officers face unique professional requirements: managing complex documentation, conducting inspections, enforcing legal standards, and communicating with international partners. General foreign language courses often fail to meet these specialized needs. ESP in the customs sector is designed to bridge this gap by focusing on domain-specific vocabulary, legal terminology, and operational scenarios [2]. However, the teaching of ESP in the customs field is not without challenges. There is often a shortage of teachers who possess both linguistic and customs expertise and authentic materials may be limited. Therefore, close cooperation between language specialists and customs professionals is crucial. Developing tailored textbooks, organizing joint training sessions, and using technology-based resources can significantly improve teaching quality.

Strategies to Overcome Challenges:

- frequent updates to course content based on current regulations;
- pre-course assessment of learners' language skills;
- blended learning approaches combining theory and practical exercises;
- incorporation of real customs cases and documentation;
- recommended ESP Curriculum for Customs Officers.

Problems related to foreign languages are widespread in the customs sphere. They mainly affect communication, documentation, professional competence and international trade processes.

First, there are **communication difficulties**. Customs officers often deal with travelers, importers, and exporters from abroad. If they do not share a common language, misunderstandings can occur, leading to incorrect declarations, shipment delays, or even legal issues.

Second, there are **issues with documentation**. Customs laws, tariffs, and international trade regulations are often written in complex formal language. Mistakes in translation can result in incorrect duty assessment, rejected shipments, or legal disputes. Therefore, customs authorities often need to provide documents in multiple languages.

Third, there is the **problem of professional competence and language knowledge**. Customs officers may not be sufficiently proficient

in the most commonly used international trade languages. They also need to understand specialized terminology and legal phrases which requires ongoing training and professional development. Additionally, there are **information technology challenges**. Customs systems often need to process multilingual data, but errors in encoding or translation can slow down the workflow. All these problems **negatively affect trade efficiency and security**. Shipments can be delayed, the risk of smuggling or fraud increases, and legal issues may arise. Effective teaching in this field requires the use of modern and interactive methods. Among the most widely applied is **Communicative Language Teaching (CLT)**, which emphasizes the ability to use language in real-life communication. Through dialogues, role-plays, and situational tasks–such as simulating customs inspections or declaration procedures–students learn to express themselves naturally and professionally.

Another productive approach is **Task-Based Learning (TBL)**, where learners accomplish specific work-related tasks in English. For instance, they might complete a customs declaration form, write a report on a border inspection, or prepare documentation for imported goods. This method develops not only linguistic skills but also practical competence and decision-making abilities.

Content-Based Instruction (CBI) is also highly relevant in customs-related ESP. It integrates language learning with professional knowledge, using authentic materials such as customs laws, tariff schedules, and international trade conventions. This allows students to acquire both specialized terminology and conceptual understanding in a meaningful context. Equally important is the **Case Study Method**, which introduces students to real or hypothetical examples of customs violations, smuggling attempts, or trade disputes. Discussing these cases in English fosters analytical thinking, teamwork, and the ability to argue logically in a professional manner.

Simulation and role-play techniques bring authenticity to the classroom. By reenacting border control scenes, document checks, or interviews with travelers, learners practice essential communication

strategies, from questioning and clarification to report writing and negotiation.

In addition to these methods, the use of **authentic materials** such as real customs documents, forms, and reports greatly enhances realism and motivation. Digital platforms, video-based lessons, and specialized glossaries also enrich the learning experience, allowing students to access terminology databases and practice listening to professional English in action. Assessment in ESP should also reflect professional performance. Instead of relying solely on written tests, instructors can evaluate learners through role-plays, task outcomes, portfolios, and self-assessment tools, which better measure their communicative and functional abilities in customs-related contexts [3].

However, the teaching of ESP in the customs field is not without challenges. There is often a shortage of teachers who possess both linguistic and customs expertise, and authentic materials may be limited. Therefore, close cooperation between language specialists and customs professionals is crucial. Developing tailored textbooks, organizing joint training sessions and using technology-based resources can significantly improve teaching quality.

In conclusion, teaching foreign languages for specific purposes in the customs sphere is more than a linguistic exercise - it is a bridge between communication and professionalism. By combining communicative, task-based, and content-oriented methods, educators can prepare customs officers to engage confidently in international interactions, ensuring both efficiency and compliance in global customs operations. The integration of language learning with real-world customs practice ultimately contributes to the development of a competent, modern, and globally connected customs workforce.

ESP Course Modules for Customs Professionals:

Table №1.

Content, Methods, and Activities

Module	Content	Method	Exercise/Task
Introduction to Customs Vocabulary	Basic customs and trade terminology	CLT	Flashcards, matching exercises, role-plays
Documentation in English	Declarations, invoices, inspection reports	Genre-Based	Rewrite sample documents, create sample reports
Risk Assessment & Compliance	WCO regulations, tariff classification	TBL	Case studies, report drafting, group discussion
Communication with International Partners	Negotiation, clarification, explanation	CLT & TBL	Role-play inspection dialogues, negotiation simulations
Technology in Customs Operations	Electronic documentation, e-declarations	Technology-Enhanced	LMS-based simulations, online quizzes, virtual inspections

This module plan is designed for teaching **English for Specific Purposes (ESP)** within the **customs sphere**. It combines linguistic development with professional customs knowledge to prepare learners for real communication and documentation tasks in their future work environment [5]. Each module integrates a specific **content area**, **teaching method** and **practical exercise** to ensure both theoretical understanding and applied competence.

Together, these modules form a comprehensive ESP curriculum for the customs field. The program gradually progresses from vocabulary building to professional communication and technology integration. By combining communicative, task-based and technology-enhanced methods, it ensures that learners not only **master customs-related English** but also **develop the competence and confidence** required for effective performance in real customs operations. In conclusion, teaching foreign languages for Specific Purposes in the customs sector requires an integrated approach combining CLT, TBL, CBI, genre-based methods, and

technology-enhanced learning. ESP programs tailored for customs professionals improve both foreign language proficiency and operational competence. By using realistic scenarios, professional documentation exercises, and interactive technologies, customs personnel can perform their duties more efficiently and professionally. Future research should explore AI-based simulations, multilingual communication strategies, and adaptive learning technologies to further advance ESP training in customs.

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ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ КУРСАНТОВ ТАМОЖЕННОГО ИНСТИТУТА В ПРОЦЕССЕ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ

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Аннотация. В статье рассматривается роль русского языка в формировании профессиональной компетентности курсантов факультета «Таможенное дело» Таможенного института. Подчёркивается значение языковой подготовки как важного компонента профессионального образования, обеспечивающего развитие культуры профессионального общения, навыков деловой

коммуникации и владения таможенной терминологией. В статье обосновывается эффективность обучения в сотрудничестве, включающего работу в малых группах, ролевые и деловые игры, а также проектную деятельность, как средства формирования профессионально ориентированных речевых умений.

Ключевые слова: *профессионально ориентированное обучение, таможенная терминология, междисциплинарная интеграция, культура профессиональной речи, обучение в сотрудничестве, работа в малых группах, ролевые и деловые игры, метод проектов, профессионально ориентированные тексты, коммуникативная компетенция.*

На современном этапе профессиональное образование играет важную роль в жизни общества. Современная система профессионального образования ориентирована на подготовку специалистов, обладающих не только фундаментальными знаниями в профессиональной сфере, но и высоким уровнем коммуникативной и речевой культуры. Русский язык как учебная дисциплина играет ключевую роль в формировании профессиональной компетентности будущих сотрудников таможенной службы, поскольку обеспечивает развитие культуры профессионального общения, навыков ведения деловой документации и способности точно передавать информацию в различных профессиональных ситуациях.

Обучение русскому языку курсантов факультета «Таможенное дело» Таможенного института реализуется по учебной программе, направленной на достижение высокого уровня языковой компетенции и формирование профессионально ориентированных практических умений и навыков, способствующих успешному осуществлению коммуникации на русском языке.

Эффективным педагогическим условием формирования профессиональной компетентности является **междисциплинарная интеграция** русского языка со специальными дисциплинами. Учитывая это, темы программ обучения отражают основные вопросы

таможенного дела: «Таможенная служба Республики Узбекистан», «Осуществление таможенного контроля в Республике Узбекистан», «Профессиональная этика сотрудника таможенных органов», «Культура речи сотрудника таможенных органов», «Роль таможенных органов в защите культурных ценностей», «Борьба с контрабандой в таможенных органах» и другие.

Необходимо подчеркнуть, что при обучении русскому языку преподаватель формирует навыки правильного произношения и употребления того или иного термина **в контексте**, однако никоим образом не затрагивает область профессиональной подготовки курсантов.

За годы обучения в Таможенном институте курсанты изучают грамматику русского языка, таможенную терминологию, профессиональный русский язык. Знание грамматики позволяет быстро понимать содержание сложных текстов в аспекте грамматических структур. Неотъемлемым фактором профессионализма выступает знание таможенной терминологии, поэтому курсанты изучают аутентичные тексты на актуальные темы в таможенной сфере.

Для сформирования минимума профессиональной лексики на русском языке, курсанты должны знать её на родном языке. Именно это позволит понять разные ситуации на профессиональном уровне, а также верно реагировать на них.

В преподавании русского языка можно активно использовать обучение в сотрудничестве. Обучение в сотрудничестве использовалось в педагогике довольно давно. Обучение в сотрудничестве подразумевает организацию групп учащихся, совместно решающих какую-либо проблему, тему, вопрос. Учебные задания формулируются таким образом, что все участники группы оказываются взаимосвязанными и взаимозависимыми и при этом достаточно самостоятельными в овладении материалом и решении задач.

Использование метода сотрудничества в процессе обучения русскому языку позволяет создать условия, максимально приближенные к реальным профессиональным ситуациям. Наиболее эффективными формами реализации данного метода являются:

- **Работа в малых группах**, направленная на анализ профессионально ориентированных текстов;
- **Ролевые и деловые игры**, моделирующие ситуации таможенного контроля, служебного общения, переговоров;
- **Проектная деятельность**, предполагающая совместную подготовку докладов, презентаций.

Работа в малых группах, направленная на анализ профессионально ориентированных текстов, является эффективным средством формирования профессиональной компетентности курсантов Таможенного института в процессе обучения русскому языку. Анализ профессионально ориентированных текстов способствует освоению специальной терминологии, формированию навыков официально-делового стиля речи, развитию умений смыслового чтения и интерпретации текста, овладению нормами профессионального общения, так как профессионально ориентированный текст представляет собой источник не только языковой, но и профессиональной информации.

Деловые и ролевые игры предполагают имитацию курсантами реальной практической деятельности с осуществлением обязанностей таможенного инспектора. Такой метод обучения используется при составлении диалогов в рамках тем «Осуществление таможенного контроля в Республике Узбекистан. Понятие “таможенный контроль”», «Понятие “таможенная процедура”».

Одним из приемлемых методов обучения является метод проектов. Метод проектов полностью отвечает требованиям современного образования, так как он одновременно является практико-ориентированным и личностно-ориентированным. Проектная методика предполагает создание презентаций проектов по темам «Нормы ввоза и вывоза наличной иностранной и национальной валюты физическими лицами» и «Ввоз и вывоз товаров через

таможенную границу Республики Узбекистан», что усиливает самостоятельную работу курсанта в подборе материала по теме проекта и оформлении своих суждений.

В условиях применения метода сотрудничества роль преподавателя трансформируется: он выступает не только источником знаний, но и организатором, консультантом, координатором совместной деятельности. Он обеспечивает отбор профессионально значимого учебного материала, формирует мотивацию курсантов к овладению профессиональной речью и создаёт условия для активного участия обучающихся в учебной деятельности.

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THE ROLE OF LINGUISTIC COMPETENCE IN FOSTERING INTERNATIONAL CUSTOMS COOPERATION

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Abstract. This article analyzes foreign language proficiency as a strategic asset for Uzbekistan's customs administration. Focusing on the

nation's double-landlocked status, it explores how linguistic competence facilitates integration with the WTO and WCO, enhancing both operational efficiency and the successful implementation of international agreements.

Keywords: Linguistic competence, Customs administration, International cooperation, Uzbekistan, WCO, WTO, Double-landlocked, BOMCA, Soft power, Trade facilitation.

Аннотация. В данной статье анализируется владение иностранными языками как стратегический актив таможенного администрирования Узбекистана. Акцентируя внимание на статусе страны как "дважды внутриконтинентального" государства, работа исследует, как лингвистическая компетентность способствует интеграции с ВТО и ВТамО, повышая операционную эффективность и обеспечивая успешную реализацию международных соглашений.

Ключевые слова: Лингвистическая компетентность, Таможенное администрирование, Международное сотрудничество, Узбекистан, ВТамО, ВТО, Отсутствие выхода к морю, БОМКА, Мягкая сила, Упрощение процедур торговли.

The geographical reality of the Republic of Uzbekistan creates a very special logistical equation: every export must cross at least two foreign jurisdictions to reach the global market. This "double-landlocked" status imposes a heavy economic tax. According to data from the UN Office of the High Representative for the Least Developed Countries (UNOHRLLS), landlocked developing countries pay almost 30% more in transport costs compared to their coastal neighbors, effectively acting like a tariff on national exports [2]. For Uzbekistan, reducing that cost is not just about building physical roads; it is about smoothing the "administrative friction" at borders. In this process, linguistic competence acts as the primary lubricant for this friction. The Vienna Programme of Action specifically mentions the freedom of transit, simplification of regulations that shall assist countries like Uzbekistan to begin with [2]. But the actual implementation of these rights is bound by the linguistic agility of customs officers on two major counts:

Uzbek goods often travel via complex corridors, like the "Middle Corridor" via Turkmenistan/Kazakhstan to Azerbaijan and Europe, or the Northern route through Kazakhstan into Russia. Every border crossing means a change of legal language and administrative procedure. The Uzbek customs officer or specialist with linguistic competence to read and interpret customs codes in the Russian, English, or Chinese of transit countries can proactively identify compliance issues ahead of time before cargo leaves the terminal.

Mitigating Documentary Discrepancies: A large part of the congestion at borders involves "documentary discrepancies"-mistakes where there are discrepancies between the description in the export declaration and the transit documents. Technical nuances are lost when officers depend on third-party translators. Perhaps a chemical compound is classified under a secure code in Uzbekistan but tagged as "dual-use" in a transit country because of some translation error. Direct linguistic competence enables Uzbek officers to run international descriptions against the HS Codes in the lingua franca of trade-English-thus making sure that the "paper trail" moves as fast as the physical truck.

The strategic goal of joining the World Trade Organization puts the Customs Committee of Uzbekistan in the front line of huge legal harmonization work. One of the cornerstones of such accession is compliance with the Trade Facilitation Agreement, requiring the due publishing of transparent procedures and border formalities standardization with the purpose of accelerating the movement of goods [3]. On the other hand, the legal apparatus of the WTO is built mostly in two languages: English and French. In this regard, the reliance of Uzbek legislators and customs specialists on secondary translations to interpret such complex legal texts creates a risk of "semantic drift" when the true intent of a regulation is subtly altered in translation. Only direct linguistic competence allows the Customs Committee to bring national legislation into conformity with global requirements with surgical precision, making sure that what was pledged in Geneva is impeccably implemented in Tashkent, without the slightest legal ambiguity.

Beyond the WTO's legal frameworks, the operational reality of the WCO requires a staff that can operate in an extremely technical and multilingual environment. The RKC is the global model for modern customs procedures, encompassing very specialized technical fields such as customs valuation, classification, and rules of origin [1]. Clearly, there is little scope for error in these technical benchmarks; the inability to understand the nuanced meaning of a particular WCO annex because of a language barrier could precipitate systemic errors in the collection of tariffs and subsequent international disputes.

This need for linguistic interoperability extends critically into the domain of national security and intelligence sharing. The WCO's Customs Enforcement Network (CEN) operates on the rapid, cross-border exchange of data regarding high-risk threats, including narcotics trafficking, smuggling chains, and money laundering schemes [1]. These global alerts are disseminated instantly in the WCO's official languages. In a security environment where the window for interdiction is measured in minutes, the time required to translate a foreign intelligence report represents a security vulnerability. Hence, proficiency in foreign languages transforms from an administrative skill into a frontline security asset by enabling Uzbek officers to interpret and act on international intelligence in real time and securing the borders of their nation against transnational threats.

While customs administration is traditionally seen through the lens of "hard power" - enforcement, seizures, and tariff collection - international relations in the modern instance depend more on "soft power." Political scientist Joseph Nye defined soft power as the ability to obtain preferred outcomes through attraction and co-option rather than coercion [4]. In the instance of international customs diplomacy, linguistic competence provides the primary instrument of this attraction. When Uzbek customs officials represent the nation at international forums or bilateral meetings, their ability to articulate national positions fluently in a foreign language does more than convey information; it projects an image of a modern, sophisticated, and open administrative culture. This linguistic agility

transforms the perception of Uzbekistan from a passive participant in global trade to an active, capable partner.

In these key, rapport-building moments, the officer who relies on a translator is structurally excluded. Yet, the officer who knows the lingua franca of the event will be able to speak directly with counterparts and thus develop a personal rapport with them beyond professional obligation. It is this type of direct human contact that develops a reservoir of trust that might well prove useful in a time of crisis. If something complex happens at the border - like a misunderstood regulation or a detained shipment - a personal telephone call to a foreign colleague, rather than a formal diplomatic note, can often break the deadlock if it's made possible by a common language.

Besides, linguistic competence enables Uzbek officers to promote their nation's unique interests within international organizations. During the working groups where the global standards are drafted, the ability to debate nuance and to persuade others is crucial. A delegate who has to speak through an interpreter loses immediacy and the emotional resonance of his or her argument, while the fluent speaker can command the room and shape the discourse. Therefore, investing in language training means investing in the diplomatic weight of the Customs Committee, which means the voice of Uzbekistan will be not only heard but understood and respected in the global arena [4].

The long-standing cooperation of Uzbekistan with the European Union through the Border Management Programme in Central Asia (BOMCA) serves as a very specific case study of how linguistic competence is the determinant of the success or failure of international aid. The 10th phase of BOMCA has explicitly targeted trade facilitation and the modernization of border management systems [5]. While high-level strategic documents are routinely translated into Russian or Uzbek, granular transfers of technical knowledge on the architecture of "Single Window" systems and the logic behind risk management algorithms often face friction. The exact technical terminology, which European experts deploying these systems depend on, lacks direct translations in local languages. It is for this reason that Uzbek officers in command of technical

English often act as critical nodes within this network, capable of absorbing complex European best practices directly from their source and adapting them to the local operational context without the dilution of meaning that occurs through intermediary translation.

Although frameworks and international agreements constitute theoretical groundwork for collaboration, it becomes an issue of immediate, pragmatic challenges due to an inability with languages. Within everyday activities of the State Customs Committee, there exist particular "friction points" that affect operations as a result of language issues.

One of the main operational problems arises from what can be described as the "tech interface" barrier created by Non-Intrusive Inspection equipment. Contemporary customs administration uses highly sophisticated X-ray scanners and Radiation Portal Monitors, enabling customs officers to scan cargo on trucks without unloading it. Fully 90 percent of these sophisticated scanners and monitors have been sourced from foreign manufacturers and remain controlled via "English-only" interfaces and technical manuals. To be clear, this creates problems for operatives who might not have a 'technical level' proficiency in English. A "false positive" scenario arises wherein truckloads are "held for inspection" solely because an operator failed to grasp an "English-only" warning message from an "English-only" system.

Moreover, with Uzbekistan opening its trade diversification beyond the CIS region, there have been new verbal communication complexities. A rising number of logistics carriers from Turkey, Iran, China, and the European Union have been seen at border control points who might be unable to communicate effectively either in Russian or Uzbek. When there are queries about travel routes and cargo structure, progress halts, and there arises an ambiance of mistrust and raises challenges for compliance traders. As a result, some success can be achieved with the implementation of so-called "mobile linguistic groups", meaning shifts that carefully assign officers qualified within specific foreign languages.

The involvement of foreign languages within the customs area goes beyond mere translation. It plays a central role within Uzbekistan's

economic independence. As shown within this analysis, foreign language skills fill the strategic gap created within Uzbekistan as a double-landlocked country because it makes it easier to engage in diplomatic discussions and ensures compliance with international standards within the WCO and WTO. At an operational level, foreign language skills have a direct and immediate link with speed and security because it removes techno-logistic obstacles with scanning devices and frictions within everyday border interactions.

Thus, the skills that an Uzbek customs officer has at an English proficiency level qualify not only as an educational value but also as an efficient multipliers and drivers of return on investment on costs and expenses. It changes an intellectual infrastructure of a state into an instrumentality for cost and expense reduction. During the process of deeper global association and entry into the global chain, an efficient continuing investment and effort in learning and acquisition remain an ever-better instrumentality for securing state borders and an instrumentality for converting isolation into interconnectivity.

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DEVELOPING THE CULTURE OF COMMUNICATION OF FUTURE SPECIALISTS IN THE MILITARIZED SPHERE: ON THE EXAMPLE OF THE CUSTOMS INSTITUTE

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Abstract. This article is devoted to the issues of cultural communication among future specialists in the militarized sphere, with a focus on the Customs Institute. It examines the role of professional ethics, the inclusion of "Spirituality and Enlightenment" lessons in the curriculum, and the importance of teaching methods in shaping the moral character of cadets. The article offers suggestions for improving communication skills in the military field and concludes by highlighting the importance of these skills for the image of the state.

Keywords: communication culture, Customs Institute, militarized sphere, professional ethics, cadets, spirituality, military pedagogy.

Аннотация. В данной статье анализируются особенности формирования культуры общения у будущих специалистов военизированной сферы на примере Таможенного института. Рассматриваются роль профессиональной этики, интеграция уроков «Духовности и просветительства» в учебную программу, а также значение педагогических методов в формировании нравственного облика курсантов. В статье даны рекомендации по совершенствованию коммуникативных навыков в военной сфере и сделан вывод о значении этих навыков для имиджа государства.

Ключевые слова: культура общения, таможенный институт, военизированная сфера, профессиональная этика, курсанты, духовность, военная педагогика.

The development of a professional communication culture within the military is vital for state security and public trust. Unlike civilian jobs, the military and customs sectors work within strict hierarchies, discipline, and regulations. However, a specialist's effectiveness in these areas is not just about physical training or legal knowledge; it relies heavily on their ability to communicate well. In the military, communication culture is viewed as a strategic tool. It shapes the relationship between commanders and their teams, ensures orders are carried out accurately, and reduces conflicts in stressful situations [1]. For future officers, especially those training at the Customs Institute, this skill is even more crucial since they represent the nation at its borders. A customs officer's demeanor, clear speech, and emotional stability directly affect how foreign guests and citizens view the state.

Communication culture in the military involves more than just messages; it includes how decisions are made and controlled. This means using briefing formats that clearly explain purpose, tasks, and limits. Reports need to be precise, timely, and honest. After-action reviews (AARs) help turn experiences into shared learning and promote honesty and accountability [2]. In allied contexts, joint standards support interoperability. These include shared language, consistent reporting formats, and liaison structures. This framework helps customs, border guards, police, and military partners work together during peak periods, crises, and joint operations. A strong communication culture in the military should encourage clarity, feedback, and ethical behavior under pressure. This approach fosters both effectiveness and trust from those being served.

The Customs Institute teaches communication culture through practical, scenario-based learning. Cadets often work in simulated environments where they deal with complex social interactions while following military protocol. This approach helps them apply the theoretical knowledge they gain in spirituality and psychology classes to real-world habits. In military education, it's widely recognized that controlling one's tone, choosing the right words, and understanding non-verbal signals are crucial for reducing conflicts. The program makes sure cadets realize that their authority comes not just from their rank, but also from their respectful

and professional behavior. The blend of strict military discipline with the soft skills of diplomatic communication shapes a distinctive profile for today's customs specialist.

Education and formation at a Customs Institute. Customs Institutes commonly deliver integrated curricula that blend law, risk management, operational procedures, professional communication, interagency coordination, and values-based formation. International guidance frames this as a competency-based approach anchored in professionalism, integrity, and service quality [3]. Within such programs, cadets typically learn administrative and operational reporting; interview and questioning techniques consistent with due process; decision-making under uncertainty; and communication with travelers in multilingual environments, often supported by scenario-based exercises and supervised practice Because customs authorities work at the public interface, training also addresses public information duties, anti-corruption norms. Teaching communication culture and spiritual-ethical formation. A durable communication culture is deliberately taught as a synergy of skills, habits, and values. Skills include structured briefings and handovers that standardize critical information exchange. Widely used formats such as SBAR – Situation, Background, Assessment, Recommendation–help cadets keep messages concise, focused, and decision-oriented in time-sensitive contexts Habits include routine AARs and reflective journaling, which train personnel to speak candidly yet constructively about performance and ethics [2]. Values are cultivated through ethics and integrity education, often described locally as "ma'naviyat," which orients cadets toward duty, respect for human dignity, non-discrimination, and resistance to corruption–values that directly shape how one speaks, listens, reports, and manages conflict [4]. Intercultural literacy is another pillar: exposure to frameworks like Hofstede's cultural dimensions gives cadets vocabulary and mental models to understand and adapt to different expectations around authority, uncertainty, and communication styles, helping reduce friction and escalate compliance through dignified treatment [5] .

Operational communication in customs: from doctrine to practice. In daily border operations, communication is operationalized through concrete behaviors. Clear briefings articulate mission intent, legal authorities, and constraints so that frontline decisions remain both effective and lawful. Interviews with travelers must be professional, impartial, and procedurally correct, balancing firmness with courtesy to preserve legitimacy. Evidence-based techniques recommend open-ended questions first, followed by focused probing and explicit summaries to ensure mutual understanding; they also caution against leading questions and confirmatory bias. Documentation discipline–accurate, timely, and complete records using common templates–underpins transparency, interagency cooperation, and judicial credibility. Interagency collaboration is strengthened when customs cadets learn the language and workflows of border police, immigration, health, and agricultural inspectors, reinforced by joint tabletop exercises and shared glossaries to prevent semantic drift and miscoordination.

De-escalation and stress-resilient communication. High-density border environments test communicative poise. De-escalation training from contemporary policing offers practical techniques customs personnel can adapt: tactical pausing, distance and positioning for safety, calm tone control, explaining the reason for contact, and offering choices to increase voluntary compliance while maintaining officer safety. Such techniques reduce unnecessary force and complaints while improving perceptions of fairness and legitimacy. Under time pressure, standardized communication tools like SBAR help officers convey the essentials quickly to supervisors or interagency partners, reducing errors due to ambiguity. Stress-inoculation scenarios in training–noise, queues, language barriers, conflicting instructions–build the habit of speaking briefly, precisely, and respectfully, even when emotions run high.

Curricular architecture at a Customs Institute: an integrated model. A practical curriculum blueprint synthesizes the above into sequenced learning. Early terms build foundational knowledge in law and procedure, communication basics (listening, summarizing, note-taking), and

intercultural awareness. Mid-program courses introduce operational reporting, SBAR handovers, interviewing consistent with due process, and interagency coordination exercises with police/border guards. Parallel modules on ethics build integrity reasoning using WCO cases on conflicts of interest and gifts, along with reflective practice assignments to connect values to language and behavior [6]. Capstone scenarios integrate all elements: managing a surge at a multi-agency checkpoint, communicating with travelers in multiple languages, conducting lawful inspections, documenting decisions, coordinating with partners, and delivering public updates–all followed by rigorous AARs focused on both outcomes and the quality of discourse.

Assessment and continuous improvement. A mature program treats communication as a measured competency. Practical rubrics can rate clarity (purpose, facts, next steps), accuracy (legal references, codes), tone (respect, impartiality), and de-escalation (voice, stance, phrasing) during exercises. Written work is assessed for structure, precision, and evidentiary support, with standardized templates to enhance interagency readability. Program-level improvement uses aggregated AAR data to adjust training scenarios, update glossaries, and refine checklists–continuous learning mechanisms widely endorsed in defense and border management communities.

To effectively strengthen the communication culture within the militarized customs sphere, it is essential to first codify the link between doctrine and practice by embedding specific communication behaviors and checklists into every operational drill. This involves utilizing pre-shift SBAR briefings, adhering to traveler interview scripts that respect due process, and employing standardized interagency handovers to ensure clarity and consistency. Beyond internal protocols, building intercultural competence is equally vital; this can be achieved through targeted role-play scenarios involving prevalent traveler profiles, supported by visual aids and signage in common languages to minimize misunderstandings. Furthermore, organizations must institutionalize "integrity talk" by establishing routine leader-led briefings on ethics, creating open channels

for questions, and ensuring protected reporting pathways that normalize ethical communication. This ethical foundation should be reinforced by evaluating and rewarding de-escalation proficiency–specifically voice control, clear explanation under pressure, and the ability to offer options–ensuring that maintaining professionalism under stress becomes a recognized and promotable skill. To ensure consistency across borders and agencies, it is also necessary to create joint glossaries and conduct liaison rotations with partners to reduce semantic drift and build a shared language. Additionally, After Action Reviews (AARs) should be utilized to grade the discourse itself, focusing on clarity, listening, and respect rather than just tactics, thereby reinforcing that how personnel communicate is integral to mission success. Finally, the entire system of selection, training, and promotion must align with this communication culture, establishing integrity and respectful professionalism as career-advancing requirements rather than merely desirable traits.

In the final analysis, what our look into the Customs Institute shows us clearly is that developing communication culture isn't just about teaching a few polite phrases; it is a deep, strategic endeavor. We've seen that the modern customs specialist must be a human bridge, seamlessly blending the discipline of a military officer with the sensitivity and finesse of a diplomat. At the heart of this transformation is the intentional fusion of ethical formation with practical, real-world tools–whether they are the clear, concise SBAR briefings or the honest, reflective analysis of After-Action Reviews (AARs). This deliberate approach ensures that graduates are not just experts in law, but also masters of transparency and de-escalation, capable of managing conflict before it escalates. Ultimately, the voice, demeanor, and professionalism of every customs officer serve as the first impression the state makes on the world. This means that a sustained, institutional commitment–from the initial selection process right through to ongoing training and promotions–to building skills, intercultural literacy, and integrity is absolutely essential. The reward for this commitment isn't just smoother operations; it is the invaluable public trust that secures both border safety and national dignity.

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BRIDGING BORDERS: THE ROLE OF INTERNATIONAL COOPERATION AND LINGUISTIC COMPETENCE IN IMPLEMENTING CUSTOMS PROCEDURES

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Abstract. In the era of globalization, customs administrations serve as the primary gatekeepers of international trade and security. This article analyzes the critical importance of international cooperation in harmonizing customs procedures, with a specific focus on the implementation of operations in foreign languages. It argues that linguistic competence is not merely a soft skill but a strategic asset that ensures trade efficiency, reduces bureaucratic delays, and fosters stronger diplomatic and economic ties between nations.

Keywords: Customs procedures, International cooperation, linguistic competence, Trade facilitation, Language barrier, Cross-border.

Аннотация. В эпоху глобализации таможенные органы выступают в качестве основных гарантов безопасности и регулирования международной торговли. В данной статье анализируется решающее значение международного сотрудничества для гармонизации таможенных процедур, при этом особое внимание уделяется

осуществлению операций на иностранных языках. В работе обосновывается, что лингвистическая компетентность является не просто “гибким навыком” (soft skill), а стратегическим активом, который обеспечивает эффективность торговли, сокращает бюрократические издержки и способствует укреплению дипломатических и экономических связей между государствами.

Ключевые слова: Таможенные процедуры, международное сотрудничество, лингвистическая компетентность, упрощение процедур торговли, языковой барьер, трансграничная коммуникация.

The rapid expansion of global trade has increased the volume and complexity of cross-border transactions. According to the World Trade Organization (WTO), the facilitation of trade flows is now as critical as tariff regulation [1]. Customs authorities are tasked with the dual responsibility of facilitating legitimate trade while ensuring national security. However, one of the most significant, yet often overlooked, barriers to efficient customs control is the language barrier.

When customs procedures - such as declaration processing, risk assessment, and cargo inspection - must be conducted involving documents or personnel using foreign languages, the potential for error increases significantly. Therefore, international cooperation is essential to establish standardized protocols and linguistic frameworks that allow for seamless operations [2].

While tariffs remain a visible cost of trade, language barriers constitute a significant, albeit invisible, Non-Tariff Measure (NTM) that impedes the flow of goods. In modern customs administration, communication inefficiencies function similarly to physical roadblocks. Research by the United Nations Conference on Trade and Development (UNCTAD) suggests that non-tariff barriers can be more restrictive than actual customs duties [3].

The misinterpretation of commercial documents - such as the *Bill of Lading*, *Commercial Invoice*, or *TIR Carnet* - often leads to erroneous data entry. A critical area is the Harmonized System (HS) classification. For

example, a linguistic misunderstanding of a chemical compound's description in English or Chinese could lead a customs officer to classify a hazardous industrial solvent (high tax, strict control) as a harmless cleaning agent (low tax, free circulation). This not only results in the loss of state revenue but also creates severe national security and safety risks [4].

Customs audits often occur post-clearance. In the event of a legal dispute regarding "Rules of Origin" or customs valuation, the inability to comprehend the original contracts and banking documents leads to prolonged litigation. A customs officer must possess the linguistic capacity to legally justify the detention, confiscation, or re-export of goods to foreign logistics operators. Without this competence, the customs administration risks losing credibility in international arbitration courts.

International cooperation provides the necessary legal infrastructure to mitigate these linguistic challenges. No nation can effectively secure its borders in isolation; thus, interoperability is key.

The Revised Kyoto Convention (RKC): As the blueprint for modern customs procedures, the RKC emphasizes transparency and simplification. Standard 3.11 of the General Annex encourages the use of information technology [5]. However, technology is only as effective as the data entered into it. Cooperation allows nations to agree on "Mutual Recognition Arrangements" (MRAs), where control results from one country are accepted by another. This high level of trust is impossible without clear, direct communication between customs administrations.

The WCO SAFE Framework of Standards: Security requires speed. Under the SAFE Framework, customs authorities must exchange advanced electronic data to identify high-risk consignments before they arrive [6]. When sharing intelligence regarding narcotics smuggling or transnational crime, the "Golden Hour" (the critical time to act) can be lost if intelligence reports require time-consuming translation. Direct communication between officers in a *lingua franca* (usually English or Russian in the CIS region) ensures actionable intelligence is processed immediately.

"Furthermore, the concept of Mutual Recognition Arrangements (MRAs) within the Authorized Economic Operator (AEO) programs

represents the pinnacle of customs cooperation. Under MRAs, a company validated as 'secure' in one country receives preferential treatment in another. However, negotiating these agreements involves complex legal comparisons of security criteria between nations. Without a shared linguistic understanding of regulatory nuances, these negotiations can stall, delaying the trade benefits that MRAs promise to deliver for businesses on both sides of the border."

To structurally address the language deficit, the pedagogical approach in customs academies must undergo a paradigm shift from traditional "Foreign Language Teaching" to CLIL (Content and Language Integrated Learning).

The CLIL Concept: Developed by educational theorists like David Marsh, CLIL is not merely teaching English; it is teaching *Customs affairs* through the medium of English [7]. This methodology focuses on the "4Cs": Content (Customs law), Communication (Language usage), Cognition (Critical thinking), and Culture (Intercultural awareness).

Practical Application and Results: Instead of memorizing generic vocabulary, cadets should analyze the *INCOTERMS 2020* rules or study the *WTO Trade Facilitation Agreement* in the original language. This ensures that a future officer understands the nuances of terms like "Bonded Warehouse," "Temporary Admission," or "Intellectual Property Rights" in a professional context. This cognitive dual-focus creates officers who are not just translators, but bilingual subject-matter experts capable of negotiating with foreign counterparts.

"A critical component of successful CLIL implementation is the adoption of 'Task-Based Language Teaching' (TBLT). In this framework, cadets do not merely study texts; they actively solve professional problems using the target language. For example, a classroom simulation might involve a mock interrogation of a passenger suspected of currency smuggling, conducted entirely in English. This method shifts the focus from linguistic accuracy to communicative effectiveness, mirroring the high-pressure environment of real-world customs control where conveying the message is paramount."

For the Republic of Uzbekistan, a double-landlocked nation, efficient customs procedures are synonymous with economic survival. The country is strategically positioned at the crossroads of the "One Belt, One Road" initiative and the "North-South" transport corridor.

Strategic Necessity: Uzbek customs officers serve as the face of the nation at border posts bordering Afghanistan, Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan. They encounter a diverse array of drivers and documentation. While Russian remains a vital language for intra-CIS trade, the expansion of trade with the European Union (GSP+) and East Asia necessitates English and Chinese proficiency.

Reforms and Human Capital: Recent reforms, including the "Digital Uzbekistan 2030" strategy, have introduced advanced "Single Window" systems and automated risk management [8]. However, automation cannot fully replace human judgment in complex scenarios. The gap between advanced digital infrastructure and the linguistic capability of personnel to utilize international databases (such as INTERPOL or WCO CEN) remains a priority area for development.

"Moreover, Uzbekistan's active pursuit of World Trade Organization (WTO) accession places a renewed emphasis on linguistic capacity. Compliance with WTO agreements, such as the Trade Facilitation Agreement (TFA), requires not only adopting international standards but also engaging in regular technical dialogues with Geneva-based committees. Consequently, the State Customs Committee is increasingly required to draft reports, analyze legal texts, and defend national economic interests in global forums, tasks that demand a near-native command of professional English."

"Furthermore, the ongoing geoeconomic shift requires Uzbek customs to manage the complexities of the 'Middle Corridor' (Trans-Caspian International Transport Route). As cargo volumes increase along this route connecting China to Europe via Uzbekistan, the linguistic landscape at border crossing points is becoming increasingly multifaceted. Officers are no longer dealing solely with bilingual manifests; they frequently encounter multimodal transport documents involving Chinese, English, and Turkish

data sets. This reality underscores the urgent need for linguistic capacity building to ensure that Uzbekistan functions effectively as a vital land bridge rather than a bottleneck in the Eurasian supply chain."

To foster robust international customs cooperation through linguistic competence, the following comprehensive measures are recommended:

1. Creation of Specialized Digital Glossaries: Developing a unified, mobile-accessible trilingual dictionary (Uzbek/Russian/English) specifically for customs terms. This tool should be integrated into the tablets of frontline inspection officers for immediate reference.

2. Cross-Border Simulation Training: Organizing joint tactical exercises with neighboring countries where officers must solve smuggling scenarios or process convoys using a common foreign language. This builds both linguistic confidence and regional camaraderie.

3. Institutional Incentivization: Revising the HR policy to introduce tangible salary coefficients or faster promotion tracks for officers who possess valid international language certificates (IELTS/CEFR) and demonstrate the ability to use them in professional settings.

4. "Finally, establishing a 'Liaison Officer Network' at key border posts is a practical necessity. This initiative would involve designating specific officers with high-level language skills as primary points of contact for complex international cases. These officers would serve as on-site linguistic experts, assisting their colleagues during difficult inspections involving foreign nationals and ensuring that communication breakdowns do not escalate into diplomatic incidents or operational failures."

5. "Additionally, the integration of the World Customs Organization's e-learning platform (CLIKC) into the continuous professional development curriculum is highly recommended. These modules, available in official international languages, offer a dual benefit: they provide up-to-date technical knowledge while simultaneously immersing officers in the specific phraseology used by the global customs community. Adopting such standardized international resources ensures that the linguistic competence acquired is not generic, but strictly aligned with the legal and operational standards of the WCO."

In conclusion, the modernization of customs is not solely about installing X-ray scanners or implementing blockchain technology; it is fundamentally about human capital. Machinery cannot negotiate, empathize, or exercise discretionary judgment - only people can. Linguistic competence in the customs sphere is not merely a "soft skill"; it is a strategic asset that directly impacts national security and economic competitiveness. By prioritizing international cooperation and embedding CLIL methodologies into professional training, customs administrations can transform language from a formidable barrier into a bridge, ensuring secure, efficient, and seamless global trade.

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THE ESSENCE OF LANGUAGE LEARNING IN THE DIGITALIZATION OF CUSTOMS ADMINISTRATION

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Abstract. This article analyzes the critical role of language proficiency, specifically English for Specific Purposes (ESP), within the rapidly digitalizing environment of modern Customs Administration. It explores how linguistic barriers impact the efficiency of digital tools, examines the role of Artificial Intelligence and Natural Language Processing (NLP) in bridging these gaps, and offers recommendations for integrating language training with technical modernization to ensure seamless cross-border trade.

Keywords: Customs Administration, Digitalization, Language Learning, Natural Language Processing (NLP), English for Specific Purposes (ESP), Artificial Intelligence, Cross-border Trade, Terminology, WCO Data Model

Аннотация. В данной статье анализируется важнейшая роль языковой компетенции, в частности английского языка для специальных целей (ESP), в условиях стремительной цифровизации современной таможенной администрации. В работе исследуется, как языковые барьеры влияют на эффективность цифровых инструментов, рассматривается роль искусственного интеллекта и обработки естественного языка (NLP) в устранении этих пробелов, а также предлагаются рекомендации по интеграции языковой подготовки с технической модернизацией для обеспечения бесперебойной трансграничной торговли.

Ключевые слова: Таможенная администрация, цифровизация, изучение языков, обработка естественного языка (NLP), английский

язык для специальных целей (ESP), искусственный интеллект, трансграничная торговля, терминология, Модель данных ВТамО (WCO Data Model).

The digitalization of Customs Administration is no longer a futuristic concept but a present reality. As global trade shifts toward paperless environments, Single Window systems, and automated clearance, the need for a standardized medium of communication has never been more urgent. While technology provides the infrastructure for modernization, language remains the software of human interoperability. Without high proficiency in a common language - primarily English - digital tools cannot be utilized to their full potential, leading to inefficiencies that technology alone cannot solve.

Scholars have long argued that general language skills are insufficient for the specialized needs of border management. Research by Nadia Degli Antoni and Cesare Gagliardi emphasizes the necessity of "English for Customs and Excise" (ECE) as a distinct register of English for Specific Purposes (ESP). They argue that a shared linguistic framework is the "fundamental network bridge" required to support international cooperation and shared knowledge among customs administrations [1]. Furthermore, recent studies in Central Asia regarding customs training highlight that while cadets often possess general English skills, they frequently struggle with specific professional terminology required for explaining legal actions or utilizing international digital databases [2]. This gap suggests that language learning must be treated as a technical skill, equal in importance to learning the digital software itself.

Despite the push for modernization, several linguistic and operational obstacles remain such as the Terminology Gap in Digital Systems: One of the primary obstacles is the lack of standardized terminology input in digital systems. When customs officers lack precise vocabulary, data entry errors occur. A research note by the World Customs Organization (WCO) highlights that "smart" systems rely on structured data; however, if the linguistic input (declarations) is ambiguous or culturally localized, the digital system fails to process the risk assessment accurately [3]. One of the

significant barriers is the uncritical use of generic translation tools for legal documents. In high-stakes trade environments, a mistranslation of a single commodity description can lead to incorrect tariff classification. As noted in studies on digital trade, linguistic nuances in "high-context" cultures are often lost in direct digital translation, leading to legal disputes and delayed clearance [4]. Moreover, digitalization training and language training are conducted separately. Officers are taught how to use a scanner or software in their native language, but the international data exchanged through that software is in English. This disconnect creates a functional barrier where an officer is digitally literate but linguistically isolated, unable to interpret the international alerts the system generates.

To address these barriers, Artificial Intelligence - specifically Natural Language Processing (NLP) - has become a pivotal tool in modern customs. NLP allows computers to understand, interpret, and manipulate human language, bridging the gap between unstructured text (like invoices) and structured database requirements. In the context of Customs, NLP is currently used to automate Harmonized System (HS) Code Classification. By analyzing the natural language descriptions of goods in invoices, NLP algorithms can predict the correct tariff code, significantly reducing manual errors [5]. Furthermore, NLP powers "fuzzy name matching" in risk management systems, allowing customs to screen passenger manifests against watchlists even when names are transliterated differently across languages (e.g., Arabic to English) [6]. This application of AI does not replace the need for language learning but changes the officer's role from a translator to a verifier of AI-generated linguistic data.

To overcome the identified obstacles, the following solutions are recommended:

Integrate ESP into Technical Training: Language learning should not be an isolated subject. Training modules on digital Single Window systems should be conducted in English to simulate real-world cross-border data exchange scenarios. Customs administrations should adopt the WCO Data Model strictly, which forces a standardized vocabulary, reducing the ambiguity that leads to translation errors. While NLP tools should be

adopted to handle bulk data translation, a "human-in-the-loop" protocol must be established where officers with high-level ESP proficiency verify flags raised by the AI, ensuring that algorithmic bias or linguistic errors do not impede legitimate trade.

The digitalization of Customs Administration is fundamentally a communicative act as much as a technological one. While AI and NLP provide powerful tools to process data, the human element of language proficiency remains the final safeguard of accuracy and legality. Ultimately, the essence of language learning in this digital era lies in equipping customs officers not just to speak, but to interpret the complex legal and technical data that drives the modern global economy.

Despite the aggressive push for modernization, the implementation of digital customs systems faces a critical "Terminology Gap" that threatens to undermine the efficiency of the entire infrastructure. One of the primary obstacles is the operational disconnect between digital literacy and linguistic fluency; currently, officers are trained to use scanners or software interfaces in their native language, yet the international data exchanged through these platforms - such as risk alerts or cargo manifests - remains in English. This creates a functional barrier where an officer is digitally literate but linguistically isolated, unable to interpret the international alerts the system generates. To resolve this, customs administrations must establish "Digital Immersion Labs" within their training institutes. In these controlled environments, cadets would operate replicas of national clearance systems (such as ASYCUDA) with the interface language locked to English. This simulation forces the trainee to navigate error messages and input data fields under time pressure, creating a direct neural link between the digital action and the English terminology. The result of such immersion is a measurable reduction in "dwell time" at the border, as officers no longer need to pause to consult external dictionaries or supervisors to interpret basic system commands, thereby streamlining the transit flow [2].

A second major barrier is the reliance on unverified, generic translation tools for legal documentation. In high-stakes trade environments, the uncritical use of public translation apps often leads to the loss of

linguistic nuances found in "high-context" cultures, resulting in incorrect tariff classifications and fiscal losses. For instance, a mistranslation of a commodity description can shift a product from a tax-exempt category to a high-tariff one, triggering legal disputes [4]. The solution lies in the development and integration of "Context-Aware Digital Glossaries" directly into the inspection software. Unlike generic tools, this internal widget would provide specific WCO legal definitions when an officer hovers over a disputed term. By adopting the WCO Data Model strictly, administrations can force a standardized vocabulary that reduces ambiguity. The operational impact of this solution is a drastic reduction in false-positive inspections and fiscal errors; by ensuring linguistic precision at the point of data entry, the risk engine becomes more accurate, allowing legitimate trade to pass unhindered while focusing resources on genuine threats [3].

Finally, while Artificial Intelligence and Natural Language Processing (NLP) offer powerful tools for automating Harmonized System (HS) code classification, they are not infallible. Research indicates that NLP algorithms can struggle with cultural localization or ambiguous declaration text, leading to algorithmic bias or risk assessment failures [5]. To mitigate this, customs administrations must establish "Hybrid Risk Teams" and a "human-in-the-loop" protocol. In this model, officers with high-level English for Specific Purposes (ESP) proficiency are tasked with verifying flags raised by the AI, interpreting the cultural context that the code might miss. This application changes the officer's role from a simple translator to a strategic verifier of AI-generated data. The ultimate result of this symbiotic relationship between human linguistic competence and digital automation is a security apparatus that is both faster and more reliable, ensuring that the modernization of the customs administration translates into tangible economic security rather than just cosmetic digitalization [6].

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THE ROLE OF LINGUISTIC COMPETENCE IN FOSTERING INTERNATIONAL CUSTOMS COOPERATION

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Abstract. This article examines the strategic importance of foreign language proficiency for Uzbekistan's customs administration. It analyzes the role of linguistic competence in the context of the country's double-landlocked status and its integration processes with the World Customs Organization (WCO) and World Trade Organization (WTO). The study identifies practical challenges in the field and proposes modern solutions.

Key words: linguistic competence, customs administration, international cooperation, Uzbekistan, WCO, WTO, transit corridors, trade facilitation, digital transformation, professional training.

Аннотация. В данной статье исследуется стратегическая важность владения иностранными языками для таможенной администрации Узбекистана. Анализируется роль лингвистической компетентности в условиях двойной внутриконтинентальности страны и её процессов интеграции с Всемирной таможенной организацией (ВТамО) и Всемирной торговой организацией (ВТО). В исследовании

выявляются практические проблемы в данной сфере и предлагаются современные решения.

Ключевые слова: лингвистическая компетентность, таможенное администрирование, международное сотрудничество, Узбекистан, ВТамО, ВТО, транзитные коридоры, упрощение процедур торговли, цифровая трансформация, профессиональная подготовка.

The practical application of linguistic competence in Uzbekistan's customs system faces four main challenges. First, there is a technological language barrier. Modern customs equipment predominantly operates with English-language interfaces, but only about 32% of personnel possess the proficiency required to fully operate these systems. Second, there is a language deficiency at border points. While trade volumes with countries like China and Turkey have increased, the number of personnel proficient in the relevant languages has not kept pace with this growth. Third, delays in legal harmonization are evident. The process of translating and implementing international regulations results in delays of 6-8 months. Fourth, a gap between education and practice exists. Only about 18% of Customs Institute graduates can effectively apply their English language skills in real work scenarios. These challenges reduce system efficiency and complicate international integration.

Uzbekistan's unique position as a double-landlocked nation means all international trade must transit through multiple foreign jurisdictions, creating inherent logistical and administrative complexities [1]. This geographical reality results in a significant "landlocked penalty," with transport costs estimated to be 25-40% higher than global averages. In response to this challenge, the national "Uzbekistan-2030" development strategy prioritizes transit corridor optimization and export diversification as key economic objectives [2]. Achieving these goals requires more than physical infrastructure – it demands advanced "administrative infrastructure" where linguistic competence serves as a critical operational foundation.

Within modern customs administration, language skills enable three core functions: accurate interpretation of international regulations in their original texts, direct communication with foreign counterparts without

translation intermediaries, and effective operation of sophisticated technological systems. The World Customs Organization identifies these multilingual capabilities as essential for 21st-century customs services operating in globalized trade environments [3].

Despite strategic recognition of linguistic competence's importance, several practical challenges hinder effective implementation across Uzbekistan's customs system. Technological Language Barriers: Modern customs operations increasingly rely on advanced non-intrusive inspection equipment, automated risk assessment platforms, and integrated data exchange systems. However, over 85% of this technology operates with English-only interfaces and technical documentation. This creates a significant operational disconnect, as only approximately 32% of frontline technical staff possess sufficient specialized English proficiency to interpret system alerts and operational protocols independently.

Human Interaction Limitations: Uzbekistan's successful trade diversification has increased commercial exchanges with non-CIS countries, particularly China, Turkey, Iran, and EU member states [4]. However, linguistic staffing has not kept pace with these changing trade patterns. At strategically important border crossings like Yukori-Beshkent, which handles substantial China-related traffic, only 3 out of 27 frontline officers possess working Mandarin proficiency despite documented 40% annual growth in containerized cargo from Chinese trade partners. Similar imbalances exist at western borders handling growing Turkish and Iranian trade, where Persian and Turkish language capabilities remain exceptionally limited. This linguistic mismatch transforms simple documentation clarifications into protracted procedures requiring translation assistance, directly contradicting Trade Facilitation Agreement principles.

Legal Harmonization Delays: Uzbekistan's ongoing WTO accession process requires precise alignment of national legislation with extensive international agreements [1]. The translation burden alone involves approximately 2,300 pages of complex technical documentation covering specialized areas like sanitary measures and customs valuation. Current institutional translation capacities create 6–8-month delays between

international regulatory updates and their national implementation. More critically, the translation process risks "semantic drift"–subtle shifts in meaning when technical legal concepts move between languages without specialists who understand both linguistic nuances and substantive regulatory content [2]. This risk is particularly acute in areas like chemical classification or rules of origin determination where precise terminology carries significant legal and financial implications.

Education-to-Practice Disconnect: While the Customs Institute graduates approximately 200 specialists annually with certified B1 English proficiency, follow-up assessments reveal only around 18% can effectively apply this training in authentic operational scenarios. This gap suggests that classroom-based language instruction fails to address the specific communicative demands of modern customs operations, including technical vocabulary mastery, procedural clarity, and real-time comprehension under operational pressure [5].

Addressing these multidimensional challenges requires a comprehensive strategic approach moving beyond generic language training to develop targeted, integrated solutions aligned with specific operational requirements.

Specialized Technical Language Training: Development of Content and Language Integrated Learning modules specifically tailored to customs operational domains represents a crucial first step [2]. Rather than teaching general English, these programs would focus on exact technical vocabulary, system messages, and procedural language required to operate specific inspection technologies, interpret risk assessment outputs, and complete international documentation. Partnering with equipment manufacturers to develop simulated training interfaces in target languages would create realistic practice environments that bridge the gap between language knowledge and operational application [3].

Strategic Linguistic Staffing Models: Implementation of a "linguistic corridor" approach would align language resources with specific trade flows. Under this model, border crossing points would develop specialized language competencies matching their predominant traffic patterns

prioritizing Mandarin Chinese and Korean at eastern crossings handling China and Far East trade, while developing Turkish, Persian, and European language strengths at western points [4]. This specialization should be supported by incentive structures recognizing language maintenance as a core professional competency and creating career advancement pathways for linguistically skilled officers.

Deployment of a centralized multilingual terminology management system, accessible via mobile devices at all operational points, would provide immediate reference for technical terms, standard procedural phrases, and documentation requirements in multiple languages. This system could integrate speech-to-text and text-to-speech functionalities for basic communication with international transporters, reducing dependence on human translators for routine interactions [3].

Evolution of assessment methodologies to reflect actual operational demands is essential. Rather than relying on generic language proficiency tests, evaluation should occur through simulated operational scenarios where officers must resolve documentation discrepancies with foreign counterparts, interpret multilingual cargo manifests, and respond appropriately to system alerts in target languages [5]. These performance-based assessments would better predict real-world effectiveness and provide clearer guidance for targeted skill development.

Institutionalization of structured secondment programs with customs administrations of key transit partners like Kazakhstan, Azerbaijan, and Georgia would allow Uzbek officers to develop language skills within authentic professional contexts while deepening their understanding of regional procedures and building personal professional networks that facilitate future cooperation.

Systematic implementation of these recommendations promises substantial, measurable improvements across multiple dimensions of customs performance and national economic competitiveness.

Data modeling based on pilot program outcomes suggests that optimizing linguistic capabilities in high-volume transit corridors could achieve processing time reductions of approximately 30% by 2026 through decreased inspection errors, faster document processing, and more efficient

incident resolution [4]. These time savings translate directly into reduced transport costs–addressing the fundamental economic penalty of landlocked status–while simultaneously increasing corridor capacity without additional infrastructure investment [1].

Enhanced language capabilities will prove particularly critical for accelerating implementation of the "Single Window" system and other digital transformation initiatives [2]. The successful operation of these integrated platforms depends fundamentally on precise data entry and interpretation across multiple stakeholders and systems–processes that become significantly more efficient and less error-prone when operators work directly with source documentation and international standards in their original languages. Early implementation data from similar modernization programs indicates potential customs revenue collection efficiency improvements of 15-20% through more accurate classification, reduced valuation disputes, and improved fraud detection when linguistic barriers are minimized.

Developing institutional linguistic capacity supports Uzbekistan's strategic positioning within rapidly evolving regional trade frameworks. As initiatives like the China-Central Asia-West Asia Economic Corridor gain operational maturity between 2025-2030, customs administrations that can navigate multilingual environments, interpret diverse regulatory requirements, and build cooperative relationships across cultural boundaries will gain significant influence in shaping corridor procedures and standards. Uzbek officers with advanced language and intercultural competencies will become invaluable assets in these negotiations, able to articulate national interests effectively while building mutual understanding necessary for sustainable regional cooperation.

As a conclusion, transforming language competence from a personal skill into an institutional capability represents a strategic investment in national economic sovereignty. This shift repositions language from a communication tool to a core component of administrative infrastructure. Reducing dependence on translators minimizes legal interpretation risks and accelerates regulatory alignment. We believe this creates a confidence-building cycle where accurate interpretation leads to precise implementation and enhanced professional credibility in international forums. Language competence creates crucial connectivity between Uzbekistan's modernization agenda and global commerce realities. The return on linguistic investment extends beyond border efficiency to include security

intelligence sharing, diplomatic influence, and economic competitiveness. In my assessment, Uzbekistan can become a regional model demonstrating how language transforms customs administration from regulatory function to strategic development asset.

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THE IMPORTANCE OF FOREIGN LANGUAGE PROFICIENCY IN CUSTOMS AUTHORITIES

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Abstract. In the modern era of globalization, customs authorities play a crucial role in facilitating international trade, ensuring border security, and preventing illegal cross-border activities. This article examines the importance of foreign language proficiency for customs officers. It highlights how foreign language skills improve communication with foreign traders and travelers, ensure accurate processing of customs documentation,

and strengthen international cooperation and the fight against smuggling and customs fraud.

Keywords: Foreign languages, customs authorities, international trade, customs officers, globalization, customs documentation, international cooperation, World Customs Organization, trade facilitation.

Аннотация. В условиях глобализации таможенные органы играют важную роль в регулировании международной торговли, обеспечении пограничной безопасности и противодействии незаконной трансграничной деятельности. В статье рассматривается значение владения иностранными языками для должностных лиц таможенных органов. Показано, что языковая компетенция способствует эффективному взаимодействию с иностранными участниками внешнеэкономической деятельности, правильному оформлению таможенной документации и развитию международного сотрудничества.

Ключевые слова: Иностранные языки, таможенные органы, международная торговля, должностные лица таможенных органов, глобализация, таможенная документация, международное сотрудничество, Всемирная таможенная организация, содействие торговле, пограничная безопасность.

Globalization has significantly increased the volume of international trade, cross-border transportation, and migration, which has strengthened the role of customs authorities in the global economic system[1]. Customs administrations are respon sible for regulating the movement of goods and people across borders while ensuring compliance with national legislation and international standards [3]. In this context, foreign language proficiency - particularly English - has become an essential professional skill for customs officers [2]. Most international trade documents and customs agreements are prepared in foreign languages, and insufficient language competence may lead to misunderstandings and procedural errors.Customs authorities act as a bridge between national economies and the global market. Their primary functions include customs clearance, tariff collection,

and enforcement of customs legislation [1]. According to the World Customs Organization, customs administrations worldwide process more than 90 percent of global trade transactions.

International trade involves exporters, importers, freight forwarders, and logistics companies. Communication with these actors usually takes place in English or other foreign languages. Documents such as commercial invoices, bills of lading, and certificates of origin are commonly prepared in English.Accurate processing of customs documentation requires knowledge of foreign languages. International trade documents contain technical terminology related to valuation, classification, and transport conditions. Misinterpretation of terms such as FOB, CIF, EXW, or HS Code may result in incorrect customs valuation and improper duty assessment, leading to financial losses for both the state and traders [2]. Therefore, foreign language proficiency helps ensure legal compliance and operational accuracy.

Customs authorities actively cooperate with international organizations such as the World Customs Organization and the World Trade Organization. The official working languages of the WCO are English and French. Participation in international conferences, joint customs operations, and information exchange initiatives requires strong foreign language skills. Effective communication enhances the implementation of international customs standards and conventions, including the Kyoto Convention [3]. Smuggling and customs fraud are transnational in nature and often involve foreign-language documentation and communication. Customs officers with foreign language skills are better equipped to analyze suspicious documents and communicate with foreign travelers and counterparts. Effective communication at border checkpoints and airports allows customs officers to identify risks, detect inconsistencies, and prevent illegal activities [4], thereby strengthening border security.Many customs academies include foreign language training as part of their curricula. English is usually the primary foreign language taught, followed by other widely used international languages.However, challenges such as limited resources and varying proficiency levels remain. To overcome these challenges, customs

administrations should introduce mandatory language proficiency standards, provide specialized training courses, and encourage participation in international exchange programs[5].Insufficient foreign language proficiency among customs officers leads to document misinterpretation, communication barriers, and weakened international cooperation. These issues negatively affect customs efficiency and enforcement effectiveness.

In customs authorities worldwide, language barriers have been shown to create real operational and communication problems. Research on international trade and customs clearance processes finds that when customs officials and traders do not share a common language or lack sufficient language skills, miscommunication can lead to errors in documentation, incorrect declarations, and delays in clearance. For example, studies on customs clearance challenges note that language differences often result in misunderstandings between importers, freight forwarders, and customs officials, requiring additional clarification and sometimes the use of translators to resolve issues and prevent cargo clearance delays.

Moreover, academic research in international trade indicates that language proficiency significantly affects how countries and business partners communicate and trade, suggesting that poor language skills reduce accuracy of information exchange, which in turn can increase the risk of mistakes or non-compliance with customs regulations. Countries with limited shared language ability tend to experience higher communication costs, slower procedures, and greater risk of errors in trade documentation. Practical evidence from global business settings also supports the idea that language barriers have measurable negative effects, such as financial losses, decreased efficiency, and misinterpretation of critical information when multilingual support is lacking. In multinational organizations, nearly half of executives reported financial losses due to language barriers, and many admitted losing international deals because they did not have enough multilingual staff to communicate effectively.

To address these problems, customs administrations and international trade organizations recommend improving foreign language training for customs personnel, hiring multilingual specialists, and using translation

resources or technology to support accurate communication. These solutions are shown to reduce misinterpretations, speed up customs procedures, and increase compliance with international trade standards. The implementation of structured language education and professional language tools for customs officers can therefore mitigate the documented problems caused by language barriers in customs operations.

To address these problems, customs authorities should adopt a systematic approach that includes structured language education, regular proficiency assessments, institutional support, and professional incentives [5]. In foreign customs administrations, the languages required depend on international trade flows, geographic location, and regional cooperation. English is the most widely required language and is considered the primary foreign language for customs officers in almost all countries, as international trade documents, transport documentation, aviation, and maritime communication are predominantly conducted in English. In the customs authorities of the European Union, in addition to English, French and German are commonly required due to their importance in European trade and customs communication. French is especially important in countries such as France, Belgium, and Switzerland, while German is widely used in Germany, Austria, and Switzerland. In Russia and other CIS countries, Russian is required as a regional and international communication language. In China, Mandarin Chinese is the official working language, but English proficiency is required in international ports, airports, and free trade zones. In Middle Eastern countries, including the United Arab Emirates and Saudi Arabia, Arabic is the official language, while English is extensively used for customs procedures involving international trade. In Japan and South Korea, national languages are dominant in customs operations, but customs officers are expected to have working knowledge of English. Overall, in countries with strong international trade and transit roles, English is regarded as a universal requirement in customs authorities, while additional languages are valued depending on regional and trade partnerships.

In customs authorities, various measures are implemented to improve the level of foreign language proficiency among officers. One of the main

measures is the organization of regular language training courses focused on professional and job-related communication, including customs terminology, international trade documents, and border control procedures. Many customs administrations also integrate foreign language requirements into recruitment and promotion systems, encouraging officers to improve their language skills in order to advance their careers. Another important measure is continuous professional development through seminars, workshops, and online learning platforms, which allow officers to practice language skills in real customs-related scenarios. International cooperation programs, joint trainings, and exchange programs with foreign customs administrations are also widely used to strengthen practical language competence.

In addition, the use of modern educational technologies, such as e-learning platforms, language testing systems, and specialized translation tools, supports daily work and helps officers gradually improve their language proficiency. Overall, these measures contribute to more effective communication, higher professionalism, and improved efficiency in customs operations.

The responsibility to know foreign languages in the customs environment should not rest solely on customs authorities, as travelers also play an important role in ensuring effective communication at border crossing points. When travelers lack basic foreign language skills, especially in widely used languages such as English, misunderstandings may arise during questioning, declaration procedures, or baggage inspection, which can lead to delays, stress, and unintentional violations of customs rules. Passengers who are unable to understand customs instructions, warning signs, or declaration requirements may unknowingly provide incorrect information or fail to comply with legal obligations. Therefore, encouraging travelers to acquire at least basic communication skills in international languages is essential for smoother border procedures. Shared responsibility between customs officers and travelers helps reduce communication barriers, improves mutual understanding, and contributes to faster, more transparent, and more secure customs control processes.

Foreign language proficiency is a critical professional competence for customs authorities in the modern globalized world. It enhances communication, improves documentation accuracy, strengthens international cooperation, and supports effective enforcement against customs violations[3].Therefore, integrating foreign language training into customs education and professional development should remain a strategic priority for customs administrations.

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THE IMPORTANCE OF FOREIGN LANGUAGES IN IMPLEMENTING CUSTOMS CONTROL

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Abstract. This article highlights the unparalleled role of foreign languages in the activities of law enforcement agencies, as well as the importance of foreign languages for customs officers in the process of carrying out customs control. Furthermore, it presents various opinions and suggestions regarding the enhancement of employees' foreign language proficiency in their work processes.

Keywords: customs control, foreign languages, globalization, border security, documentation analysis, law enforcement agencies, customs authorities, customs officers, professional competence, professional image, customs terminology, World Customs Organization.

In today's era of globalization, trade- and industry-related relations between states are continuously developing. Every exported product passes directly through the state border under the supervision of customs officers. During this process, customs officers engage in direct communication with participants of international economic activity. At this stage, the language proficiency of customs officers is of great importance; in particular, the ability to speak fluently and professionally creates a positive impression for every exporter entering the border. Furthermore, knowledge of foreign languages plays a significant role in ensuring security, accurately analyzing documents, and reducing the time required to carry out customs control.

It is well known that every commodity crossing the state border is subject to customs control, and certain types among the existing twelve forms of customs control are selected by customs authorities based on the principle of selectivity. In carrying out this process, the ability to communicate with representatives of foreign countries is considered an important task for customs officers. When foreign nationals enter the territory of a state they are visiting or investing in, their respect for customs officers who can communicate in their native language increases, which indicates a high level of professional ethics. A customs officer who has a good command of foreign languages and can use them appropriately in any situation helps prevent disputes and misunderstandings during the clearance of goods and documents belonging to foreign representatives. Moreover, during their professional activities, customs officers may be required to complete invoices, certificates, contracts, as well as personal inspection reports in English, Russian, or other world languages for foreign nationals. In such situations, the language proficiency of customs officers becomes critically important. Language can be regarded as the "soft power" of a customs officer. Any mistake or lack of sufficient language proficiency may lead to unnecessary loss of time during customs control and result in incorrect decision-making. As noted by specialists in this field, Koleganova and Davydova, *"Learning a foreign language is today considered one of the key professional competencies for customs officers. The ability to communicate fluently in English and other international languages enables*

customs officers not only to establish effective communication with foreign partners but also to correctly understand international documents and customs regulations" [1].

This clearly demonstrates that every officer who possesses foreign language skills can achieve professional excellence, especially in an era when language learning has become a requirement of the time. Knowledge of foreign languages is not only a means of proper documentation and communication but also a guarantee of security and efficient control. It is natural to ask why the customs system of security and control is directly linked to foreign language proficiency. The reason is that ensuring border security and preventing illegal activities constitute the primary objectives of customs control. In this process, knowledge of foreign languages provides significant advantages to customs officers. For example, if the documents of a foreign exporter are presented in English, Russian, or Chinese, an officer who lacks language skills may misinterpret the information and fail to detect smuggling or violations. In contrast, language proficiency allows officers to read documents quickly and accurately and to identify suspicious circumstances immediately.

Many scholars emphasize the importance of foreign languages in security and control. For instance, A. Smith, in his research, identified an inverse relationship between customs officers' language proficiency and the risk of misinterpreting documents. Similarly, J. Brown points out that foreign language skills of officers who communicate directly with foreign individuals enhance not only operational efficiency but also overall security [2]. Practical examples also confirm this view. At airports and border checkpoints, attempts are sometimes made to conceal contraband along with exported goods. Officers with language skills can quickly communicate with exporters, understand documentation, and identify suspicious information.

Furthermore, saving time during customs control is crucial, as rapid and accurate analysis allows more time to be allocated to inspecting other consignments. As a result, the effectiveness of security and control is directly dependent on the level of foreign language proficiency of customs

officers. This contributes not only to protecting the state border but also to enhancing international cooperation and the reliability of the customs system. The importance of foreign language proficiency extends beyond national borders, as the customs sector must operate effectively not only at the national level but also in the international arena. In this context, foreign languages serve as a key tool. Customs officers are required to communicate with international organizations, participate in seminars and training sessions, and understand international standards and conventions. For example, standards and recommendations developed by the World Customs Organization (WCO) are not mandatory for all member states, yet compliance with them enhances the efficiency and security of customs systems. In this process, English and in some cases Russian or French serves as the primary language of cooperation.

Officers who lack foreign language skills may face difficulties in understanding international documents, which can slow down cooperation and the implementation of standards. Scholars also support this perspective. For instance, G. Murphy emphasizes that foreign language proficiency of customs officers plays a decisive role in effective international cooperation [3]. Similarly, according to L. Chen, participation in international seminars and training programs enables officers to acquire the latest international standards and methodologies, thereby improving the efficiency of national customs systems. Practical examples can be observed in major ports and airports, where customs officers interact directly with foreign individuals. In working with carriers from multiple countries, officers with foreign language skills can promptly analyze transport documents, certificates, and declarations, identify suspicious cases, and effectively organize international cooperation. This also increases the ability to operate in accordance with standards established by the WCO and other international organizations. Thus, through foreign language proficiency, customs officers not only perform their duties in compliance with national legislation but also contribute to the development of international cooperation and adaptation to global standards.

This, in turn, serves to ensure national economic security, modernize the customs system, and strengthen the country's international image. In addition, the professional image and competence of customs officers are closely linked to their level of foreign language proficiency. In the context of the global economy, the professional competence of customs officers is not limited to control and proper documentation but also includes professional image and communicative competence. This competence is further strengthened through foreign language skills, as the effectiveness of customs services in international cooperation is based on communication through language. Scientific studies indicate that language proficiency plays a decisive role in shaping professional competence. For example, research conducted by Gulshan Asilova highlights that without effective oral and written communication competence in professional activities, officers are unable to fully perform their practical duties. Therefore, language learning serves as an important tool in developing professional communication [4]. Likewise, in an article published by Nilufar Akhmedova, the necessity of enhancing the professional vocabulary of future customs officers through specialized training and terminological exercises on "professional and speech competence" is emphasized. The author notes that deep mastery of customs terminology is a key criterion determining the level of professional communication [5].

Practical experience shows that customs officers with foreign language proficiency achieve higher results in communication with foreign entrepreneurs and in the accurate interpretation of certificates, declarations, contracts, and tariff documents. This not only improves the quality of work but also strengthens the professional image of officers, as foreign partners perceive them as reliable, knowledgeable, and highly qualified specialists. Therefore, customs institutes increasingly emphasize the teaching of foreign languages within ESP (English for Specific Purposes) programs. For instance, research by Yulduz Akmaljonova Gulomova demonstrates that ESP-based language training significantly enhances customs officers' intercultural communicative competence and prepares them for professional activities. In addition, foreign language instruction in customs education

systems is aligned with professional competency standards. This approach implies not only knowledge of a foreign language but also its transformation into advanced communicative competence—that is, language should function not merely as grammatical knowledge but as an effective tool used in professional contexts.In conclusion, foreign language proficiency is a priority factor in shaping professional competence, enabling not only effective documentation handling but also successful international communication and the strengthening of professional image.

As mentioned above, we have considered how important foreign languages are for customs officers. However, it is equally important to examine what kind of measures are being taken to improve the language proficiency of the personnel. Although law enforcement officers are required to have an excellent command of foreign languages, all efforts will be in vain if the necessary conditions are not provided. Keeping this in mind, the customs authorities have created every possible opportunity for their personnel to learn foreign languages. For example, customs officers start learning professional languages such as Russian, English, and Chinese with the guidance of experienced instructors from the very beginning of their cadet training. Each cadet has the opportunity to work individually with professors and instructors. This means that customs officers have all the necessary conditions to improve themselves and study foreign languages both during their work and academic training.

In conclusion, learning and applying a foreign language is one of the most important duties not only for customs officers but also for all law enforcement agencies, as language proficiency is a requirement of the modern era. Based on these opportunities, a number of reforms can be implemented in language learning. For instance, continuously supporting officers in learning languages while conducting practical exercises with them - such as testing their language proficiency in various situations, conducting different language courses, and organizing weekly, monthly, and yearly professional development and assessment sessions - will yield good results in the implementation of foreign language learning.

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DIGITAL CUSTOMS REQUIRES DIGITAL LITERACY: THE ROLE OF ENGLISH IN THE "SMART CUSTOMS" ERA

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Abstract. This article investigates the critical dependency between linguistic competence and technological efficacy in modern border administration. It argues that the implementation of "Smart Customs" - characterized by automated clearance and data-driven risk management - is destined to fail without a workforce proficient in professional English.

Keywords: Smart Customs, Digital Literacy, English Proficiency, Natural Language Processing (NLP), Risk Management, WCO Data Model, Artificial Intelligence, Border Modernization.

Аннотация. В данной статье исследуется критическая зависимость между языковой компетенцией и технологической эффективностью в современном таможенном администрировании. Автор утверждает, что внедрение концепции «Интеллектуальной таможни» (Smart Customs), характеризующейся автоматизированным выпуском товаров и управлением рисками на основе данных, обречено на провал без

наличия кадрового состава, владеющего профессиональным английским языком.

Ключевые слова: Интеллектуальная таможня, цифровая грамотность, владение английским языком, обработка естественного языка (NLP), управление рисками, Модель данных ВТамО, искусственный интеллект, модернизация границ.

The global customs environment is currently undergoing a radical transformation often referred to as “Customs 4.0.” This shift moves the focus from physical border control to digital data governance, utilizing Single Window environments, blockchain-enabled supply chains, and automated clearance systems. However, while administrations rush to upgrade their hardware and software, the “human software” - the linguistic capability of the workforce - is often overlooked. The architecture of the global digital economy is undeniably Anglophone; coding languages, international data standards, and the vast majority of cross-border trade documentation utilize English as the primary medium. Consequently, “digital literacy” in the context of customs cannot be separated from English proficiency. A customs officer who cannot comprehend the English-based logic of a risk management interface is effectively functionally illiterate in a Smart Customs environment, creating a bottleneck that technology alone cannot resolve. The correlation between language proficiency and technology adoption is well-documented in academic literature. Research by Eszter Hargittai on the “second-level digital divide” suggests that access to technology is less important than the skill to use it, arguing that language barriers significantly increase the cognitive load required to navigate complex interfaces [1]. In the specific domain of trade facilitation, the World Customs Organization (WCO) has repeatedly emphasized that the “interoperability” of global systems relies on the WCO Data Model. Scholars analyzing this model note that it is inherently structured around English syntax and semantic definitions. A study by K. Tsen on Single Window systems reveals that implementation failures in non-English speaking regions often stem not from software bugs, but from “semantic

friction" - where local officers misunderstand the English definitions of data fields, leading to systemic entry errors [2]. Thus, the scholarship confirms that linguistic fluency is a prerequisite for digital fluency.

Despite the clear mandate for modernization, three specific obstacles hinder the seamless integration of officers into the Smart Customs framework: Many developing nations procure advanced non-intrusive inspection (NII) scanners and risk engines from international vendors. While the basic "Start/Stop" buttons may be translated, the advanced diagnostic logs, error messages, and threat library descriptions remain in English. When a system flags a container for "Radiological Anomaly: Isotope Identification Pending," an officer with poor English skills may dismiss the alert as a system error rather than a security threat, effectively neutralizing the technology [3]. Automated risk management systems rely on clean data to predict smuggling or fraud. However, international manifests and bills of lading are almost exclusively written in English. If a frontline officer cannot accurately translate a vague goods description from an English invoice into the local language for entry into the national system, they create "dirty data". This linguistic disconnect prevents the AI algorithms from detecting patterns, as the digital system cannot parse the inaccurate manual input [4]. As customs administrations move toward "explainable AI", systems now provide a text-based rationale for why a shipment was stopped (e.g., "valuation discrepancy based on historic pricing"). These rationales are generated based on international databases in English. If the officer cannot read and understand this automated justification, they cannot legally defend the decision to detain goods, leading to trade disputes and legal liability. To mitigate these linguistic barriers, Natural Language Processing (NLP) has emerged as the most critical AI application in customs modernization. NLP is the branch of AI that enables computers to understand, interpret, and manipulate human language.

In the customs context, NLP is revolutionizing Automated Tariff Classification. Conventionally, classifying goods under the Harmonized System (HS) is a manual, error-prone task requiring deep linguistic understanding. NLP models can now ingest vast amounts of unstructured

text from commercial invoices (descriptions like "Ladies' running shoes with synthetic soles") and map them to the correct 10-digit HS code [5]. Additionally, NLP powers Named Entity Recognition (NER) in intelligence gathering. By scanning open-source news and trade reports in English, NLP algorithms can identify and link entities (names of companies, vessels, or individuals) involved in illicit activities, alerting officers even if the officer cannot read the original English report [6]. However, this creates a new requirement: officers must be trained to verify NLP outputs, ensuring that the AI has not misinterpreted a linguistic nuance (e.g., confusing "arms" of a chair with "arms" meaning weapons).

To build a workforce capable of operating in this environment, the following strategic actions are recommended: Customs training academies should implement Content and Language Integrated Learning (CLIL). Instead of teaching English and Customs Law separately, technical subjects like "Risk Profiling" should be taught in English (or bilingually) to ensure officers learn the specific terminology in context: Training should prioritize "Data English" - a subset of the language focused on reading database schemas, understanding standard error codes, and interpreting WCO Data Model definitions - over general conversational fluency. Administrations must establish protocols where AI/NLP translations are not accepted blindly. "Super-user" officers with high-level English proficiency should be designated to audit AI decisions and retrain the algorithms when linguistic errors occur.

While educational reform is the long-term solution, customs administrations must deploy immediate, practical interventions to mitigate the risks of "Customs 4.0". A critical real-life solution is the implementation of "Technical English Simulation Drills" for Non-Intrusive Inspection (NII) operators. Currently, operators often ignore complex English error logs on X-ray scanners. To counter this, administrations should install simulator software that replicates the specific English interface of the scanner (e.g., Rapiscan or Nuctech). Officers must practice reacting to specific English alerts - such as "Density Alarm" or "Isotope Identification" - within a set

time limit. This conditions the operator to treat the English phrase not as language, but as an operational signal, similar to a traffic light.

The result of applying this solution is a measurable increase in threat containment speed. When an officer instinctively recognizes the English syntax of a radiation alert, the time between detection and protocol initiation drops from minutes to seconds, preventing potential security breaches that might otherwise be dismissed as "system glitches".

Secondly, to solve the problem of "dirty data" confusing AI algorithms, administrations must implement "Linguistic Validation Masks" within the Single Window interface. Instead of allowing officers to type free-text descriptions of goods (which leads to misspellings and translation errors), the system should use predictive text fields linked to the WCO English syntax standards. If an officer attempts to enter a vague term like "shoes", the system blocks the entry and forces the selection of a specific, WCO-compliant English descriptor from a dropdown menu, such as "Footwear with outer soles of rubber".

The operational impact of this technical constraint is the production of "AI-Ready Data". By forcing linguistic standardization at the point of entry, the automated risk engines receive clean, structured input. This directly correlates to a reduction in false positives, allowing the AI to accurately predict smuggling patterns and reducing the workload on physical inspection teams. Finally, the establishment of "Algorithmic Audit Units" - small teams of linguistically fluent officers dedicated to reviewing AI decisions - ensures that "explainable AI" does not become a legal liability. These units act as a firewall, verifying that the AI's English-language justification for seizing goods is legally sound before it is presented to a trader, thereby protecting the administration from costly trade disputes [6].

The digitalization of Customs Administration is not merely a technological upgrade; it is a linguistic evolution. "Smart Customs" requires smart operators who possess a dual literacy: the technical ability to manage digital flows and the linguistic ability to navigate the English-dominated waters of global trade. By integrating Natural Language Processing as a support tool, implementing operational validation protocols, and prioritizing

English for Specific Purposes (ESP) in training, customs administrations can ensure that their human workforce remains the intelligent master of their digital tools, rather than a confused bystander.

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METHODOLOGY OF TEACHING FOREIGN LANGUAGES TO NON-SPECIALISTS LEARNERS

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Abstract: This work explores the methods of teaching foreign languages to non-specialist learners, and cadets. It examines the main goals of instruction, emphasizing the development of practical communicative competence rather than linguistic specialization. The annotation highlights key principles such as learner-centered instruction, communicative and

task-based approaches, and the integration of digital tools to enhance motivation and independent learning. Special attention is given to the professional needs of cadets, including military terminology, structured communication patterns, and situational training. The study concludes that effective foreign-language methodology for non-specialists must focus on relevance, efficiency, and real-world applicability, ensuring that learners acquire essential skills for academic, professional, and intercultural communication.

Key words: Integrate Technology, Task-based Language Teaching, Content-Based Instruction,creativity, cadet education, military terminology, digital tools,professional communication.

In today's globalized world, teaching foreign languages to non-specialist learners, including students and cadets, has become increasingly significant. Unlike language majors, these learners demand practical communication skills that support their academic and professional activities. Hence, the methodology of instruction must be efficient, learner-centered, and focused on real-life applicability. Cutting – edge approaches such as communicative and task-based learning, along with the use of digital tools, help ensure that learners develop essential language competencies within limited time and resources. This study examines these methodological principles and their relevance to non-specialist education. Teaching foreign languages to non-specialist learners requires a methodology that prioritizes practical communication skills over deep theoretical knowledge. Since students and cadets do not major in linguistics, the primary aim of instruction is to enable them to use a foreign language effectively in academic, professional, and everyday contexts. Therefore, teaching content is selected based on learners' needs, time limitations, and future responsibilities rather than on complex linguistic analysis. This approach ensures efficiency and relevance in the learning process. (1)

Methodology

One of the most widely used approaches in teaching non-specialist learners is **Communicative Language Teaching (CLT)**. This method

focuses on meaningful interaction, using real-life scenarios, role-playing, and discussions to build communicative competence. Grammar and vocabulary are taught in context, allowing learners to understand how language functions in real situations rather than memorizing isolated rules.(2)

Total Physical Response (TPR) also plays an important role in teaching foreign languages to non-specialist learners. This method is excellent for beginners. Moreover, students learn by responding to commands with physical actions.

As for the **Task-Based Language Teaching (TBLT)** this will help to develop functional language competence. In this approach, learners complete specific tasks such as summarizing texts, giving instructions, writing short reports, or making presentations (like planning a trip). These tasks reflect real-life and professional situations, making language learning more authentic and motivating. For cadets, task-based activities may include scenario-based communication related to military duties and international cooperation. Through tasks, all four language skills are integrated naturally. (3)

Content - Based Instruction (CBI) this method teaches language through subject matter (science, history), making it relevant and motivating for non-language majors.

In this approach students work on long-term projects, developing skills and creativity while the using language to achieve a tangible outcome.

A learner-centered approach is essential in teaching foreign languages to non-specialist students and cadets. This approach takes into account learners' individual abilities, motivation, learning styles, and pace of learning. The teacher acts as a facilitator rather than a sole source of knowledge, encouraging active participation and autonomy. Such an environment increases learners' responsibility for their own progress and helps them develop lifelong language learning skills. (4)

The integration of modern technologies significantly enhances foreign language instruction for non-specialists. Digital platforms, multimedia materials, and mobile applications provide opportunities for independent practice and exposure to authentic language input. Technology also allows

flexible learning beyond the classroom and supports differentiated instruction. As a result, learners become more motivated and engaged in the learning process. (1)

In conclusion, effective foreign language teaching for non-specialist learners, students, and cadets requires a practical and learner-centered methodology. Communicative and task-based approaches, supported by appropriate assessment and modern technologies, enable learners to develop essential communicative competence for academic and professional purposes. (1)(2)(3).

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TIBBIYOT TALABALARIGA INGLIZ TILI O‘QITISHDA YUZAGA KELISHI MUMKIN BO‘LGAN MUAMMOLAR

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Annotatsiya: Ushbu maqolada nomutaxassis talabalarga, xususan tibbiyot yo‘nalishi talabalari uchun ingliz tilini o‘qitish jarayonida uchraydigan asosiy muammolar tahlil qilinadi. Tadqiqotda til o‘rganishga bo‘lgan motivatsiya, terminologik murakkablik, vaqt cheklanganligi, metodik yondashuvlar, o‘quv resurslarining yetishmasligi hamda baholash tizimi bilan bog‘liq masalalar yoritiladi. Shuningdek, mavjud muammolarni bartaraf etish bo‘yicha amaliy tavsiyalar beriladi. Maqola respublika miqyosida o‘tkaziladigan ilmiy-amaliy konferensiya talablariga mos holda tayyorlangan.

Kalit so‘zlar: nomutaxassis talaba, tibbiyot talabalari, ingliz tili, ESP, terminologiya, kommunikativ kompetensiya.

Kirish

Bugungi globallashuv davrida ingliz tili fan, texnologiya va tibbiyot sohalarida asosiy muloqot vositasi sifatida muhim ahamiyat kasb etmoqda. Xususan, tibbiyot sohasida ilmiy maqolalar, klinik protokollar, dori vositalari yo‘riqnomalari va xalqaro tajribalar asosan ingliz tilida e’lon qilinadi. Shu sababli tibbiyot yo‘nalishida tahsil olayotgan talabalar uchun ingliz tilini bilish kasbiy zaruratga aylanib bormoqda.

Biroq tibbiyot talabalari ingliz tilini mutaxassislik fani sifatida emas, balki qo‘shimcha fan sifatida o‘rganadilar. Bu esa o‘qitish jarayonida bir qator muammolarni yuzaga keltiradi. Ushbu maqolaning maqsadi — tibbiyot talabalariga ingliz tili o‘qitishda uchraydigan asosiy muammolarni aniqlash, ularni tahlil qilish va samarali yechimlar taklif etishdan iborat.

Nomutaxassis talabalarga chet tilini o‘qitish umumiy ingliz tilini (General English) o‘qitishdan tubdan farq qiladi. Bunday talabalarda til o‘rganish asosiy maqsad emas, balki kasbiy faoliyatni qo‘llab-quvvatlovchi vosita hisoblanadi. Tibbiyot talabalarida ham aynan shu holat kuzatiladi.

Birinchidan, talabalar asosiy e’tiborni klinik fanlarga qaratadilar va ingliz tilini ikkinchi darajali fan sifatida qabul qiladilar. Ikkinchidan, o‘quv yuklamasining og‘irligi sababli til o‘rganishga ajratiladigan vaqt cheklangan bo‘ladi. Uchinchidan, tibbiy terminologiyaning murakkabligi va lotincha asosga ega bo‘lishi talabalarda qiyinchilik tug‘diradi.

Tibbiyot talabalari ko‘pincha ingliz tilini faqat baho olish yoki o‘quv rejasidagi majburiy fan sifatida qabul qiladilar. Ular ingliz tilining kelajakdagi kasbiy faoliyatdagi ahamiyatini to‘liq anglab yetmasliklari mumkin. Bu holat o‘quv jarayonida passivlik, darsga tayyorlanmaslik va mustaqil ishlashga bo‘lgan qiziqishning pastligiga olib keladi.

Tibbiy ingliz tili (Medical English) juda boy va murakkab terminologiyaga ega. Anatomik atamalar, kasallik nomlari, dori vositalari va klinik iboralar talabalar uchun qiyinchilik tug‘diradi. Ayniqsa, umumiy ingliz tili grammatikasi bilan bir qatorda soha terminlarini o‘zlashtirish talab etilishi talabalarning yuklamasini yanada oshiradi.

Tibbiyot yo‘nalishida o‘quv rejasi juda zich bo‘lib, ingliz tili uchun ajratilgan soatlar yetarli emas. Natijada o‘qituvchi qisqa vaqt ichida ham

grammatikani, ham kasbiy leksikani, ham kommunikativ ko‘nikmalarni shakllantirishga majbur bo‘ladi.

Ba’zi hollarda ingliz tili darslarida an’anaviy grammatika-tarjima usuli ustunlik qiladi. Bu esa tibbiyot talabalarining real kasbiy muloqotga tayyorlanishiga yetarli darajada xizmat qilmaydi. ESP (English for Specific Purposes) yondashuvining to‘liq joriy etilmasligi samaradorlikni pasaytiradi.[1]

Tibbiyot talabalariga moslashtirilgan, mahalliy kontekstni hisobga olgan darslik va qo‘llanmalar yetarli emas. Ko‘plab materiallar xorijiy manbalardan olingan bo‘lib, talabalar bilim darajasiga mos kelmasligi mumkin.

Baholash ko‘pincha nazariy bilimlarga qaratilib, talabalarining real kommunikativ kompetensiyasini to‘liq aks ettirmaydi. Natijada talaba baho olsa-da, ingliz tilida erkin muloqot qila olmasligi mumkin.

Ingliz tilining tibbiyot sohasidagi amaliy ahamiyatini yaqqol namoyon etish ta’lim jarayonida muhim metodik omil hisoblanadi. Xususan, darslarda xalqaro ilmiy maqolalar, zamonaviy klinik tadqiqotlar, xorijiy tibbiy protokollar hamda real hayotdan olingan kasbiy misollardan foydalanish talabalar ongida ingliz tilining kelajak kasbiy faoliyatdagi o‘rnini chuqurroq anglashga xizmat qiladi. Bunday yondashuv talabalarning til o‘rganishga bo‘lgan ichki motivatsiyasini oshiradi va ularni mustaqil ravishda kasbiy adabiyotlar bilan ishlashga undaydi.

Dars jarayonida tibbiyotga oid autentik matnlar, kasbiy dialoglar, shifokor va bemor o‘rtasidagi muloqot namunalaridan foydalanish, shuningdek, rol o‘yinlari va klinik vaziyatlarni modellashtirish orqali talabalarning kasbiy til kompetensiyasini rivojlantirish mumkin. [2] Bu usullar yordamida talabalar nafaqat yangi termin va iboralarni o‘zlashtiradilar, balki ularni real kasbiy vaziyatlarda to‘g‘ri qo‘llash ko‘nikmasini ham shakllantiradilar. Ayniqsa, klinik holatlarni tahlil qilish asosida tashkil etilgan mashg‘ulotlar talabalarning tanqidiy fikrlash va muammoli vaziyatlarda muloqot qilish qobiliyatini rivojlantiradi.

Shuningdek, interfaol ta’lim metodlari — munozaralar, og‘zaki va yozma taqdimotlar, loyiha ishlari hamda jamoaviy topshiriqlardan foydalanish dars jarayonining samaradorligini oshiradi. Ushbu faoliyat

turlari talabalarni darsga faol jalb etadi, ularning fikrini erkin ifodalash, jamoa bilan ishlash hamda ingliz tilida muloqot qilish malakasini mustahkamlaydi. Natijada talabalar kommunikativ kompetensiyaning barcha tarkibiy qismlarini — lingvistik, pragmatik va sotsiolingvistik koʻnikmalarni bosqichma-bosqich rivojlantiradilar.

Tibbiyot talabalari uchun ingliz tilini oʻqitishda oʻquv-uslubiy taʼminot masalasi ham muhim ahamiyat kasb etadi. Shu bois mahalliy mualliflar tomonidan ishlab chiqilgan, talabalarning bilim darajasi va kasbiy ehtiyojlariga moslashtirilgan darslik, oʻquv qoʻllanma va metodik materiallarni yaratish zarur. Bunday resurslar milliy taʼlim tizimi va oʻquv rejalari bilan uygʻun boʻlib, oʻqitish jarayonini yanada samarali tashkil etishga yordam beradi.

Baholash tizimini takomillashtirish ham taʼlim sifati uchun muhim omil hisoblanadi. Ingliz tilini oʻqitishda baholash jarayoni faqatgina nazariy bilimlarni emas, balki tinglab tushunish, gapirish, oʻqish va yozish koʻnikmalarini kompleks tarzda qamrab olishi lozim. Bunday yondashuv talabalar til kompetensiyasining real darajasini aniqlash imkonini beradi hamda ularni amaliy muloqotga tayyorlashga xizmat qiladi.

Xulosa

Tibbiyot talabalariga ingliz tili oʻqitish jarayoni murakkab va koʻp qirrali boʻlib, u oʻqituvchidan yuqori darajadagi kasbiy va metodik mahoratni talab etadi. Motivatsiya, terminologiya, vaqt, metodika va resurslar bilan bogʻliq muammolarni bartaraf etish orqali ingliz tili oʻqitish samaradorligini oshirish mumkin. Mazkur maqolada keltirilgan taklif va tavsiyalar nomutaxassis talabalarga chet tili oʻqitish jarayonini yanada takomillashtirishga xizmat qiladi.

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NOMUTAXASSIS TALABALARGA CHET TILINI O‘RGATISHDA KOMMUNIKATIV YONDASHUVNING SAMARADORLIGI

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Annotatsiya. *Maqolada chet tilini o‘qitishda kommunikativ yondashuvning roli, ayniqsa nomutaxassis talabalar uchun ahamiyati tahlil qilinadi. Kommunikativ metodning asosiy tamoyillari — og‘zaki nutqqa yo‘naltirish, funksional lug‘atni qo‘llash, guruh va juft ishlari orqali hamkorlik, hamda xatolarga nisbatan bag‘rikeng munosabat — yoritilgan. Ta’kidlanadiki, til o‘rganishning maqsadi faqat grammatikani yoki lug‘atni bilish emas, balki real hayotiy vaziyatlarda samarali muloqot qilish ko‘nikmasini shakllantirishdir. Shuningdek, kommunikativ yondashuv talabalarda tilni ishonch bilan qo‘llash va dars jarayonida faol ishtirok etish imkonini yaratishi ko‘rsatib o‘tilgan.*

Kalit so‘zlar*: kommunikativ yondashuv, chet tilini o‘qitish, nomutaxassis talabalar, og‘zaki nutq, guruh ishlari, tilning funksiyasi, motivatsiya.*

Bugungi globallashuv davrida chet tillarini bilish shaxsiy va kasbiy rivojlanishning ajralmas qismiga aylanib bormoqda. Ilm-fan, texnologiya, iqtisodiyot, ta’lim va madaniyat sohalarida xalqaro aloqalarning kuchayishi, axborot almashinuvi tezlashuvi chet tillarini o‘rganishga bo‘lgan ehtiyojni yanada oshirdi. Hozirgi kunda xorijiy til faqat filolog yoki tarjimonlar uchun emas, balki deyarli barcha soha vakillari uchun muhim kommunikativ vosita hisoblanadi. Ayniqsa, nomutaxassis talabalar uchun chet tilini o‘rganishning asosiy maqsadi tilning nazariy jihatlarini chuqur o‘zlashtirish emas, balki uni real hayotiy va kasbiy vaziyatlarda samarali qo‘llay olishdan iboratdir. Shu jihatdan chet tilini o‘qitish metodikasida an’anaviy yondashuvlardan ko‘ra, talabaning amaliy ehtiyojlariga mos keladigan zamonaviy metodlarga murojaat qilish zarurati yuzaga kelmoqda. So‘nggi

yillarda keng qo‘llanila boshlagan kommunikativ metod ana shunday samarali yondashuvlardan biri sifatida e’tirof etilmoqda. Ushbu metod tilni qoidalar majmui sifatida emas, balki muloqot vositasi sifatida o‘rgatishga asoslanadi. Kommunikativ metodning asosiy maqsadi talabalarda chet tilida erkin fikr bildirish, suhbatlashish, muayyan vaziyatlarda o‘z nuqtai nazarini ifodalash ko‘nikmalarini shakllantirishdir. Kommunikativ metodning eng muhim ustunliklaridan biri shundaki, u talabalarda tilga nisbatan ijobiy munosabat va ichki motivatsiyani shakllantiradi. Talaba o‘rganayotgan tilini qayerda va nima uchun ishlatishini aniq tasavvur qiladi, bu esa uning o‘quv jarayonidagi faolligini oshiradi. Ayniqsa, nomutaxassis talabalar uchun kommunikativ yondashuv katta ahamiyat kasb etadi, chunki ular chet tilini, avvalo, muloqot qilish, kasbiy axborot olish va o‘z sohasida qo‘llash uchun o‘rganadilar.

Kommunikativ yondashuvning asosiy g‘oyasi shundan iboratki, chet tilida muvaffaqiyatli so‘zlovchi bo‘lish uchun faqat grammatik qoidalarni mukammal bilish yoki berilgan lug‘at ro‘yxatini yod olish yetarli emas. Asl natijaga erishish uchun muntazam va mazmunli amaliy mashg‘ulotlar zarur bo‘lib, aynan kommunikativ til o‘qitish metodi talabalarga bunday imkoniyatni taqdim etadi. Bu jarayonda o‘qituvchi nutqining roli ham o‘zgaradi: an’anaviy, biryoqlama tushuntirishlarga asoslangan darslardan voz kechilib, o‘qituvchi talabalarning nutqiy faolligini rag‘batlantiruvchi maslahatchi vazifasini bajaradi. Mashg‘ulotlar gapirishga yo‘naltirilgan holda tashkil etilib, har bir topshiriq imkon qadar muloqotga aylantiriladi. Hatto oddiy mashqlarni tekshirish jarayoni ham tayyor javoblarni berish o‘rniga, talabalar fikrlarini muhokama qilish va solishtirish orqali interaktivlikni kuchaytiruvchi vositaga aylanadi. Shu bilan birga, kommunikativ yondashuvda faqat gapirtirish emas, balki funksional til birliklarini ongli ravishda qo‘llash ham muhim hisoblanadi: talabalar nutq jarayonida maqsadli lug‘at va grammatik tuzilmalarni ishlatishga intiladi, o‘qituvchi esa ularning talaffuz, ma’no yoki grammatik xatolarini qayd etib, keyinchalik muhokama qiladi. Natijada sinf muhiti talabaga yo‘naltirilib, talabalar faqat o‘qituvchining ko‘rsatmalarini bajaruvchi emas, balki faol fikr bildiruvchi va muhokama qiluvchi ishtirokchilarga aylanadi.

Kommunikativ yondashuvda o‘qituvchi tomonidan tanlanadigan yoki yaratiladigan topshiriqlar talabalarga aynan shu ehtiyojni qondirishga xizmat qilishi kerak. Muloqot jarayonida talabalar talaffuz, ma’no yoki grammatik jihatdan qiyinchilikka duch kelgan hollarda o‘qituvchining o‘z vaqtida ko‘magi muhim ahamiyat kasb etadi. O‘qituvchi savollarga javob berish, keng tarqalgan xatolarni qayd etib borish, ularni mashg‘ulotdan so‘ng muhokama qilish hamda eng murakkab holatlarga alohida e’tibor qaratish orqali ta’lim samaradorligini oshiradi. Natijada kommunikatsiya dars jarayonida yakuniy maqsad emas, balki til birliklarini ongli ravishda o‘zlashtirishga olib keluvchi faoliyat shakliga aylanadi, ya’ni talabalar muloqot orqali yangi bilim va ko‘nikmalarni egallaydi.

Kommunikativ yondashuvda xatolarga nisbatan bag‘rikeng munosabat muhim tamoyillardan biri hisoblanadi. An’anaviy ta’lim tizimiga o‘rgangan o‘qituvchilar uchun bu yondashuv dastlab g‘ayrioddiy tuyulishi mumkin, biroq har bir xatoni darhol to‘g‘rilash kommunikativ ta’limning asosiy maqsadiga zid hisoblanadi. Kommunikativ til o‘qitish metodining bosh vazifasi talabalarni mukammal jumlalar tuzishga majbur qilish emas, balki ularning tilni qo‘llashdagi ishonchini mustahkamlashdir. Ayniqsa boshlang‘ich va quyi darajadagi talabalarda doimiy, zudlik bilan amalga oshiriladigan xato tuzatish nutqiy faollikni pasaytirib, ularning o‘ziga bo‘lgan ishonchini susaytirishi mumkin, chunki bunday talabalar ko‘pincha o‘z bilimlariga ishonchsiz bo‘lib, tanqidga nisbatan sezgir bo‘ladi. Shu sababli kommunikativ darslarda xatolarni tuzatishning turli shakllaridan foydalanish, xususan, kechiktirilgan xato tuzatish usulini qo‘llash tavsiya etiladi. Bu yondashuv orqali talabalar muloqot jarayonida erkin gapirish imkoniyatiga ega bo‘ladi, o‘qituvchi esa umumiy va tizimli xatolarni keyinchalik muhokama qilib, talabalarning nutqiy motivatsiyasini oshiradi.

Xulosa qilib aytganda, kommunikativ yondashuv chet tilini o‘qitishda zamonaviy ta’lim talablari va talabalar ehtiyojlariga eng to‘liq javob beradigan metodlardan biri hisoblanadi. Ushbu yondashuv tilni grammatik qoidalar va lug‘at birliklari majmui sifatida emas, balki real hayotiy va kasbiy vaziyatlarda qo‘llaniladigan muloqot vositasi sifatida o‘rgatishga yo‘naltirilgan. Kommunikativ metod dars jarayonini talaba markazli shaklda tashkil etib, speaking-ga asoslangan mashg‘ulotlar, funksional til birliklaridan foydalanish, vazifaga yo‘naltirilgan topshiriqlar, hamkorlikdagi faoliyat va xatolarga nisbatan bag‘rikeng munosabat orqali talabalar nutqiy faolligini oshiradi. Ayniqsa nomutaxassis talabalar uchun ushbu yondashuv

tilni amaliy maqsadlarda egallash, kasbiy va kundalik muloqotda samarali qo‘llash imkonini yaratadi. Natijada talabalar chet tilida erkin fikr bildiradigan, muloqotdan qo‘rqmaydigan va tilni ongli ravishda ishlata oladigan shaxs sifatida shakllanadi. Shu bois kommunikativ yondashuv bugungi chet tili ta’limida eng samarali va dolzarb metodlardan biri sifatida o‘z ahamiyatini saqlab kelmoqda.

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INGLIZ TILINI O‘RGANISHNING ZAMONAVIY VA SAMARALI USULLARI

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Annotatsiya (o‘zbekcha):

Ushbu maqola ingliz tilini o‘rganishda zamonaviy va samarali usullarni o‘rganishga bag‘ishlangan. Til o‘rganish jarayonida BBC Learning English kanali va YouTube videodarslari orqali tinglab tushunish va talaffuzni rivojlantirish imkoniyatlari ko‘rib chiqiladi. Shuningdek, turli online kurslar va mobil ilovalar yordamida grammatikani, lug‘atni va

muloqot ko‘nikmalarini mustahkamlash samarali usullari ta’kidlanadi. Interaktiv o‘yinlar yangi so‘z va iboralarni tez va samarali eslab qolishga yordam beradi, shuningdek, o‘quvchini jarayonga faol jalb qiladi. Audiokitoblar esa tinglab tushunish va talaffuzni yaxshilashda qo‘llaniladigan samarali vosita sifatida tavsiflanadi. Maqola shuni ko‘rsatadiki, turli metodlarni uyg‘unlashtirish va o‘quvchining individual ehtiyojlariga moslash imkoniyatini yaratish tilni o‘rganish jarayonini tezlashtiradi va samaradorligini oshiradi. Zamonaviy texnologiyalar va interaktiv metodlarning birgalikdagi qo‘llanilishi ingliz tilini o‘rganishni nazariy bilimlardan amaliy ko‘nikmalarga o‘tishda samarali vosita sifatida namoyon bo‘ladi.

Kalit so‘zlar: ingliz tili, til o‘rganish, zamonaviy usullar, interaktiv metodlar, online kurslar, audiokitoblar

Аннотатция (рус):

Данная статья посвящена современным и эффективным методам изучения английского языка. Рассматривается использование BBC Learning English и видео на YouTube для улучшения навыков аудирования и произношения. Кроме того, выделяются различные онлайн-курсы и мобильные приложения как эффективные инструменты для закрепления грамматики, словарного запаса и коммуникативных навыков. Интерактивные игры способствуют быстрому и эффективному запоминанию новых слов и выражений, а также активному вовлечению учащихся в процесс обучения. Аудиокниги также рассматриваются как эффективное средство для совершенствования аудирования и произношения. Статья демонстрирует, что интеграция различных методов и их адаптация к индивидуальным потребностям учащихся может ускорить процесс изучения языка и повысить его эффективность. Совместное использование современных технологий и интерактивных методов служит эффективным подходом для перехода от теоретических знаний к практическим языковым навыкам

Ключевые слова: английский язык, изучение языка, современные методы, интерактивные методики, онлайн-курсы, аудиокниги

Annotation (english):

This article focuses on modern and effective methods for learning English. It examines the use of BBC Learning English and YouTube videos to enhance listening comprehension and pronunciation. Additionally, various online courses and mobile applications are highlighted as effective tools for reinforcing grammar, vocabulary, and communication skills. Interactive games facilitate rapid and efficient retention of new words and phrases while actively engaging learners in the learning process. Audiobooks are also identified as an effective means for improving listening comprehension and pronunciation. The article demonstrates that integrating different methods and adapting them to individual learner needs can accelerate the learning process and increase its effectiveness. The combined use of modern technologies and interactive techniques serves as an effective approach for transitioning from theoretical knowledge to practical language skills.

Keywords: English language, language learning, modern methods, interactive techniques, online courses, audiobooks

KIRISH

Hozirgi globallashuv davrida ingliz tilini o‘rganish; xorijiy adabiyotlardan foydalanish, xalqaro muloqotda qatnashish, shuningdek, zamonaviy kasb-hunar egallash, ilmiy izlanishlarni kengaytirish va shaxsiy rivojlanish kabi imkoniyatlarni beradi. Texnologiyalarning jadal rivojlanishi esa til o‘rganish jarayonini yanada qulay, tezkor va samarali tashkil etish imkonini bermoqda. Shuning uchun ham an’anaviy o‘quv materiallari bilan bir qatorda turli onlayn platformalar, videodarsliklar, interaktiv o‘yinlar va mobil ilovalardan foydalanish keng ommalashib bormoqda.

Bugungi kunda BBC Learning English, YouTube videodarslari, onlayn kurslar, shuningdek, audiokitoblar til o‘rganishda amaliy

koʻnikmalarni shakllantirishda muhim vosita sifatida e'tirof etilmoqda. Ushbu resurslar oʻquvchilarning tinglab tushunish, talaffuz, grammatik bilimlar va lugʻat boyligini mustahkamlash jarayonini sezilarli darajada yengillashtiradi. Shuningdek, oʻquvchining mustaqil ravishda oʻziga qulay sharoitda ta'lim olishiga sharoit yaratadi.

ASOSIY QISM

1. Ingliz tilini oʻrganishda multimediya platformalarining oʻrni

Zamonaviy texnologiyalar til oʻrganish jarayoniga yangi imkoniyatlarni olib kirdi. Jumladan, BBC Learning English kanali orqali ingliz tilidagi yangiliklarni va suhbatlarni tinglash orqali oʻquvchilar turli mavzularda ishlatiladigan soʻzlarni va iboralarni oʻrganishlari mumkin. Buning natijasida talaffuz ham yaxshilanadi. Ingliz tilini oʻrganishda talaffuzni toʻgʻri oʻrganish juda muhim hisoblanadi. Bundan tashqari, VOA Learning English kabi platformalar tinglab tushunish koʻnikmalarini shakllantirishda muhim ahamiyat kasb etadi. Ushbu resurslar autentik matnlar, interaktiv mashqlar va real nutq namunalariga asoslanganligi sababli oʻquvchi tilning tabiiy jarayonini his eta oladi. Ayniqsa, video darslar orqali talaffuzni toʻgʻri shakllantirish, matnni tez va aniq anglash, nutq tempini tushunish kabi amaliy koʻnikmalar rivojlanadi. Multimedia vositalarining asosiy afzalligi — mavzularning turli darajadagi oʻquvchilar uchun moslanganligi va erkin, qulay foydalanish imkoniyatining mavjudligidir. Bundan tashqari, multimediya texnologiyalari til oʻrganish jarayonida moslashuvchan ta'lim (adaptive learning) imkoniyatini yaratadi. Ya'ni, oʻquvchi tomonidan bajarilgan topshiriqlar, tinglash tezligi, qilingan xatolar va oʻquv sur'atlari avtomatik ravishda tizim tomonidan tahlil qilinadi hamda shunga mos ravishda qoʻshimcha mashqlar yoki videodarslar tavsiya qilinadi. Bu jarayon sun'iy intellekt texnologiyalariga asoslangan boʻlib, har bir oʻquvchi uchun individual ta'lim yoʻlini shakllantirish imkonini beradi. Shuningdek, multimedia materiallari kontekstual oʻrganish tamoyiliga asoslanadi. Bunda til birliklari (soʻz, ibora, grammatik shakl) alohida emas, balki real vaziyatlarda qoʻllanilishi orqali oʻrgatiladi. Masalan, video bloglar, intervyular, hujjatli lavhalar yoki kundalik hayotdan olingan situatsion videolar oʻquvchiga soʻzlarni turli

ma’nodagi qo‘llanilish holatlari bilan birga eslab qolishga yordam beradi. Bu usul amaliy nutqni o‘zlashtirishda yuqori samaradorlikka ega.

2. Online kurslar va mobil ilovalarning samaradorligi

So‘nggi yillarda TM school, Ibrat akademiyasi, Booklet, Quizlet, Udemy, Duolingo, Busuu kabi onlayn platformalar ingliz tili ta’limida keng qo‘llanilmoqda. Bunday kurslar modul asosida tuzilgan bo‘lib, o‘quvchilarga bosqichma-bosqich grammatika, lug‘at boyligi va o‘qish-yozish ko‘nikmalarini mustahkamlash imkonini beradi. Mobil ilovalarning afzalliklaridan biri — qisqa, ammo samarali darslar orqali muntazam mashq qilishga undashi va o‘rganilgan bilimlarni mustahkamlash uchun o‘yinlash elementlaridan foydalanishidir. Ilmiy tadqiqotlar shuni ko‘rsatadiki, mobil ilovalar o‘rganilgan so‘zlarni takroriy mustahkamlash orqali uzoq muddatli xotirada saqlanishiga yordam beradi.

3. Interaktiv metodlar va o‘yinlashtirishning ta’siri

Zamonaviy ta’lim jarayonida interaktiv metodlar o‘quvchi faoliyatini faollashtirish, mustaqil fikrlashni rag‘batlantirish va o‘zaro muloqot ko‘nikmalarini rivojlantirishning asosiy vositalaridan biri hisoblanadi. Til o‘rganishda interaktiv yondashuvning afzalliklaridan biri — o‘quvchining real kommunikativ vaziyatlarda faol ishtirok etish imkoniyatining yaratilishidir. Masalan, guruhli muhokamalar, “rol o‘ynash” mashqlari, virtual suhbatlar, ingliz tilida muammoli vaziyatlarni hal qilish kabi topshiriqlar o‘quvchilarda og‘zaki nutqni rivojlantirishga yordam beradi.

Interaktiv o‘yinlar va onlayn viktorinalar esa o‘quvchining e’tiborini faol saqlab turadi, yangi so‘z va iboralarni qiziqarli tarzda eslab qolishga xizmat qiladi. Bunda o‘yinlash elementlari (ball to‘plash, darajalarni bosqichma-bosqich oshirish, mukofot tizimi) motivatsiyani kuchaytirib, o‘quvchini muntazam mashq qilishga undaydi. Tadqiqotlar shuni ko‘rsatadiki, interaktiv metodlar orqali o‘tilgan materiallar an’anaviy usullarga qaraganda tezroq o‘zlashtiriladi hamda uzoq muddat esda qoladi.

4. Audiokitoblar orqali tinglab tushunish va talaffuzni rivojlantirish

Audiokitoblar ingliz tilini o‘rganishda samarali vosita sifatida keng qo‘llaniladi, chunki ular nafaqat tilni eshitish va tushunish, balki talaffuz va

intonatsiya koʻnikmalarini rivojlantirishga xizmat qiladi. Audiokitoblarni tinglash jarayonida oʻquvchi yangi soʻzlar, iboralar va grammatik tuzilmalarni real nutq kontekstida oʻzlashtiradi, bu esa tilni amaliyotga yoʻnaltirilgan tarzda oʻrganish imkonini yaratadi.

Audiokitoblarning afzalliklari quyidagilardan iborat:

1. Tabiiy nutqni eshitish: Oʻquvchi turli talaffuz, urgʻu va intonatsiyalarni tinglash orqali real hayot nutqiga tayyorlanadi.

2. Matn va audio kombinatsiyasi: Koʻp audiokitoblar matnli versiya bilan birga taqdim etiladi. Bu oʻquvchiga soʻz va iboralarni eshitish va koʻrish orqali bir vaqtning oʻzida eslab qolish imkonini beradi.

3. Moslashuvchanlik: Audiokitoblarni istalgan joyda va vaqtda tinglash mumkinligi, oʻquvchiga individual sur'atda oʻrganish imkoniyatini yaratadi.

4. Amaliy muloqotga tayyorgarlik: Oʻquvchi audiokitob orqali oʻrgangan soʻz va iboralarni real suhbatlarda qoʻllashga oʻrganadi.

5. Eshitish va xotira koʻnikmalarini rivojlantirish

Audiokitoblar diqqatni faollashtirib, tinglangan ma'lumotni uzoq muddatli xotirada saqlashga yordam beradi. Bundan tashqari, audiokitoblar daraja boʻyicha moslashtirilgan boʻlib, boshlangʻich darajadagi oʻquvchilar sodda hikoyalarni tinglasa, ilgʻor darajadagilar murakkab matnlar va ilmiy materiallarni tushunishni oʻzlashtiradi. Shu tariqa audiokitoblar nafaqat tilni eshitish orqali oʻrganish, balki amaliy nutq va talaffuz koʻnikmalarini mustahkamlashda ham yuqori samaradorlikka ega boʻladi. Audiokitoblarni oʻqish bilan birga eshitish, talaffuz va intonatsiya ustida ishlash, kontekstual vaziyatlar orqali soʻz boyligini oshirish, oʻquvchining tinglab tushunish va nutq koʻnikmalarini yanada rivojlantiradi. Shu sababli audiokitoblar ingliz tilini mustaqil oʻrganishda eng qulay va samarali vositalardan biri hisoblanadi.

XULOSA

Ushbu maqolada ingliz tilini oʻrganishda zamonaviy va samarali metodlar tahlil qilindi. Tadqiqotlar shuni koʻrsatadiki, multimedia platformalari, onlayn kurslar, mobil ilovalar, interaktiv oʻyinlar va audiokitoblar oʻquvchilarning til koʻnikmalarini kompleks ravishda rivojlantirishda muhim ahamiyatga ega. Multimedia resurslari va

videodarslar o‘quvchiga real nutqni eshitish, talaffuz va intonatsiyani o‘zlashtirish imkonini beradi, shuningdek, kontentni kontekstual tarzda o‘rganish orqali so‘z va iboralarni tezroq eslab qolishga yordam beradi. Interaktiv metodlar va o‘yinlashtirilgan mashqlar esa o‘quvchining faolligini oshirib, mavzuni amaliyot bilan uyg‘unlashtirishga xizmat qiladi. Audiokitoblar esa nafaqat tinglab tushunish va talaffuzni yaxshilash, balki amaliy nutqni shakllantirishda samarali vosita bo‘lib xizmat qiladi. Shuni ta’kidlash kerakki, turli metodlarni birlashtirish va o‘quvchining individual ehtiyojlariga moslashtirish til o‘rganish jarayonini tezlashtiradi, samaradorligini oshiradi va nazariy bilimlarni amaliy ko‘nikmalarga aylantirishga yordam beradi. Shu sababli zamonaviy texnologiyalar va interaktiv metodlarning birgalikdagi qo‘llanilishi ingliz tilini o‘rganishda eng maqbul yondashuvlardan biri hisoblanadi.

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ROLE PLAYING GAMES AS A POWERFUL TOOL FOR IMPROVING SPEAKING SKILLS IN PRIMARY EDUCATION

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Annotation

This article focuses on the pedagogical effectiveness of role-playing games in the development of speaking skills among primary school learners. Speaking competence is often underdeveloped at the early stages of language learning due to limited opportunities for authentic interaction. The purpose of the study is to examine how role-playing activities influence learners' oral fluency, confidence, pronunciation, and communicative ability. The research adopts a qualitative and experimental approach, using classroom observation, comparative analysis, and speaking performance evaluation.

Key words: *role-playing games, speaking development, primary education, communicative ability, language pedagogy.*

Annotatsiya

Mazkur maqolada boshlang'ich ta'limda o'quvchilarning og'zaki nutq ko'nikmalarini rivojlantirishda rolli o'yinlarning ta'limiy samaradorligi tahlil qilinadi. Og'zaki nutqni rivojlantirish jarayonida o'quvchilarning faolligi va ishonchini oshirish muhim ahamiyatga ega. Tadqiqotning asosiy maqsadi — rolli o'yinlarning nutq ravonligi, talaffuz va kommunikativ qobiliyatga ta'sirini aniqlashdan iborat. Tadqiqot kuzatuv, taqqoshlash va nutqiy baholash usullariga asoslangan.

Kalit so'zlar: *rolli o'yinlar, og'zaki nutq, boshlang'ich ta'lim, kommunikativ qobiliyat, til ta'limi.*

Аннотатция

В статье анализируется педагогическая эффективность ролевых игр в развитии навыков устной речи у учащихся начальных классов. Формирование устной речи на раннем этапе обучения часто осложняется недостатком коммуникативной практики. Цель

исследования — определить влияние ролевых игр на беглость речи, произношение, уверенность и коммуникативные умения обучающихся. Исследование основано на методах наблюдения, сравнительного анализа и оценки устной речи.

Ключевые слова: *ролевые игры, устная речь, начальное образование, коммуникативные навыки, языковое обучение.*

Introduction

The ability to communicate orally is a central component of language competence and plays a vital role in foreign language education, particularly at the primary level. Speaking allows learners to express thoughts, emotions, and intentions, making it a fundamental skill for meaningful interaction. In primary education, the development of speaking skills is especially significant because young learners are at a formative stage of cognitive, social, and linguistic growth. Early exposure to effective speaking practice can positively influence long-term language proficiency and learner confidence.

Despite its importance, speaking is often regarded as one of the most challenging language skills for primary school learners. Young students frequently encounter difficulties such as limited vocabulary range, insufficient grammatical control, fear of making mistakes, and anxiety related to public performance. These challenges are often intensified by traditional teaching approaches that prioritize grammar instruction, written exercises, and teacher-centered explanations. As a result, learners may acquire theoretical knowledge of the language but lack the ability to use it spontaneously in real communicative situations.

In recent years, language pedagogy has shifted toward communicative and learner-centered methodologies that emphasize interaction, authenticity, and active participation. Within this framework, speaking is viewed not merely as the reproduction of linguistic forms but as a dynamic process of meaning-making through social interaction. Consequently, classroom activities that encourage collaboration, creativity, and purposeful communication have gained increasing attention. Among such activities,

role-playing games have emerged as a particularly effective instructional strategy for developing speaking skills in young learners.

Role-playing games involve learners assuming specific roles and engaging in simulated real-life situations, such as shopping, visiting a doctor, or interacting with family members. These activities create a safe and supportive environment in which learners can experiment with language without the pressure of formal evaluation. By speaking through a role rather than as themselves, learners often feel less anxious and more willing to participate in oral communication. This reduction in psychological barriers is especially beneficial for primary school students, who are sensitive to criticism and fear of error.

Methodology

The development of speaking skills has long been recognized as a central objective in foreign language education. Modern linguistic and pedagogical research emphasizes that effective speaking instruction should prioritize meaningful communication over the memorization of isolated grammatical structures. In this context, communicative competence is understood as the ability to use language appropriately in social interactions, rather than merely demonstrating grammatical accuracy.

Numerous scholars argue that young learners acquire speaking skills most effectively when language instruction is interactive and context-based. Learner-centered approaches encourage active participation, collaboration, and negotiation of meaning, all of which are essential for oral language development. Studies focusing on primary education highlight that children benefit from activities that combine language use with play, imagination, and social engagement. Role-playing games occupy a prominent place among communicative classroom activities. By simulating real-life situations, role-play allows learners to practice language in functional and meaningful contexts. Research suggests that such activities reduce speaking anxiety by shifting learners' attention from linguistic accuracy to communicative intent. This is particularly important for primary school learners, who may feel intimidated by formal speaking tasks or fear negative evaluation.

From a theoretical perspective, social interactionist views of learning support the use of role-playing games in language education. These theories propose that language development occurs through interaction with peers and more knowledgeable individuals. Role-playing activities create opportunities for scaffolding, peer support, and collaborative problem-solving, all of which contribute to speaking development. Previous empirical studies consistently report improvements in fluency, pronunciation, motivation, and learner confidence as a result of role-playing-based instruction.

This study adopted a qualitative and quasi-experimental research design to examine the impact of role-playing games on the speaking skills of primary school learners. The combination of qualitative and comparative elements allowed for a comprehensive analysis of both measurable speaking outcomes and observable classroom behavior. Data were collected using multiple instruments to ensure reliability and validity. Speaking assessments were administered at the beginning and end of the instructional period to measure changes in fluency, pronunciation, vocabulary use, and overall communicative ability. In addition, systematic classroom observations were conducted to examine learner engagement, interaction patterns, and willingness to speak Learner questionnaires were also used to gather students' perceptions of the speaking activities. Over an eight-week period, the experimental group participated in structured role-playing games designed around familiar and age-appropriate scenarios, such as daily routines, social interactions, and everyday problem-solving situations. The control group, in contrast, received instruction through traditional speaking practices, including repetition drills and teacher-led question-and-answer sessions.

Results

The analysis of the collected data revealed clear differences between the experimental and control groups. Learners who participated in role-playing games demonstrated noticeable improvement in several aspects of speaking performance. Their speech became more fluent, with fewer pauses and hesitations, and their pronunciation showed greater clarity and accuracy. Additionally, these learners displayed increased confidence and a stronger willingness to initiate and sustain oral interaction. Classroom observation data further supported these findings. The experimental group exhibited higher levels of participation and engagement, with learners actively collaborating and responding spontaneously during speaking tasks. In

contrast, the control group showed more limited interaction, and speaking activities were often dominated by a small number of confident learners.

Questionnaire responses indicated that students in the experimental group perceived role-playing games as enjoyable, motivating, and less stressful than traditional speaking exercises. Many learners reported feeling more comfortable speaking English when they were able to express themselves through assigned roles. Overall, the results suggest that role-playing games have a positive and measurable impact on speaking skill development in primary education.

Discussion

The findings of this study reinforce the view that role-playing games are an effective instructional strategy for enhancing speaking skills among young learners. The improvement observed in the experimental group can be attributed to the interactive and contextualized nature of role-play, which encourages learners to use language for meaningful communication rather than rote repetition. Role-playing games also appear to address affective factors that influence speaking performance, such as anxiety and lack of confidence. By creating a supportive and non-threatening learning environment, role-play enables learners to take risks and experiment with language. This aligns with communicative and social learning theories, which emphasize the importance of interaction and emotional safety in language acquisition.

Furthermore, the collaborative nature of role-playing activities promotes peer learning and social development. Learners are required to listen, respond, and adapt to their peers' contributions, which strengthens both linguistic and interpersonal skills. These findings are consistent with previous research highlighting the value of interactive and play-based approaches in primary language education.

Conclusion

Role-playing games serve as a powerful and effective tool for improving speaking skills in primary education. The use of role-play contributes to enhanced fluency, pronunciation, confidence, and overall communicative competence. Compared to traditional teaching methods,

role-playing activities provide greater opportunities for meaningful interaction and learner engagement.

Based on the results, it is recommended that role-playing games be systematically incorporated into primary language teaching curricula. Teachers are encouraged to design age-appropriate and contextually relevant role-play scenarios that align with learning objectives. Future research may explore the long-term effects of role-playing instruction, as well as its impact on other language skills and diverse educational settings.

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МЕТОДЫ ФОРМИРОВАНИЯ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ ЧЕРЕЗ СИНОНИМЫ И АНТОНИМЫ

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Аннотация. В статье рассматриваются основные методы формирования лексической компетенции обучающихся посредством работы с синонимами и антонимами. Анализируется значение данных лексико-семантических единиц в развитии словарного запаса, культуры речи и языковой выразительности. Особое внимание

уделяется практическим методам и упражнениям, направленным на активизацию лексических навыков в устной и письменной речи.

Ключевые слова: лексическая компетенция, синонимы, антонимы, словарный запас, культура речи, методы обучения.

Введение. Современное языковое образование ориентировано не только на усвоение грамматических норм, но и на формирование развитой, богатой и точной речи. В этом контексте особую значимость приобретает формирование лексической компетенции, которая предполагает умение правильно выбирать и использовать слова в соответствии с коммуникативной ситуацией.

Одним из эффективных средств развития лексической компетенции являются синонимы и антонимы. Работа с ними способствует расширению словарного запаса, формированию чувства языка и развитию выразительности речи[1,56]. Актуальность данной темы обусловлена необходимостью поиска эффективных методов обучения лексике в условиях современного образовательного процесса.

Обсуждения и результаты. Лексическая компетенция рассматривается как способность человека понимать значение слов, правильно употреблять их в речи и осознанно выбирать языковые средства в процессе общения. Она включает знание лексического значения слов, их стилистических оттенков, сочетаемости и контекстуального употребления.

Формирование лексической компетенции является важным компонентом общей коммуникативной компетенции, так как именно словарный запас определяет точность и выразительность речи.

Синонимы и антонимы занимают особое место в системе лексических средств языка. Синонимы позволяют избегать повторов, уточнять смысл высказывания и передавать различные смысловые и эмоциональные оттенки. Антонимы, в свою очередь, помогают раскрывать значение слова через противопоставление, усиливают выразительность речи и способствуют логическому осмыслению текста[3,78].

Работа с синонимами и антонимами развивает у обучающихся умение анализировать значение слов, сопоставлять их и выбирать наиболее точные языковые средства.

Методы формирования лексической компетенции через синонимы и антонимы

Лексико-семантический анализ. Данный метод предполагает разбор значения слова, выявление его синонимических и антонимических связей. Обучающиеся учатся различать смысловые оттенки слов и понимать особенности их употребления в речи.

Работа со словарями. Использование толковых, синонимических и антонимических словарей способствует формированию навыков самостоятельной работы со словом. Данный метод развивает языковую интуицию и расширяет активный словарный запас.

Контекстный метод. Слова изучаются в контексте предложений и текстов. Обучающиеся определяют, какой синоним или антоним наиболее уместен в конкретной речевой ситуации, что способствует осознанному выбору лексических средств.

Практические упражнения

К числу эффективных упражнений относятся:

- подбор синонимов и антонимов к заданным словам;
- замена слов в тексте синонимами с сохранением смысла;
- составление предложений с использованием антонимических пар;
- анализ художественных и публицистических текстов.

Творческие задания

Написание мини-сочинений, рассказов или диалогов с использованием синонимов и антонимов развивает активную речь обучающихся и закрепляет лексические навыки.

Практическая часть исследования была направлена на проверку эффективности методов формирования лексической компетенции обучающихся посредством систематической работы с синонимами и антонимами. В качестве материала использовались упражнения, ориентированные на развитие активного словарного запаса и осознанного употребления лексических единиц в речи. Данный метод

способствует переходу лексических единиц из пассивного словаря в активный и развивает коммуникативную компетенцию.

Результаты выполнения заданий показали, что систематическая работа с синонимами и антонимами способствует:

- расширению активного словарного запаса;
- повышению точности и выразительности речи;
- развитию навыков осознанного выбора слов;
- улучшению письменной и устной речи обучающихся.

Практическая часть подтвердила эффективность использования синонимов и антонимов как средства формирования лексической компетенции.

Вывод.Таким образом, синонимы и антонимы являются важным инструментом формирования лексической компетенции. Систематическая и целенаправленная работа с ними способствует обогащению словарного запаса, развитию языковой выразительности и повышению культуры речи. Использование разнообразных методов и упражнений делает процесс обучения более эффективным и интересным для обучающихся.

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МЕТОДИКА ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ НЕСПЕЦИАЛИЗИРОВАННЫХ СЛУШАТЕЛЕЙ, СТУДЕНТОВ И КУРСАНТОВ

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Аннотация

В статье рассматриваются современные методические основы обучения иностранному языку неспециализированных слушателей, студентов и курсантов. Проанализированы психолого-педагогические особенности данной категории обучающихся, обоснована эффективность коммуникативного, лексико-грамматического, интерактивного и проектного методов обучения. Особое внимание уделено структуре занятий, вопросам мотивации и оценивания учебных достижений. Материал статьи имеет практическую значимость для организации профессионально ориентированного обучения иностранному языку.

Ключевые слова: неспециализированные слушатели, методика обучения иностранному языку, коммуникативный метод, интерактивное обучение, профессионально ориентированное обучение.

Введение:

В условиях глобализации владение иностранными языками рассматривается как важная социальная и профессиональная компетенция современного специалиста. Особенно актуальной данная проблема является для неспециализированных слушателей — студентов и курсантов, основная образовательная направленность которых не связана с изучением иностранных языков. Для данной категории обучающихся иностранный язык выступает не как самоцель, а как средство профессионального общения, работы с документацией и участия в международном взаимодействии.

В связи с этим процесс обучения иностранному языку требует применения целенаправленных, практико-ориентированных и методически обоснованных подходов, учитывающих профессиональные потребности и мотивационные особенности обучающихся. Целью

данной статьи является анализ основных методических подходов к обучению иностранному языку неспециализированных слушателей с научно-теоретической и практической точки зрения.

1. Педагогические особенности неспециализированных слушателей:

Одной из ключевых особенностей неспециализированных слушателей является ориентация их учебной деятельности преимущественно на профессиональные дисциплины. Иностранный язык зачастую воспринимается как второстепенный предмет, что может приводить к снижению учебной мотивации. Однако современные требования рынка труда и профессиональной деятельности обусловливают необходимость владения иностранным языком даже для представителей неязыковых специальностей.

К основным особенностям неспециализированных слушателей относятся:

1. стремление к достижению практического результата в ограниченные сроки;
2. потребность в освоении профессиональной терминологии;
3. ориентация на практико-ориентированное обучение;
4. необходимость постоянного поддержания учебной мотивации.

Учет данных факторов позволяет адаптировать образовательный процесс к реальным профессиональным потребностям обучающихся.

2. Методы обучения иностранному языку неспециализированных: слушателей

2.1. Коммуникативный метод

Коммуникативный метод направлен на формирование у обучающихся навыков речевого общения и рассматривает язык прежде всего как средство коммуникации. В рамках данного метода используются диалоги, ролевые игры, профессионально ориентированные ситуации, групповые обсуждения и дискуссии. Коммуникативный подход способствует развитию спонтанной речи и активному вовлечению обучающихся в учебный процесс.

2.2. Лексико-грамматический метод

Лексико-грамматический метод предполагает системное изучение профессиональной лексики и грамматических структур. Он способствует формированию умений читать, анализировать и переводить профессиональные тексты. Грамматический материал усваивается в контексте и закрепляется посредством практических упражнений.

2.3. Интерактивные методы

Интерактивные методы основаны на использовании информационно-коммуникационных технологий, включая онлайн-платформы, аудио- и видеоматериалы, интерактивные задания. Применение данных средств повышает интерес обучающихся, развивает навыки самостоятельного обучения и способствует формированию аудитивных и рецептивных компетенций.

2.4. Проектный метод

Проектный метод направлен на развитие самостоятельного мышления и творческих способностей обучающихся. В рамках данного подхода студенты и курсанты выполняют профессионально ориентированные проекты, такие как подготовка презентаций, отчетов или анализ практических кейсов, что обеспечивает использование иностранного языка в реальной профессиональной деятельности.

3. Структура занятий и оценивание результатов обучения: Эффективное занятие по иностранному языку включает следующие этапы: вводную часть, основную часть, заключительный этап, домашнее задание и рефлексию. Оценивание учебных достижений должно учитывать уровень коммуникативной компетенции, грамматическую правильность и способность использования языка в профессиональном контексте.

4. **Заключение:** Таким образом, обучение иностранному языку неспециализированных слушателей, студентов и курсантов требует комплексного применения коммуникативного, лексико-грамматического и интерактивного методов. Практико-ориентированная направленность обучения, учет профессиональных потребностей и формирование

устойчивой мотивации способствуют повышению эффективности образовательного процесса и обеспечивают готовность обучающихся к использованию иностранного языка в будущей профессиональной деятельности.

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