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“XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY YONDASHUVLAR VA YANGICHA YO‘NALISHLAR”

**Mavzusidagi Xalqaro ilmiy-amaliy
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NOVEL STRATEGIES IN TEACHING ENGLISH AS A SECOND LANGUAGE

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Annotation: *Teaching strategies are techniques or approaches that educators employ to support learning and assist students in meeting their learning goals. Employing innovative strategies to teach English help students learn language effectively. It further makes the teaching-learning process more efficient and interesting. The methods used to accomplish these goals might differ greatly and be adjusted to meet the requirements and learning preferences of certain individuals or groups of pupils. Innovative teaching strategies can support students' learning objectives and help them learn effectively. Learning may be facilitated and students can benefit from a variety of instructional strategies. The present paper presents learning strategies that are often implemented in teaching English such as cooperative learning, problem-based learning and project-based learning.*

Keywords: *English, Cooperative Learning, Problem-Based Learning, Project-Based Learning, jigsaw, peer, role play*

INTRODUCTION

Since the beginning of education, educators have looked for ways to improve student engagement and effectiveness, which may be traced back to the history of creative teaching practices. Over the ages, several methodologies and strategies have surfaced, mirroring the evolving educational requirements and environments of diverse nations [Desinguraj et al., 2021].

Innovative education has a number of traits. The primary feature of innovative learning is that it aims to develop four key competencies: communication, teamwork, creative and innovative thinking, and critical thinking.

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Innovative teaching practices for English as a second Language diverge from conventional approaches. One of the main goals of innovative teaching techniques is to create a learning environment that is more team-oriented and participative. It is also predicted that students' language abilities will develop since the creative teaching style allows students to utilise the language in relevant contexts and receive feedback from peers and teachers (Orlich et al., 2012; Zhu et al., 2013). According to Subramanian and Kelly (2019), the use of innovative teaching strategies has a good effect on student learning and engagement. This, in turn, can boost student motivation and enhance their entire learning experience.

METHODS OF TEACHING

The Socratic Method, created in the fifth century BCE by the Greek philosopher Socrates, was among the first creative teaching approaches (Boele, 1998; Delic, 2016). With this method, the instructor would ask the class questions and then encourage them to think critically and draw their own conclusions. In many colleges and institutions around the world, the Socratic Method is still a very effective teaching technique (Boele, 1998). More organised and standardised teaching techniques were developed in the 19th and early 20th century as a result of the industrial revolution and the growth of mass education (Bassendowski & Petrucka, 2013). The goal of the teaching method was to transfer knowledge from the instructor to the students through lectures and texts. A lecture Method is a type of conventional instruction where the instructor imparts knowledge to the class orally or in writing (Fals, 2018). In these tactics, the instructor frequently stands in front of the class and gives a lecture or presentation, while the students sit back and take notes (Tularam, 2018). In addition, textbooks, worksheets, and other printed resources can be used in conjunction with traditional teaching tactics. There was a change towards more participatory and student-centered teaching methods in the second half of the 20th century. These methods, which included project- and problem-based learning, aimed to improve student participation in the educational process as well as foster critical thinking and problem-solving abilities (Affandi & Sukyadi, 2016).

Now with the advent of technology and multimedia, a lot of language instructors employ digital technologies to improve language learning and make it more dynamic and engaging. These resources include online tests,

interactive games, and audio and video recordings. Learners that prefer a more hands-on, visual learning approach may find these tools very helpful (Naz & Murad, 2017). To provide students with a more realistic and comprehensive grasp of the language and the cultures in which it is spoken, some language teachers additionally include authentic resources and cultural components into their lessons (Naz & Murad, 2017). This might involve combining cultural themes and activities into lessons as well as using real materials, such as news stories and advertising.

STRATEGIES IN TEACHING ENGLISH

1. THE COOPERATIVE LEARNING APPROACH

Cooperative learning is an instructional approach where students work together in small groups to achieve a common goal. This approach is based on the idea that learning is a social process and that students can benefit from interacting with their peers. Students use this learning strategy which consists of a set of learning activities in groups to accomplish pre-established objectives. In this group project, students collaborate in small groups to finish a job or assignment. This instructional approach has the potential to promote cooperation and motivate students to cooperate and exchange ideas (Sajidin & Ashadi, 2021). Students that use this method are more likely to collaborate, work together, and exchange ideas. Additionally, by allowing students to discuss and debate concepts, it may be a more participatory and interesting approach to introduce new material. Students may benefit from this as they build critical problem-solving, collaboration, and communication skills. Students may collaborate to assist each other grasp new ideas and concepts through group work, which is another efficient way for them to gain support and feedback. One drawback of group work teaching tactics is that it might be difficult to oversee a big class of pupils and guarantee that each person contributes fairly and participates (Burke, 2011; Alfares, 2017). Here are some ways to implement the cooperative learning approach in teaching English language skills:

a) **Group Activities:** Assign group activities that require students to collaborate, discuss, and solve problems together. For English language learning, activities could include group discussions, debates, or collaborative writing projects.

b) **Pair and Share:** Encourage students to work in pairs or small groups to share their ideas and findings. This can be done after individual work or as a way to brainstorm and generate ideas before individual assignments.

c) **Jigsaw Technique:** Divide a reading or listening comprehension task into sections and assign each section to a small group. Each group becomes an "expert" in their section and then shares their knowledge with the rest of the

class. This promotes both individual mastery and group cooperation.

d) **Peer Editing:** Have students work in pairs or small groups to edit and provide feedback on each other's written assignments. This not only improves their writing skills but also encourages collaboration and communication.

e) **Role Playing:** Incorporate role-playing activities where students work together to create and act out scenarios. This helps improve speaking and listening skills, as well as creativity in using language.

f) **Cooperative Games:** Incorporate language-based games that require teamwork. This can include word games, vocabulary challenges, or language-based puzzles that students solve together.

When implementing cooperative learning, it's essential to establish clear expectations for group behavior, ensure equal participation, and provide opportunities for individual accountability within the group context. This approach can enhance not only language skills but also teamwork, critical thinking, and social skills.

2. The problem-based learning strategy

Problem-Based Learning (PBL) is a student-centered instructional strategy that presents learners with real-world problems to solve. It encourages critical thinking, collaboration, and the application of knowledge in practical situations. This learning technique takes a comprehensive approach to overcoming obstacles or finding solutions to difficulties that arise in everyday life. Students use the teaching technique known as "problem-based learning" to tackle challenges or problems that arise in the actual world. It pushes pupils to use critical thinking and to apply what they've learned to real-world issues. This can increase the significance and assist students understand the relevance of what they are learning (Ayuni & Susanti, 2018). Students may collaborate and share

ideas and solutions when using problem-based learning techniques, which can also be more dynamic and interesting. Here's how we can implement PBL in teaching English:

a. Select a Real-World Problem:

Choose a problem or scenario that is relevant to the learners and reflects real-world challenges. Ensure the problem requires the use of English language skills to be solved.

Introduce the Problem

- Present the problem to the students. Encourage them to explore and understand the problem statement.

- Discuss the context of the problem and its relevance to the students' lives.

- Create Learning Objectives:

- Clearly define the language skills and learning objectives that students need to achieve while solving the problem.

- Align these objectives with language proficiency levels and curriculum standards.

b. Formulate Questions:

- Develop guiding questions related to the problem to direct students' inquiry.

- These questions should prompt critical thinking and encourage analysis and synthesis of information.

c. Language Skill Integration:

Design activities that integrate various language skills (reading, writing, listening, speaking) in the context of the problem.

Provide language support as needed, focusing on vocabulary, grammar, and language functions relevant to the task.

d. Presentation:

Have each group present their solutions to the class. This could include written reports, oral presentations, or multimedia demonstrations.

Use feedback from the PBL experience to adjust and improve future iterations of the lesson or project. Continuously iterate and refine the PBL approach based on student needs and outcomes. Implementing PBL in teaching English not only enhances language proficiency but also develops

critical thinking, problem-solving, and collaboration skills, preparing students for real-world language use.

CONCLUSION

Innovative learning is a distinct learning approach from traditional learning. Conventional learning is centred on the instructor, whereas creative learning is centred on the learner. This is the main difference between the two. Students should therefore actively participate in improving their language skills. Additionally, students should be able to acquire the critical thinking, creative and innovative thinking, communication, and teamwork abilities necessary to participate in the global marketplace through innovative learning. These abilities may be attained via the use of techniques like project-based learning, cooperative learning, and problem-based learning.

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MODERN TRENDS IN ENGLISH LANGUAGE TEACHING: INNOVATIONS AND STRATEGIES FOR SUCCESS

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Annotation: *In this article, we will examine key trends shaping the landscape of English language teaching, explore their implications for language instruction, and provide insights and strategies for educators to navigate this ever-evolving terrain. From leveraging blended learning environments to fostering cultural responsiveness and promoting global citizenship, these trends reflect a shift towards innovative, inclusive, and learner-centric approaches that empower students to become confident, competent communicators in English and engaged global citizens in an increasingly interconnected world.*

Key words: *ELT, Blended learning, Flipped classroom, Task-based learning (TBL), Content and Language Integrated Learning (CLIL), Gamification, Game-based learning, Data-driven instruction*

In today's rapidly evolving educational landscape, the field of English language teaching (ELT) is undergoing a profound transformation, driven by technological advancements, pedagogical innovations, and changing learner demographics. As English continues to assert its dominance as the global lingua franca, educators are tasked with equipping students with the language skills, intercultural competencies, and 21st-century skills needed to thrive in an interconnected world. This article explores emerging trends in English language teaching, ranging from blended learning and flipped classroom approaches to gamification, data-driven instruction, and global citizenship education.

Traditional notions of language instruction are giving way to dynamic, learner-centered methodologies that prioritize engagement, authenticity, and real-world application. With the advent of digital technologies and the rise of online learning platforms, educators have unprecedented opportunities to create interactive, personalized learning experiences that cater to diverse learner needs and preferences. Furthermore, a growing

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emphasis on cultural competence, social responsibility, and global citizenship is reshaping the goals and objectives of English language education, challenging educators to cultivate not only linguistic proficiency but also critical thinking skills, empathy, and cross-cultural understanding.

1. **Understanding Student Needs:** One size does not fit all in ESL instruction. It's crucial to assess students' proficiency levels, learning styles, and cultural backgrounds to tailor instruction accordingly. Implementing pre-assessment tools such as language proficiency tests or informal interviews can help gauge students' abilities and identify areas for improvement.

2. **Communicative Approach:** Emphasizing communication over rote memorization is fundamental in ESL teaching. The communicative approach focuses on real-life interactions, encouraging students to actively engage in meaningful conversations, role-plays, and language games. By creating a communicative classroom environment, students develop their language skills organically while building confidence in using English.

3. **Integrated Skills Development:** Language learning is interconnected, comprising reading, writing, listening, and speaking skills. Integrating these skills into cohesive lesson plans promotes holistic language acquisition. For instance, a lesson on a specific topic can incorporate reading comprehension exercises, followed by group discussions and writing assignments to reinforce vocabulary and grammar concepts.

4. **Utilizing Authentic Materials:** Authentic materials such as newspapers, magazines, podcasts, and videos offer invaluable insights into real-world language usage and cultural nuances. Integrating authentic materials into lessons exposes students to diverse linguistic contexts and enhances their language proficiency beyond textbook content.

5. **Technology Integration:** Leveraging technology can enhance ESL instruction by providing interactive learning opportunities and access to a wealth of online resources. Educational apps, multimedia presentations, and language learning platforms offer engaging activities for vocabulary expansion, grammar practice, and pronunciation improvement. Additionally, virtual classrooms and video conferencing tools facilitate distance learning and cross-cultural exchanges.

6. Incorporating Cultural Competence: Language and culture are intricately linked, and understanding cultural norms and customs is essential for effective communication. ESL educators should incorporate cultural elements into their lessons, fostering cross-cultural awareness and sensitivity among students. Cultural activities, such as celebrating festivals, exploring traditional cuisine, and discussing social customs, enrich the learning experience and promote cultural appreciation.

7. Providing Constructive Feedback: Feedback plays a crucial role in language development by identifying areas of improvement and reinforcing positive learning outcomes. Providing timely and constructive feedback encourages students to reflect on their language usage and motivates them to strive for continuous improvement. Incorporating peer feedback and self-assessment encourages autonomy and fosters a supportive learning community.

8. Encouraging Language Immersion: Immersion experiences offer unparalleled opportunities for language acquisition by providing real-life contexts for language use. Encouraging students to immerse themselves in English-speaking environments through language exchanges, study abroad programs, or cultural immersion activities accelerates their language learning journey and fosters linguistic and cultural competence.

The landscape of English language teaching (ELT) is constantly evolving, driven by advancements in technology, pedagogical research, and changing learner needs. In this article, we will delve into emerging trends that are reshaping the field of English language education, offering insights and strategies for educators to stay ahead in the ever-changing landscape.

Blended Learning: Blending traditional classroom instruction with online learning resources has gained traction in recent years. Blended learning models offer flexibility, allowing students to access course materials, interactive activities, and multimedia resources outside the classroom. Educators can leverage learning management systems (LMS), educational apps, and virtual classrooms to create engaging and personalized learning experiences tailored to individual student needs.

Flipped Classroom Approach: The flipped classroom model flips the traditional teaching paradigm by delivering instructional content online before class and using class time for interactive activities, discussions, and

application-based learning. This approach promotes active learning, collaboration, and student-centered instruction, allowing educators to focus on higher-order thinking skills and language production in the classroom.

Task-Based Learning (TBL): Task-based learning shifts the focus from language form to language function, emphasizing the completion of meaningful tasks as the primary goal of instruction. TBL engages students in authentic, real-world tasks that require language use in context, such as problem-solving activities, role-plays, and project-based learning projects. By integrating language skills within task-oriented activities, students develop communicative competence and critical thinking skills.

Content and Language Integrated Learning (CLIL): CLIL integrates language learning with subject-matter content, providing students with opportunities to acquire language skills while studying academic subjects such as science, history, or literature. This approach enhances students' language proficiency while deepening their understanding of academic concepts, fostering interdisciplinary connections, and promoting language fluency in authentic contexts.

Gamification and Game-Based Learning: Gamification techniques and game-based learning platforms are revolutionizing English language instruction by incorporating elements of play, competition, and interactivity into learning activities. Gamified learning experiences motivate students through rewards, achievements, and progress tracking, making language learning engaging and enjoyable. Game-based platforms offer immersive environments for language practice, vocabulary acquisition, and grammar reinforcement through interactive simulations, virtual worlds, and educational games.

Data-Driven Instruction: Data-driven instruction leverages learner analytics, assessment data, and feedback mechanisms to inform instructional decisions and personalize learning experiences. Educators can use learning analytics tools to track student progress, identify learning gaps, and tailor instruction to individual learning needs. By analyzing data on student performance and engagement, educators can optimize instructional strategies, identify effective teaching methods, and support student success.

Culturally Responsive Teaching: Culturally responsive teaching acknowledges and respects students' cultural backgrounds, identities, and experiences, incorporating culturally relevant content, materials, and perspectives into instruction. Culturally responsive pedagogy fosters inclusivity, equity, and diversity in the classroom, creating a supportive learning environment where all students feel valued and empowered to succeed. By integrating culturally responsive practices, educators can enhance student engagement, motivation, and academic achievement.

Global Citizenship Education: Global citizenship education (GCE) emphasizes the development of critical thinking skills, intercultural competence, and social responsibility to address global challenges and promote sustainable development. English language educators play a vital role in fostering global awareness, empathy, and cross-cultural understanding through language instruction. By integrating global issues, perspectives, and themes into their curriculum, educators prepare students to navigate an interconnected world and become responsible global citizens.

In conclusion, new trends in English language teaching reflect a shift towards learner-centered, technology-enhanced, and culturally responsive approaches that prioritize engagement, authenticity, and real-world application. By embracing blended learning, flipped classroom models, task-based learning, CLIL, gamification, data-driven instruction, culturally responsive teaching, and global citizenship education, educators can create dynamic and impactful learning experiences that empower students to thrive in a rapidly changing globalized world. As English language educators continue to innovate and adapt to emerging trends, they play a pivotal role in equipping learners with the language skills, intercultural competencies, and global perspectives needed to succeed in the 21st century.

In conclusion, teaching English as a second language requires a dynamic and student-centered approach that encompasses diverse methodologies and strategies. By understanding students' needs, embracing communicative techniques, integrating skills development, utilizing authentic materials, leveraging technology, incorporating cultural competence, providing constructive feedback, and encouraging language

immersion, ESL educators can create enriching learning experiences that empower students to achieve proficiency in English language acquisition.

Through dedication, innovation, and a passion for language teaching, educators play a pivotal role in shaping the linguistic and cultural competencies of English language learners, equipping them with the skills needed to thrive in an increasingly interconnected world.

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AMERICAN LITERATURE AT ENGLISH CLASSES: AUTHOR'S STYLE AND LANGUAGE ACQUISITION

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Annotation: *The article represents the significant role of reading American literature at the class of English in universities. Discussion has put forward several positive sides of reading novels and short stories while learning any foreign language. Notable examples of these kinds of challenges include inadequate comprehension of lexical and phraseological units, trouble grasping grammatical structures, etc. The above-mentioned challenges might be resolved by developing deeper vocabulary, phraseology, and grammar understanding in group or individual classes. But even a deep degree of expertise will not be sufficient to fully comprehend the original works because writers frequently employ dialects and unique forms of English, such Black English, in addition to the conventional language used in fiction.*

Key words: *Reading, language, dialects, vocabulary, Black English, novel*

Reading fiction in the original language is one of the most effective methods of learning any foreign language. Due to its imagery, emotionality, impact not only on minds, but also on souls people, fiction is one of the most effective means of education of aesthetic, spiritual and moral feelings and the formation of aesthetic taste. When reading in the original, there is a direct immersion in the plot of the literary work. All experiences, emotions and feelings pristine and appear before the reader as they were felt and the creator wanted to convey to the reader.

It is the opportunity to read in the original and masterpieces of world classics, and significant works of our time, inspires and motivates people to learning a foreign language. At the same time, mastering a foreign language does not guarantee ease of reading fiction. And unfortunately the desire to read in a non-native language often disappears when faced with

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the first difficulties. Among these types of difficulties can be noted: insufficient knowledge of lexical and phraseological units, difficulties in understanding grammatical structures, etc. The difficulties listed above may be solvable through the formation of deeper knowledge in the field of vocabulary, phraseology and grammar during group or individual lessons. However, even a high level of knowledge will not be able to provide a complete understanding of the original texts, since, in addition to the standard language in fiction, authors often use dialects and special varieties of English, such as Black English. Using them in a work of art contributes to a more vivid the reader's idea of the hero, as well as his origin, education and social status.

It is worth clarifying that Black English is a variety of American English, also known among sociolinguists as African American Vernacular English (AAVE) or Black English Vernacular. While some features of Black English are inherent only to this variety; it contains the features of literary (Standard English) and non-literary (Nonstandard English) English language.

It's vividly seen, at some examples of using Black English elements in the work "The Golden Beetle" by E. Poe. "Dey aint no tin in him, Massa Will, I keep a tellin on you," here interrupted Jupiter; "de bug is a goole bug, solid, ebery bit of him,inside and all, sep him wing - neber feel half so hebby a bug in my life ." "No, massa, dey ain't bin noffin onpleasant since den — 't was fore den I'm feared — 't was de berry day you dared [5]." *In these examples there is a tendency to pronounce the sound [ð] as [d].* This trend is graphically reflected in using the letter "d" instead of "th". This technique makes speech more expressive and helps convey the character's speech characteristics. "I don't tink noffin about it - I nose it. What make him dream bout de goole so much, if tain't cause he bit by de goole-bug? Ise heerd bout dem goole-bugs fore dis." In this case there is a tendency to pronounce the interdental English sound [θ] as [t]. "Him syfe, massa, and spade." Here the English word "scythe", which has the pronunciation [saið], has been changed to "syfe" due to the pronunciation character of the sound [ð] as [f]. "Why taint noffin but a skull — somebody bin lef him head up de tree, and de crows done gobble ebery bit ob de meat off ." In this case, there is a tendency to pronounce the ending with -ing as [n]. Graphically, this phonetic feature is expressed through the spelling -in'.

"Twas dis eye, massa – de lef' eye – jis as you tell me," and here it was his right eye that the negro indicated [5]. In this example, the voiceless [t] was reduced, since the one in front [f] is also voiceless. *The reduction of voiced consonants occurs in a corresponding way.* "One, two, tree, four, fibe - I done pass fibe big limb, massa, 'pon dis side ." In the following case, there is a tendency towards replacing the consonant sound /v/ with a consonant /b/ in the character's speech. "Him rotten, massa, sure nuff," replied the negro in a few moments, "but not so berry rotten as thought to be. Mought to venture out leetle way pon de limb by myself, dat's true." Losing initial letters is a very common occurrence in stories. In this example there was a loss initial /e/ in the word "enough".

Black English grammar also does not have strict standardizing rules. It is variable and allows improvisation depending on the situation and speaker's wishes. Let's look at some examples of using elements Black English in the work "The Golden Bug" by E. Poe. One of the most often occurring grammatical features of Black English is the replacement personal pronoun in the indirect case "Why, to speak de troof, massa, him not so berry well as thought to be". "Dar!" dat's it! - him neber plain of notin — but him berry sick for all datll. In the examples given, the pronoun — he was replaced by a pronoun in the indirect case — him. Next grammatical feature found in the text is variable using the linking verb to be. In most cases this linking verb is not used in Black English. "And dis all cum ob de goole-bug! de putty goole-bug! de poor little goole-bug, what I boosed in dat sabage kind ob style! Ain't are you ashamed of yourself, nigga? - answer me dat"! In the sentence considered, we observe the omission of the linking verb "is". Also, one of the grammatical features of Black English is that the ending -s to denote the third person is usually not pronounced. If pronounced, the verb acquires a bright emotional coloring. — Claws enoff, massa, and mouff too. I nabber did see sich a d - d bug - he kick and he bite ebery ting what cum near him. In this case, the verbs "to kick" and "to bite", which in the third person singular form are "kicks" and "bites", are designated "kick" This deviation from the language norm is one of the most common grammatical features of Black English in the story "The Golden Bug". Speaking about the tense system in Black English, it should be noted that the verb in all tenses can be used practical in one form. "How much fudder is going to go? Massa Will catch

him fuss, but had for to let him go gin mighty quick, I tell you - den was de time he must ha got debite. I didn't like de look ob de bug mouff, myself, no how, so I wouldn't take hold ob him wid my finger, but I cotch him wid a piece ob paper dat I found. I rap him up in de paper and stuff piece ob it in he mouff - dat was de way" and "bite" in the character's speech. In this case due to the loss of the initial letter, the verb "wrap" (which has the past tense form "wrapped") was designated "rap". The verb form done and the original form can be used to indicate the completion of a process main verb. "One, two, tree, four, fibe - I done pass fibe big limb, massa, 'pon dis side" . In the example considered, the character uses in his speech construction "I done pass" instead of the standard "I have passed". Denial in Black English in all tenses, numbers and persons can be expressed by the form ain't. "No, dat he ain't! - he ain't find nowhar - dat's just whar de shoe pinch – my mind is going to be berry hebby bout poor Massa Will".

When studying the above phonetic and grammatical features of Black English in a literary text, the question arises - how to prepare students for reading works where the language will be sharply different from what is heard in English lessons? It is very important, in addition to knowledge, transmitted from teacher to student, to instill in students diligence in mastering a foreign language and the ability to work with original texts. In this case continuous reading of fiction at every stage of the educational process can be a good tool for achieving this goal. However, the fundamental point is the correct selection of texts. It should also be noted that an important element of learning to read in the original are texts in adaptations. At the same time, in the course of getting acquainted with literary texts in which dialects of the language appear, the work should be organized in such a way as to prepare the student for reading in the original. The meaning of the characters' lines in the text of the adaptation is usually much clearer, because the author conveys speech, national and cultural characteristics character by introducing a small number of errors noticeable and understandable to the reader, which do not affect the understanding of the main meaning of the phrase. Next, during the lesson at this stage the same passage should be cited *in the form of a quotation from the original text*.

Exploring deviations from language norms is often fascinating activity among students in senior high school and above, which may evoke

a desire to read such a linguistically complex work in the original. Getting to know “Black English” using the example of Poe’s short story “The Golden Bug” will facilitate further reading of English-language literature in the original, because this dialect has been used by many authors. Thus, combining adapted texts with original texts contributes to better preparation of students for further independent reading of fiction in the target language.

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TEACHING POLITICAL DISCOURSE THROUGH ENGLISH LITERATURE AND SPEECHES: STYLISTIC, LINGUISTIC AND PRAGMATIC ASPECTS.

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Annotation: *The investigation of several definitions of the term "political discourse" and the role of translation of them is the main focus of this article. Different categories of linguists and scientists are examined, and the characteristics of stylistic techniques and lexical units used in the translation of speeches by British politicians are explained. The linguistic awareness and worldview of contemporary society are shaped by political*

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discourse. Political discourse encompasses all the elements that are present in the minds of both the writer and the reader and can impact speech generation and perception, such as previous texts, political beliefs and the political context.

Key words: *Discourse, political, literature, text, linguistic features*

Examining the lexical and stylistic elements of political discourse translation is the study's goal. The following research techniques were applied in the work in accordance with the goals and purposes: structural, semantic, lexical, and stylistic analysis. Examples of speeches made by prominent British politicians were the study's source material, and these were found online. The fact that language and political communication are inextricably linked validates the work's importance. Furthermore, it might be claimed that politics is unique since it is primarily discursive in character, and many political actions are speech acts by definition. In several humanities fields, including linguistics, literary criticism, semiotics, sociology, philosophy, ethnology, and anthropology, the term "*discourse*" can be interpreted in several ways related to the study of language function. The idea of discourse has been used so frequently in modern linguistics that it has become somewhat ambiguous and has become used in an unorganized manner.

The global political discourse cannot be implemented without translation. Every participant in the conversation, who does not know the language, attempts to convey their ideas in this language by reflecting their political worldview, which is a component of their language worldview. This calls for a choice of communicative equivalents in a foreign language, which is really where translation starts. As a result, a participant in this kind of conversation serves as both the addresser and the addressee in addition to acting as a translator as best they can. As a result, when an addressee receives a communication in a foreign language, they translate it into their mother tongue. In the context of global communication, it is not feasible to assume that participants in a discourse will have adequate translation skills to translate political discourse texts accurately and to ensure consistency in the translation process. Particularly considering that machine translation techniques are becoming more accessible and are frequently mentioned by Internet users.

Regarding the linguistic interpretation of this idea, the discourse is described as "a speech work in the fullness of its expression (verbal-into national and paralinguistic) and aspirations, taking into account all extralinguistic factors (social, cultural, psychological) essential for successful speech interaction" in the dictionary, which is a reference book of linguistic terms. Before moving straight into "political discourse," it is important to take into "politics": **science, art, field of activity, a special kind of social communication.**

In comparison to other forms of discourse, political discourse is a phenomenon that is far more common in society. Under this context, it is impossible to define the word "political discourse" with precision because, (1) there is no precise definition for the category of politics; and (2) political discourse cannot be distinguished from other types of speech based on a limited set of linguistic characteristics. Political speech is depicted as a complex of components that function as a single whole in a range of linguistic literature, representing political discourse as a diverse phenomena.

In all working languages, the translator must become proficient in the nuances of political speech. Political discourse encompasses all the elements that are present in the minds of both the writer and the reader and can impact speech generation and perception, such as previous texts, the author's political beliefs, and the political context. Furthermore, the primary lexical and stylistic elements of political discourse in translation can be identified using the speeches of British politicians as an example.

Politicians all around the world employ a range of linguistic strategies in their well-planned and pre-rehearsed public speeches to accomplish their objectives. Political speeches typically try to impose an ideological viewpoint on their listeners, shaping their perceptions of particular political realities. Although political discourse can foster goodwill among nations, it can also lead to disputes inside and between governments. Let's begin with repetition and parallel structures, which logically highlight the part of the sentence the speaker wants the audience to pay attention to, so creating an emotional impact. These kinds of constructs also help to create a distinct rhythm and balance the utterance, which facilitate easier listening.

There are various forms of repetition combined with parallel constructs in political discourse:

Language elements are repeated at the start of each construction (anaphora); at the end of each construction (epiphora); at the beginning and end of the structure (ring repeat); and at the beginning of the next construction (anadiplosis), an element that was encountered at the end of the previous construction is reused.

The following passage from British Foreign Secretary William Hague's address serves as an illustration of an anaphoric repetition: "*We have to re-balance our economy and deal with the legacy of national debt on a colossal scale.*" We need to expand into new markets, draw in investment, improve economic confidence, and close the trade deficit. Like many British firms, we too must rise to the challenge of making a livelihood in the globe. (Hague William) An example of a loop repetition is seen in the following snippet: That is the meaning of the country of opportunity. That is what it means to complete the task. (David Cameron) Anaphoric repeats, as is widely accepted, make a politician's speech more persuasive by establishing a background against which non-repeating material can be highlighted. Parceling is the next stylistic device that is typical of political speech. In order to connect with the audience and make the speech more comprehensible and convincing, the author uses packaged phrases. "*I went to that city after the Berlin Wall fell, and I will always remember it. The awareness that a vast continent was uniting.*" And when we buy new trains, we drive jobs in Derby," says David Cameron. Chard conductor rail. The Warwick CCTV. Sleepers on the Boston Railway (UK Prime Minister Boris Johnson)

A rhetorical question is another stylistic device in political speech. This method heightens the listeners' receptivity, improves the impression, and sharpens their attention. The speeches by British politicians that are included below can all be regarded as having a strong emotional impact on the audience. The next stylistic device that British politicians employ in their speeches to give the remark a unique flavor is inversion. For instance: "*If I had been more quick-witted, I would have mentioned that Margaret Thatcher established the groundwork for the current prosperity of the city.*" (John Boriss) It's also important to notice that a lot of new nouns that were created by compounding verb-adverb pairings have recently entered the vocabulary of English politicians. For example • take-over – Bosib

olish • lay-out – ishidan ayrilgan odam • build-up – harbiy kuchlarni yig‘moq

For example, President Obama notes that the United States economy had unparalleled expansion in the fifteen years that followed the 9/11 terrorist attacks, the most devastating event in the country's recent history. In response, President Trump poses as a supporter of the rights of this minority group by beginning his speech—which comes after a contentious election that was characterized by the dissent and protests of racial minorities—with a reference to the (presumably deliberate) choice of the moment for his discourse at the "conclusion of our celebration of Black History Month." Additional instances are President Trump's (presumptively personal) support for the defense of "the borders of other nations" during a period when the public was adamant about America's excessive military involvement in distant geographical areas, or President Obama's metaphorical reference to freedom "from the grip of foreign oil," presenting it as a pertinent result of his policies. From an informational perspective, students regarded this portion of the text evaluation to be both highly demanding and valuable. They had the chance to gain additional knowledge about American politics and political rulings. The challenge also stemmed from their prior views about American politics, society, and leaders, as these texts revealed the presidents' hands-on involvement in every aspect of their constituents' lives. After gaining a better understanding of the meaning of "truth versus lies" in political rhetoric, which is very different from the terms' everyday meanings in everyday speech, they were able to identify numerous passages in which the two speakers are observed maintaining this carefully calibrated balance between the two terms.

The study's findings lead to the following conclusions: political discourse should not be understood in isolation from its background, author and audience expectations, and hidden agendas; political discourse should be understood in its entirety; one should not be restricted to linguistic moments when interpreting political discourse. Politicians are able to engage an audience with pertinent figures of speech and make a powerful impression through their mastery of rhetoric and lexical and stylistic devices. Political speech, then, shapes modern society's language

consciousness and its linguistic image of the world. Linguistic form, political communication, and political thought are closely related.

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KETRIN MENS FILDNING OBRAZ YARATISH MAHORATI

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Annotatsiya: *Ushbu maqola taniqli ingliz adibasi Ketrin Mensfild hikoyalarida ayol obrazi talqiniga bag'ishlangan. Unda, bir nechta hikoyalar asosida, yozuvchining obraz yaratish, motivlardan foydalanish, so'z qo'llash mahorati yoritilgan. Bundan tashqari o'sha davr adabiyotida feminizm oqimining ta'siri, adabiyotda ayol xarakterini, u hayotda duch kelayotgan muammolarni ko'rsatib, uni oldini olish va kurashishga da'vat etish yoritib berilgan.*

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Kalit so‘zlar: Hikoya, feminism, fojeaviy optimism, gender tengsizlik, gender stereotiplari, uslub, syujet, voqealar rivoji, ramziylik, obraz, personaj, motiv, an’ana.

Abstract: This article discusses the portrayal of female characters in the stories of renowned English writer Catherine Mansfield. The article highlights Mansfield's impressive skills in creating vivid characters, utilizing motifs, and employing language. Additionally, the article explores how the feminist movement influenced literature during that time, the representation of women in literature, the challenges they faced in real life, and the call to action to prevent and combat such issues.

Keywords: Story, feminism, tragic optimism, gender inequality, gender stereotypes, style, plot, development of events, symbolism, image, character, motive, tradition.

Ketrin Mensfild XX asrda yashab ijod etgan mashhur ingliz yozuvchilaridan biri. O‘zi Yangi Zelandiyalik bo‘lsa-da, umri davomida Germaniya, Fransiya va boshqa bir qator davlatlarda yashagan. Hikoyalarini o‘sha yerlardagi ijtimoiy hayotdan kelib chiqqan holda, mahalliy aholining turmush tarzini o‘rganib yozgan. Shuni ta’kidlab o‘tish joizki, uning hikoyalarida, ayniqsa, ayol taqdiri, qismati muammolari muhim o‘rin tutadi. Hikoyalaridagi, deyarli, barcha bosh qahramonlar har xil xarakterdagi ayollardir. Ketrin Mensfild ijodida ayol obrazi talqini haqida gapirganimizda, feminizm haqida ham to‘xtalib o‘tishni joiz deb hisobladik. Chunki, uning asarlaridagi mazmun va g‘oyalar ayollarning jamiyatda tutgan o‘rni, ularning haq-huquqlarini himoya qilish yoki haq-huquqlari poymol etilgan holatlarni ommaga oshkor etish va shunday holatlarni oldini olishga qaratilgan deb aytishimiz mumkin.

Feminizmn – jinslarning siyosiy, iqtisodiy, shaxsiy va ijtimoiy tengligini aniqlash va o‘rnatishga qaratilgan ijtimoiy-siyosiy harakatlar va mafkuralar majmuasidir. Gender tengsizlikni o‘zgartirishga qaratilgan sa’y-harakatlar sirasiga gender stereotiplarga qarshi kurash, ayollar uchun ta’lim, kasbiy va shaxslararo munosabatlar va imkoniyatlarni yaxshilash kiradi. XVIII asr oxirida Yevropada paydo bo‘lgan feministik harakatlar ayollar huquqlari, jumladan, saylov, davlat lavozimlariga saylanish, ishlash, teng maosh olish, mulkka egalik qilish, ta’lim olish, shartnomalar

tuzish, teng huquqlarga ega bo'lish kabi huquqlar uchun kurash olib borgan.

Tarixga nazar tashlaydigan bo'lsak, ayollar faqat uy-ro'zg'or ishlari bilan chegaralangan, jamoat hayoti esa faqatgina erkaklar uchun ajratilgan edi. O'rta asrlarda Yevropada ayollar mulkka egalik qilish, o'qish va jamoat hayotida qatnashish huquqiga ega emas edilar. XIX asrning oxirida Fransiya ular hali ham omma oldida boshlarini yopib yurishga majbur edilar. Germaniyaning ba'zi qismlarida er hali ham xotinini sotish huquqiga ega edi. Hatto, XX asr boshlarida, Yevropada va Qo'shma Shtatlarning ko'p qismida ham ayollar na ovoz berishlari va na saylangan lavozimlarni egallashlari mumkin edi. Ayollarning otasi, ukasi, eri, hatto, o'g'li bo'lishidan qat'i nazar, erkak vakilsiz savdo-sotiq ishlarini yuritish taqiqlangan edi. Ayollarning ta'lim olish imkoni juda kam yoki umuman yo'q edi. Ko'pgina kasblarni egallash huquqidan mahrum edilar. Dunyoning ayrim mamlakatlarida ayollarga nisbatan bunday cheklovlar bugun ham davom etmoqda. Mana shu kabi adolatsizliklarga chek qo'yish niyatida, ayollar tomonidan xotin-qizlar haq-huquqlari uchun kurash jamiyatlari tashkil topa boshlagan.

Bizga ma'lumki, Ketrin Mensfild XIX asr oxiri XX asr boshlarida yashab ijod etgan. Shu davrdagi Mensfild kabi, ko'pgina ayol yozuvchilar ham feminizm g'oyalari ta'sirida bo'lishgan. Ularning asarlari ayollarning jamiyatdagi mavqeini tiklashga qaratilgan. Gender tengsizlikka qarshi kurash g'oyalari yetakchilik qilgan.

Mensfild jahonda taniqli yozuvchilardan biri. Shu sababli, muallif hikoyalari ustida ko'plab izlanishlar olib borilgan. Jumladan, Aihong Ren "Ketrin Mensfild hikoyalarida ayol xarakterlari" ("Women Characters in Katherine Mansfield's Short Stories") deb nomlangan maqolasida yozuvchi hikoyalaridagi ayol obrazi, ularning o'ziga xos ifoda shakli borasida muhim xulosalarni bayon etgan. Jumladan ulardagi ayol xarakterlarini bir necha kategoriyalarga bo'lgan:

"As a woman writer, Mansfield is very much concerned with the position of women in society. Stories of women take up most of her compositions, in which she captures various women's plight and pain. Her female characters can be neatly divided into three categories: victims in the family, invisible women at the workplace, dolls and rebels. Poor or rich, single or married, Mansfield's women characters are all victims of their

society. A discussion of Mansfield's stories about women can enrich understanding not only of the complicated conditions of women in Western society at her time but also of her contributions to modern literature, especially to the female culture." [Aihong Ren. CS CANADA. Studies in Literature and Language.Vol.5 No 3 (2012)] ("Mensfild ayol yozuvchi sifatida ayollarning jamiyatdagi mavqei bilan juda qiziqadi. Hikoyalar kompozitsiyasiining asosini ayollar haqidagi sujetlar egallaydi. U ayollarning turli og'ir ahvoli va dardlarini aks ettiradi. Uning ayol qahramonlarini uchta toifaga ajratish mumkin: oiladagi qurbonlar, ish joyidagi ko'rinmas, nazarga ilinmagan ayollar, qo'g'irchoqlar va isyonchilar. Mensfildning kambag'al yoki boy, yolg'iz yoki turmush qurgan ayol qahramonlari o'z jamiyatining qurbonlaridir. Mensfildning ayollar haqidagi hikoyalarini tadqiq etish, nafaqat, o'z davri G'arbdagi ayollarning murakkab sharoitlarini anglashga, balki zamonaviy adabiyotda ayol xarakterining ifodalanishiga zamin qo'yganligi masalasini tushunishni rivojlantiradi").

Olimning yuqoridagi fikrlaridan ko'rinib turibdiki, u yozuvchining asarlarini sinchiklab o'rgangan. Hikoyalaridagi ayol obrazlarini aniq toifalarga ajratgan. Chindan ham, Mensfild asarlaridagi bosh qahramonlar hayotda ko'p qiyinchilik ko'rgan, sinovlardan charchagan, umidsizlik girdobiga botgan ayollardir. Maqolada ularning bu darajaga tushib qolishiga o'sha davrdagi ijtimoiy hayotning katta ta'siri borligi, ular muhitning jabrdiydalari, siyosiy tuzumning qurbonlari bo'lganliklari ta'kidlab o'tilgan.

Haqiqatan ham, jamiyatdagi bu kabi muammolar talqini K. Mensfild hikoyalarida yetakchilik qiladi. Jumladan, "Bliss"(Baxt) deb nomlangan hikoyasi o'zini individual shaxs sifatida tushunish uchun kurashayotgan yosh ayol haqida. Miss Brill qashshoq, yolg'izlikda hayot kechirayotgan, turmush qurish nasib qilmagan qari qiz. "Pictures"(Suratlar) hikoyasi fohishalik bilan shug'ullanishga majbur bo'lgan qo'shiqchi ayol haqida.

Ayol haq-huquqlari uchun kurash ketayotgan o'sha davrda Ketrin Mensfild, Virjiniya Vulf va Richardson kabi ayol yozuvchilar o'z asarlari orqali butun jamiyatni ayollarning mavqeini tiklash, bu yo'lda qat'iy kurash olib borishga da'vat etishadi. Boshqa modernist yozuvchilar singari, Mensfild ham tashqi dunyoga emas, balki o'z qahramonlarining ichki

dunyosiga e'tibor qaratadi. Har xil ichki monologlarni qo'llash orqali ularning qalb kechinmalarini tasvirlab berishga harakat qiladi.

Garchi Mensfild, odatda, hikoyalarini uchinchi shaxs nomidan yozsada, u o'z qahramonlarining ruhiyatiga kirishga qodir. Ularning psixologik holatini to'liq ochib bera oladi. Mensfild o'z qahramonlarining psixologik holatini yoritishda, ko'pincha, simvolizmdan, hayajonli tasvirlardan foydalangan. Uning hikoyalari ana shunday ramzlarga to'la: "Bliss" (Baxt)dagi nok daraxti va mushuk, "Miss Brill"dagi tulki mo'ynali o'rami va "Dill Pickle" (Tuzlangan arpabodiyon) hikoyasidagi qo'lqop kabi buyumlar ramz sifatida qo'llanilgan.

Mensfildning eng muvaffaqiyatli hikoyalaridan "Bliss", inson kuch - qudratining timsoli. Undagi ifoda usullari o'ziga xos va yangicha. XIX asr realizmiga zid o'laroq, syujet, ketma-ket rivojlanish va xulosaning an'anaviy cheklovlarini yengib o'tuvchi uslub g'alabasidir. Garchi u modernistik harakatning markaziy figurasi bo'lmasa-da, Vulf va Joys kabi yozuvchilarning yangi usullarini o'zlashtirishga, asarlariga tadbiiq etishga qat'iyat bilan harakat qiladi. Davr tasviriy san'atidagi zamonaviy o'zgarishlar kabi Mensfildning qisqa hikoyalarida ham kayfiyatlar, taassurotlar va o'tkinchi his-tuyg'ularni ifodalashga alohida e'tibor qaratiladi.

Mensfild ko'plab hikoyalarining asosida epifaniya lahzasi, ya'ni, xarakterning o'zini o'zi anglash darajasiga ko'tarilishi turadi. Ammo bu tushunish kamdan-kam hollarda baxtga olib keladi. Masalan, "Dill Pickle" (Tuzlangan arpabodiyon) asarida Vera to'satdan o'zining sobiq sevgilisi uni o'zi tushunganidan ko'ra ham yaxshiroq tushunishini anglab, iztirob chekadi. Ammo undan hech qanday naf ko'rmaydi. Chunki Mensfildning qahramonlari ayollar uchun imkoniyatlar cheklangan dunyoda yashaydi.

Uning asarlari ma'lum bir strukturaga mos kelmaydi. Aksincha, Mensfild jamiyatning odatiy ko'rinishini oladi va uni kutilmagan holatlar bilan yonma-yon qo'yadi. Bu esa o'quvchini asarda tasvirlangan ma'nolarni turlicha talqin qilishiga imkon beradi. Mensfild o'z davrining eng yaxshi hikoyanavislaridan biri hisoblangan. Asarlari kichik hikoyalar antologiyalariga tez-tez kiritilgan. Sinfiy tabaqalanish, yolg'izlik, ayollar huquqlari, reallikka xos tashqi ko'rinishlar, o'zaro insoniy munosabatlar va bolalik kechinmalari kabi mavzularda hikoyalar yozgan. (Her work does not conform to particular linear structures, but rather, Mansfield takes the

ordinariness of modern society and juxtaposes it with unconventional or unforeseen circumstances, leaving her reader to interpret the various meanings portrayed in her work. It is regarded that Mansfield is “considered one of the best short-story writers of her period, frequently included in short-stories anthologies, have written stories with themes ranging from class consciousness, loneliness, women’s rights, Maoris, reality versus appearances, relationships and to childhood”)(Begotti and Conrado 2) [Kyle Knickelbein. 200601890 English Honours: Literary Theory Lecturer: Dr. Dianne Shoher. October 7, 2010. “A Feminist Surveillance of Katherine Mansfield’s Selected Short Stories of the “New Dawn””]

Ko‘rinadiki, Mensfild o‘z hikoyalarini adabiyotdagi ma’lum qoliplar asosida yozmaydi. Uning asarlarida kutilmagan holatlarni ko‘p kuzatishimiz mumkin. Shu orqali u o‘quvchini hayotda sodir bo‘lishi mumkin bo‘lgan qiyinchiliklarga, kutilmagan holatlarga tayyorlaydi.

Yuzaki qarasak, Mensfild hikoyalari nafaol, tushkun ayollar taqdirini yoritadigandek ko‘rinadi. Aslida esa, jamiyatdagi ana shu reallik kartinasini aynan chizib beradi. Tayyor holda aniq bir yechim ham bermaydi. Xulosa chiqarishni o‘quvchining o‘ziga qoldiradi. O‘quvchiga ko‘zgu tutadi. Fikrlovchi kitobxon, albatta, bundan o‘ziga yetarli xulosa oladi. Yozuvchi nafaol hayot tarzi tasviridan o‘quvchini faollikka yo‘naltirish maqsadida foydalana oladi.

Mensfildning, “Men avvalo yozuvchiman, keyin esa ayolman” (“I am a writer first and a woman after” – Katherine Mansfield) degan fikri ham uning ko‘proq ayollar yozuvchisi bo‘lganligini isbotlaydi. “Rozabelning toliqishi” (The Tiredness of Rosabel) nomli hikoyasi fikrimizning yaqqol isboti bo‘la oladi. Chunki, ushbu hikoya boshdan oxirigacha bosh qahramon, ya’ni Rozabelning o‘y-kechinmalari va his-tuyg‘ulari tasviridan iborat. Hikoyada Rozabelning turmushga chiqmagan, yosh, sodda qizligi, nochor hayot kechirishi va shu sababli orzular ummonida o‘z xayollari bilan yashashi tasvirlangan. U har kunlik oddiy hayot tashvishlaridan charchagan, shuning uchun ham orzu qilishni yaxshi ko‘radi. Hattoki, do‘koniga kelgan ayol va uning turmush o‘rtog‘iga havas qiladi. O‘z xayollarida uni o‘zining turmush o‘rtog‘i sifatida tasavvur qilib ko‘radi. Kambag‘allik va yolg‘izlik azobini tortgan Rozabel o‘zining bir kunlik hayotini boy ayol o‘rniga qo‘yib ko‘radi. Quyida berilgan parchada, u

o‘zini boy xonimlardek tasavvur qilib ko‘radi:” Rozabel kamin yoqilgan xonasiga kirganida, uni bir uyum xatlar kutardi, u esa ularga hatto, e‘tibor ham bermaydi. Xatlarning barchasida uni har xil taklifnomalar, jumladan, operaga, kechki ovqatlarga, kemada sayohat qilishga, mashinada sayohat qilishga takliflar kutar edi. Yotoqxonasida esa uning kumushga burkangan hashamatli liboslari yoyilib yotardi. Rozabel o‘zini baldagi boshqa barcha ayollardan go‘zal va jozibali deb hisoblardi. Baldagi erkaklar uning chiroyiga maftun bo‘lishardi, xorijdan kelgan shaxzoda esa ushbu “ingliz mo‘jizasi” bilan tanishishga umidvor edi. (Hikoyadan olingan parchaning qisqacha mazmuni)

“В будуаре горит камин, занавеси опущены, ее ждет целая груда писем: приглашения в оперу, на обеды, балы, приглашение совершить в конце недели лодочную прогулку, автомобильное турне. Она равнодушно пробегает их глазами и идет наверх одеваться. В спальне тоже пылает камин, а на кровати разослано роскошное сверкающее платье- белый тюль поверх серебристого чехла, - серебристый шарф, серебряные туфельки и крошечный серебряный веер. Розабел знает, что она привлекательней всех женщин на этом балу, все мужчины отдают дань ее красоте, чужеземный принц жаждет быть представленным этому английскому чуду.” [Л. Володарская, К. Менсфилд и ее рассказы, ст-43-44, Москва “Книга”, 1989]

Yuqorida keltirilgan jumlarlar Rozabelning orzu -xayollari edi. U o‘zini shunday optimistik o‘y-xayollar bilan ovutib yashardi. Bunday orzular qilish go‘yoki unga zavq bag‘ishlardi va хотirjam qilardi. Ammo, shuni esdan chiqarmaslik kerakki, insonlar faqatgina xomxayollar bilan hayot kechira olishmaydi, aks holda ular real hayot bilan xayoliy dunyoni farqlay olmay qolishadi. Natijada, qandaydir hayot sinoviga yoki qiyinchilikka duch kelib qolishsa, u bilan kurashishga iroda topa olishmaydi va osongina taslim bo‘lishadi. Yozuvchi hikoyasida Rozabel haqida shunday deydi: “И оттого, что в наследство ей достался тот трагический оптимизм, который слишком часто оказывается единственным достоянием юности ” [Л. Володарская, К. Менсфилд и ее рассказы, ст-46, Москва “Книга”, 1989]

Yozuvchining gaplaridan ma’lumki, u bunday xayolparastlikni “трагический оптимизм” deb ataydi, ya’ni fojeaviy optimism. Bundan ko‘rinib turibdiki, demak muallif o‘z qahramonining xayolot dunyosini

oqlamaydi, Rozabel faqat tasavvur qilishga, orzu qilishga odatlanib qolganini, bu esa juda ham ijobiy holat emasligini o'quvchiga anglatmoqchi. Chunki har qanday orzuga yetishishning birgina yo'li bor. U ham bo'lsa iroda kuchiga tayangan holda olg'a intilish va harakat qilishdir. Bu hikoya orqali Ketrin ayollarni harakatga, faollikka, jo'shqin hayot tarziga da'vat etadi.

Ko'rinadiki, Ketrin Mensfild o'z asarlarida ayollar dunyosini, ularning o'y kechinmalari, hayot tarzlarini ifodalashga harakat qilgan. Ayniqsa, hayotda qiynalgan, yolg'iz, nochor hayot kechiruvchi ayollar uning qahramonlariga aylangan. Bu orqali u, avvalo, zamondoshlariga ayollarga e'tibor berish, ularni qo'llab quvvatlash lozimligini anglatishni maqsad qilgan. Ikkinchidan esa, o'z hikoyalari vositasida zamondosh ayollar, dugonalarni uyg'onishga da'vat etgan. Chunki jamiyatda ayollar ham juda katta kuch. Ular yosh avlodni bilimli, ma'naviyati yuksak insonlar etib tarbiyalashi bilan bir qatorda, jamiyatga faol aralashish qudratiga ham ega. Yozuvchi ayollarning faol vakili sifatida, ularga ko'zgu tutadi va o'zlarini tanishga yo'naltiradi. O'zini tanigan inson esa, hech qachon o'zini xafa qildirib qo'ymaydi. Qadrini biladi. Ketrin Mensfild hikoyalarining muhimligi ham xuddi shunda. Shu sababli ham, yozuvchi hikoyalari zamonlar o'tsa-da, aslo eskirmaydi.

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THE PORTRAYAL OF WOMEN'S RIGHTS IN FICTIONAL LITERATURE

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Abstract: *This article focuses on the rise of feminism in literature, its different stages of development, and the works of writers who contributed to this movement. Feminism sheds light on the character of women, the challenges they face, and how to fight against and overcome these difficulties. Literature plays a crucial role in interpreting such issues and calling for action.*

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It is widely known that feminism originated in Europe towards the end of the 18th century. This movement came to be a result of the violation of women's rights, gender inequality, and the lack of status of women in society. By the feminist movement, we mean the collective political, social, and cultural actions taken by women to achieve equality in society. It is worth noting that even in Western countries, women did not have any rights at that time. Specifically, women were not allowed to vote, study at higher educational institutions, work in any position, or engage in trade. Feminism emerged among women as an effort to attain gender equality and restore women's rights in society. To achieve their objectives, women established several social groups that began functioning effectively. In Western societies, the feminist movement is typically categorized into four "waves," each with distinct goals:

1. The first wave of feminism (19th and early 20th centuries) was aimed at women's right to vote and own property.

2. The second wave of feminism (mid and late-20th century) focused on achieving reproductive rights and women's freedom. We can see this not only in the social and political life of that time but also in world literature.

3. The third wave (late 1980s - early 2000s) focused on criticizing oppression and discrimination against women in the political, economic and cultural spheres.

4. The fourth wave (starting in the 2010s) focused on efforts to combat violence and violence against women.

It is noteworthy that numerous women writers have produced works based on feminist ideas. Some of these writers have become renowned figures in world literature and have made an unforgettable impact. These writers include Katherine Mansfield, Jane Austen, Charlotte Bronte, Jean Rhys, Margaret Atwood, Bernadine Everisto, Anne Bradstreet, Christina Rossetti, Charlotte Perkins Gilman, Caryl Churchill, and Alice Walker.

Feminist ideas have been present in literature for a long time, predating the emergence of feminist movements. Although writing was

considered a male activity, women writers like the Brontë sisters published stories under pseudonyms. Any written text that supports feminist beliefs or the belief in women's equality in political, social, economic, and cultural aspects can be considered feminist literature. The term "feminist" is associated with the feminist movement.

In this article, we will discuss some of the works written from a feminist perspective that highlight the unjust oppression faced by women in various fields of society. Many writers have contributed to this cause, and we will focus on a few of them. Charlotte Bronte, an English writer, is one of these writers, and she is known for her famous works such as *Jane Eyre* (1847), *Shirley* (1849), *Villette* (1853), and *Emma* (unfinished).

Charlotte Bronte's *Jane Eyre* is a clear example of feminist literature. Because women could not create freely, and openly, Charlotte Brontë published this work under the pseudonym "Currer Bell". The short story "Jane Eyre" is about the future fate of a little girl who was left an orphan by her parents, the difficulties she faces during her life, and how she overcomes them. After the death of her parents, Jane has to live with her uncle's wife and children. But, unfortunately, they humiliate her a lot without liking her, and push her. Later, she was sent to a boarding school. Jane Eyre graduates from school and becomes a teacher. She comes to live in the house of Mr. Rochester to tutor his daughter. In this way, love arises between them. but Jane Eyre notices and witnesses strange events while living in Mr. Rochester's house. Rochester's wife is not dead, but insane, and her husband is taking care of her in the cell. In the novel *Jane Eyre*, the protagonist discovers a shocking truth that leads her to leave home. However, her love interest, Mr Rochester, apologises for his deceit and brings her back home. Even Jane's cousins, who mistreated her in the past, also apologise for their actions. This highlights the author's message that those who discriminate against women will face remorse and appropriate consequences for their actions. Furthermore, the novel portrays the strength and intelligence of women, demonstrating how they can transform from delicate flowers into powerful forces when necessary.

Katherine Mansfield was a writer who focused on feminist themes in her works. Her stories predominantly featured female protagonists and aimed to depict the struggles of women who faced discrimination and difficulties in their lives. Some of her notable works include "In a German

Pension" (1911), "Prelude" (1918), "Bliss" (1920), "The Garden Party" (1922), "Poems" (1923), and "The Dove's Nest" (1923), as well as "Something Childish" (1924), "The Letters" (1928-1929), and "The Notebooks" (1997). One of her stories, "The Tiredness of Rosabel," is particularly significant as it was written in a feminist spirit. The story follows Rosabel, a saleswoman in a clothing store, and explores her life and thoughts from the beginning to the end. The protagonist of the story lives in poverty and dreams of living a life free of financial difficulties like a wealthy woman. She is envious of a couple that visits her store and imagines herself in the woman's place, feeling happy in her dream. Katherine Mansfield used internal monologue to reveal the character's nature and spiritual world, exposing female psychology. Mansfield's works are based on feminist ideas and are dedicated to illuminating the inner lives of women.

As we mentioned earlier, many writers have contributed to feminism in literature. However, it's not possible to discuss all of them in one article. Therefore, we have only interpreted the works of some writers in this article.

Jane Austen, an English writer, is another famous name in world literature. Throughout her career, she tried to portray the image of a woman in her works. Some of her notable novels include "Sense and Sensibility" (1811), "Pride and Prejudice" (1813), "Mansfield Park" (1814), "Emma" (1815), and several others. One of her most famous works, "Pride and Prejudice," was her first published work. The novel, published later than her other works, evokes imagination about the social stratification and the way of life of noble families during the time it is set. It also centres on love and pride. The main characters, Mr. Darcy and Elizabeth, are the focus of the story. At first, Elizabeth thinks Mr Darcy is too ambitious and self-centred and dislikes him. She is convinced of this when they meet at a ball and Darcy refuses to dance with anyone other than the Bingley sisters. She also overhears Darcy's conversations with Mr Bingley, which creates a bad impression of Darcy in her mind. However, Elizabeth's opinion of Darcy gradually changes in a positive direction throughout the novel. By the end, they confess their love for each other, and Mr. Darcy asks for Elizabeth's hand in marriage, which she agrees to, and the story ends happily. Jane

Austen published this novel in 1813, and it caused a great stir in world literature.

The novel received positive feedback from critics, who praised J. Austin's ability to skillfully depict human emotions and experiences. The book delves deeply into themes such as pride, concern, love, willpower, patience, and determination, all of which are portrayed through the lens of women. As a result, the novel is often cited as a work that explores feminist ideas, as it explores the nature of women, their role in society, and their determination.

It's widely known that several movies have been made based on the novels "Jane Eyre" and "Pride and Prejudice". These movies have been beloved by many viewers for years, due to their timely themes and expertly crafted imagery.

It seems that the feminist movement in literature began developing several centuries ago, and continues to this day. There are still many works of literature written in this vein, encouraging readers to find the will to maintain women's place and status in society, and to fight resolutely for their rights.

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INNOVATIONS IN TEACHING ENGLISH: A COMPARATIVE STUDY OF MODERN PEDAGOGICAL APPROACHES

Azimov Shokhrukh*

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Abstract: *This comparative study explores the effectiveness of modern pedagogical approaches versus traditional methods in teaching English to intermediate-level learners. Specifically, it examines the impact of flipped classrooms, digital storytelling, and gamification on student engagement, comprehension, and language acquisition across a sample of 120 students from three different high schools. Utilizing both quantitative assessments, including pre-tests and post-tests, and qualitative measures such as student questionnaires and classroom observations, the study evaluates the efficacy of each teaching approach. Preliminary results indicate that modern approaches significantly enhance student motivation and facilitate a more practical application of the English language, surpassing traditional methods in improving oral proficiency and reading comprehension. However, traditional methods maintain a slight edge in fostering grammatical accuracy. This paper elaborates on the potential of integrating innovative teaching strategies in the English language curriculum to better engage students and prepare them for real-world language use, while suggesting the continued value of conventional techniques for foundational language instruction.*

Keywords: *English language teaching, modern pedagogical approaches, traditional methods, flipped classrooms, digital storytelling, gamification, student engagement, comprehension, language acquisition, quantitative assessments, qualitative measures, grammatical accuracy.*

Introduction

The teaching of English as a second or foreign language has undergone significant transformations over the past few decades, shifting from traditional grammar-translation methods to more dynamic, student-centered learning paradigms. This evolution reflects broader educational

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trends emphasizing critical thinking, problem-solving, and interactive learning experiences. As globalization accelerates and the demand for English proficiency increases, there is a compelling need to explore and adopt pedagogical strategies that not only engage students but also equip them with practical language skills.

This study focuses on three innovative teaching approaches—flipped classrooms, digital storytelling, and gamification—comparing their effectiveness with traditional instructional methods in enhancing English language proficiency among intermediate-level learners. Flipped classrooms reverse the typical learning environment by having students first engage with new material outside of class, typically via digital platforms, allowing for more interactive and application-focused sessions in class. Digital storytelling integrates a range of multimedia tools (such as video and audio), encouraging students to use English in creative and personal ways, thereby increasing retention and engagement. Gamification incorporates game design elements in educational settings, aiming to boost motivation and enhance learning through mechanics like points, levels, and competition.

Despite the growing popularity of these modern approaches, there remains a significant gap in empirical research regarding their overall impact on language learning outcomes. Moreover, the comparative effectiveness of these modern techniques against traditional methods, which focus heavily on direct instruction and rote memorization, is not well-documented. This study aims to fill this gap by systematically evaluating how these innovative methods influence various aspects of language learning, including grammar, vocabulary, reading comprehension, oral proficiency, and student engagement.

By investigating these modern pedagogical strategies within the context of English language teaching, this research seeks to provide actionable insights and recommendations for educators and curriculum developers. The ultimate goal is to identify how traditional and modern methods can be best integrated to form a comprehensive, effective teaching strategy that addresses the diverse needs and preferences of today's learners.

The primary purpose of this research is to empirically evaluate the effectiveness of modern teaching approaches—flipped classrooms, digital

storytelling, and gamification—compared to traditional English language teaching methods. The study seeks to determine how these innovative strategies influence student engagement, comprehension, and language acquisition. Additionally, it aims to identify the specific strengths and limitations of each method in fostering various language skills, including grammar, vocabulary, reading comprehension, and oral proficiency. By understanding these dynamics, the research intends to inform and potentially transform English language teaching practices to better accommodate the needs of learners in a rapidly changing educational landscape.

Hypotheses

H1: Modern teaching approaches increase student engagement more than traditional methods.

This hypothesis posits that flipped classrooms, digital storytelling, and gamification, by virtue of being more interactive and learner-centered, will lead to higher levels of student engagement compared to conventional lecture-based teaching.

H2: Students taught through modern approaches will demonstrate higher oral proficiency than those taught through traditional methods.

Given the interactive and practical nature of modern teaching methods, it is hypothesized that these approaches will significantly enhance students' oral proficiency, as they provide more opportunities for practice and real-time feedback.

H3: Modern teaching approaches will improve reading comprehension and vocabulary acquisition more effectively than traditional methods.

This hypothesis is based on the assumption that the engaging and context-rich environments created by digital storytelling and flipped classrooms facilitate deeper understanding and retention of new vocabulary and concepts.

H4: Traditional methods will yield higher grammatical accuracy in language use compared to modern approaches.

Considering that traditional methods often focus extensively on grammar rules and structured practice, it is hypothesized that these methods will continue to produce better results in grammatical accuracy than the newer, more holistic teaching strategies.

Literature Review

Recent shifts in English language teaching methodologies have prompted a significant amount of scholarly attention. Smith and Johnson (2021) highlight the increasing adoption of flipped classrooms, illustrating through their multi-school study that such environments allow for deeper classroom discussions and enhanced problem-solving skills among students. Similarly, Lee's (2020) research on digital storytelling demonstrates its effectiveness in improving language learners' fluency and engagement by integrating personal narratives with language learning. These findings are supported by Thompson (2019), who observed a marked improvement in vocabulary retention and narrative skills when learners used multimedia tools to create and share their stories. On the gamification front, Davis (2022) provides evidence that gamified learning environments significantly increase motivation and participation, which are critical factors in language acquisition and retention. Contrastingly, traditional methods, as explored by Gomez and Patel (2018), continue to be revered for their structured approach in teaching grammar, noting that students exposed to conventional drills and explicit grammar instruction showed superior grammatical accuracy. This body of work forms the foundation upon which the current study is built, aiming to expand the empirical understanding of how these innovative teaching strategies compare in practical educational settings.

Adding to the discourse, Hughes (2017) explores the pedagogical benefits of blended learning environments, which combine online digital media with traditional classroom methods, and finds that this blend significantly enhances the learning flexibility and self-directed learning capabilities of students. Meanwhile, Walters and Green (2018) conducted a comparative analysis on student performance in traditional versus modern instructional settings, noting that while modern methods greatly improve engagement and practical usage of the language, traditional methods still hold the upper hand in developing detailed analytical and grammatical skills.

Contrastingly, traditional methods, as explored by Gomez and Patel (2018), continue to be revered for their structured approach in teaching grammar, noting that students exposed to conventional drills and explicit grammar instruction showed superior grammatical accuracy. Additionally,

Robinson and Kaplan (2019) provide a critical review of the limitations of traditional approaches, arguing that they may not fully address the needs of contemporary learners who require more dynamic and interactive learning experiences. This body of work forms the foundation upon which the current study is built, aiming to expand the empirical understanding of how these innovative teaching strategies compare in practical educational settings.

Methodology

This study employs a mixed-methods research design to thoroughly investigate the comparative effectiveness of traditional and modern teaching approaches in English language education. The participants include 120 intermediate-level English language learners, aged 14-18, randomly selected from three high schools with diverse socioeconomic backgrounds. These participants are divided into four groups, each receiving instruction through one of three innovative methods—flipped classrooms, digital storytelling, gamification—or through traditional methods. This design allows for a balanced comparison across different educational contexts.

Before the commencement of the detailed interventions using different teaching methodologies, an initial assessment of the 120 participants was conducted to establish a baseline for comparison. The pre-research phase included evaluations of the students' existing proficiency in English across several domains—grammar, vocabulary, reading comprehension, and oral proficiency. This preliminary data collection aimed to ensure that the study groups were balanced and comparable at the outset.

Instructional Approaches

Traditional Methods: This group follows a conventional classroom setup where the teacher delivers content through lectures and students practice through drills and written assignments.

Flipped Classrooms: Participants in this group are assigned video lectures and reading materials to review at home. Classroom time is dedicated to discussions, problem-solving activities, and hands-on exercises.

Digital Storytelling: Students in this group create and share stories using digital tools, integrating language learning with creative expression. The projects are shared in class for peer review and discussion.

Gamification: This approach uses game-based learning elements such as point scoring, competitions, and role-playing to teach English, aiming to increase engagement and motivation.

Data Collection Methods

Quantitative Data: Pre-tests and post-tests are administered to assess grammar, vocabulary, reading comprehension, and oral proficiency. The tests are designed to measure both the depth of knowledge and the ability to apply language skills in practical contexts.

Qualitative Data: Student engagement is assessed through questionnaires administered at the midpoint and end of the semester. Classroom observations are conducted by researchers using a standardized rubric to evaluate the level of interaction, student participation, and the instructional quality of each method.

Interviews: Semi-structured interviews are conducted with a select group of students and teachers at the end of the study to gather insights on the learning experiences and perceived effectiveness of each teaching method.

Data Analysis Quantitative data from the tests are analyzed using statistical methods such as ANOVA to determine significant differences in language proficiency gains among the four groups. Qualitative data from questionnaires, observations, and interviews are coded and analyzed to identify patterns and themes regarding student engagement and instructional effectiveness.

This comprehensive methodological approach aims to provide a nuanced understanding of how different teaching methods affect English language learning outcomes, thus enabling educators to make informed decisions about integrating these approaches into their teaching practices.

Results

The analysis of the data collected from the 120 participants provided insightful findings across the various teaching approaches:

Pre-Research Results

Before the commencement of the detailed interventions using different teaching methodologies, an initial assessment of the 120 participants was conducted to establish a baseline for comparison. The pre-research phase included evaluations of the students' existing proficiency in English across

several domains—grammar, vocabulary, reading comprehension, and oral proficiency. This preliminary data collection aimed to ensure that the study groups were balanced and comparable at the outset.

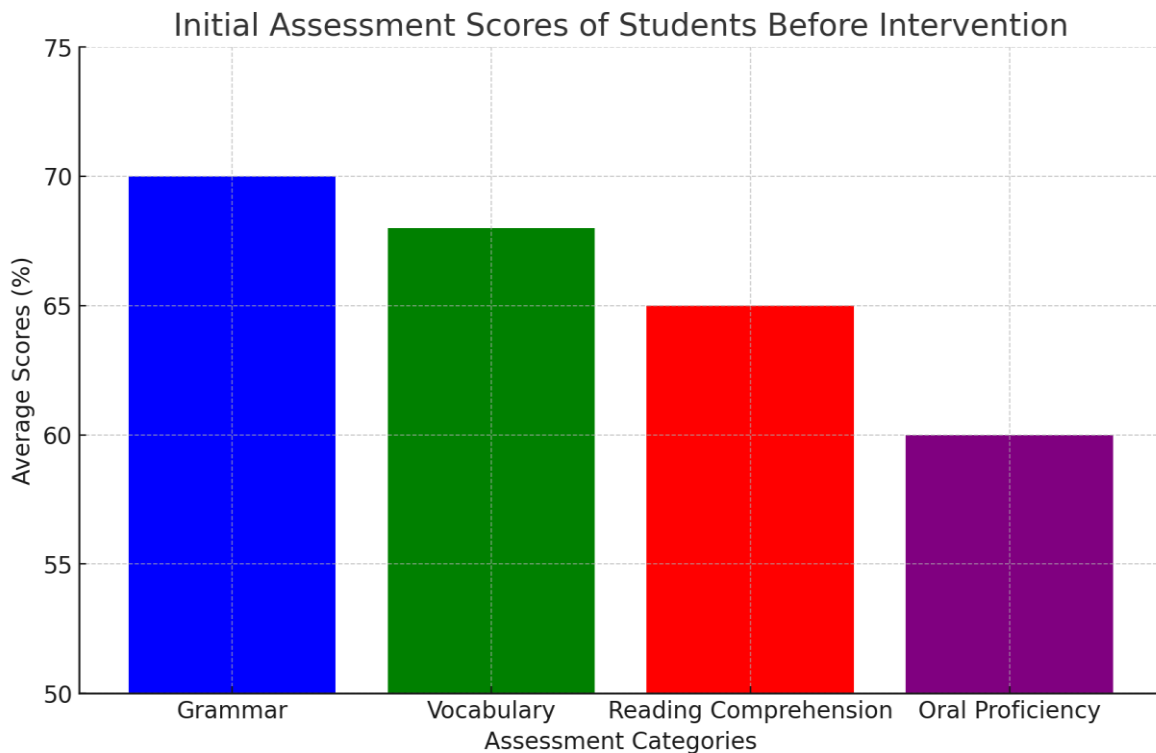
Initial Assessment Overview:

Grammar: The initial grammar assessment involved a standardized test that measured students' understanding and application of English grammar rules. The average score across all participants was 70%, with minimal variance between the groups, indicating a uniform level of grammatical knowledge at the start of the study.

Vocabulary: Vocabulary levels were assessed through a combination of written tests and oral responses to gauge both passive and active vocabularies. The average starting score for vocabulary was 68%, suggesting a moderate familiarity with English vocabulary appropriate for the intermediate level.

Reading Comprehension: A reading comprehension test featuring excerpts from contemporary and classic texts, followed by interpretative and inferential questions, was used. The average score was around 65%, showing a baseline uniformity in the ability to understand and interpret written English.

Oral Proficiency: Oral proficiency was evaluated through a series of tasks including reading aloud, short presentations, and question-answer sessions to assess fluency, pronunciation, and interactive speaking skills. The average score here was the lowest at 60%, highlighting a common area of difficulty among the groups.



The chart shows the average scores across four categories: Grammar, Vocabulary, Reading Comprehension, and Oral Proficiency.

Demographic and Background Information: Demographic surveys were also conducted to collect data on students' educational backgrounds, previous exposure to English outside the classroom, and personal interests in learning methodologies. This data was used to understand the broader context of each student's learning environment and potential influencers on language acquisition.

Teacher and Classroom Readiness: Teachers involved in the study participated in preparatory sessions to familiarize themselves with their respective teaching methods. Classrooms were equipped with necessary technological and educational resources to support different teaching strategies—computers and projectors for digital storytelling and flipped classrooms, and customized materials for gamification techniques.

Expectations and Hypotheses Formulation: Based on the pre-research results, hypotheses were formulated regarding the potential impacts of each teaching method on student outcomes. It was expected that the innovative methods would enhance engagement and oral proficiency due to their interactive and participatory nature, whereas traditional methods would likely continue to support grammatical accuracy effectively.

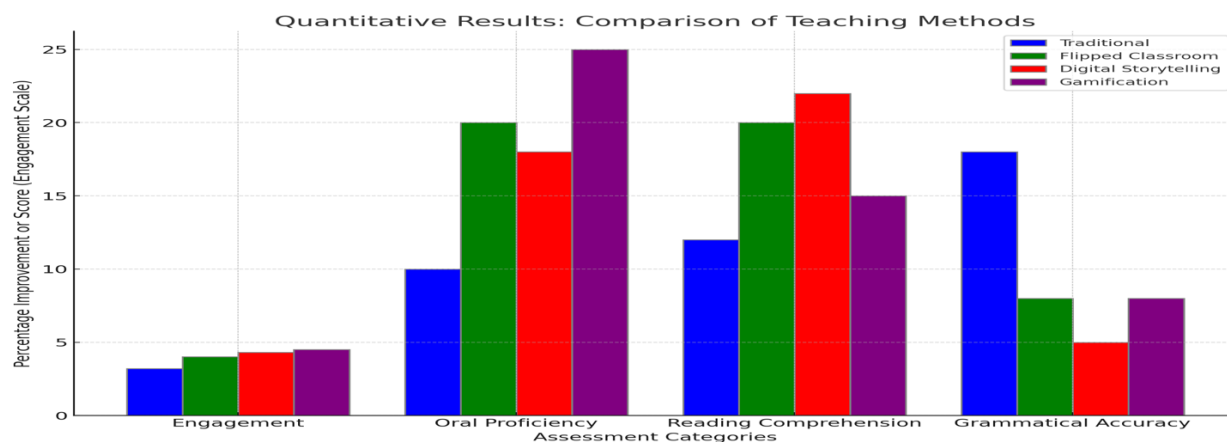
Quantitative Results

Student Engagement: Analysis of questionnaire responses indicated that the gamification group reported the highest levels of engagement, scoring an average of 4.5 out of 5 on the engagement scale. This was followed closely by the digital storytelling group with an average of 4.3, the flipped classroom group at 4.0, and the traditional methods group at 3.2.

Oral Proficiency: Post-test scores revealed that students in the gamification group showed the most significant improvement in oral proficiency, with an average increase of 25% from pre-test scores. The flipped classroom group followed with a 20% improvement, digital storytelling at 18%, and traditional methods at 10%.

Reading Comprehension and Vocabulary: Students in the digital storytelling and flipped classroom groups exhibited notable improvements in reading comprehension and vocabulary acquisition, with increases of 22% and 20%, respectively. In contrast, the traditional method showed a modest improvement of 12%, while the gamification group had a 15% increase.

Grammatical Accuracy: The traditional methods group maintained the highest scores in grammatical accuracy, showing an improvement of 18% from pre-test levels. The other groups had marginal improvements ranging from 5% to 8%.



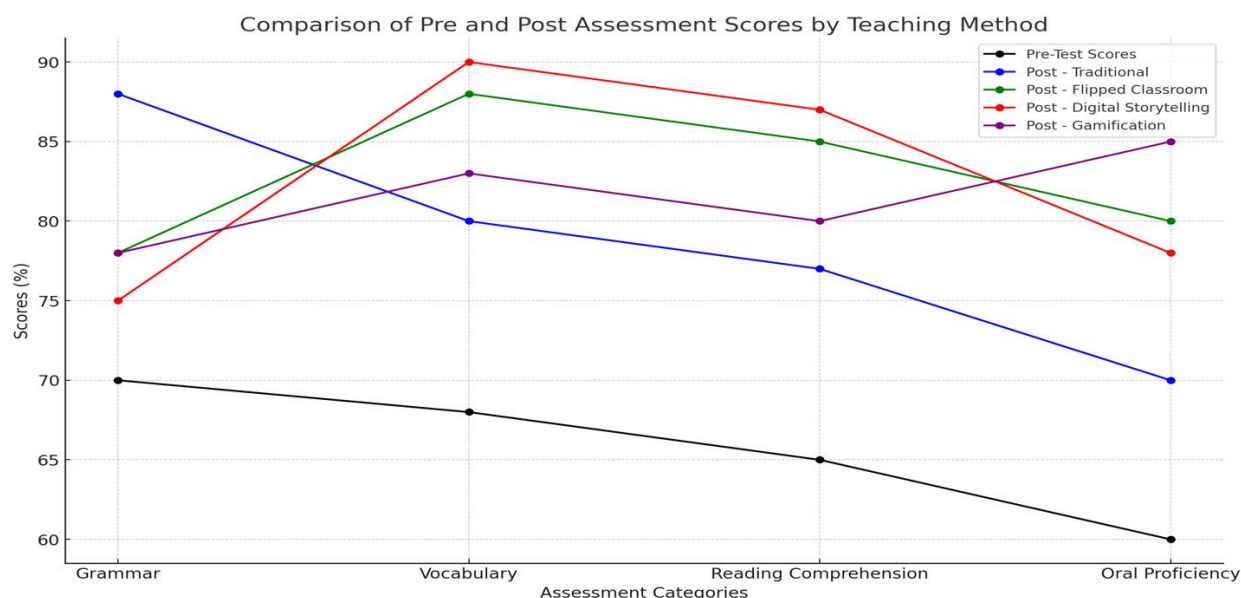
The bar chart that visualizes the quantitative results from the study, comparing the effectiveness of traditional methods, flipped classrooms, digital storytelling, and gamification across four assessment categories: Engagement, Oral Proficiency, Reading Comprehension, and Grammatical Accuracy.

Qualitative Results

Classroom Observations: Observations indicated higher levels of student participation and interaction in the flipped classroom and gamification groups. Teachers in these groups reported more dynamic and inclusive classroom sessions.

Student Feedback: Interviews and qualitative feedback highlighted that students in the gamification and digital storytelling groups enjoyed the learning process more and felt that these methods helped them use English more confidently in real-life scenarios. Conversely, students in traditional settings appreciated the structured nature of their lessons, which helped them understand grammatical rules better, although they often found the sessions less engaging.

Teacher Insights: Teachers using modern methods noted an increase in preparation time but felt the benefits of higher student motivation and better outcomes justified the extra effort. Teachers using traditional methods observed that while their approach was less demanding in terms of preparation, it often failed to address students' individual needs and interests.



The line chart above illustrates the comparison between pre-test and post-test scores across different teaching methods—traditional, flipped classroom, digital storytelling, and gamification—for the categories of Grammar, Vocabulary, Reading Comprehension, and Oral Proficiency.

As shown, all teaching methods led to improvements in post-test scores compared to the pre-test scores. However, the extent of improvement varies by category and method:

Grammar: Traditional methods show the most significant increase, likely due to their focus on grammatical accuracy. Flipped classroom and gamification methods see more modest improvements.

Vocabulary and Reading Comprehension: Digital storytelling and flipped classroom approaches show the greatest gains, which can be attributed to their engaging, context-rich instructional strategies.

Oral Proficiency: Gamification leads to the highest improvement, indicating its effectiveness in promoting practical language use and interaction.

Integration of Findings The results suggest that while traditional methods continue to be effective for teaching foundational grammatical skills, modern approaches significantly enhance engagement, oral skills, and practical language use. This blend of findings indicates a potential for integrating traditional and modern methods to create a more holistic approach to language teaching, which could cater to a wider range of learning preferences and needs.

Discussion

The results of this study provide a nuanced view of the efficacy of different teaching methods in English language learning. These findings help us assess the initial hypotheses posited in the Introduction, examining the impact of modern versus traditional teaching methods on student engagement, comprehension, and language acquisition.

Hypothesis 1: Modern teaching approaches increase student engagement more than traditional methods.

The data supports this hypothesis strongly. The gamification approach, followed by digital storytelling and flipped classrooms, reported higher levels of student engagement compared to traditional methods. This suggests that the interactive, learner-centered nature of these methods is more effective in capturing and maintaining student interest, likely due to the use of technology and dynamic activities that resonate with the digital preferences of today's learners.

Hypothesis 2: Students taught through modern approaches will demonstrate higher oral proficiency than those taught through traditional methods.

This hypothesis was also supported. The gamification group showed the most significant improvement in oral proficiency, with flipped classrooms also seeing notable gains. These methods provide frequent, interactive opportunities for speaking and listening, which are crucial for developing oral skills. Traditional methods, with their less frequent integration of interactive oral activities, lagged behind in fostering this particular skill set.

Hypothesis 3: Modern teaching approaches will improve reading comprehension and vocabulary acquisition more effectively than traditional methods.

The results for this hypothesis were somewhat mixed. Digital storytelling excelled in boosting reading comprehension and vocabulary, likely due to the contextual and narrative aspects of the method, which help students connect vocabulary and concepts to real-world situations. Flipped classrooms also performed well, suggesting that pre-class exposure to material helps deepen understanding during in-class activities. However, the traditional approach's lesser performance indicates a potential gap in addressing engaging comprehension and vocabulary strategies.

Hypothesis 4: Traditional methods will yield higher grammatical accuracy in language use compared to modern approaches.

The findings confirm this hypothesis. Traditional methods, which emphasize structured drills and explicit grammar instruction, produced better outcomes in grammatical accuracy. This indicates the continuing value of traditional grammar teaching techniques, especially for laying the foundational structures of language learning.

Integration of Teaching Methods

The study suggests that while modern methods significantly improve engagement and practical language use, traditional methods remain indispensable for teaching foundational grammatical skills. A balanced approach, perhaps a hybrid model that integrates the strengths of both traditional and modern methods, could be ideal. Such a model would cater to diverse learning styles and needs, providing a comprehensive language

learning experience that enhances both grammatical accuracy and functional language use.

Implications for Future Research

Further studies could explore long-term impacts of these teaching methods on language retention and real-world language application. Additionally, research into teacher training and resource allocation for implementing these methods could provide deeper insights into practical barriers and facilitators in diverse educational settings.

Limitations

While the study provides valuable insights into the effectiveness of different teaching methods in English language learning, several limitations must be acknowledged:

Sample Size and Diversity: The study involved 120 students from three high schools, which may limit the generalizability of the findings. The cultural, linguistic, and socio-economic backgrounds of the students were not fully representative of the broader student population. Future studies could benefit from a larger and more diverse sample that includes different age groups, proficiency levels, and educational settings.

Short Duration: The intervention lasted only one semester. Language learning is a complex and long-term process, and the impacts observed might differ with prolonged exposure to the teaching methods. Longer-term studies could provide a more accurate picture of how these methods affect language proficiency and retention over time.

Teacher Variability: Differences in teacher skill, experience, and enthusiasm can significantly influence the effectiveness of a teaching method. Although efforts were made to standardize the implementation of each method, individual teacher variability could have impacted the results. Future research could include more rigorous training and monitoring to ensure consistent delivery across classrooms.

Measurement Tools: The study relied heavily on tests and questionnaires to evaluate outcomes. While these tools are valuable, they might not fully capture the complexity of language acquisition or the qualitative aspects of student engagement and motivation. Incorporating additional qualitative assessments, such as student journals or video analysis of classroom interactions, could provide deeper insights.

Technological Access and Proficiency: The reliance on technology, especially in the flipped classroom and digital storytelling groups, assumes a level of digital access and proficiency that may not be available in all educational contexts. Differences in access to technology at home and school could have influenced the effectiveness of these methods, potentially skewing the results.

Focus on Intermediate Learners: The study exclusively focused on intermediate-level learners, which may limit the applicability of the findings to beginners or advanced learners who might respond differently to these teaching methods. Exploring how different proficiency levels react to these approaches would enhance the understanding of their effectiveness across the learning spectrum.

Conclusion

This study aimed to evaluate the effectiveness of modern teaching approaches—flipped classrooms, digital storytelling, and gamification—compared to traditional English language teaching methods. The findings indicate that while traditional methods excel in teaching grammatical accuracy, modern approaches significantly enhance student engagement, oral proficiency, and reading comprehension. Each method has its distinct advantages, suggesting that an integrative approach could leverage the strengths of both traditional and contemporary strategies to optimize learning outcomes.

The evidence supports a paradigm shift in English language teaching, advocating for a balanced approach that incorporates interactive, technology-enhanced methods with the structured rigor of traditional teaching. This hybrid model could cater to diverse learner needs, promoting both foundational language skills and practical, communicative competence. Educators are encouraged to adapt their teaching practices based on these findings, tailoring their methods to the specific contexts and needs of their students.

Future research should focus on long-term studies to assess the sustainability and retention of language skills acquired through these methods. Additionally, exploring these teaching approaches across varied demographic and geographical contexts can provide further insights into their adaptability and effectiveness in global educational settings. By continuing to innovate and rigorously evaluate teaching methodologies,

educators can significantly improve English language teaching and learning, preparing students for the demands of a globalized world.

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ASSESSMENT AS LEARNING INTEGRAL PART OF AUTONOMOUS LEARNING

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Annotation: *Assessment is been one of the key aspects of learning and teaching and it plays integral part in educational context. By rethinking the role and design of assessment as a process which will lead to product can make teaching and learning process more engaging and become a drive for development of learner autonomy.*

Keywords: *Assessment, learner autonomy, formative assessment, summative assessment, assessment as learning.*

Assessment has been an integral part of learning on all levels of education. Technology brought some contemporary amendments to the forms of assessment, but design of assessment is still one of challenging tasks for teachers to ensure authentic experience, as well as learning process assessment and assessment of own practice.

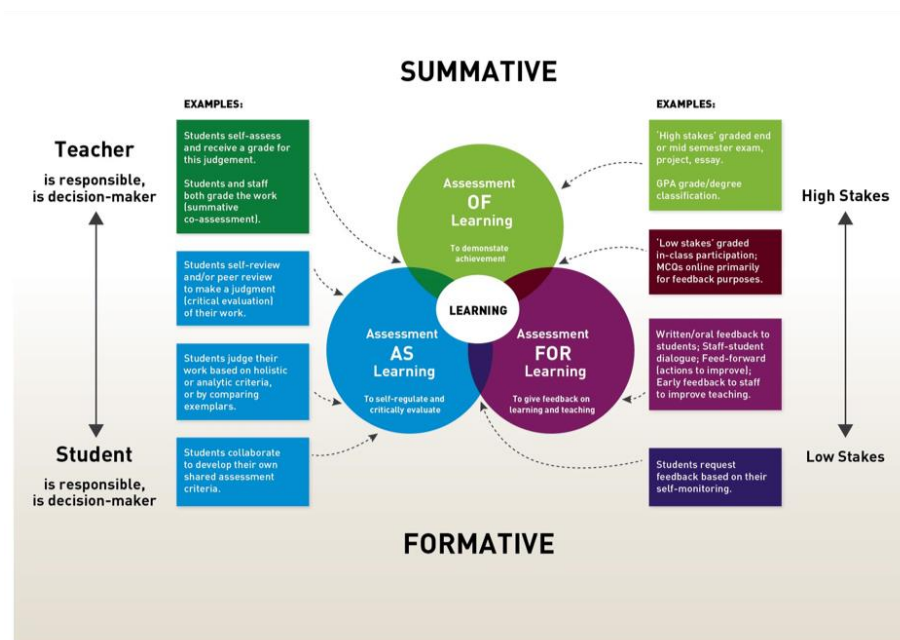
The word assessment coming from latin *assensus* "a sitting by," past participle of *assidere/adsidere* "to sit beside", the roots of the word is suggesting provision of support to those who are assessed.

There are types of assessment depending on the aim we would like to achieve by it in the learning process. Assessment of learning happens when we want to know if by teaching learning achieved stated learning outcomes. This is also summative assessment. This assessment is more for the teacher to assess the success of learning and analyze the student achievement outcomes. Given the external pressure for certification and accountability in assessment at the beginning of the twenty-first century, especially in the school sector, summative assessment was increasingly prominent. [Lau, A. M. S. 2016: 23] Formative assessment or Assessment for learning happens as process, where teacher is providing feedback to students on improvement of the assessment, thus giving an opportunity for students to learn during the process of assessment. The theory of formative assessment

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is found to be a unifying theory of instruction, which guides practice and improves the learning process by developing SRL strategies among learners. [Clark, I.2012:11] Assessment as learning happens in the process as well, but creates an opportunity for learners to assess themselves, to realize own strengths and weaknesses and improve accordingly. This might include self- assessment as well as peer-assessment. Assessment as learning considers how students self-regulate their own learning, and in so doing make complex decisions about how they use feedback and engage with the learning priorities of the classroom. [Dann, R.2014:152]

Move we move towards assessment as learning more autonomy we give to our students. As shown on the diagram below gives the functions and roles of stakeholders in the process of assessment. We can observe more stakes moving towards learner as assessment involves feedback either provided by teacher, self or peers.



[National Forum for the Enhancement of Teaching and Learning in Higher Education in Ireland (2017)]

The design of such assessment requires more efforts from teachers, as it makes us to explore an investigate how to involve student in the process and making the experience authentic and relevant to the subject at the same time.

I teach on postgraduate course on MA in Learning and Teaching, in one of the optional modules “**Leading and Managing in Learning and Teaching**” I decided to implement the approach of assessment as learning as well as making at summative one.

This module aims to enable current educational leaders and those who aspire to be educational leaders to critically and effectively engage in their contexts. Students will acquire major leadership concepts and theories for improved practices to further apply them in examining their professional contexts. Students also learned major management strategies to employ them for enhancing the learning and teaching environment. According to validated syllabus assessment is 100% coursework. The learning outcomes of the module are as following:

- 1.Critically discuss the major concepts of leadership and management in educational settings.

- 2.Critically evaluate personal professional context from the prism of major leadership concepts and theories.

- 3.Develop and rationalise personal leadership philosophy and in this light effectively enhance learning and teaching environments by employing relevant management strategies informed by the acquired leadership theories

I had a task to explore with students macro view of the organization and role leadership and management in it as well as micro analysis of own leadership qualities and traits.

I decided to create three components for the coursework, which at the end of the module will comprise one mark with same weighting for each component. Part 1. Interview with the Leader/Manager. For this part of the assessment students had to find a person who they see as a leader/manager in educational context. It can be a pioneer teacher, school manager, language center manager/leader, LRC manager, educational project coordinator, head of educational department, ministry head, etc. Arrange an interview session with the person, ask questions related to their leadership styles, management practices, issues they face now, What are their vision/hope for teaching and learning at their context? Ask for examples. We formulated interview questions and piloted them in class – peer evaluation and also students shared who was the person selected and what is his/her context. As a results students submitted 1500-2000 words

reflection, bringing evidence from existing research to elaborate on leadership style and practices of interviewee.

Part 2. Visiting educational institution and meeting with the management team. As a part of learning on the module, we visited an educational institution and meet with the management team there. Students had to explore their attitudes and practices to establishing a learning culture within organization. We visited the institutions students were employed in. Again interview questions were done by all students during the class prior to visits. As a result students had to critically analyse the case and suggest ideas for improvement with relevant evidences from the literature.

Part 3. Reflect on your own practice. Students were given a task to write 1500-2000 words critical analysis of your own leadership and management traits in the context of education. Do all teachers/academics need to be leaders? Personal view with examples and literature? Use relevant literature to support your arguments. Conclude analysis with own leadership development plan.

Summarizing student's feedback on the module and assessment it can be said that they enjoyed the process, they liked that assessment made them think and it was practical and authentic. They also noted on three parts which made them clearly link assessment components with the module content and experienced less tension compared to one assessment to be submitted at the end of the learning. Academic achievement was also successful the average mark for the module was 70% and only one student failed the module because she could not participate in the field trips.

As a module leader I can conclude that I was able to create assessment as learning which was very much linked to module learning outcomes and content thus ensuring constructive alignment principle, as well as making students critically assess educational contexts in the light of leadership and management theories.

While we have seen a recent move toward implementing formative feedback most educators' reality reveals that assessment of learning dominates. Moving toward assessment for learning and assessment as learning will only be possible if we look at the bigger picture. We need to help educators to recognize that we are not asking for a full pendulum swing away from assessment of learning to assessment as learning with assessment for learning somewhere in the middle. We are acknowledging

that an interplay of all three is not only realistic it will be the most productive approach to improving the learning environment. [Harapnuik, “Assessment Of/For/as Learning”]

Key aspect identified by Gipps (1994) is that assessment is now used to measure the process and product of education or other experience rather than innate intelligence. As a result, it would be impossible to assume unidimensionality, and a variety of assessment methods must be used to capture such multi-dimensionality [Gipps, C. 1994:290]. If we want our students to perform better and be better prepared for the life after the graduation we need to make assessment integral part of learning rather than just tests and grades in the transcript. By making teaching and learning process engaged and motivating assessment as learning can guide authentic experience of learners towards developing autonomy.

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XORIJIY TILLARNI O‘QITISHDA BOLALAR ADABIYOTNING O‘RNI (AMERIKALIK YOZUVCHI DOKTOR SYUZ ASARLARI MISOLIDA)

THE ROLE OF CHILDREN'S LITERATURE IN TEACHING FOREIGN LANGUAGES (AS AN EXAMPLE OF THE WORKS OF THE AMERICAN WRITER DR. SEUSS)

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Annotatsiya: *Ushbu maqolada Bolalar adabiyotining fan sifatida shakllanishi va bunga hissa qo‘shgan adiblar haqida fikrlar yuritilgan. Amerikalik yozuvchi Doktor Syuz asarlarini tadqiq etish taklifi kiritilgan.*

Annotation. *This article discusses the formation of children's literature as a science and the writers who contributed to it. A proposal to study the works of the American writer Dr. Seuss is included.*

Kalit so‘zlar: *Bolalar adabiyoti, xrestomatiya, xalq og‘zaki ijodi, tarjima asarlar, “Horton”, “Loraks”, “Grinch”.*

Kirish. Xorijiy Tillarni o‘rganish hozirgi davrda keng ommani qiziqtirayotganligi sir emas. Nafaqat bu soha vakillari ya’ni xorijiy til o‘qituvchilari yoki tarjimonlar, balki turli soha vakillari ham ayni damda jamiyat talabi va yoki yoki boshqa sabablarga ko‘ra biror chet tilini o‘rganish ishtiyoqidaliqligi aslida ham quvonarli holat hisoblanadi. Agar shaxs bir tilni bilsa u o‘sha tilda ma’lumot qabul qilishi, yoki almashishi mumkin. Agarda u 2 va undan ortiq tillarni bilsa, uning imkoniyatlarini kengayishi shubhasiz. Shunday ekan har bir soha vakili uchun xorijiy tilni o‘rganish ularning kasbiy va shaxsiy rivojlanishida katta imkoniyatlar eshigini ochadi. Chet tilini necha yoshdan o‘rganish esa ancha munozarali holatlardan biridir.

Xorijiy tillarni qancha erta o‘qitishni boshlash borasida ham ko‘plab muhokamalar mavjud, jumladan ba’zi olimlar tilni 1,5- 2 yoshdan o‘rgatish lozimligini ta’kidlashsa ham, 3 va 4 yoshlar ham tilni o‘zlashtirishga

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qobiliyati ancha kuchli bo'lib qolishi haqida fikrda qolmoqdalar.¹ Umuman olganda biz shunday xulosaga kelishimiz mumkinki, qancha erta tilni o'rgatishni boshlansa, o'sha qobiliyat bolalar tomonidan tabiiy ravishda tezroq va osonroq o'zlashtiriladi. Bu jarayonda esa albatta kitoblarning o'rni beqiyosdir. Ayniqsa so'nggi yillarda bolalar adabiyotiga katta e'tibor qaratilyapdi. Shuningdek, O'zbekiston Respublikasining prezidenti Sh.M. Mirziyoyevning 2017-yil 9-sentabrda e'lon qilingan "Maktabgacha ta'lim tizimini tubdan takomillashtirish chora-tadbirlari to'g'risidagi qarori"da alohida belgilab berilganidek, bolalikdan kitob o'qishga qiziqish uyg'otuvchi o'quv-metodik, didaktik materiallar va badiiy adabiyotlarni tayyorlash haqidagi 2017-yil 13-sentabrdagi "Kitob mahsulotlarini nashr etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ib qilish bo'yicha kompleks chora-tadbirlar dasturi to'g'risidagi" qarorlari ham bu fanning maqsad mohiyatini oydinlashtirishga yordam beradi"².

Umuman olgan bolalarda yoshlik davrlaridan kitobga qiziqish uyg'otilsa, kitob o'qishga layoqat shakllantirilsa, keyinchalik yosh avlod kitobxon bo'lib shakllanishi mumkin. Bolalar kitoblari esa turli xorijiy tillarda nashr etilsa, yoki hech bo'lmaganda tarjima qilingan holda ham nashr ettirilsa bu albatta bolalarning dunyoqarshi kengayishiga yoki xorijiy tilni o'zlashtirishga beqiyos hissa qo'shadi. Biz bolalar adabiyotini nafaqat bir soha sifatida balki fan sifatida ham ta'lim sohamizda o'z o'rnini topayotganidan nihoyatda mamnunmiz. O'zbek bolalar adabiyoti fanining yaratilishi XX asr boshlarida ma'rifatparvar pedagog va adabiyotshunoslar maqolalarida ko'zga tashlangan bo'lsa, ilk xrestomatiyalar va o'quv qo'llanmalarini tuzish harakati asr o'rtalariga to'g'ri keldi.

Tadqiqot. Bolalar adabiyoti rivojida o'z hissasini qo'shib kelayotgan adiblarimiz ham juda ko'p, masalan o'zbek adabiyotida, 20-asrning 20-30-yillarida Hamid Olimjon, G'afur G'ulom, G'ayratiy, Shokir Sulaymon, Ilyos Muslim, Gulom Zafariy, Ayniy, Elbek, Zafar Diyor, Sulton Jo'ra, Kudrat Hikmat, Quddus Muhammadiy, Shukur Sadulla, Hakim Nazir, Po'lat Mo'min va boshqa ijodkorlarning asarlari o'zbek Bolalar adabiyotining rivojlanishida, maxsus adabiyot sifatida shakllanishida muhim ahamiyatga ega bo'ldi.

¹ <https://daryo.uz/2017/06/02/bolalarni-chet-tillariga-orgatishni-qachon-boshlash-kerak>

² O'zbekiston adabiyoti va san'ati// 2009 yil, 3 iyul

O'zbek Bolalar adabiyotida ayniqsa, adabiy ertak janri rivojlandi. Hamid Olimjonning Oygul va Baxtiyor, „Semurg‘ yoki Parizod va Bunyod“, Mirtemirning „Ajdar“, Shukur Sa’dullaning „Uch ayiq“, „Ayyor chumchuq“, Zafar Diyorning „Yangi ertak“, „Toshxon bilan Moshxon“, „Tulkining hiylasi“, Sulton Jo‘raning „Zangor gilam“ va „Qaldirg‘och“ singari adabiy ertaklari xalq og‘zaki ijodi an‘analari asosida yaratilgan, shakl va mazmun jihatdan puxta badiiy asarlar sirasiga kiradi. 30-yillarda o‘zbek bolalar she‘riyati yuksalib, uning mavzu doirasi kengaydi.

40-60- yillarda o‘zbek Bolalar adabiyoti yanada rivojlandi, bolalar yozuvchilarining safi Nosir Fozilov, Xudoyberdi To‘xtaboyev, Tolib Yo‘ldosh, Farhod Musajonov, Latif Mahmudov va boshqa qalamkashlar hisobiga kengaydi. Uyg‘un, Mirtemir, Asqad Muxtor, Said Ahmad, Shuhrat, Mirzakalon Ismoilov, Mirkarim Osim singari kattalar adabiyoti vakillari ham bolalarga atab asarlar yaratdilar.

Xorijiy bolalar adabiyotida ijod etgan yozuvchilar, jumladan, Pushkin (Rossiya, Ruslan va Lyudmila, Baliqchi va baliq ertagi), Xans Kristian Anderson (Denmark, Qor malikasi, Suvpariyasi), Antuan Sent Eksyuperi (Fransiya, Kichkina Shaxzoda) kitoblari ham aynan original tilda va bolalar uchun osonlashtirilgan va rasmi holda nashr ettirilsa ular bolaligidan xorijiy tilni o‘zlashtirishlari oson bo‘ladi.

Yana bir taniqli Amerika bolalar yozuvchisi borki uning ham yozgan kitoblari bolalar ko‘nglidan joy olishga ulgurgan. Teoder Geysel, Dr.Syuz nomi bilan tanilgan yozuvchining “ Horton”, “ Shlyapadagi mushuk” , “Loraks”, “Grinch Rojdestvoni qanday o‘g‘irladi”, “Oh, siz boradigan joylar” nomli kitoblari allaqachon bir nech tillarga tarjima qilingan va hatto ular asosida multifilmlar ham yaratilib, bolalar sevib tomosha qiladigan filmlarga aylanib ulgurgan. Aynan mana shu yozuvchining ijodi kelajakda yanada yaxshiroq o‘rganilsa, kitoblari tatbiq etilib, tarjima yoki original ingliz tilida ham chop etilsa, bolalar adabiyoti ancha boyishi shubhasiz. Shuningdek ko‘plab tarbiyaviy saboqlar ham bu kitoblar orqali chiqrilishi ko‘zda tutilga, jumladan “Loraks” kitobi tabiatni asrash haqida uqtirsa, Horton kitobi o‘zidan kuchsiz va kichiklarga nisbatan ham hurmatda bo‘lishni o‘rgatadi. “Oh siz boradigan joylar kitobi esa Amerikada o‘quvchilarga maktab bitiruv kunida sovg‘a tariqasida taqdim etiladigan kitoblar safidan joy olgan. U yoshlarni hali hayot oldinda ekanligi haqida ogohlantirib, qiyinchiliklarni mardonovor yengib o‘tishga undovchi

motivatsion kitob hisoblanadi. Yaqinda o'tkazilgan so'rovnoma natijasida shu narsa ma'lum bo'ldiki, 33 ta 18-20 yosh oralig'idagi yoshlardan taxminan 20 nafari yozuvchining "Shlyapadagi mushuk", "Loraks", "Grinch Rojdestvoni qanday o'g'irladi" va "Xorton" kabi asarlarni aynan multifilm shaklida ko'rishgan, 30 nafari esa "Siz boradigan joylar" hikoyasi haqida bilishmas ekan. Ishtirokchilarning 30 nafari esa bu kitoblarning aynan bitta yozuvchi tomonidan, doktor Syuz tomonidan yozilganligidan bexabar ekan. Uning yaratgan asralarining yana bir ajralib turadigan jihati, har bir kitobda illustratsiyali rang-barang suratlar bo'lib, bular aynan o'sha muallif tomonidan chizilgan. Bu esa bolalarda kitobni o'qishga qiziqtirishi, voqealarni jonli tasavvur eta olishga katta imkoniyat beradi. Bu asarlar qahramonlari ham esda qolarli bo'lib ular maullif tomonidan o'ylab topilgan mavjudotlar yoki hayvonlardir.

Xulosa. Xulosa qilib aytadigan bo'lsak , yuqorida berilgan ma'lumotlardan kelib chiqib biz "Bolalar adabiyoti" ni rivojlantirish orqali bolalarni kichik yoshdan kitobxonlikka targ'ib etishimiz, tarbiyaviy saboqlar berishimiz mumkin. Shundagina bolalar adabiyoti umuminsoniy va ezgu qadriyatlarni ulug'lagan holda kelajak avlod sog'lom ruhiyat asosida tarbiya topishiga o'z hissani qo'shadi. Amerikali yozuvchi Doktor Syuz asarlari ham O'zbek bolalar adabiyotiga olib kirilsa, albatta kelajak avlod tarbiyasiga ijobiy ta'sir etishi mumkin.

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MAKING ASSESSMENT AND CONSTRUCTIVE FEEDBACK

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Annotation: *Providing constructive feedback and giving assessment are integral parts of methodology. They are complex because of motivational and emotional effects on students when they receive it. So far, many researchers investigated this part of methodology to find solutions to the problems some of which still exists. In this study. We investigate the importance of assessment and feedback for students' learning process with the help of the previous researches and university students' conceptions of assessment and feedback. They are asked to participate in questionnaire related to evaluation and constructive feedback. The results of survey seems to prove that students' perspectives towards evaluation and feedback must be studied much further.*

Introduction

Assessment and proper feedback have always been considered to be influential factor for students' performance and help to facilitate learning process. They can be a powerful tool for teachers if used wisely and appropriately. However, it can sometimes easily demotivate students and may result in students feeling reluctant to participate in next lessons.

For many years, several researches has been done on this topic to address the existing problems that are related assessment-making process. However, like many nations, in our country making relevant evaluation and effective feedback is remaining difficult due to some factors. For instance, keeping the authenticity and reliability of assessment is not always possible and some feedbacks may result in misunderstanding and misinterpretations among learners. Teachers may fail to mention good sides of students or may not be able to give the feedback in a proper manner. Additionally,

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there are some factors that need to be focused on while making assessment and feedback, such as age, gender and level of students. The issues mentioned above are still remaining the case as there seems to be some gaps in researches on the topic in question. Some discussions made on the topic although there are variety of perspectives, which contradict each other. To be fully informed about how to create an evolution and constructive feedback that give motivation and inspire students, the meaning of the terms assessment and feedback should be understood in detail.

In terms of assessment, first off, it is the process of gathering information how well students are performing or how well they are aware of a specific theme or subject. Assessment should help to make judgment on students' interests and potentials which are useful not only for students themselves but also for their teachers.

When it comes to one of the main types of assessment, the term formative assessment was used for the first time in 1967, which referred to be as a tool for improving curricular programs. Formative assessment is a cyclical process that involves interactions among teachers and students. Those interactions include prompting thinking and eliciting information. The information is then gathered and analyzed by both teachers and students. The effectiveness of formative assessment in student learning has been acknowledged and gained much attention since the series of publications of Black and William in early 2000. Since then, many educational institutions have initiated efforts to use formative assessment in the classroom to improve instruction and help students become independent learners and thoughtful evaluators of their own learning.

As for summative assessment, it is used to identify what student have learnt after a course and records their achievements. It not only reflects the students' performance but also helps to find strong points and gaps in the curriculum which is crucial for teachers' decision. Summative evaluation is also known as an assessment of learning and often in the form of a unit or a module test.

We should admit that sometimes summative assessment itself cannot show the students' full abilities due to certain factors and therefore, taking the formative assessment into consideration helps to make better decision on students' learning process.

As it is clear from its name, constructive feedback helps to bring the best out of a person by giving suggestions or comments in an intelligent manner. Its main aim is to make results better, change behaviors and finding weaknesses for improvement. It is more than just mentioning good and bad sides; it is used to identify solutions to students' learning problems. Thus, it is considered as a supportive communication that comes with positive intentions.

Literature Review

Making relevant assessment is essential in both teaching process and students' motivation. However, there is no generally agreed definition of assessment, and few studies have systematically investigated the meaning of constructive feedback. As noted by Ian Clark(2011), for some, assessment is a kind of measurement instrument. The term assessment feedback is used as an umbrella concept to capture the diversity of definitions and types of feedback commented on in the literature to include the varied roles, types, meanings, and functions of feedback, along with the conceptual frameworks underpinning feedback principles. Assessment feedback therefore includes all feedback exchanges generated within assessment design, occurring within and beyond the immediate learning context, being overt or covert (actively and/or passively sought and/or received), and importantly, drawing from a range of sources.

There are several arguments about how to make assessment and feedback effective for students' further performance. According to one of the authors like D.Nicol (2008), until recently approaches to feedback have remained obstinately focused on simple transmission perspectives. Teachers give feedback to students indicating their strong and weak points assuming that students themselves can decode the feedback messages and turn them into actions. However, because of lack of knowledge there have been some barriers to comprehend the feedback messages and lead to create doubts in interpreting the intended message. That is why sometimes just giving feedback and making assessment seems not enough as it may cause misunderstanding for students.

When we think about assessment, we may assume one needs to deliver criticism. According to another scholars, giving feedback about students' shortcomings may result in both positive and negative consequences which encourage students to study but also undermine their

motivation and self-confidence (Cohen, G. L., Steele, C. M., & Ross, L. D., 1999). We would agree with the opinion given above as many teachers often fail to give feedback and make assessment in a motivational way. As a result, students may feel reluctant to re-engage in their study and demotivated.

As feedback significantly contributes to a student's motivation and learning (Hattie & Timperley, 2007), it is important to understand how best to deliver feedback, particularly when it comes to constructive feedback that provides direction for improvement. Prior research has shown that constructive feedback statements consist of both cognitive (i.e., solutions or pathways to improvement) and affective aspects (e.g., politeness markers or mitigating praise) Ermanov, D. R. and Soatova, Sh.B. (2023). Therefore, the current study examined the relative influence of these aspects on students' perceptions of the constructive nature of hypothetical feedback statements. In addition, they assessed whether views of constructive feedback statements (on a fictitious writing assignment) and their features would differ for students with high or low levels of two motivational factors, namely self-efficacy for writing and mastery goal orientation.

As cited above, we are for Hattie and Timperley's ideas that teachers should know about how to motivate their students by giving feedback. For instance, they may start with students' strengths and move step by step to weaknesses. (Hattie & Timperley, 2007) also address aspects of feedback that influence learning in a positive way and develop a model of “feedback to enhance learning”. Both these influential articles have one common trait: the focus is on the provision of feedback and characteristics of the feedback as information provided mainly to the learner.

Student engagement with learning is a key indicator of the quality and nature of the first year university experience. Early student experiences establish values, attitudes and approaches to learning that will endure throughout their tertiary experience. Assessment has a profound influence on student learning, especially among first year students. Constructive guidance and feedback to assist first year students to know what is expected of them in assessment is likely to enhance their immediate learning, their assessment outcomes and experience of first year at university, whilst also providing a framework for assisting first year

students to understand how to approach university learning in subsequent years. As (Krause, K., Hartley, R., James, R., & McInnis, C., 2005) has observed, it is important that first year students have opportunities to learn how to learn as part of their transition to university. Criterion-referenced or standard-based assessment offers the promise of assisting students how to learn. Students may be able to target their learning efforts more effectively because they understand what they are expected to do in an assessment task and how well they are expected to do it.

It is also considered that students should know what is expected of them so as to benefit from any feedback and to be beneficial, the feedback itself has to provide guidance. Feedback on academic performance is particularly important for students (Krause, K., Hartley, R., James, R., & McInnis, C., 2005). Students' perceptions of poor feedback is that it is vague, overly critical and unrelated to assessment criteria, and contains no guidance or suggestions about how they could improve their future performance. As just mentioning good and weak points cannot guide students to improve their knowledge, good feedback must focus on learners' needs for improving, with concrete suggestions about what they could change and how they might go about changing.

When it comes to assessment and its types, according to (Fulcher, 2012) assessment involves in contexts (i.e., historical, social and political), principles and practices (i.e., knowledge skills and abilities). Assessment is central to program in terms of its effectiveness whether it be summative or formative. Formative and summative assessments are closely linked to one another and help in assessing the qualities of the students. His study aimed to investigate the difference in summative assessment based on teachers' experience of being cognizant or incognizant of the formative assessment of the class. Assessment for learning or formative assessment has increasingly been emphasized but its relation to summative assessment has been little explored. Moreover, the study hypothesized that the teachers who are involved in formative assessment can make a better summative assessment of students as compared to those teachers who make only summative assessment and are not aware of the overall performance of the students. To the best of the authors' knowledge, summative assessment in liaison with formative assessment has not been explored especially in the context of language assessment.

(Herrera & Macías, 2015) view summative assessment as a kind of evaluation which informs the teachers of students' success or failure in their learning process based on a numerical scale. A numerical scale is the only parameter which may not reflect students' competency at a given point in time. While summative assessment treats teachers as the main authority and only shows the students' progress of the past, it does not offer accountability for the teachers to test their own practices and then to renegotiate their teaching according to the requirements of learners. Hence, in the light of above definitions, the summative assessment can be summed up as the process of recording the students' achievement to a given point, on a numerical scale, which aims to look back and take a stock of how students have achieved the objectives.

(Dolin & Krogh, 2010) thinks that summative assessment is necessary since data on students' knowledge have to be made and records kept at regular intervals. In contrast, formative assessment could be considered, in a sense, to be voluntary, in that it is possible to teach without it. But teachers need to keep records summarising students' performance at key points, such as the end of topics or semesters, and to use these records in their planning. Parents and students, next teachers at points of transition from class to class or school to school need records of what has been achieved. School principals and managers need to have records so that they can review progress of groups of students as they pass through the school for use in school self-evaluation and curriculum planning. It is also important because 'de facto' what is assessed is taken as a signal of important learning. Unfortunately, it is often the case that what is assessed is what can be assessed rather than what ought to be assessed. The gap between these two is likely to be particularly large in the case of science where goals relate to building understanding and developing 'skills used by scientists'. Any assessment is only a sample of what has been learned and an approximation of how well it has been learned and the result of several subjective judgments. A better understanding of the process of assessment by everyone involved – from teachers to students might help loosen the grip of assessment on the curriculum.

In terms of formative assessment, Dylan Wiliam (2009) suggests that the main features are brought together in the following definition: Practice in a classroom is formative to the extent that evidence about student

achievement is elicited, interpreted and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence what was elicited. Formative assessment is not something that happens occasionally; it is the process of making decisions that is happening all the time in teaching. The activities represented by A, B, and C are directed towards the goals of the lesson, or series of lessons on a topic. These goals, shared with the students by the teacher, are expressed in specific terms; for example in a science lesson, they might be ‘to plan and to carry out an investigation of the conditions preferred by woodlice’. The students’ work in activity A, directed to the goals, provides opportunity for both teacher and students to obtain evidence of progress towards the goals. In order to interpret the evidence, in this example both teacher and students need to know what ‘good planning’ means, so students need to have some understanding of the criteria to apply in assessing their work (Is the planned investigation taking account of all relevant variables? What and how will evidence be gathered?) The judgment leads to the decision about the relevant next steps, which may be to intervene or simply to move on.

As (Dylan Wiliam, 2009) points out, ‘formative assessment need not alter instruction to be formative – it may simply confirm that the proposed course of action is indeed the most appropriate’. Activity B is the result of this decision and the source of evidence in a further cycle of eliciting and interpreting evidence. The students are in the center of the process, since it is they who do the learning. In formative assessment, judgments about progress and decisions about next steps take into account the circumstances, past learning and effort of individual students as well as what they are able to do in relation to the goals of the work at a particular time. Thus the judgements are both student-referenced and criterion-referenced. This approach supports learning far more than applying the same standards to all students, which would be demotivating for lower achieving students, and is possible since no comparisons are made between students in formative assessment. As we agree with the opinions above, assessment should be made according to students’ level and feedback must be given in a way that do not demotivate the inferior performing students. As formative assessment shows the development in students’ learning

process, teachers should be able to decide on their further lessons and how to help their students who are falling behind their groupmates. Therefore applying different materials for different levels of students seems appropriate because all students' learning abilities must be taken into account.

As Dylan Wiliam (2009) asserts that the results of formative and summative assessments are vital not only for students but also teachers, afterwards both should continue the process depending on previous results to make improvements. Additionally, by looking at the previous performance of the learner, formative assessment also offers remedy to reach that position. Due to these remedial characteristics, Dylan Wiliam (2009) refers to formative assessment as a type of process that shapes students' learning.

Methodology

Participants

In the present study, total of 14 university students were participated of which eleven were female and three were male as it is obvious from the introductory part of the survey. The average age of the participants in this survey is approximately 21.9. They were of a different social economic background and had different academic performance levels. All of them major in teaching English and some of which have already experience in teaching.

Procedure

This research was conducted to get better understanding of how crucial to provide with appropriate feedback and assessment and their effect on students' performance. This study is largely exploratory as it mainly focused on students' opinions rather than teachers that have already studied many times by researchers. The present study followed qualitative method using online questionnaire on google form. A total of 10 questions and 4 of which are open-ended questions are asked from participants where they are required to give their own opinions about assessment and constructive feedback.

The first three questions were about their age, gender and occupation and the other questions were related to the research topic. Multiple choice questions suggested some statements to identify whether they agree, disagree or they undecided. In terms of open-ended questions, students are

asked to answer from their perspective. Our questionnaire included some questions such as 'What do you think the true purpose of assessment?'; 'Do your teachers always mention your strengths and weak points while giving feedback?' 'Our goal was to focus on students viewpoints rather than teachers as it is students who exactly knows how they feel when their work is evaluated.

Results and discussion

In terms of the responses of the participants to the survey, their perspectives differed from one to another due to their age, gender and other factors.

1. Are you always provided with feedback by your teachers?

The biggest percent (35.7 %) of participants chose the answer 'sometimes'. That means sometimes teachers just give marks and fail to give feedbacks to their students which may cause some misunderstandings as students may not be able to convert their marks into suggestion for their future studies

2. Formative assessment is important for students' further development. Do you agree?

Ten participants out of fourteen consider getting formative assessment is crucial for their performance. Since formative assessment is given during a course unlike summative assessment, students can take more advantage of it.

3. Do you think that summative assessment itself can show a student's full potential?

Eight responders considered that only summative assessment itself is not enough to reflect a student's all knowledge about a particular subject. While 4 participants agreed with the statement, only two stayed undecided about it. According to the majority of the participants' point of view, that is not the only way to get to know about students' performance and how they acquired knowledge during the whole course since there may be some factors why some failed to get good marks. That is why teachers' should take their responses during the all lessons while deciding.

4. Do your teachers always mention both your strengths and weak points?

Only five participants answered 'yes' to this question while others chose the answers no, only bad or good sides. As this responses showed,

many teachers forget to tell both strength and weak points of students. When they skip one of them it may result in demotivation or the opposite situation. Thus, it is essential to not to skip either of them

5. Do you think that your teachers' feedback guide you how to continue your studies?

64.3 % of all responders thought accepting a feedback from their teachers helps them how to continue their studies. As for 35.7 % of participants' opinion, it has not an important role in how they should continue their course.

6. In your opinion, what does a good feedback look like?

The following are some responses to this open-ended question:

Participant number one :

It looks like healthy attitude and it should be objective. Someone should avoid of being sound critical. Instead of it, it should be mentioned both good and bad sides.

Participant number two:

Good comment should be fair, unbiased and normal.

Participant number three:

In my opinion, teacher's feedback is not always important for student's future studies

Participant number four:

I think, effective feedback does not just reflect how we perform but also should motivate and show to improve our knowledge.

According to the answers shown above, feedback should not be given only to mention students' performance and teachers should not be biased but neutral while giving feedbacks.

7. What do you think the true purpose of assessment is?

Participant number one:

To evaluate teaching process that we have

Participant number two:

In my opinion, assessment helps to decide how to continue for both teachers and students. It should not be for only assessing students but useful for teachers

Participant number three:

Students should not always pay attention to get only good marks but to learn new things and obtain knowledge

Participant number four:

It should result in improvement on student's studies

Participant number five:

It just reflects how a student performed in a test or exams.

Responders' answers varied from one to another when they were asked to answer the last question shown above. From some participants' perspective, assessment does not play a big role for students but just reflects their works in an exam or test. However, many assume that making evaluation is important not only for students themselves but also their teachers too. It should be a guideline for them to follow the course.

Recommendations

After analyzing the survey that has been conducted depending on the research, some recommendations can be made. It should be admitted that making assessment and constructive feedback and delivering them to students without misunderstanding is not always easy task. First, while giving a feedback, teachers ought to be careful depending on the students' characters as it can have emotional effects on students and also they may feel inferior to their course mates. Apart from this, teachers must be unbiased and fair towards their students to make evaluation. Students also should be given some basic instructions about how to convert assessment into suggestion to understand their educational development.

Teachers should make feedback and assessment in a way that will be useful for themselves too in order that they can decide how to teach during the next lessons.

Conclusion

As an inseparable part of teaching process, making assessment and giving constructive feedback should be taken into consideration. In our country, making constructive feedback has mainly been neglected. Students may be evaluated according to their performance in exams and their achievements. Nonetheless, that would lead to good results if teachers use it accordingly.

One thing that worth to mention is normative of assessment and giving feedback should be classified and used depending on age , level and

gender of students. As Hattie and Timperley (2009) discussed the way of making feedback, for instance, teachers may start with achievements and moving to mention mistakes, faults that needs addressing. This method would be effective for young students and beginners not to lose their motivation towards the course or studying

It may not always be easy task for teachers to find time for feedback and staying fair for all their students depending on their characteristic and level. It really matters to be careful not to cause losing motivation of students but meeting the intended outcomes.

The study was conducted in the intention of exploring the previous researches and questioning some existing issues about constructive feedback and assessment. While doing the research, many things took the attention. For example, there are many findings and researches to search for true definitions and meaning for assessment and feedback. However, students' viewpoint and perceptions about being evaluated have not always been on the top of the research and surveys.

According the survey that was done on the topic, many teachers in our country tend to give marks and grades to their students and rarely provide with constructive feedback which is more essential than just a number reflecting their work. As a result, students may not be able to meet the required demand and outcomes in their studies.

Depending on some researchers' findings and perspectives that were mentioned above, teachers should make assessments and feedbacks to be used by themselves for how to teach or conduct the following lessons depending on their students' results. In this kind of situation keeping interval of their students' exam results seems to be vital as sited by Dolin and Krogh (2010).

As a conclusion, we can say that, making assessment and giving constructive feedback is such a process that requires certain qualities and time from teachers. They should have psychological knowledge as delivering a feedback has emotional and motivational impact on students. Sometimes it may require to be beyond criticism and sometimes the previous results should be considered. Furthermore , it should result in increasing teaching and learning efforts. Students also should be taught to accept feedbacks as an essential factor for their performance and kind of motivation that leads to good improvements in their studies.

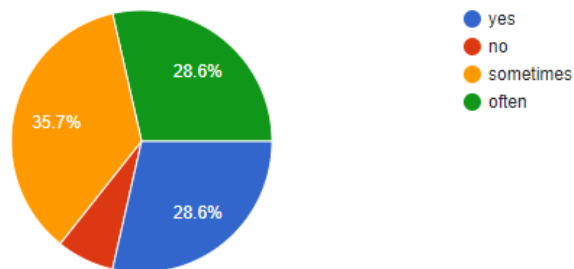
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Appendix: Survey Responses

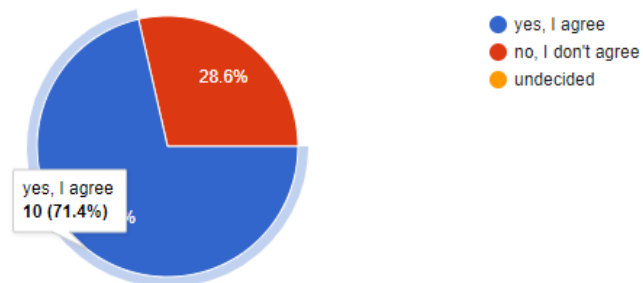
Are you always provided with feedback by your teachers ?

14 responses



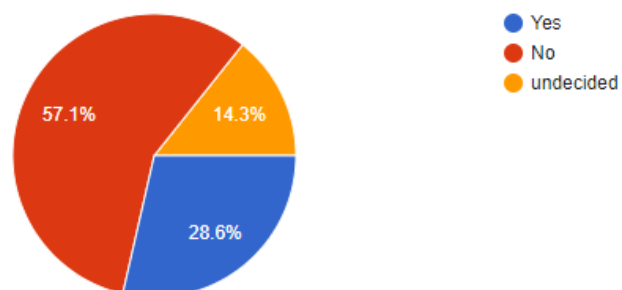
Formative assessment is important for students further development. do you agree?

14 responses



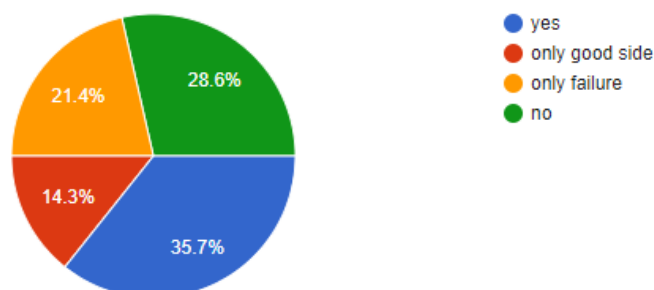
Do you think that summative assessment itself can show a student's full potential ?

14 responses



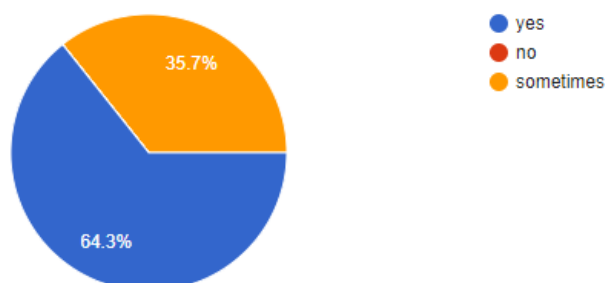
do your teachers always mention both your strengths and weak points ?

14 responses



do you think that your teachers' feedback guide you how to continue your studies ?

14 responses



in your opinion, what does a good feedback look like ?

14 responses

You should use such kind of books to enhance your reading writing and so on

It looks like healthy attitude and it should be objective. Someone should avoid of being sound critical. Instead of it, it should be mentioned both good and bad sides.

I think, effective feedback doesnt just reflect how we perform but also should motivate and show to imorove our knowledge.

A good feedback should be given after each performance about both your good and weak points.

Good comment should be fair, unbiased and normal.

A comment that can both criticize and praise

what do you think the true purpose of assessment is ?

14 responses

To show our knowledge

To evaluate teaching process that we have

In my opinion, assessment helps to decide how to continue for both teachers and students. It should not be for only assessing students but useful for teachers

Its main aim is to guide learners to a proper way in their career path

The purpose of assessment is to identify and develop students' weak points

USING BODY LANGUAGE IN LANGUAGE TEACHING

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Abstract: *This course paper studies what body language is, its importance in the classroom and why teachers should use it while teaching students. Especially when teaching foreign languages, the teacher's teaching body language has a great impact on the effectiveness of the lesson and understanding the lessons topic. In classroom, using body language can help the lesson to be interesting and interactive and students can easily learn and understand the basic meaning of the topic. It is an important method for teachers to learn about the students by noticing the students' body language. Teachers can figure out whether students understand all that a teacher said and explained or not by watching the students' expressions in their eyes, on their faces and noticing their actions. In this research, experiment was done with schoolchildren and the importance of body language was analyzed with questionnaire This study searches that foreign languages should be taught with using body language and it is one of the most significant aspects during teaching foreign languages and it was considered while experiment. It is effective*

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for learners to understand and easily learn languages. In this course paper we are going to analyze and reveal the importance of body language and it is helpful in teaching methods that teachers use during the lesson, especially impact on progress of students and some points about using body language to EFL/ESL learners.

Key words: *teaching students, body language, facial expressions, teaching methods, EFL/ESL learners, progress of students*

Introduction

The use of body language goes back to pre-history times and even pre-language time. The first ethnologist is Charles Darwin whose book “The expression of the emotions in man and animals”. Some signals are universal; everyone around the world understands them for instance smiling means happiness. The story of human language and how it spreads through earth is both fascinating and educational. The study of body language is intermittently evolving as it relies on research carried out in multitude of fields such as: archeology, geology, biology ethnology, anthropology and in particular genetics. As we know, language is important in communication, but nonverbal communication cannot be neglected. As American psychologist Albert said, people get 55% information from expressions. In classroom teaching, nonverbal communication is more important than verbal one. When teaching, teachers will try their best to arouse the student’s interest of learning English. Body language as a secondary means of teaching English is vivid, it can warm up the class atmosphere, help students to understand the point, shorten the distance between teacher and students, stir interest of learning English, improving the quality of education. So, in teaching, teachers should learn and work hard to master the means of communication in the application of body language.

The study and theory of body language has become popular in recent years because psychologists have been able to understand what we say through our bodily gestures and facial expressions, so as to translate our body language, revealing its underlying feelings and attitudes. Teachers often complain about lack of attention, motivation, absent- mindedness of some learners and many other problems that lead to a breakdown and failure in communication between teacher and the learners. It is well

known that speech is only one part of communication, yet teachers often forget about the importance of nonverbal communication. The use of body language in the classroom environment plays a crucial role in encouraging learners' participant during lessons, also monitor and control learners' behavior. Presenting gestures, eyes contact, proxemics and other types of non- verbal communication in the classroom not only help learners become more communicative and comprehensive in their target language, but it will also improve the quality of their learning that is why teachers become more aware about the effect of body language communication in understanding and command over knowledge in the classroom especially for memorizing. This research work is going to be focused the significant role of using body language while teaching. The main points of this research paper are to analyze, giving suggestions, considering negative and positive sides of body language. These factors are analyzed with not only my experiment and questionnaire, but other scholars' opinions and researches.

Literature Review

Definition of Body Language

Interest in body language became popular in the early 1970s when the American author Fast Julius wrote a book entitled "Body Language". Then it became the title of many books and scope of body language around the world. This intriguing subject is defined as being a broad term of communication using body movement or gestures that is to say the way we move our bodies when we are giving or receiving information. Body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words as Hornby, A. stated (2006) Body language primarily involves the use of our body and the different movement we make rather than the speech we produce.

Body language studies the meaning of all parts of the body, it includes many non-verbal behavior, such as; eye contact , gestures , postures, facial expression, touch and so on . It can deliver much information, making a set of system which is the same as language signal. For example, a smile and hand shake indicate welcoming, waving ones hand means goodbye. According to Andersen all communication other than language is simply nonverbal communication (Azeez & Azeez, 2018) Further he argues that not all behavior leads to communication, it has to do with interlocutors'

intentions. In addition, Knapp and Hall discuss several ways that nonverbal messages function in conjunction with the verbal ones (2006 as cited in Gregersen, 2007: p.53) and (Negi, 2009: pp. 102-103). Nonverbal behavior substitutes, complements, accents, regulate, and contradict the spoken language.

As Kulkarni said that body language plays a key role in oral communication. It is powerful and indispensable and now it has become a household word to its popularity and utility. Each gesture is as important as a word in a language. In fact, without accompanying gestures it would be difficult to speak. These gestures add a greater value to what is being said besides exercising a more powerful impact. According to Tai's opinion body language as a term for various forms of communication using body movements or gestures instead of sounds, verbal language, or other ways of communication. He also adds that body language studies the meaning of all parts of body that includes many nonverbal behaviors such as eye contact, gestures, postures, facial gestures, and touch. Body language is a type of nonverbal communication and it forms of category of paralanguage, which describes all forms of human communication that are not verbal language (2014: p. 1205).

As scholars mentioned above, body language plays a significant role when we are speaking, especially, in order to explain or express something. Hornby said about body language that body language is the process of communicating what you are feeling or thinking by the way you place and move your body rather than by words. Furthermore, non-verbal communication defines as delivers a message beyond the words (Negi, 2010). We totally agree with Knapp's statement that body language is a part of our communication process which can help listener to understand very well what we are saying. All in all, we can say that we cannot achieve our goal that in a converse we are going to tell or explain without it.

Significance of Body Language in English Teaching

Teaching is a profession that requires effective communication. Only through effective communication you can teach well and help your students learn excellently. Now, communication becomes effective only when there is a perfect blend of verbal and non-verbal means of communication. With non-verbal means like facial expressions, body postures, hand gestures, and verbal messages become clear and better

understandable. Body language plays a positive role in cultivating the students' character in school English education. It is an important means through which people get to know each other and communicate with each other. It is a kind of language through gestures, manner and countenance. Our non-verbal communication occupies almost 50 percent of our daily communication while words themselves take up only 7 percent, according to Miller's opinion and he states that there are some important reasons why we use nonverbal communication: Words have limitations, nonverbal signals are powerful, nonverbal messages are likely to be more genuine, nonverbal signals can express feelings too disturbing to state, and a separate communication channel is necessary to help send complex messages.

He further adds that some research findings suggest that two-thirds of our communication is nonverbal. Other experts suggest that only seven percent of a message is sent through words, with the remaining 93 percent sent through facial expressions (55 percent) and vocal intonation (38 percent). Teachers should be aware of nonverbal communication in the classroom for two basic reasons: to become better receivers of students' messages and to gain ability to send positive signals that reinforce students' learning while simultaneously becoming more skilled at avoiding negative signals that stifle their learning. We think that especially, body language is really vital in teaching, as Miller said above and every teacher should use and learn how to use on teaching students.

Application of Body Language in Speaking

One of the important ways to communicate is spoken language as Miller said states that there are some important reasons why we use nonverbal communication and (Tai, 2014: p. 1208). Miller (2005: p.28) words have limitations, nonverbal signals are powerful, nonverbal messages are likely to be more genuine, nonverbal signals can express feelings too disturbing to state, and a separate communication channel is necessary to help send complex messages. He further adds that some research findings suggest that two-thirds of our communication is nonverbal. Tai mentions that to help students overcome their passive attitudes, not only teachers' use of body language can arouse and sustain the students' interests of using and learning English, but also asking the students to utilize body language according to various situations.

Furthermore, we are going to consider another uses of using body language in speaking, such as; if teachers speak using body language, they can attract attention almost all students in a classroom, as well as it helps saving teachers' energy as a result of students' easy understanding and hearing their teachers with attention, and speaking with body language makes classroom management more straightforward for them. Certainly, all of them that we considered above is because of body language.

The Types of Body Language

There are several types of body language according to parts of our body. It includes our whole parts of our body, because when we try to speak using our body language, almost all parts of our body have to participate and all of them have special meaning to express something while communicating. We consider them below:

- **Facial expressions** - Facial expressions are forms of body language used nonverbally. According to Knapp and Hall. "The face is rich in communicative potential. It is the primary site for communication of emotional status, it reflects interpersonal attitudes; it provides nonverbal feedback on the comments of others; and some scholars say it is the primary source of information next to human speech. We pay a great deal of attention to the messages we receive from the faces of others. (2006. p. 260)

- **Body movement and posture** - Human beings communicate nonverbally by using different messages which are either voluntary or involuntary. The term voluntary and involuntary apply to human nervous system and its control over muscles. The nervous system is divided into two parts: somatic and autonomic. The first operates muscles that are under voluntary control where as the autonomic nervous system regulates individual organ functions and it is involuntary.

- **Gestures** - are movements made with body parts (example hands, arms, fingers, head, legs) and they may be voluntary or involuntary. Arm gestures can be interpreted in several ways. In a discussion, when one stands, sits or even walks with folded arms, it is normally not a welcoming gesture. It could mean that they have a closed mind and are most likely unwilling to listen to the speaker's viewpoint. Another type of arm gesture also includes an arm crossed over the other, demonstrating insecurity and a lack of confidence.

• **Eye contact** - Ralph Waldo Emerson said that “the eyes of men converse as much as their tongues, with the advantage that ocular dialect needs no dictionary, but is understood the world over” Emerson. R (1860, p. 156). Eye contact is a form of nonverbal communication and it has a large influence on social behavior. Furthermore, a person’s directions of gaze and the way she/he blocks his/her eyes may convey the meaning of interest, daring, etc.

• **Touch** - touch is a complex body language channel that conveys many subtle messages to others. A classification of different types of touches includes using them to convey feelings, to control others, and to accomplish tasks.

• **Space**- it refers distance between speaker and listener while interacting with each other.

• **Voice** - It refers to the power of loudness of your voice. For instance, a soft-spoken person is seen as a shy or insecure person while if a person talks with higher volume it gives the impression of someone who may lose his temper easily.

So, we are going to add some researchers’ ideas and statements about types of body language. According to Tai, Facial expression is a “universal language” in human being’s society (2014: p. 1207). Humans can show their feelings and emotions through facial expressions, like happiness, sorrow, and fear. As a result, teachers should know how to use various facial expressions to deal with different situations that show up in the classroom. For instance, a warm smile could give students a comfy studying atmosphere. In short, if a teacher can utilize his facial expression diplomatically, he can receive a perfect classroom teaching outcome. Miller (2005) argues that facial expressions are the main source of information, next to words, in identifying an individual’s inner feelings. He adds that while listening to students, teachers should use facial expressions that communicate interest about questions and concerns. Teachers use suitable gestures to send out whatever is in their mind and show their feelings. They can do some gestures for expressing what they want students to do. Realistic gestures aid students in deepening their understanding of English says Ermanov, D.R. (2024). Miller (2005) believes that “making eye contact communicates openness and honesty, while avoiding eye contact may indicate that something is wrong”. He further says that when

teachers want to emphasize particular points, they usually maintain eye contact.

Features of Body Language

Intuitional feature - Teachers use their facial expressions to afford information or give some commands in the classes. Using body language in English teaching can help teachers to deepen students' understanding and impression. Visual body language

can arouse students' interests in English studying. For example, when the teacher teaches the word "cry", he or she can show a crying face. Teachers can get a more intuitional teaching result if they use body language properly.

Communicative feature - We cannot forget the importance of body language when teachers communicate with students. Students need to learn the communicative English, so they should be more active in the classroom teaching. Because traditional teaching method cannot arouse student's interests, we can create a comfortable and interesting atmosphere by the means of body language and put students in the central position in English learning. If teachers use their body language comfortably, they can assist the communication between with their students.

Suggestive feature - Actually sometimes students understand the English knowledge by guessing from teachers' body language. The students have rich imagination and they can get much information from teachers' body language. For example, when teachers design a communicative scene, they can take advantage of the vivid body language to help them imagine, which can give them a good context. In this way, can the students understand the text easily. In a word, body language has proper features for English teaching. A qualified teacher should learn to use body language in English teaching. Body language can become a perceptible tool in the future education.

All in all, most of scholars support that body language is one of the most significant aspect on teaching students and they mentioned a few useful factors about body language as we saw above. According to their opinions and statements, in order to check and analyze ideas of students, the experiment was done and survey was taken from them and we considered the result of all of them below.

Methodology

Many researches was done and articles was written on using body language in teaching and we analyzed body language, by this, teachers attract interest and attentiveness especially, help to acquire knowledge well among EFL learners. Therefore, teachers should consider such process to convey different messages to their students. The research is devoted to give a general idea about the research methodology followed in the research work. It attempts to investigate the interest and the attentiveness of the body language used by the teachers in order to convey the messages among all the learners. This research is also concerned with the description of the research instruments that were used to carry out this study as well as the analysis and interpretation of the obtained data. Throughout this chapter, researchers have provided some important suggestions and recommendations to improve teachers' use of Body Language in order to motivate students and create an enthusiastic class atmosphere.

Participants

Second year middle school which was majored in mathematic. We dealt with 30 learners who were selected to participate in the experiment. Their age was 12 years old, in other words, 6th grade schoolchildren who studied in a school of Tashkent region. Most of them were female and 11 learners were male. In order to know clearly the uses of Body Language we did questionnaire including question about Bod Language. 36 people participated in this questionnaire, their age were from 15 to 35. 30 people of them were female and the others were male.

Procedure

For this experiment it was decided to choose 6th grade schoolchildren. Firstly, in order to do experiment, we found a school which is near my location and an author chose a class. In a day the author taught half of students in a class not using Body Language and another day the author taught the others using Body Language. Theme that the author explained was 'Life in the past' in the book of 6th grade and it included past activities and types of dinosaur and explaining past simple and past continuous as well as when and while linking words. Because of very young learner that chose, their characters really tended to be playful and make a noise during the lesson if a teacher try hard to attract their attention and interest them to learn a theme that he/she is explaining. the author taught them and took a

survey about if they liked and understood enough that topic that the author explained or not in order to check this

This research work has been conducted through the use of a questionnaire which was given to both students and teachers, and an experiment directed to middle school children. The aim was to gather information from both students and teachers and see the result of teaching student with Body Language and without it in order to clarify the importance of body language in the teaching process. Before the author started questionnaire, the author taught sixth year middle school children in two ways that the author used Body Language for a half of class and the author did not use for another half. Next, the author planned how the author organize my experiment and found the best way that the author separated a class into two groups in order to know the role of body language while teaching students. the author decided to teach a half of schoolchildren without Body Language. the author taught unit 6 of 6th grade Student's book, as the author mentioned above, about "Life in the past" including discussion of types of dinosaurs, past activities and explaining past simple and past continuous with when and while linking words. The lessen was not interactive and interesting, It looked like a lecture. Even If the author tried to avoid being like a lecturer with giving questions about their past activities and if they know types of dinosaurs or not.

Due to fact that the author did not use any gesture, facial expressions and body movement. the author thinks, they felt really bored, by being taught them without Body Language, the author cannot attract their attention and interest them to the topic that the author explained. Because some of them especially who, sat in the back side of classroom, talked with each other and did another thing they want to do, and they do not pay attention enough. Although some of them went on listening me, there was no interaction to be an interesting lesson because of no Body Language and controlling students was a little bit difficult without using Body Language. By this lesson, the author understand that it is really difficult to teach students without Body Language. the author think that a teacher is like a robot without it. So, the author started to teach another half of class in the other day with using Body Language. The topic, exercises and given questions were the same for them, as well as order of organizing the lesson.

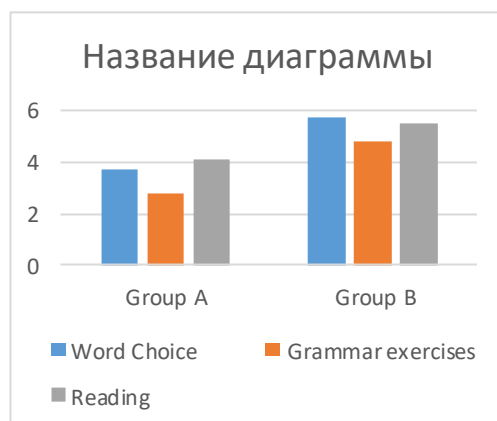
Firstly, the author asked questions related to the topic, about life in the past. We organized interesting discussion with exchanging our ideas and children talked about their past activities. the author think that body language is really helpful to interact with students, teacher's gesture, facial expressions and body movement makes interaction and getting along well easier. Because they understood something or the meaning of that day's topic from not only my speech, but also Body Language that the author was using. the author can say that our communication includes 50% verbal and 50% non-verbal speech. We can accomplish whole communicative function when we speak with using both of them, in a particular, teachers. Communicative function is really important for every teacher. Because of interaction with verbal and non-verbal communication, they participated actively, and behaved me with sociability. Using body language helps to a teacher to get along with children and they listened to the teacher attentively. Discussing about life in the past was really interesting.

And the author started explain grammar related to that topic, past simple and past continuous. In a particular, Body Language was really helpful for me to explain situations of past simple and past continuous and difference between them. They did not ask almost any questions related to what the author was explaining. There were exercises which is related to the grammar in their book and They did all very well, there was not almost any mistake. the author re-asked what the author taught, they could answer excellently. Everyone's attention was on the lesson, especially on the teacher. the author think that it was as a result of Body Language. We gave them individual and group activities, all of them participated actively, answered well. In the end of my lesson, the author took the same review test included matching vocabularies, word choice, filling in the gap with grammar structures and reading with true, false, not given questions from both group in order to check their knowledge about that topic the author taught during forty five-minute lesson. You can see the result of the experiment below, the author calculated their answer and the author showed the general result by percentage with comparing two groups.

Next step of my research includes taking questionnaire which was based on knowing the role of body language. the author made 7 questions about Body Language for students and teachers in order to know their opinion about it. the author chose close-ended questionnaire type with

yes/no answers. The questionnaire is given to the students and the teachers of the school where the author did experiment. And them filled this questionnaire according their personal opinion. We consider and discuss the result in the next page.

Results and Discussion



This is the result of the experiment the bar chart compares the percentage of schoolchildren's result who participated in my experiment when review test about topic which was explained was given to do in the end of the lesson. It is clear that using Body Language shows almost perfect result on understanding well, interaction between teachers and pupils, teaching vocabulary, grammar, reading. We can see that participants of group B can do review exercises. For example, in doing word choice exercise they achieve higher result with 2% rather than group A. In this bar chart, the amount of doing grammar exercises indicates the lowest one with 2.8% in group A and 4.8% in group B. The compared result between two groups is really different with 2%. When it comes analysis of doing reading exercise. We can see also a great distinction between them. The learners of group B show good result with help of well understanding the topic that was explained with Body Language.

Questions	Answer 1	Answer 2
1. Do you think that all teachers use body language?	Yes (71%)	No (29%)
2. May the lessons interesting without using Body Language?	Yes (5%)	No (95%)
3. Is body language important on teaching	Yes (100%)	No (0%)

foreign languages?		
4. Can we improve our body language?	Yes (100%)	No (0%)
5. Is Body Language useful for understanding the topic and growth of knowledge?	Yes (65%)	No (35%)
6.Can Body Language effect interaction and communication between teachers and students?	Yes (81%)	No (19%)
7.Can teachers catch attention of students well with a help of Body Language?	Yes (70%)	No (30%)

Two of the questions were general, and we wanted to focus on other questions more. So, answers for general questions were not included in results section. The other 5 questions were based on advantages of using Body Language while the lesson. Most participants supported using Body Language, the amount of 95% mentioned that every lesson is interesting with Body Language. The result of question which is about the role of Body Language in teaching foreign language shows 100%. By this way, we can know that BL is more vital in teaching English rather than the other subjects. 65% of participants answered that interesting lessons with using Body Language affects progress of students quickly, the others did not agree. 81% of participants agreed that Body Language get better the interaction and communication between teachers and students. As we know, communication is important one during the lesson, it helps both teachers and students understand each other well. According to the result, 70% of participants thought that Body Language can help teachers to catch the attention of students.

Recommendation

According to results of the experiment and questionnaire, students showed their preference to use Body Language. And we can consider this according to the result of experiment and questionnaire. It is clear that all teachers do not use body language while the lesson, but by this research offers all teachers to use Body Language with a lot of advantages. And this research recommends that teachers should work on yourself to improve Body Language. There are many books and online websites about the role of body language and how to improve it. Actually, everyone has their body

language, but their ability to use Body Language are limited because of certain reasons.

Conclusion

The current study was prepared to investigate the role of body language in English teaching to enhance pupils' attention and interest. The researchers' main concern was to draw EFL teachers' attention to the crucial role Body Language plays in the classroom. There is no doubt that EFL teacher's face some challenges to teach English as a foreign language to middle school learners. Therefore, the present work was carried out with EFL middle school teachers and pupils for the sake of solving the problem. Typically, the study started by doing experiment which were based on knowing the importance of Body Language among schoolchildren. In order to restrict the investigation scope, the researchers proposed a number of hypotheses to be validated or rejected which are as follow:

1) At beginning of research by doing experiment in middle schoolchildren, we can achieve good result about the role of Body Language that it affects learners' achievement and comprehension, being interactive and interesting of the lesson, catching students' attention.

2) By next step of research, it is clear that all teachers do not use Body Language, participants supported again Body Language and they mentioned that every lesson can be interesting If all teachers should use Body Language.

While doing this research, we know that many useful aspects of Body Language, especially, in EFL/ESL learners. Introduction includes the general information about Body Language, as well as, the aim of the research, how it carries out. In the literature review of this paper is given some famous scholars' statements about body language and new insights about Body Language's background and origins. It is hoped that this research work helps to enhance awareness of the fact that nonverbal communicative competence itself is a requirement in English teaching. Not only should English teachers be equipped with knowledge of nonverbal communication, but also the students should be encouraged to improve their nonverbal communicative competence. The process of doing experiment starts in the methodology. The methodology include the all information about participants, experiment materials, experiment instrument and whole process in this research. After that the result is

showed in a quantitative and qualitative ways and discussed properly. By recommendation part of this research is offered that all teachers should use Body Language and try to improve using it.

All in all, the present research paper sheds light on the significant role of body language in the success or failure of teaching and learning. The proper use of body language can be of a great help in encouraging student to learn, to motivate them in order to create an enthusiastic class. This study remains limited regarding the results.

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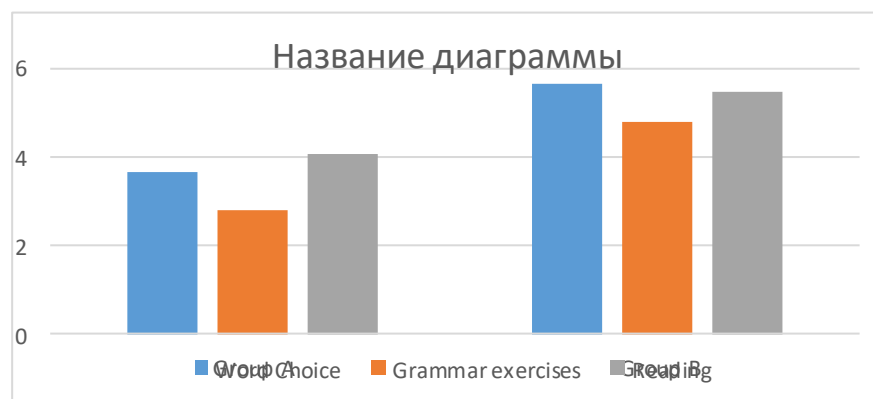
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Appendix A. Diagram of experiment



Appendix B. Questionnaire Responses

Questions	Answer 1	Answer 2
1. Do you think that all teachers use body language?	Yes (71%)	No (29%)
2. May the lessons interesting without using Body Language?	Yes (5%)	No (95%)
3. Is body language important in teaching foreign languages?	Yes (100%)	No (0%)
4. Can we improve our body language?	Yes (100%)	No (0%)
5. Is Body Language useful for understanding the topic and growth of knowledge?	Yes (65%)	No (35%)
6.Can Body Language effect interaction and communication between teachers and students?	Yes (81%)	No (19%)
7.Can teachers catch attention of students well with a help of Body Language?	Yes (70%)	No (30%)

ARAB MAQOL-MATALLARIDA FE`LLAR STRUKTURASI

VERB STRUCTURE IN ARABIC PROVERBS

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Abstract: *Proverbs are sentences used by people to convey wisdom, truth or morals that have been handed down for generations. Verbs play an important role in Arabic proverbs. for this reason, it is an urgent issue to study them separately, especially in Uzbek Arabic studies with modern grammatical terms. Although verbs in the Arabic language can be considered as an object of research many times, the fact that they have not been studied in a perfect form on the scale of Arabic proverbs increases the importance of this article.*

Key words: *arab maqol-matallari, fe'llar, zaom shakllari, o'tgan zamon, hozirgi zamon, kelasi zamon, o'zgaras fe'llar.*

Arab tili dunyo tillaridan o'zining ichki grammatik tuzilishi va keng ma'nolarni bir so'z o'zida jamlay olishi, sinonimlar va omonlimlarga boyligi bilan hamisha ajralib turgan. Bu narsa arab tilini o'rganishda unga alohida e'tibor berishni talab qilgan. Uzoq yillar davomida bizning O'rta Osiyoda an'anaviy shakldagi arab tilining o'qitilish usullaridan foydalanib kelingan bo'lsa, XX asrdan boshlab, ayniqsa ikkinchi yarmida uni yevropa va rus olimlari nuqtai nazaridan o'rganish jarayoni ajv oldi. Buning natijasida bir qator kitoblar nashr etildi va etilmoqda. Ulardagi farqlar avvalo terminlarda, so'ngra kitobning tuzilishida namoyon bo'ladi. Arab tiliga yot bo'lgan mayl tushunchasi arab tili grammatikasiga olib kirildi. Natijada arab tilidagi fe'llarni mayl termini ostida qaytadan tadqiq qilish zarurati arabshunoslar oldida ko'ndalang vazifaga aylandi. Bundan tashqari, arab tilidagi o'ziga xoslik arab tilining sintaktik tuzilishida ham, morfologik tuzilishida ham to'liq shaklda yevropa olimlari, yoki rus olimlari taklif qilgan grammatik terminlarga mos tushmasligi oydinlashmoqda. Shu sababli quyidagi maqolada arab tilidagi fe'llarning strukturaviy qurilishini zamonaviy arabshunoslik nuqtai nazaridan tadqiq

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qilib, uni arab maqol-matallaridagi fe`llar misolida ochib berish maqsad qilingan.

Arab tilidagi fe`llar uch zamonga bo`linishi hammaga ma`lum. Bular o`tgan, hozirgi va kelasi zamonlar. Arab tilidagi fe`llarning o`tgan va hozirgi zamon shakllari maxsus qo`shimchalar vositasida shakllansa, kelasi zamon shakli hozirgi zamon fe`li oldiga سَ yoki سَوْفَ qo`shimchalarini keltirish orqali yasaladi. O`tgan zamon shakli ishlatilgan maqollardan ba`zilarini keltirib o`tamiz:

أَخَذْتُ fe`li	أَخَذْتُ الْأَرْضَ رُخَارِيهَا Yer bezaklarini oldi
عَمِلَ fe`li	أَسَاءَ كَارَهُ مَا عَمِلَ Xohlamaganning qigan ishi ham yomon
بَرَحَ fe`li	بَرَحَ الْخَفَاءُ Sir ochildi
بَلَغَ fe`li	بَلَغَ مِنَ الْعِلْمِ أَطْوَرِيهِ Boshidan oxirigacha yetdi

Bundan tashqari o`tgan zamon shaklining qolgan boblardagi shakllari ham arab maqol-matallarida faol ishlatiladi. Masalan:

اِخْتَلَفَ VIII bob fe`li	اِخْتَلَفَتْ رُؤُوسُهَا فَرَّتْ
سَمَّيْتُ II bob fe`li	بِأَذْنِ السَّمَاءِ سَمَّيْتُ
تَوَدَّ to`rt o`zakli fe`l	دَرَدَبَ لَمَّا عَضَّه الثَّقَافُ

Yuqoridagi misollardan ko`rinib turganidek, o`tgan zamon fe`llari har bir bob shaklida arab maqol-matallarida uchraydi.

Hozirgi zamon shaklida. Bu shakl maqol-matallardagi asosiy zamon shakli sanaladi. Maqol-matallardagi ma`nolarning har zamonga xosligi undagi fe`llarni ko`p hollarda davomiy zamon shaklida ishlatishni talab qiladi.

يَبِخُلُ fe`li	بَيْتِي يَبِخُلُ لَا أَنَا Uyim baxil o`zimmas
يَبِطُشُ fe`li	بِالسَّاعِدِ يَبِطُشُ الْكَفَّ Bilak bilan kaft hujum qiladi
يَنْفُقُ fe`li	دُونَ ذَا وَ يَنْفُقُ الْحِمَارُ Busiz eshak yaxshi sotiladi

رُبَّ أَكْلَةٍ تَمْنَعُ أَكْلَاتِ
Bir taom taomlarni cheklashi
mumkin

رضا الناس غاية لا تبلغُ
Odamlarning roziligi erishib bo`lmas
maqsad

Kelasi zamon shaklida:

أنكحنا الفرا فسئري
yovvoyi eshakki uylandik, endi
ko`ramiz

Arab maqol-matallarida o`zgarmas fe`llar, ya`ni zamonda tuslanmaydigan fe`llar ham ishlatilishini ko`rish mumkin.

عسى لي مع القوم ابن عم
Qaniydi o`g`rilar bilan
amakimning o`g`li bo`lsaydi

عساك ترعى الحيا بعيونك
Qaniydi ko`zing bilan o`tlay
olsang

نعم الآباء و بنس ما خلفوا
Otalar qanday yaxshi, avlodlari
qanday yomon

Bunday fe`llar maqol-matallarning ma`naviy jihatlariga mos tushmagani uchun juda kam ishlatiladi. Chunki maqol-matallar biror ishga undash, chaqirish yoki qat`iy hukm singari jihatlarni o`zida jam qiladi. Ammo o`zgarmas fe`llarda esa bu ma`nolar o`z tasdig`ini topmagan.

Ba`zi fe`llarning qaysidir shakli tilda ishlatiladi, ammo qaysidir shakli yoki zamoni ishlatilmaydi. Mana shunday fe`llarga (يَكَادُ) وَدَع (يَدَعُ) وَدَع (يَدَعُ) fe`li buyur shaklda, وَدَع fe`li o`tgan zamon shaklida ishlatilmaydi. Bu narsa arab maqol-matallarida ham davom etadi.

Chunki maqol-matallar xalq tilining saqlanib qolishidagi asosiy unsurlar hisoblanadi.

دَعَّيْ من سوداء بيضاء دَعَّ so`zi وَدَعَّ fe`lining buyruq shaklidir. Qoradan oqqa qo`y meni

(o`tgan zamon shaklida ishlatilmaydi)

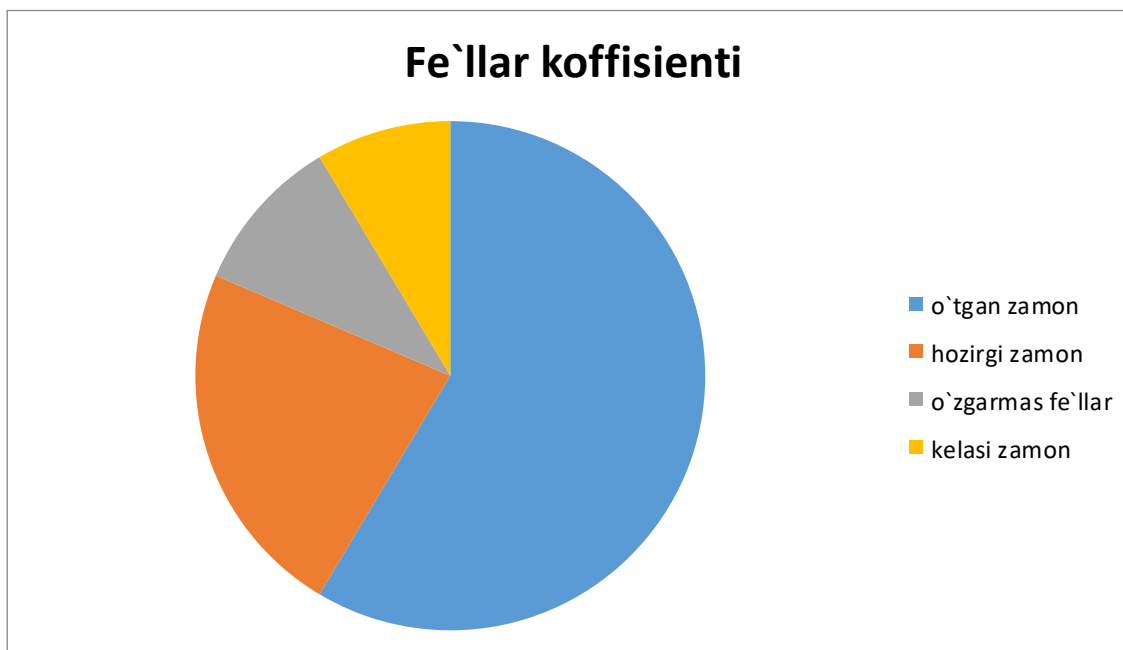
دَعَّ عنك نهبا صيح في حجراته دَعَّ fe`li Bu yerda ham ishlatilgan. Xonasida baqiradigan narsani

(o`tgan zamon shaklida o`g`irlashdan tiyin ishlatilmaydi)

ما دامت خضرا ما هافت ما دامت fe`li o`tgan zamon shaklida ishlatilgan. Yashilligicha qoldi, sarg`aymadi

(buyruq shaklida ishlatilmaydi)

Xulosa o`rnida aytib o`tish kerakki, arab tili grammatikasi borasida ishlagan arab nahvchi olimlari grammatik qoidalarni isbotlash uchun Qur`oni Karim, hadislar va aynan qadim arab maqol-matallaridan namunalar berishgan. Sababi maqol-matallar tarixi grammatika shakllanishidan ancha oldingi davrlarga borib taqaladi. Arab maqol-matallarida fe`llarning deyarli barcha turiga namunalar uchratish mumkin. Izlanishlar natijasida fe`llarni quyidagi ko`rsatkichda taqdim qilish mumkin bo`ladi.



Fe'lllarda da'vat va buyruq ma'nosi namoyon bo'lgani uchun kelasi zamon shakli eng kam darajada ishlatigani kuzatildi. Arab maqol-matallarini o'rganish arab tilidagi ko'plab sinonim fe'llarning qayta jonlanishiga ham hissa qo'shadi. Shu bilan birga, arab madaniyati bilan yaqindan tanishish imkonini taqdim qiladi.

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“INDIVIDUAL DIFFERENCES IN SECOND LANGUAGE ACQUISITION: INSIGHTS FROM LIGHTBOWN AND SPADA'S RESEARCH”

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Annotation: *The process of learning a second language is influenced by a wide range of factors. Among these factors, individual differences play a crucial role, which include age, gender, personality, learning styles, etc. It is undeniable that individual differences of language learners have a big influence on their performance in acquiring a foreign language. Therefore, understanding and being aware of these variations among students greatly aids instructors in their work as educators. This paper focuses on individual variation in language learners and discusses how language instructors' awareness of these characteristics of their students enhances the teaching of second languages based on the research conducted by Lightbown and Spada, and it concludes that this is a valuable supportive tool in SLA.*

Key words: *second language acquisition (SLA), individual differences, language teachers/instructors, language learners, learner personality, personal characteristics.*

The researches on ‘Individual differences in second language learning’ study the relationship between different variables and second language learning, specifically the influence of learners' personal characteristics on their success or failure in second language acquisition. The research by Lightbown and Spada [2013: 75-100] states the matters to be questioned in a precise way, which I found useful: “In this research, we will see whether these intuitions (that learner’s individual differences can predict the success or fail in language learning) are supported by research findings. To what extent can we predict differences in the success of second language acquisition if we have information about learners' personalities, their general and specific intellectual abilities, their motivation, or their age?” [Lightbown, P. M. & Spada N. 2013: 53]. The author utilizes different kind of methods including observations, experiments, interviews and surveys to

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test the aforementioned hypothesis by investigating each learner personality thoroughly (i.e., intelligence (a), aptitude (b), learning styles (c), personality (d), motivation (e), Identity and ethnic group affiliation (f), learner beliefs (g), age (h)) with references to relevant research findings done by different research methodologies, which I did not expect to be able to provide the reader with such a clear and interesting discussion.

(a) It becomes clear according to the research that if students, whose academic performances are low, are offered a variety of learning commitments that provide with at what they are strong, they are more likely to succeed in second language learning. As intelligence tests like IQ tests normally evaluate students' abilities in a restricted array, language teachers had better adapt Howard Gardner's proposal of Multiple Intelligences, where they have a chance to reveal their students' intelligence or language skills in different ways, such as "in the areas of music, interpersonal relations, athletics, as well as verbal intelligence" [Lightbown, P. M. & Spada N., 2013: 57].

(b) As stated in the chapter language learning aptitude measures a variety of abilities, the reader can conclude that language learners are able to be successful in different ways, which I think is totally grounded. Because I have seen different kind of language learners who have achieved proficiency in the target language, some of which rely on their memorizing (rules, material content) while others are simply good at spontaneity and thus can always get high scores. Therefore, it is suggested in the study that language instructors and teachers can take advantages of language aptitude tests to identify learners' exact strengths and weaknesses so that they can match the learner with the type of instructional programmes that is compatible with their aptitude profiles.

(c) The discussion about learning styles is the moment when the most important understanding happened to me. Having read about American man mentioned in the book, I now know aptitude is independent from the concentrated individual characteristics which are thought to cause successful learning. In addition, I have come to realize that teachers should enable learners to have opportunities that cater different types of learning, which involves using different materials and teaching methods to meet the needs of all learners.

(d) According to this part small doses of alcohol can reduce anxiety and positively affect on the learner, which I found really interesting to read. In addition, I am impressed by the author's idea to rename 'anxiety' as 'tension' in language learning because of its favorable aspects. The chapter also discusses a feature of anxiety called Willingness to Communicate, which I completely agree with. Because as one of the most anxious students I can say that in different situations, WTC adjusts "with the number of people present, the topic of conversation" [Lightbown, P. M. & Spada N., 2013: 62] and even the mood at that time. Therefore, the lesson content should include multiple conversation topics in a variety of settings.

(e) The study reveals that teachers should also pay attention to the students' reasons for learning the language, their attitudes towards language learning and speakers of the target language. Moreover, it can be concluded that language instructors should use diverse teaching strategies to test which ones develop students' motivation. However, I cannot find enough proof for the question that whether positive attitude engenders in successful learning or successful learning results in positive attitude.

(f) I enjoyed reading the review about 'identity and ethnic group affiliation'. It is firstly because this part includes relevant experiments and observations and secondly because the way Refrain discusses the importance of identity by saying that the label of "being ESL" restricts the learners' participation in the classroom, which is supported with authentic examples but also by reminding those identities change over time.

(g) Because of language learners', especially adult learners' "constructivist approach to acquiring a language" [Narayan, R., Rodriguez, C., Shaqlaih, A., & Moss, G., 2013] they are aware of their preferred ways of approaching language learning. Having analyzed this part I make sure again that the teacher should collaborate with his students to decide teaching methods they prefer, which makes learners feel satisfied and enjoyed in the classroom and with the teacher. According to Rosannsky [1975], the awareness that comes with age impedes natural learning while children's lack of awareness allows for easy language acquisition.

(h) The argument about age has significantly developed my understanding of Critical Period Hypothesis [Lenneberg, 1967] as it discusses the matter from different perspectives with the support of research experiments. In addition, it concludes with the notion that success

can be achieved when other personal characteristics are taken into consideration i.e., aptitude, motivation and other factors.

In conclusion, the research shows that it is difficult to predict how learners' individual characteristics influence on language learning since it is challenging to evaluate the so-called characteristics which differ from learners in different situations. Furthermore, the chapter summarizes that language teachers to create a positive learning atmosphere by using different strategies that suit to individual learners with different features and abilities.

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ASSESSMENT CHALLENGES IN THE CREDIT SYSTEM OF EDUCATION IN UZBEKISTAN

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Abstract: *The implementation of a credit system in education is a significant reform aimed at enhancing flexibility, transparency, and student mobility within higher education systems. In Uzbekistan, the adoption of a credit-based system has presented various assessment challenges, including issues related to standardization, quality assurance, and*

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alignment with international standards. This article examines the assessment challenges faced within the credit system of education in Uzbekistan and proposes strategies for addressing these challenges to ensure the effectiveness and credibility of the system.

Аннотация: Внедрение кредитной системы в образование является значимой реформой, направленной на улучшение гибкости, прозрачности и мобильности студентов в системах высшего образования. В Узбекистане внедрение системы на основе кредитов столкнулось с различными проблемами в оценке, включая вопросы стандартизации, обеспечения качества и соответствия международным стандартам. В данной статье рассматриваются проблемы оценки, возникающие в рамках кредитной системы образования в Узбекистане, и предлагаются стратегии для их решения с целью обеспечения эффективности и достоверности системы.

Ключевые слова: кредитная система, образование, реформа, прозрачность, проблемы оценки, стандартизация, обеспечение качества, международные стандарты, стратегии решения, эффективность, достоверность

Introduction

The introduction of a credit system in higher education represents a fundamental shift towards a more flexible and student-centered approach to learning and assessment. In Uzbekistan, the transition to a credit-based system has been a key component of educational reforms aimed at modernizing the higher education sector. However, the effective implementation of this system requires careful attention to assessment practices to ensure the validity, reliability, and fairness of evaluations. This article explores the assessment challenges encountered within the credit system of education in Uzbekistan and offers recommendations for improvement.

The assessment challenges encountered within the credit system of education in Uzbekistan are multifaceted, ranging from issues of standardization and quality assurance to alignment with international standards. Addressing these challenges is imperative for ensuring the credibility, reliability, and effectiveness of the credit-based approach to

education in Uzbekistan and requires comprehensive strategies that encompass standardization efforts, enhancement of quality assurance mechanisms, and alignment with global assessment standards.

Assessment Challenges in the Credit System:

1. Standardization Issues: One of the primary challenges in the credit system of education in Uzbekistan is the lack of standardization in assessment practices across institutions and programs. Variation in assessment criteria, methods, and grading standards can lead to inconsistencies in evaluating student performance, hindering the comparability and credibility of academic qualifications. Addressing this challenge requires the development of standardized assessment guidelines and training programs for educators to ensure alignment with national and international standards.

2. Quality Assurance Concerns: Ensuring the quality and rigor of assessments within the credit system poses another significant challenge. Inadequate assessment practices, such as reliance on rote memorization or lack of emphasis on critical thinking skills, can undermine the educational objectives of the credit-based curriculum. Quality assurance mechanisms, including peer review, external evaluation, and accreditation processes, are essential for monitoring and enhancing the validity and reliability of assessments. Additionally, promoting the use of authentic assessment methods, such as project-based assignments and performance assessments, can better reflect students' abilities and competencies.

3. Alignment with International Standards: The globalization of higher education necessitates alignment with international standards and practices to facilitate academic mobility and recognition of qualifications. However, achieving alignment with international assessment standards presents challenges related to language proficiency, cultural differences, and divergent educational philosophies. Collaborative efforts between Uzbekistani educational institutions and international stakeholders, such as participation in quality assurance networks and benchmarking exercises, are vital for promoting compatibility and equivalence in assessment practices.

Strategies for Addressing Assessment Challenges.

Implementing effective strategies to address assessment challenges within the credit system of education in Uzbekistan is essential for

ensuring the validity, reliability, and fairness of evaluations. These strategies encompass capacity building initiatives to enhance educators' assessment literacy, strengthening institutional quality assurance mechanisms, and fostering collaboration with international partners to benchmark assessment practices against global standards. By employing these strategies, Uzbekistan can overcome assessment challenges and optimize the effectiveness of its credit-based education system.

1. Capacity Building: Investing in professional development programs for educators to enhance their assessment literacy and proficiency in designing and implementing effective assessment strategies.

2. Quality Assurance Mechanisms: Strengthening institutional quality assurance mechanisms, including internal and external evaluation processes, to ensure the validity, reliability, and fairness of assessments.

3. Alignment with International Standards: Engaging in collaborative initiatives with international partners to benchmark assessment practices against global standards and foster mutual recognition of qualifications.

Conclusion

The credit system of education in Uzbekistan holds great promise for promoting flexibility, transparency, and student-centered learning. However, addressing assessment challenges is crucial for ensuring the credibility and effectiveness of the system. By implementing strategies such as standardization, quality assurance, and alignment with international standards, Uzbekistan can overcome these challenges and realize the full potential of the credit-based approach to education.

Implementing effective strategies to tackle assessment challenges within Uzbekistan's credit-based education system is crucial for guaranteeing the accuracy, dependability, and equity of evaluations. These strategies involve initiatives to enhance educators' proficiency in assessment, bolstering institutional quality assurance mechanisms, and fostering partnerships with international entities to compare assessment practices with global benchmarks. Through the adoption of these strategies, Uzbekistan can surmount assessment hurdles and maximize the efficiency of its credit-oriented education system.

In conclusion, standardization issues pose a significant obstacle to the efficacy and credibility of Uzbekistan's credit-based education system. The

lack of uniformity in assessment practices across institutions and programs undermines the reliability and comparability of academic qualifications. To overcome this challenge, concerted efforts are needed to establish standardized assessment guidelines and provide comprehensive training programs for educators. By aligning assessment practices with national and international standards, Uzbekistan can enhance the consistency and transparency of its education system, ultimately fostering greater trust and confidence in academic qualifications.

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LANGUAGE DEVELOPMENT CHALLENGES IN GLOBALIZATION

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Annotation: *In the era of globalization, language development faces numerous challenges due to increased interconnectedness among diverse linguistic communities. Globalization has led to a surge in cross-cultural interactions, trade, and migration, necessitating effective communication*

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across languages. However, this presents obstacles such as language barriers, unequal distribution of linguistic resources, and the dominance of certain languages in international discourse. These challenges impact language acquisition, preservation of linguistic diversity, and access to education and opportunities for marginalized linguistic groups. Addressing language development challenges in globalization requires efforts to promote multilingualism, enhance language education policies, empower minority languages, and foster inclusive communication strategies.

Key Words: globalization, language development, multilingualism, linguistic diversity, communication, language education, cultural exchange, cross-cultural interactions

Аннотация: В эпоху глобализации развитие языка сталкивается с многочисленными проблемами из-за увеличившейся взаимосвязи между разнообразными языковыми сообществами. Глобализация привела к всплеску межкультурных взаимодействий, торговли и миграции, требуя эффективного общения на различных языках. Однако это создает препятствия, такие как языковые барьеры, неравномерное распределение языковых ресурсов и доминирование определенных языков в международном дискурсе. Эти проблемы влияют на овладение языком, сохранение языкового разнообразия, а также на доступ к образованию и возможностям для маргинализированных языковых групп. Решение проблем развития языка в условиях глобализации требует усилий по продвижению многоязычия, улучшению политики в области языкового образования, укреплению меньшинственных языков и поощрению стратегий включающего общения.

Ключевые слова: глобализация, развитие языка, многоязычие, языковое разнообразие, общение, языковое образование, культурный обмен, межкультурные взаимодействия

The process of globalization is very apparent today. It has extended to all areas of the social development and has become a subject of heated debates in the spheres of sociology, cultural studies, political science, information technology, and linguistics. This is due to the fact that the phenomenon under study is contradictory in nature:

- On the one hand, there is obvious undoubtedly positive potential, which is characteristic of the elimination of boundaries among the traditionally accepted standards and ideas; aspiration towards general and universal values; integration processes;

- On the other hand, the growing interdependence and mutual influence, which most often take undesirable forms.

The language mosaic in the world becomes just as controversial under the influence of globalization. The issue of survival and conservation of language purity, which is primarily directly related to its status, is highlighted. The functioning of the language as the state language creates a wide range of possibilities for its preservation, development, and search for adequate solutions when problems arise. This is related to the fact that the state language is provided with a privilege to be the foundation of communication processes in the society at all levels and in all areas of activity.

In this regard, issues that are directly related to education, the number of people speaking the language, and measures aimed at increasing the number of people wishing to study one or another language, become significant.

The diversity of the spheres of a language application and prompt response to the emerging challenges, through development of the measures for their prevention and eradication, must be included in the set of tasks to ensure the language viability. Given the transformation of the Internet into a global information and communication space, Uzbekistan adopted several measures aimed at developing the national segment of the network, which allowed for creating a large resource potential covering all areas of the social functioning.

At the same time, web resources with the Uzbek language version are published simultaneously in international languages, including English, which allows for solving two tasks: satisfying consumer needs in materials in the Uzbek language and obtaining their own niche in the world information space and the online service market.

Language evolution is a consequence of the language ability for continuous changes, which leads to specific problems that have been and still are under the researcher's consideration. In the age of globalization and rapid improvement of information and communication technologies,

the traditional trends of this process change dramatically, which leads to the following transformations:

- Dominance of some languages, reduction of the role of others;
- Emergence of transnational versions;
- Today, it is quite possible to hear reasoning about “linguistic globalization” that suggests an acceleration of the language interpenetration process.

People around the world are quickly and effectively mastering different languages not only due to potential necessity for daily and professional communication, but also due to the market saturation with labor professional resources and multimedia services. In essence, this process is similar to communication shift or change.

Globalization processes have led to the emergence of new language forms and versions. This trend has been reflected in several languages that have acquired the status of a universal means of communication. This mainly applies to English, which has been popularized by such terms and phrases as “English for International Communication”, “Global English”, “Net English”, etc.

At the same time, linguists agree that enrichment of the vocabulary and potential of English as a language of international communication is increasingly being implemented with the use of words and phrases that originated in the American version of English. Quite often, American equivalents (organize, center, defense, offense) are used in the written form instead of British equivalents (organise, centre, defence, offence).

In addition, most experts in the field of linguistics tend to believe that when adapting to a new environment, languages not only borrow new words, which is to some extent a natural process, but also “absorb” vague forms resulting from language norm distortion.

Influence of languages on each other may turn out differently when a strong impact is exerted on the national language and its lexical units, and hence on the culture. This happens because concepts, ideas, and realities of the foreign language culture enter everyday life with these words. There are many examples of this. It is enough to recall words such as hosting, fast food, PR, karaoke, e-mail, smiley, which immediately evoke images, ideas, and areas related to different areas of our life.

Situations of a kind of objective inequality when native speakers of the international or regional language are in the most advantageous positions,

since these languages become the official working languages of international organizations (OONU - English, French, Spanish, Russian, Arabic, Chinese) or a second universal language, can be classified as problems. Modern information and communication technologies, international databases, and the global network (Internet) operate in most cases, even when language versions are available, with materials that were created or are being developed based on the English language.

Thus, two important aspects are revealed:

- A common platform for general communication and cooperation is created;
- Real threats for loss of identity, language purity, and threat of changes in the national mentality according to the interests of the state, a native speaker of an international language, are revealed.

All of these factors serve as a basis for development and implementation of effective measures that could compensate for and neutralize the negative impact of global manifestations. Today, amidst increasing globalization processes, development of efficient solutions for countering the negative manifestations of globalization, which cannot be resolved without taking into account the key component of cultural self-expression - language, which is the most important component of national culture, has gained particular importance.

Problems of creating an interactive language environment

Today the global labour market, including the republican one, requires the intensification of the modernisation process, and it shows an acute need for increasing the efficiency of higher education. Considerable work in this direction is carried out in our country. Foreign language plays a primary role in training qualified specialists. In our days, competence in a foreign language provides demand in the labour market and career advancement. Knowledge of several languages is one of the main features of a successful specialist. It can be explained by the fact that there's an increasing need for specialists who can not only negotiate and cooperate on international projects on a professional level, but also promote national projects for the global market, participate in international forums, and publish their works in famous specialised editions. The modern educational system shows the striving for developing advanced methods of teaching and applying them in the process of teaching foreign languages to students. At the same time, it's

of utmost importance to respond to changing trends in training professional specialists. They, as a rule, are characterized by greater openness, introduction of innovative technologies, interactivity, and those opportunities which are provided by progressive innovations in the development of information and mobile technologies. In this regard, there arises a number of questions which are the center of attention and heated debates in the circles of teachers and members of the educational process. First of all, we should look into the problem which is directly related to the understanding of language environment or a native language environment. The second important aspect is the logical learning of how we can raise the efficiency of involving students in the language environment. First of all, in our opinion, it is necessary to change the way of understanding and, to some extent, withdraw from the understanding of the language environment from the viewpoint of determining the functioning of a particular language only within territorial, professional, and other frameworks. It can be explained by the factor that the language environment cannot be created without a language community which is a set of people driven by and united through common social, economic, and cultural ties. All this allows them to carry out communicative contacts on a daily basis based on the same language or different languages. Famous researchers of the interactive approach L.V. Lier and E. Hatch equate it with the method based on the development of communicative skills. The definition of the notion of the “interactive method” is created based on the notion of the “method” and is associated with the way of a purposeful interaction of the teacher and students to achieve target goals and solve educational tasks in the course of the class. Today the idea of creating an interactive language environment requires scientific and theoretical study, since there is a number of problems in interactive teaching, including the following: — the absence of a clear theoretical concept; — mixing different approaches since the accepted methods are not created in a single classification; — there are a lot of barriers in using interactive methods. Foreign specialists identify the following obstacles which emerge upon the use of interactive teaching method: } it’s impossible to cover the entire lexical, grammar, and stylistic volume planned for the topic during the classes; } the time costs are very high; } the use of interactive teaching methods in groups of more than 10 people seems ineffective; } the

probability of negative consequences due to the fact that even in the group which maximally corresponds to a certain level, there are different microlevels of knowledge; that is when one learner has more developed speech skills and the other learner has more developed aural perception, etc. All the above-listed factors can cause some dissatisfaction among students with the teacher's persistent adherence to the principle of interactive interaction. That is why these points should be considered in planning classes and be prepared to make efforts for overcoming them and combining some persistence with the explanation even at the cost of one's image. Based on the existing research in this field and personal experience, I'd like to note that the following should be identified as the main educational and interactive conditions of effective foreign language teaching: — the equipment of auditoriums with necessary technical facilities and multimedia means to create an active language environment on all levels of visual, audio-visual, and multisensory perception; (in the majority of cases, the availability of mobile and computer gadgets with teachers and students eases the solution of this issue); — the comprehensive and competent command of the teacher of traditional, multimedia, and virtual tools which can create an interactive environment. — the availability of a properly selected base of multimedia recourses and recommended high-quality web resources for extracurricular work; — mutual communication in a foreign language with the gradual "incorporation" of vocabulary in speaking practice and explaining the necessary amount of new words and terms; — joint activities such as mutual connection of the content provider, recipient of the information, and contextual situation, or, in other words, including the so-called joint or team creative work, creation of joint publications, projects, etc. — critical consideration of the situation, its motives, quality, and results, both by the teacher and students. In this regard the consistent combination of the principle of explanation with the principle of half-open problem seems extremely important; it implies following the well-known and often-used method by leading teachers and practitioners: "the door to knowledge" should be opened as far as it will allow the learners to move independently and enrich their potential. Therefore, the lexical, stylistic, and other materials which are taught should be offered to learners in an incomplete form not for cramming and memorising, especially when we are talking about vocabulary building, but

for forming the activity of the student themselves as a result of their autonomous work.

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TA'LIM JARAYONIDA INTERNET RESURSLARIDAN FOYDALANISHNING DIDAKTIK ASOSLARI

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Annotatsiya: *Ta'lim jarayonlarida yangi axborot texnologiyalarining paydo bo'lishi va qo'llanilishi butunlay yangi ta'lim tizimini shakllantirishni, ta'lim xarajatlarini kamaytirishda esa ko'p sonli foydalanuvchilarga ta'lim xizmatlari ko'rsatishni ta'minlashni taqozo etadi. O'quv faoliyatida Internet texnologiyalaridan foydalanish ana shu maqsadlarga erishishga qaratilgan. Internet ta'limini Internet tarmog'idagi axborot-ta'lim resurslari orqali olingan umumiy ta'lim deb belgilash mumkin. Endilikda jamiyatning yangi turi-axborot jamiyati shakllanganining guvohi bo'lmoqdamiz. Endilikda ommaviy kommunikatsiya tizimi jamiyat elementlari, uning hayot faoliyati va psixologiyasining yangi va samarali aloqasini ta'minlaydi va bu vositadan ta'lim maqsadlarida foydalanish zarur.*

Kalit so'zlar: *axborot-ta'lim resurslari, jarayonining samaradorligi, axborotlashtirish jarayoni, global resurslar, kommunikativ kompetensiya.*

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Zamonaviy ta'lim jarayonining samaradorligi muammosi bir qator ziddiyatlardan kelib chiqadi. Bir tomondan, o'quvchilar idrok qilishi lozim bo'lgan axborotlar oqimi o'sib bormoqda. Boshqa tomondan, talabalar ko'pincha bu ma'lumotlarni o'zlashtirishlarida kerakli motivatsiyaga ega emasliklaridir. Shuning uchun ta'lim tizimini axborotlashtirish jarayonining asosiy vazifasi sifat jihatidan yangi o'quv natijalarining shakllanishini ta'minlovchi zamonaviy axborot resurslari va axborot-kommunikatsiya texnologiyalarini o'quv jarayoni resursiga aylantirish deyish mumkin. Yangi bilimlarni ongli ravishda egallash va o'zlashtirish muhim jarayon hisoblanib, ushbu bilimlarni kundalik turmushimiz va bo'sh vaqtimizda muvaffaqiyatli qo'llash uchun harakat qilishimiz kerak. Bu muammoning yechimi ta'limdagi Internet texnologiyalari bo'lib, ular yangi qurilmalar, global resurslar va zamonaviy o'qitish usullarini integratsiyalashni o'z ichiga oladi. Bu integratsiya har bir joyda va har qanday qulay vaqtda cheksiz ta'lim imkoniyatlarini beradi.

Ingliz tili darslarida Internet resurslardan foydalanish o'qituvchining yangi ta'lim standartlarini tatbiq etish bo'yicha faoliyatining yo'nalishlaridan biridir.

Internet manbalar o'rganilayotgan materialni individualizatsiya qilishga, muayyan talaba uchun uning murakkablik darajasini moslashtirishga, uning shaxsiy qiziqishlari va qadr-qimmatini hisobga olishga yordam beradi. Undan tashqari, Internet-resurslardan foydalanish o'qituvchiga fanlar-aro aloqalarni amalda qo'llash uchun darsga yaxlit xarakter berish imkoniyatini beradi.

Zamonaviy jamiyatda xorijiy tillarning roli oshib bormoqda. Chet tilini o'rganishda asosiy muammolardan biri o'quvchilarning ma'lum bir tildagi muloqot vaziyatida o'z bilimlarini qo'llay olmasligidir, chunki o'rganilgan material ma'lum bosqichda "muzlab" qoladi va o'zlashtirilmay qoladi. Shu munosabat bilan kasbiy pedagogik ta'lim mazmunini optimallashtirish masalasi yangilanmoqda. Bugungi kunda zamonaviy o'qituvchi ijodkorlikka, ta'lim-tarbiya jarayonini yangilik kontekstida amalga oshirishga, axborot oqimiga yo'naltirish va o'quv faoliyatida yangi axborot texnologiyalarini qo'llashga tayyor bo'lgan kasb egasi bo'lishi kerak.

Turli texnik vositalardan keng va moslashuvchan foydalanish chet tilini o'qitishning zamonaviy jarayonini o'z ichiga oladi. Shu bois xorijiy tillarni o'qitishda yangi imkoniyatlar ochilayotgani bejiz emas,

multimedia vositalaridan keng ko'lamda foydalanilmoqda. Yangi texnologiyani o'zlashtirishda o'qituvchi yangi pedagogik tafakkurni rivojlantiradi: metodikaning aniqligi, tuzilishi, ravshanligi. Multimedia texnologiyalarining joriy etilishi chet tilini o'qitish mazmuni va usullarida sezilarli o'zgarishlarga yordam beradi.

Chet tilini o'rganish jarayonida Aktdan foydalanish o'quvchilarning kommunikativ kompetentligini rivojlantirish uchun sharoit yaratadi. Bu pedagogik g'oyaga ko'ra, o'quv jarayonida o'quvchiga, mustaqil shaxsga yo'naltirilgan yondashuvga asoslanadi.

Kommunikativ kompetentlikning rivojlanishi va shakllanishi kommunikativ makon — munosabatlar sohasi, muloqot doirasi va o'z mikro-jamiyatini rivojlantirishni o'z ichiga oladi. O'tgan asrning o'rtalarida 1960-yillarda Dell Hymes "kommunikativ kompetensiya" (the concept of communicative competence) tushunchasini kiritdi. D. Hymes fikriga ko'ra, kommunikativ kompetentsiyaning mohiyati tilning vaziyatga muvofiqligini ichki anglash edi. Kommunikativ kompetensiya tarkibiga: grammatik, sotsiolingvistik, strategik va diskursiv kompetensiyalar kiradi [4. c. 9].

Zamonaviy metodologiyada keng ma'noda kommunikativ kompetentlikni aniqlash R. P. Milrud tomonidan berilgan bo'lib, uni "muvaffaqiyatli harakat sohalari" deb belgilab beradi:

- a) mavzuni bilish (tilni xotiradan olish qobiliyati);
- b) muloqot ko'nikmalari (muloqot vaziyatlaridagi harakatlar);
- v) maktabdan tashqarida foydalanish (ingliz tilidan samarali foydalanish).

Axborot-kommunikatsiya texnologiyalari raqamli texnika va dasturiy ta'minotning zamonaviy vositalari, axborot resurslari, ulardan foydalanish usullari va modellari majmuidir. E.G.Azimova va A.N.Shukin tomonidan yaratilgan "uslubiy atamalar lug'ati"da axborot texnologiyalari kompyuter va kompyuter aloqa liniyalari yordamida axborotni yig'ish, to'plash, saqlash, qidirish, uzatish, qayta ishlash va berish usullari tizimi sifatida tushuniladi. "Axborot texnologiyalari-bu axborot resurslari bilan ishlash yo'llari va vositalari haqidagi bilimlar to'plami hamda o'rganilayotgan ob'ekt haqida yangi ma'lumotlarni olish uchun ma'lumotlarni yig'ish, qayta ishlash va uzatish usuli hisoblanadi" [2. c. 192].

Axborot texnologiyalari-ma'lumotlar bilan ishlash uchun maxsus usullar, dasturiy-texnik vositalar (kino, audio va video vositalar, kompyuterlar) dan foydalanadigan pedagogik texnologiyadir. Biroq, Internet texnologiyalari kabi bunday soha doimiy ravishda rivojlanib, takomillashib boraveradi. Va shuni ishonch bilan aytish mumkinki, o'quv faoliyatida Internet texnologiyalarini joriy etishning yangi usullariga doimo o'rin bor.

Mashg'ulotlarda AKTdan foydalanish uchun talablar: Chet tilidagi kommunikativ muhitga to'liq kirish uchun "O'quvchilarga o'rganilayotgan tilning mamlakati, diqqatga sazovor joylarini tanishtirish kerak" [3. C.110–114], mamlakat hududida bo'lib o'tadigan ba'zi hodisavoqealarni, bugungi kunda Internet texnologiyalari va resurslaridan foydalangan holda o'rganilayotgan til hududida bo'lib o'tayotgan hodisavoqealar haqidagi kerakli ma'lumotlarni oson va tezda topish mumkin, ammo bu o'qitishning maqsad va vazifalarga mos kelishi kerak.

Yuqorida keltirilgan kamchiliklarni yuzaga kelishini minimal darajaga kamaytirish uchun, talabalar va ularning ota-onalari va o'qituvchilar ba'zi Internet qoidalari va talablariga rioya qilishlari kerak.

O'qituvchi quyidagi amallarni bajarishi kerak: muxim vazifalarni tayyorlash, umumiy tashkiliy ishlar uchun javobgar bo'lish, maslahat berish, tuzilgan rejani bajarilishini ta'minlash, ichki intizom va vaqtni nazorat qilish, savollarni guruhlarda muhokama qilish uchun shakllantirish. O'qituvchining vazifasi quyidagilardan iborat: "talabalarni mustaqil ravishda bilim olishga o'rgatish, bilimlarini amaliyotda qo'llash, mustaqil fikr yuritishni shakllantirish, ilgari olingan bilimlardan foydalanish, shuningdek, o'quvchilarning samarali auditoriya vazifalarini va mustaqil ishlarini samarali hamda to'g'ri tashkil etish" [4. C. 67–75].

Shunday qilib, o'qituvchi darslarga tayyorgarlik ko'rishi uchun ma'lum vaqt va kuch sarflashi kerak. O'quv jarayonida axborot texnologiyalaridan foydalangan holda tashkillashtirish bilan bog'liq quyidagi qoidalarga rioya qilish kerak: o'quv jarayonining barcha ishtirokchilari bilim darajasidan qat'iy nazar ishlashga jalb qilinishi kerak; beriladigan vazifa materiallari va shakllari barcha talabalarga mos kelishiga ishonch hosil qilish kerak; kerakli muhitni yaratishda talabalarni faol ishi uchun rag'batlantirish, o'z-o'zini anglashi uchun barcha imkoniyatlarini ko'rib chiqish kerak; dars o'tkaziladigan xonalar talabalarning katta yoki

kichik guruhlarga bo‘linishiga qaramay talabga javob berishi kerak; darsni o‘tkazish tartibini belgilash, darsning boshlanishi va oxiri haqida kelishib olish kerak boladi.

Umuman mobil texnologiyalar, ilovalar va mobil qurilmalar bilan ishlash xususan, “axborotlashtirishning boshlang‘ich darajasi talabalarni mustaqil ta’lim olish vakolatlarini shakllantirish, ushbu vakolatlarni yanada takomillashtirish va rivojlantirishga imkon beradi” [5. C. 172–179].

O‘quv jarayoni davomida mobil ilovalarni ishlatishdan oldin ushbu ilovalar hamda turli xil operatsion tizimlar mavjudligini hisobga olish kerak, «chunki talabalar Apple, Android, Nokia, Blackberry yoki boshqa mobil qurilmalar ustida ishlayotgan bo‘lishlari mumkin», [6. C. 159–160].

Internet-do‘konlarda mavjud bo‘lgan dasturlarning ko‘pligi va har bir foydalanuvchining o‘z dasturlarini yaratishi mumkinligi sababli, “mualliflik- mobil ilovalarni tanlashda aniqlovchi mezondir”. Shuni ham ta’kidlash joizki, Internetda nafaqat bepul resurslar, balki pullik manbalar ham mavjud. Veb-saytlar yoki mobil ilovalar yuqori foydalanuvchi maqomini sotib olishni talab qilishi mumkin, bu esa ko‘proq tarkibga kirish huquqini beradi.

Agar manba (resurs) munosib bo‘lsa, kerakli materiallarni va samarali to‘plamlarni taklif qilsa, ta’lim muassasasi hisobidan bir yoki bir nechta o‘qituvchilar uchun obuna sotib olish mantiqan to‘g‘ri keladi.

Axborot texnologiyalarini qo‘llash orqali, masofaviy ta’lim shaklida talaba o‘zi mustaqil ravishda mavzuni o‘zlashtirishi va o‘zini tekshirishi uchun o‘qituvchi tomonidan tayyorlagan nazorat savollari va javoblar varaqasidan foydalanishi yoki Internet-resurslaridan foydalangan holda ularni mavjudligini tekshirishi kerak.

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THE EFFECTIVENESS OF SOCIAL MEDIA PLATFORMS IN ENHANCING ORAL COMMUNICATION SKILLS

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Abstract: *The article advocates for the utmost need for integrating social media applications in EFL classrooms as part of Mobile Assisted Language Learning by highlighting the benefits they hold specifically in terms of developing speaking skills. The primary goal of the approach being discussed is not to integrate social media use into modern classrooms for the sole sake of using but instead, some of the possible, previously investigated appliances of social media platforms such as Telegram, Instagram, Facebook, and WhatsApp are specified and their role in honing speaking aspect.*

Keywords: *Oral communication, Mobile Assisted Language Learning, web-based apps, social media platforms, peer interaction, vlogging*

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One of the most crucial goals EFL teachers put forward in modern classrooms is ensuring that students can easily interact in the target language since high-level oral communication skills in English can lead to overall success in other aspects of language learning. As has been claimed by Mitu (2020), a student in any setting or social event must first demonstrate his intelligence through language by engaging in verbal conversation with those around him. In other words, instilling motivation in EFL learners to achieve effective oral communication skills plays a pivotal role these days. According to Al-Mahrooqi (2012), effective communicative skills are more than theoretical knowledge of grammar or vocabulary. More precisely, Mahrooqi (2012) considers that the ability to communicate is a clear and appropriate expression of oneself.

Advancement in the field of technology and web-based tools demands EFL instructors to integrate the latest technological inventions as well as the internet into English classrooms. Ever growing use of social networking sites in daily life guaranteed the inevitable employment of Mobile Assisted Language Learning (MALL) in modern classrooms. As the name implies, social networking sites such as Telegram, Facebook, Instagram, WhatsApp, IMO, Viber, Twitter, LinkedIn, Skype, etc., are used as a source of communication as well as for learning and teaching purposes. Manning (2014) defines social media as “the term often used to refer to new forms of media that involve interactive participation” (p. 271). Even though extensive use of social media can hold negative impacts on learners, social networking sites are a gift from modern technology when it comes to teaching English since learners get the chance to be more autonomous and connected to the “learner communities” online besides having an access to authentic learning resources. While other skills like reading, writing, and listening can also be mastered and enhanced with the help of social media applications, synchronic video and conferencing features web-based social media platforms present can easily tackle the problem of having no interlocuter nearby with regards to speaking.

Nevertheless, there is a substantial risk of the learners being introduced to “inappropriate language structures” (Mitu, 2020, p. 77) in social media applications, which can be prevented by teachers guiding students into proper learning.

Speaking skill development is primarily dependent on social interaction. In the EFL context, social media can be used as a communication tool to provide students more chances to speak up in a setting where they feel less nervous about making mistakes and freer to express themselves. Iswahyuni (2021) states that EFL students could use social media to converse with native speakers and improve their speaking abilities. As well “as polishing learners’ confidence in speaking English” (Manogaran and Sulaiman 2022, p.742), the research conducted by Bayoung et al., in 2019 suggested that learners enjoyed employing web-based media tools as it allowed them to communicate, exchange information and assess their learning progress with their peers.

As a messaging software that goes beyond personal conversation, Telegram has quickly acquired popularity within the EFL classes of Uzbekistan. Telegram provides its users with effective tools for enhancing communication and learning in educational settings. Faramarzi et al. (2019) claimed that Telegram provides everything needed for remote and collaborative learning. According to Ramamurthy et al., (2022), as well as providing access to channels and groups, and file support for all sizes and types, artificial intelligence software can assist with word pronunciation. Additionally, there are online groups in telegram with international participants for EFL learners to find conversation partners, which can be targeted at guaranteeing exposure to L2.

Instagram is another popular web-based app, where learners can share photo and video materials. This app popularized blogging (vlogging as well) which is considered to be “a fun way to learn and can help students become more interested in their studies” (Hala et al., 2023, p. 478). In that sense, using Instagram in an EFL setting can improve learners’ public speaking skills considering the fact that the audience can give feedback on the performance as well.

Facebook provides a variety of activities, which makes it a helpful tool for learners both for their academic and social aims. Jassim and Dzakhiria (2019) outline that students can ask questions via the Facebook Group wall, allowing group members to hold a “short question-and-answer session”. Teachers can provide multiple-choice answers at the same time.

WhatsApp, with its widespread use by learners, assists in facilitating interaction in the target language. According to Akkara et al., (2020), when

teachers use WhatsApp as a facilitator to encourage meaningful student participation, the platform greatly aids in the creation of such a positive L2 learning environment. Not only is WhatsApp effective in creating ideal collaborative environments for interaction, but also in making learning more student-centered while enhancing a great sense of autonomy in EFL learners.

The most widely used social media platforms can be used to create spaces for interaction in the target language, and it has a good effect on both teachers and learners. Besides their entertaining role in daily lives, web-based media platforms offer opportunities for peer interaction and collaborative learning to improve L2 proficiency.

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THE USE OF DIGITAL EDUCATIONAL PLATFORMS IN THE PROCESS OF TEACHING ENGLISH

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Abstract: *This article is devoted to the study of the features of the organization of distance learning in the subject area "English" using modern digital educational platforms. The purpose of the study is to explore the educational possibilities of this didactic tool in organizing the educational process in a foreign language, improving individual language skills and abilities of students. The article discusses the main classifications of educational platforms, criteria for their selection,*

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provides a list of Internet resources of this type, their characteristics, features of work, substantiates the relevance of using this teaching tool in English lessons and its pedagogical value.

Keywords: *English, foreign language communicative competence, digital educational platforms, modern teaching methods, distance learning.*

With the advent of the XXI century, the role of Internet technologies in education has significantly increased. The Internet has entered the education system at a rapid pace, and actively used in teaching a foreign language. According to the requirements of modern life, digital educational platforms have received one of the priority roles in education.

The relevance of this problem is that a modern foreign language teacher needs reliable and effective tools to achieve the main goal of teaching a foreign language – the development of foreign language communicative competence. The use of digital educational platforms in the organization of foreign language teaching lies in the fact that this resource will allow you to individualize the educational process and organize language learning taking into account the abilities, level of learning, inclinations and interests of students. The capabilities of Internet platforms are aimed at creating a language environment that is as close to authentic as possible. The language being studied acquires real significance for the student after he realizes his ability to participate in real foreign language communication. Also, various options of Internet platforms provide a lot of opportunities for training various language skills, choosing the appropriate level of work and gradually, at an individual pace, moving on to more complex ones.

Every teacher feels the need to use such resources, the purpose of which is to increase the intellectual capabilities of students in the information society. However, not all subject teachers have special training that allows them to both create online educational resources and properly use ready-made ones. Therefore, as one of the solutions to this problem, it can be proposed to introduce educational Internet platforms into the educational process of teaching a foreign language, in which "the procedures for creating and posting educational materials, checking and evaluating assignments, and access to a variety of resources necessary for a full-fledged educational process are maximally facilitated." An online

educational platform is a comprehensive product created for educational purposes and includes educational services and interactive online/offline training courses. Representing an information platform on the Internet, the educational Internet platform allows you to organize educational cooperation between teachers and students on the basis of pre-provided various ways of remote interaction. The creators of educational Internet platforms are commercial organizations, the authors are specialists in certain scientific fields, groups of individuals, and universities. An educational Internet platform can be developed as part of a social project supported by the government. As an example, such well-known and widely used educational Internet platforms can be cited:

- LECTA,
- Duolingo,
- Teen talk,
- Lingualeo,
- Puzzle English.

The main characteristics of the presented educational Internet platforms include:

- 1) a wide base of interactive educational resources;
- 2) opportunities to achieve personal and meta-subject learning outcomes;
- 3) technologies for creating personality-oriented learning;
- 4) the presence of a social network for the organization of a holistic educational process, including the exchange of experience, achievements, projects, etc.;
- 5) tools for designing educational courses.

Each digital educational platform is characterized by a specific set of functions and educational opportunities offered.

1) Lingualeo – this platform provides extensive opportunities for learning English. Work on the site begins with determining the level of English proficiency through testing. After determining the starting level, the user can set a goal for the language level that he will strive for in the learning process. This resource allows you to qualitatively improve grammatical and lexical skills, increase reading speed, improve pronunciation, and listening comprehension. This platform has a large number of authentic and adapted video, audio and text materials of various

levels with tasks, daily tasks are selected according to a certain level of difficulty, a convenient dictionary allows you to create your own sets of words, illustrating them with examples and images. The site contains a large number of training exercises in a playful way, the material for which are words that you have translated incorrectly or marked as unknown in the training text. But it should be noted that most of the grammar courses and exercises are available for a fee.

2) Puzzle English is an online platform for learning English, which allows you to improve your grammatical and lexical skills, develop listening skills. The platform has a large number of tasks based on working with authentic video and audio materials. The sections of the platform consist of: tasks (listening exercises, grammar, translation, audio and video slots), video materials (films and TV series with subtitles in English and Russian), interactive courses of various levels, podcasts, games (both educational and multi-user quizzes), a personal dictionary, a personal plan, songs, tests. The Movies section is organized in the form of a separate Puzzle Movies website, which includes movies, cartoons, TV series and TV shows in the language being studied. This section provides subtitles in both Russian and English, provides the opportunity to view them one by one, add new vocabulary to your personal dictionary. In addition to the series, there is a script text, video comments from teachers on interesting phrases, a dictionary for the series, exercises-tests right during viewing. Most of the features of this service are also paid.

When choosing an online platform for organizing foreign language education, the following parameters should be taken into account:

- The age category for which the contained educational material is designed.
- The format of the presentation of the material (video conferences, viewing lesson recordings, electronic textbooks).
- Functionality and convenience of the platform: the presence of an interactive whiteboard, an online simulator, an electronic journal /diary, a way to organize homework verification.
- The format of communication between students and the teacher (video or chat).

The role of the Internet and the widespread use of technology in our lives create new opportunities for language teaching. Since most of the Internet content is in English, English teachers get access to a huge variety of authentic materials related to all areas of life, almost for free. Teachers can find suggestions, lesson plans, practical support, information and materials on the Internet. In fact, the Internet can make a teacher's life easier and more effective. One particularly practical feature of the many new teacher websites available online is the provision of ready-made lesson plans and suggested activities on a wide range of topics. There are many websites that also allow teachers from all over the world to share their best lesson plans and suggestions with each other. The teacher can also upload a variety of videos or songs depending on the topic being studied.

Thus, distance learning is one of the leading factors in improving the quality of education today. The use of educational platforms opens up huge opportunities for the organization of the educational process, including access to the latest information technologies, which allows for the formation of more solid knowledge among students within the framework of school disciplines. This, in turn, implies universal computer literacy, as well as the creation of conditions for the intensification of information exchange between all parts of the educational system.

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A NEW APPROACH TO TEACHING THE ENGLISH PERFECT TENSE

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Abstract: *The article describes an attempt to work out a program for teaching such a significant English tense-aspect form as the perfect, the stages of its implementation being outlined and types of educational activities being discussed. The main point of the new approach proposed is not to abandon traditional teaching methods, but to supplement them with an important component: the results of a comparative-contrastive analysis of perfect forms in the English and Russian languages. Before turning to the conventional explanations revealing the formation of the perfect and the semantics of its particular uses, we suggest that students should be imparted a more fundamental concept of perfectivity, which is to be considered diachronically. By using the example of the Russian language, they are to be showed how this category can be expressed by grammatical means. This can be achieved by referring to the results of comparative-contrastive analysis. When students come to understand what the diachronically primary meaning of the perfect as a possessive construction is, we can expect that the mechanisms of positive linguistic transposition will work. Employing the ordinary practical contrastive method after that will allow of avoiding linguistic interference in numerous particular cases of its use.*

Keywords: *teaching methods, perfect, perfectivity, comparative-contrastive analysis, contrastive method, diachronically primary meaning, transposition.*

In this article, we attempt to find new approaches to teaching such a modern form of the English verb as perfect. This task seems quite relevant, given the difficulties faced by people learning English in an effort to grasp the essence of this grammatical category. Since they are not familiar with

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such a phenomenon in the Russian language, when mastering the English perfect, it turns out to be impossible to use transposition.

The problem is further complicated by the nature of traditional approaches to teaching perfection. They are often reduced to listing particular cases of the use of this grammatical form with brief explanations of the meaning that it acquires in certain cases. At the same time, students often do not understand either the morphological structure of the perfect, nor the semantics of the elements included in the perfect structure, nor its general meaning. They memorize individual ways of using it, not fully realizing why in these cases the perfect takes on such a meaning. Thus, the main problem of the traditional approach seems to be that the essence of the basic meaning of this grammatical phenomenon is not properly disclosed.

It can be pointed out that the general problem that arises when learning a foreign language in general, and not just perfect forms. One of the main psycholinguistic problems that arise when learning a foreign language is that students do not go through the process of internalization of the language being studied, it forever remains for them an external "encryption" in relation to their consciousness, which they try to decode by external means, never immersing themselves into the language. In other words, learning a language never becomes proficient in it. An important role in the process of language acquisition could be played by launching a mechanism of positive transference, transposition, which would allow linking the system of a foreign language with deep psycholinguistic processes already in action in connection with the native language. However, as already mentioned, this is difficult with regard to the perfect, due to the lack of an explicitly expressed system of perfect forms in Uzbek language.

So what should be the methodology for teaching Russian-speaking students the perfect forms of the English verb in order to give them the opportunity to overcome difficulties with understanding and the interfering influence of their native language? From our point of view, teaching Russian-speaking students this kind of modern form of the English verb will be more effective if it is possible to demonstrate them the general meaning of the perfect. This, in turn, can be achieved by referring to the diachronically original meaning of this grammatical form – the meaning

that was inherent in it before grammaticalization and morphologization. And this can be achieved if we turn to the results of a comparative analysis of grammatical forms expressing perfection in English and Uzbek. This approach will allow, firstly, to demonstrate more fully the general meaning of the perfect. Secondly, it will allow to actualize perfect semantics in Uzbek language and launch a mechanism for the positive transfer of the corresponding signs of the native language into the system of the student. In other words, the introduction of the category of perfection and its comprehension is supposed to be accomplished through thinking in the native language, and only after that begin to study it in English.

Reliance on the native language of the students, therefore, is an important principle of this approach. The proposed comparative analysis is intended to semanticize this phenomenon of the English language, otherwise simply incomprehensible to Uzbek-speaking students who are unfamiliar with such a phenomenon in their native language. The linguodidactic task in this case is to theoretically, based on the results of comparative analysis, create in students an understanding of the semantics of the perfect at the initial stage of working with it - the stage of familiarization with the material – and, eliminating the negative impact of interference as much as possible, try to cause the effect of transposition. Thus, we propose to apply this approach to teaching perfection, when this category initially receives comprehension by means of thinking in its native language, and only then its transfer into the system of the studied language is carried out. In this article, we would like to focus in more detail on the methodology of teaching perfect grammar based on our proposed new approach and outline ways to build an effective learning program.

When developing such a program, of course, general didactic principles should be taken into account, on the one hand. These are principles such as the principle of the developing and educative nature of learning, the principle of scientific content and methods of the educational process, the principle of systematic and consistent presentation of educational material, the principle of a rational combination of collective and individual forms, the principle of the connection of learning with life, the principle of awareness, creative activity and independence, the principle of accessibility of learning, the principle of strength of assimilation of knowledge, the principle of for clarity. On the other hand, a

number of specific methodological principles characteristic of the methodology of teaching a foreign language should also be taken into account. These are principles such as practical communicative orientation of teaching; rational consideration of the native language of students; a functional approach to the selection and presentation of language material, the study of vocabulary and morphology on a syntactic basis and the choice of a sentence as a minimum unit of instruction; situational and thematic presentation of educational material; concentric arrangement of educational material, etc.. The main emphasis in teaching should be on the conscious-comparative method, and it cannot be used without the implementation, first of all, of the principle of awareness. When teaching students perfect forms of the verb, the principle of awareness is supposed to be implemented based on the methodological principle of taking into account the native language of students and relying on it.

The work on the development and improvement of students' skills in using modern forms of Perfect tense groups through comparative analysis is divided into three stages:

- 1) introduction and initial fixation;
- 2) training;
- 3) application.

Each stage has corresponding exercises that together form a system for developing grammatical skills. Exercises at the first and second stages of training are mainly linguistic and conditional, while those at the third stage are more productive in nature. They can be both receptive and productive.

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TECHNIQUES USED IN DISTANT LEARNING FOR TEACHING FOREIGN LANGUAGES

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Abstract: *Information about the formats and techniques used in foreign language instruction in educational institutions is provided in this article. In the realm of education, there are also contemporary standards for remote foreign language learning as well as guidelines for teaching methods.*

Keywords: *Distance education, foreign languages, education system, Higher education, methods, pedagogy, online, spirituality, foreign education.*

Introduction

Our national trait of wanting to produce a healthy, harmoniously formed generation is concern for the future generation. To put it simply, only the fully enlightened can live in a free and independent society and comprehend national values, human dignity, and self-awareness. Since attaining freedom, the Republic of Uzbekistan has had the chance to

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thoroughly examine and preserve the history of our people's literature, culture, art, and spirituality. We now possess sufficient information to both notice and assess the patterns in foreign literature as well as to recover own spiritual resources. In this sense, remote learning is an essential tool for teaching and learning foreign languages.

In the current era of globalization and information technology, distant education is useful and plays a significant role. Nonetheless, the following elements influence the topic's relevance:

First, despite the existence of some textbooks and study on the subject, students can comprehend foreign languages more easily thanks to the theoretical and scientific validation of novel approaches and technology in distant learning as well as the creation of useful guidelines. to, in a nutshell, carry out a distinguished scientific and pedagogical investigation of the function, setting, and significance of remote learning in a foreign language.

Moment, to supply understudies with a intensive hypothetical and exploratory think about of unused instructing strategies and innovations in outside dialect classes, ie the utilize of different data innovations and other implies of remove learning in school lessons.

II. Materials

Until as of late, concepts such as separate learning, remove learning, open learning, etc. were nearly unclear. But so distant, remove learning has demonstrated its significance and need. In any case, the address of whether separate learning may be a shape of instruction or a innovation remains pertinent. Since the understanding of this address depends on the technique of remove learning, usage strategies and the status of instructors to work in separate learning. Analysts and professionals of separate instruction as of now characterize it as takes after:

- Until as of late, concepts such as partitioned learning, evacuate learning, open learning, etc. were about hazy. But so removed, expel learning has illustrated its centrality and require. In any case, the address of whether partitioned learning may be a shape of instruction or a advancement remains relevant. Since the understanding of this address depends on the procedure of evacuate learning, utilization procedures and the status of educates to work in partitioned learning. Investigators and experts of isolated instruction as of presently characterize it as takes after:

Let's see at remove instruction as a frame of instruction. Separate instruction as a modern frame of instruction cannot be totally autonomous. Separate instruction is built with the same objectives as within the setting of full-time instruction (on the off chance that it is built on a educational modules that's fitting for the educational modules), but the frame of conveyance of the fabric, instructors and understudies moreover the frame of interaction between the feathered creatures will be diverse. The essential pedantic standards of separate instruction are the same as other sorts of higher instruction, but the organizational standards of remove instruction are diverse, they are particular to separate instruction, since the highlights of the shape, Web media capabilities, its administrations (chats, gatherings, e mail, videoconferencing). Particular highlights of remove instruction incorporate seclusion, dominance of the part of the educator, separate division of the subjects of the learning handle, virtual co-operation of instruction, self-control over the control worked out by the instructor. Able to cite the utilize of advanced extraordinary instruction innovations and devices. The most zones of utilize of separate instruction incorporate:

- Proficient improvement of instructors in certain regions;
- Arrangement of schoolchildren for uncommon subjects within the master examination;
- arrangement of schoolchildren for confirmation to certain instructive teach;
- organization of school instruction for understudies;
- extra instruction on interface;
- retraining;
- proficient preparing.

III. Methods

- Strategies of educating outside dialects to understudies: particularly remove learning, to decide its put and significance in outside dialect instruction

- The investigate utilized viewpoints of instructional method, brain research and strategies recognized within the uncommon strategies of instructing subjects in agreement with the reason of the inquire about.

- Strategies of perception of the instructive prepare, consider and examination of the field writing were utilized

IV. Results

At show, the hypothetical establishments of the think about and educating of outside dialects with the assistance of modern present day data advances, in specific separate learning, have been considered and viable proposals have been developed, foreign dialect educating within the handle of obtaining outside dialects was able to decide the location of the strategy. Ideal ways to extend the viability of educating outside dialects to students have been recognized.

The part and put of understudies within the advancement of information and aptitudes of remove learning, modern strategies in outside dialect classes are hypothetically based and created within the shape of commonsense suggestions.

V. Discussion

Compelling educating of outside dialects requires information of its strategies. Dialect educating is one of the foremost imperative zones of human society. In today's world of universal relations, the consider of outside dialects and multilingualism is of great importance. Understudies considering within the Republic of Uzbekistan ordinarily ponder three dialects. "Most of our gifted youthful individuals talk three dialects." These dialects have extraordinary names in the hypothesis of instruction. Mother tongue, moment dialect, and remote dialect.

A remote dialect is the dialect of a outside nation. Western European dialects, English, Spanish, German, French and Oriental dialects, Arabic, Turkish, Urdu, Persian, Chinese and Hindi are taught in our nation. It is included within the educational program of instructive teach. By acing the accomplishments of the systematic science, the remote dialect instructor procures a clear understanding of the criteria of the language involvement collected by the understudy and encourage progresses it. There's no question that the strategy of teaching a outside dialect, like all other subject, is one of the educational disciplines. Within the West, indeed nowadays, it is broadly accepted that strategy is not a science. For illustration, Penlos composed that there are no terrible and great Methodists, there are awful and great instructors. The truth is that there are no particular thinks about to decide the protest of consider of the technique on the premise of already collected fabric. The instructional method ponders the social prepare of childhood and instruction of the more youthful era as a entire, and the technique bargains with the issues of

childhood and instruction of the more youthful era on the premise of the implies of this subject. We clarify this with an illustration. All of the prescribed methodological rules for understudies layout three issues that got to be investigated within the field of strategy:

1. Objectives and targets of outside dialect instructing.
2. The substance of instructing
3. Standards, strategies and procedures of educating

The list of questions is based on a consider of issues related to the teacher's work and the distinguishing proof of the fabric he or she employments. Such a restriction within the scope of the issues to be considered leads to the truth that the protest of instruction and preparing itself is cleared out out of the student's consideration and the strategy gets to be "childless". In line with the over, it would be suitable to characterize the issues confronting remote dialect educating strategies as a science as takes after.

1. Characterizing a outside dialect as a subject
2. To consider the movement of the instructor, ie to create organizational shapes, strategies and approaches to instructing.

Hence, the technique of teaching remote dialects encompasses a particular inquire about subject, which has its claim characteristics in all instructional method related to the educating and instruction of understudies through a outside language, which is particular as it were to the subject of outside dialects. may be a set of occasions.

VI. Conclusion

After the autonomy of the Republic of Uzbekistan, the consideration to instruction has expanded. Numerous changes are being carried out within the field of instruction, particularly within the field of outside dialect instruction. The amendment and advancement of the Law on Instruction, the National Preparing Program, and the State Instruction Guidelines are characterized as the foremost critical stages in these forms. These reports moreover set a number of necessities for outside dialect instruction. Based on this, outside dialect educating programs and reading material have been upgraded. Unused strategies of outside dialect instructing have been presented. Progressed advances of remote dialect educating have been put into hone. Whereas remove learning has created, there have been a number of issues with remote dialect educating.

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MAIN ERRORS IN TRANSLATION

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Abstract: *This article addresses some of the common problems that arise in translation studies. It also highlights the current demand for translation studies and its place in society.*

Keywords: *text, translation, vocabulary, terminology, translation problems, transformation, information.*

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Introduction

Today, the rapid development of modern globalization and intercultural relations, the expansion of international relations, the development of trade, economic and financial relations between countries, the strengthening of the process of integration of European countries and the whole world, the development of science and technology, the continuous flow of scientific and technical information. Nowadays, the importance of foreign languages as effective factors of organic exchange deserves great attention. Also, at the stage of economic, scientific, technical and cultural development, a foreign language is widely used as a means of oral and written communication between representatives of different peoples of the world. Due to the rapid development of knowledge and technologies, translators-specialists who have practical skills in translating scientific and technical texts related to various fields are especially important today worthy of the need. Therefore, the need for highly skilled translators is increasing day by day. Due to the development of modern technologies, today, scientists from different countries of the world have the opportunity to quickly exchange information and conduct joint research, and thanks to these means of communication, unprecedented results are being achieved in modern science. In such conditions, the need for high-quality translation of scientific literature is significantly increasing in many production organizations. And translators must constantly add translations of scientific literature to their vocabulary, increase their ability to understand terms and know their meaning. Therefore, when translating scientific and technical terms, the translator should first of all pay great attention to the meaning from the existing scientific and technical point of view, and then he should have the ability to compare with narrow scientific and technical terms.

LITERATURE ANALYSIS AND METHODOLOGY

In the process of translation of scientific and technical texts, the following requirements should be followed: translation equivalence, translation accuracy, quality of translation data, logicity of translation and quality of its coverage. In order for a scientific and technical text to have a quality translation, the translator must have the following knowledge and skills:

- He must have knowledge of the theory of the foreign language, the phonetics, lexicon and grammatical structure of the language;

- Translation of scientific and technical texts to the application of the skills of features; - Linguistic practical knowledge (translation methods, transformation, the ability to replace the equivalent of words, the ability to add words, the ability to describe with terms, etc.);

- In the process of translating the text, it is necessary to have extra linguistic knowledge and the ability to use the content of sentences and sentences (in this case, it was required to have sufficient information in translating a special scientific-technical text)[5.B.253-259].

One of the main unknown problems in translation is that the translator does not have a complete understanding of what "scientific translation" is. In order to successfully perform scientific translation, the translator must have an idea of how it differs from other types of translation. In general, the translation of the scientific method includes many texts related to the research topic - starting from theses, it includes abstracts and reviews of articles, diplomas, dissertations and monograph manuscripts. When translating the above types of work, attention should be paid to the following factors: the purpose of translation, the method of translation, the organization of the text in the translation and the interrelationship between its parts. In addition to the external structure of academic texts (chapters, sections, paragraphs), there is also an internal structure. The translation of scientific texts has its own characteristics - it is a method of defining material problems from general information and presenting their solution. For example, English has a number of words and phrases that are used for different purposes, to connect pieces of text together, and to move from one phrase to another. For example:

- also (in addition, moreover, furthermore...);
- in spite of (although, however, despite, in spite of, nevertheless...);
- when expressed in other words (in other words);
- for example (for example, for instance...)[2.B.50-54].

DISCUSSION AND RESULTS

Terminology problems in translation. It is one of the leading forms of scientific thinking and it is related to the concepts of understanding and perception of meaning. Almost every term in a scientific text is a lexical unit, and it expresses one of the meanings of special lexical units. These

lexical units belong to the category of terms. In general, a term is a word or phrase that is specific to a certain field in the field of science and technology. The term has clear semantic boundaries in linguistics. It follows that terms are a system of concepts reinforced by verbal expressions related to a particular subject. If a word in common language (except for a term) has many meanings, but it falls into the category of terms, then this word will have a specific meaning, and its meaning in the term will be used in the translation. Therefore, one of the main mistakes that a translator makes when translating a scientific text is not having enough skills to use scientific dictionaries or not having a clear knowledge of the subject specific to the term - this situation is even can also be observed in the mother tongue. In terms of usage and quantity, special dictionaries of terms are more widely used in scientific method texts than other types of dictionaries. They are: nomenclature names, professional vocabulary and terms, professional jargon, etc. This lexicon is widely used in all areas of scientific text (that is, text classification, text structure and its function, text components and factors are also taken into account). On average, the vocabulary of terms or terminology makes up 20% of the total vocabulary of scientific texts. Grammatical problems in translation. The style of scientific communication has its own grammatical features. For example, when some texts are translated from English to Uzbek, in some cases lexical meaning is lost and verbs acquire abstract meaning. For example:

- It seems very interesting.
- He probably got a cold.
- Ali feels himself strange - Ali feels himself strange.

In these cases, we can see that the semantic load falls on verbs instead of noun phrases. In other words, verbs perform an important grammatical function in these sentences.

Also, abstract verbs are often used in scientific method texts in English:

- Many houses were built in short term - Many houses were built in short term;
- Some new planets were discovered in mid of 2000's.

As you can see from the above examples, abstract nouns are also widely used in English, and the main focus is on verbs, that is, passive

participles. Another interesting aspect of the study is that in today's linguistics, the percentage of the use of present tense verbs in English is equal to that of past tense verbs, which of course depends on the context of the scientific text. In general, a scientific text must have a clear statement of logic, and providing a correct and high-quality translation of this logic is one of the most important tasks of a translator. Texts in the scientific style, in most cases, have a homogeneous appearance, and these texts have expressive features. In such texts, interrogative sentences are rarely used, and even if they are used, they are directed to draw the attention of the reader who is familiar with the text. One of the characteristics of scientific texts is that emotional expressions are not used [3.B.203].

General theory of translation.

The general theory of translation systematizes the conclusions derived from the concrete experience of translation and creates a basis for it. In the process of translation, the results of the translation and its ideas are summarized, and the conditions and factors specific to the translation are taken into account in the translation activity. The concept of the general theory of translation was developed by the Russian linguist and linguist A.V. It is widely and completely covered in Fedorov's works. According to this concept, any quality translation text should begin with a philological analysis of its linguistic basis and end with an artistic creation or scientific editing[4.B.335].

A special theory of translation.

The special theory of translation (or research on translation focused on one pair in linguistics) should take into account the equivalents and variants of the correspondence between two languages, as well as the factors and criteria for their selection in a specific situation. The main method of studying translation phenomena within this theory is the comparison of two languages. For example: Uzbek and Russian, or Russian and English, or English and German.

Transformational theory of translation

The transformational theory (model) of translation is expressed by making changes to the translated text during the translation activity. The reason is that in some cases the meaning of the text cannot be fully translated or it is difficult to translate.

Conclusion

For example: Not long ago computers were considered an amazing invention. Today they form part of our everyday lives. The latest thing today is Virtual Reality. A Virtual Reality system can transport the user to exotic locations such as a beach in Hawaii or the inside of the human body.

Uzbek language translation:

In the past, computers were considered a wonderful invention. Today they are a part of our daily life. One of the latest inventions is Virtual Reality. A virtual reality system can transport users to exotic locations such as a beach in Hawaii or the inside of the human body. As we can see in the example, the translation from English to Uzbek was not completely translated, but instead underwent a transformation. That is, the meaning of the original text in Uzbek language is clarified with other words.

The transformational model of translation is related to the ideas of American linguist N. Chomsky "transformational or generative grammar". Within this theory, the process of creating a translation text is considered as a syntactic transformation of the units and structures of the source language into the units and structures of the target language, where great attention is paid to the stages and methods of the translation process. Also, this theory is supported by American translators K. Naide, B.O. It is also mentioned in the works of Kads and V. Koller. In general, the ideas of transformational theory are one of the important methods that allow translation studies to identify structures and units that are related to translation and interrelated in the process of translating a pair of languages.

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“THE IMPACT OF NOTE TAKING TO THE STUDENTS WITH LEARNING DISABILITIES”

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Abstract: *The impact of note taking while listening is gaining a great importance as a challenging cognitive task among the students with and without disabilities in recent years. The impact of note taking while listening is well-recognized. Note taking method plays a crucial role in academic advancement of students’ study. In this paper, the impact of note taking, common difficulties of note taking and techniques of note taking for students with disabilities will be analyzed through study review. This review will provide efficient information and data, gathered from the articles. Furthermore, in this review, the smart pen and dot paper techniques will be described that can be utilized for students with learning disabilities.*

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Key words: *Note-taking, curriculum, note-taking instruction, techniques, students with learning disabilities (LD), lecture's verbal section, discussions.*

When the students are to attend to their schools, they are likely to gather all necessary items for themselves, such as different clothes, favorite books and CDs. However, they tend to forget about memory skill's role in their academic achievement [Brown, 2000]. Learning note taking during lectures has increased in importance for secondary students as well as the learners with learning impairments (LD) in recent years [Deshler, Schumaker, 2018]. This means that in order for students with LD and other high-incidence disorders to succeed in challenging academic courses, they must not only have access to the general education curriculum but also be proficient in a variety of academic learning strategies, such as taking effective notes [Deshler et al., 2006]. According to Ferris and Tagg [1996] lack of note taking skills during listening can be troublesome area for most students, especially, to students with disabilities. Consequently, a number of methods should be taught for every students.

THE IMPACT OF NOTE-TAKING WHILE LISTENING

The main benefit of note-taking is that it eliminates pupils from having to read the entire book. Since it draws students' attention to the reading or listening material, it enhances students' understanding abilities. It prevents them from ignoring what is being taught in class. Additionally, it fosters independence and aids in students' retention of the critical knowledge they have learned [Bahrami and Nosratzadeh, 2017; Saravani, 2019; Umaadevi and Rekha, 2019]. According to Kiewra [1991], taking notes during class helps pupils pay attention and helps the information be encoded into long-term memory. In a research by Faber et al. [2000], it was found that taking notes helped ninth grade learners realize limited portions. According to Roy et al. [2014], notetaking can help students retain specifics from the lessons they have been given and develop their listening skills. It can also help people develop better writers by using a variety of approaches and tactics [Walker et al., 2017]. Taking notes is not just an activity that happens in classes. Note-taking is utilized in numerous aspects of life, including daily living and the workplace, with the goals of gaining a deeper understanding, long-term learning, and assessing prior knowledge. For

instance, keeping accurate and clear records for one's own use or the use of others makes coming up with ideas and participating in meetings easier. Courts may later resort the notes that give hospital records for use as a guide in patient care and protracted therapies. Alternative approaches to note-taking have been used by language instructors as well [Carrier, 2003; Fajardo, 1996; McKeating, 1981; Slotte & Lonka, 2003].

Hartley and Davies [1978, quoted in Boon, 1989] showed that out of 35 studies investigating the effect of note-taking, 17 found that note-takers did better than non-note-takers, 16 found no difference, and 2 found that note-takers fared equally well in all 35 experiments. Since the 1970s, researchers have observed how writing down words or phrases that grab the listener's or reader's attention stimulates cerebral activity [Frase, 1970; Howe, 1976]. Dunkel [1985] put out the idea that taking notes can improve learners' attention to the subject, particularly when they have had some explicit pre-training. This was later in the 1980s. Booner and Holliday [2006] conducted a periodic series of five interviews with 23 college students and later identified a number of cognitive activities connected to taking notes, including understanding, paying attention to subtext, separating the main points from the supporting information by prioritizing, and separating the two. It is important to remember that taking notes has an impact that lasts much after the notes are actually taken.

NOTE-TAKING TECHNIQUES

Although during their time in school, students are taught a variety of methods for reading, understanding, and writing texts, it is acknowledged that only a small percentage of students master the fundamentals of taking notes. Despite the fact that students are expected to take thorough notes throughout the year and the fact that taking notes helps students learn, retain information, and think critically, this is still the situation [Boch and Piolat, 2005]. Even if they fill out a lot of notebooks, few pupils are proficient at taking notes and evaluating them [Kiewra, 1987]. This situation's causes should be investigated. Is education insufficient, or is it impossible to teach note-taking in a practical way? Due to their improper note-taking instruction, students are unable to take adequate notes. Some pupils believe that taking notes entails recording everything they hear. Some pupils suppose that taking notes entails recording everything they hear. In a research conducted by Sutherland et al. [2002] with 25 students

who either had English as their first language or were learning it as a second, it was discovered that 17 individuals engaged in verbatim transcribing. Knowledge cannot be synthesized if every word heard is recorded. A pupil who notes down everything they are told or read cannot analyze the new information since their working memory is engaged [Hill and Miller, 2006]. For note-taking, speaking, understanding, and writing speeds should be noted.

Speaking speed is faster than writing speed, and comprehension speed is faster than speaking speed. Although spoken words may be comprehended word for word, writing might be challenging. As a result, trying to jot down everything a teacher says could make taking notes an impossible skill to master. To avoid this, teachers should teach their students effective note-taking methods and strategies. According to certain research [Ouz, 1999; etingöz, 2010], students who got note-taking instruction learnt more than those who simply attended the lessons. There can be some students who are unable to take notes in a productive manner in class. Teachers must encourage such kids to take notes and to realize interesting things about a subject rather than becoming irate with them [Bretzing et al., 1987; Murphy, 1996; Jacobs, 2013]. With the advancement of technology, there have been some changes in how students take notes. Instead of using a notepad and pencil, students can now take notes using certain software that is installed on computers or mobile devices. According to Zçakmak and Sarigöz [2019], even pupils who snap photos of the messages on the board or otherwise take notes are commonly seen. This demonstrates that note-taking maintains its appeal despite the rapid advancement of technology. Students now enjoy certain conveniences thanks to technological improvements, and they spend less time writing. Instead of using a pencil and notebook, students who become accustomed to typing on a keyboard may type the same words more quickly and concentrate more on their academic work.

TECHNIQUES FOR THE STUDENTS WITH LEARNING DISABILITIES

Taking notes is a difficult activity that many students find to be. However, it can be more difficult and stressful process for children with learning disabilities (LD). An English language arts (ELA) student in the ninth grade experienced this. Calvin was classified by his school as having

a learning disability (LD), and he had always struggled with reading and writing abilities for the most of his time in school. Calvin took part in a research project and was instructed on how to use a smart pen [Joyce, 2016]. He considered ELA to be a challenging topic, and he found it challenging to listen to lectures for spoken knowledge. Calvin's inadequate notes therefore affected his quiz and test results, which in turn led to a subpar ELA grade. Calvin found taking notes to be a real challenge that affected his course marks. Luckily for Calvin, he later learned how to utilize a Live scribe smart pen combined with a note-taking method. He grew better at taking notes over time and learned more from his lectures in his subject-area studies. With the invention of the smart pen, Calvin as well as other students may now record lectures while simultaneously taking written notes on the same device. Smart pens, like the digital pen made by Live scribe, work like regular pens so that students may take written notes while simultaneously digitally recording the lecture's verbal section. Students must take notes using specialized dot paper, as opposed to standard notes. Using the almost invisible dot codes printed on the sheet, a smart pen operates by logging where on the page information is being captured in reference to a set of x, y coordinates. This is how dot paper and smart pens interact. For instance, if a student was able to write down a vocabulary term during note-taking (such as "a metaphor is") on the dot paper, the student can edit his or her notes by adding to or correcting the information. After the lecture by placing the tip of their pen on the vocabulary term and listening to the exact audio segment of the lecture (such as "a metaphor is a comparison of two unlike things, without using like or as). They seem to be perfect for assisting students make up for their sluggish writing and processing speed by enabling them to take incomplete notes and then edit them afterwards [Ok & Rao, 2017; Patti & Garland, 2015].

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INNOVATIVE APPROACHES IN THE METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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Annotation: *The article considers one of the creative approaches to teaching a foreign language for special purposes – the "case method", the essence of which is the independent foreign language activity of students in an artificially created professional environment. It is noted that the cases are extremely rich in content and have the potential to take into account*

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the knowledge already acquired by the student for learning the language of the specialty and developing managerial skills. According to the results of the applied research conducted by the authors research has established that this method can be used as extremely effective for achieving the goals of teaching a professional foreign language and intercultural adaptation.

Keywords: *methods of teaching foreign languages, case method, case study.*

Introduction. The transition to a multi-level training system at the present stage dictates the need to change approaches to the content of the educational process, create new forms of its methodological support, as well as awareness of the role of the teacher in the innovative paradigm of personality-oriented, creative learning.

The variety of methods and methods of mastering a foreign language in higher education leads to the need for a rational choice of one of them or an optimal combination of complementary methods and technologies, which follows the need to generalize knowledge about the methods and techniques of organizing foreign language communication.

Currently, intensive foreign language teaching is being implemented in various developing, newly created and operating methodological systems. This is due to the variety of specific goals of teaching a foreign language to a different contingent of students, as well as the variety of learning conditions. The linguo-sociocultural approach is inherent in almost all foreign languages schools. The British and American language schools Bell International, OISE, St. Giles International, Rennert Bilingual, NESE are guided by a communicative approach. The intensive method is intended for business people who expect to master specific language skills in a short time. Often, an intensive course is enough to use the language in a professional field: in business correspondence, during presentations and telephone conversations, and drafting commercial proposals. The "direct" method is known as the Berlitz method, the basic principle is complete exclusion the student's native language from the learning process, the goal is to teach the student to think in a foreign language. The business (activity) approach involves learning a foreign language in combination with the practice of communication in the professional field. This

opportunity is provided by language schools in New York, London, San Francisco, Toronto and other global business centers.

The formation of a certain level of foreign-language professional communicative competence is an actual and effective basis for further foreign-language professionally oriented communication of university graduates. However, it should be borne in mind that when teaching a professional foreign language, various functions of speech and ways of its application cannot have equivalent value.

Along with instrumental (simple transmission of information), regulatory (regulation of activity), personal-emotional and artistic (role-playing, imagery of speech), heuristic (expression of one's understanding), social are of the greatest value (communication outside their narrow circle) and information-scientific, analytical, reference.

The case study method, which has won leading positions in modern teaching practice for

abroad, by developing the mastery of these speech functions, it makes it possible to master

the knowledge of a specialty in a foreign language, increase the level of one's professional

competence and self-esteem. At the same time, the learning goals previously defined in the methodology: a communicative attitude, a language goal, mental and educational goals, remain relevant. The leading role in the theoretical development of the method and its practical application belongs to P. Duff, C. Faltis, J. Heap [1; 2; 3].

In Russian educational practice, only in the 90s of the twentieth century, when there was a rapid updating of the content of all disciplines, favorable conditions were created for the use of interactive teaching methods in general and the case method in particular. Among the theoretical and practical case scientists, domestic specialists G. Bagiev, G. Konishchenko, V. Naumov, A. Sidorenko, Yu. Surmin, P. Sheremet should be mentioned. In the system of A.R. Galustov's methods, "the role of active methods (didactic and business games, educational discussions and heuristic talks, research seminars, educational conferences, poster presentations, analytical commentary on books and articles) aimed at preparing students" [4, p. 17].

The "case method" (English case method, case study, case study, case study, method of specific situations) is a teaching technique that uses a description of real (economic, social and business) situations. M. Dolgorukov refers the "case study" method to "advanced" active teaching methods [5]. An increase in the student's "baggage" of analyzed cases increases the likelihood of using a ready-made scheme of solutions to the current situation, forms skills for solving more serious problems. Situational learning teaches the search and E.N. Zakharova believes that "competence-oriented vocational education is aimed at mastering activities that ensure readiness to solve problems and tasks based on knowledge, professional and life experience, values, and other internal and external resources" [6, p. 33].

The use of the case method in English classes in a professional environment pursues two complementary goals, namely: further improvement of communicative competence (linguistic and socio-cultural) and the formation of professional qualities of students. Familiarization with the case (reading a professionally directed text in which the task of the specialty is formulated, in the original or with small abbreviations and minor adaptation, and subsequent translation), independent search for a solution (internal monologue in English), the process of analyzing the situation during the lesson (monologue and dialogic speech, prepared and spontaneous, also in English) are all examples of communicative tasks.

Classroom communication related to working on a case, which is characterized by dispute, discussion, argumentation, description, comparison, persuasion and other speech acts, trains the skill of developing the right strategy for speech behavior, compliance with the norms and rules of English-speaking communication. Students' comments on the content of the case are evaluated by the teacher according to the following skills: analytical, managerial, decision-making skills

solutions, interpersonal communication skills, creativity, oral and written communication skills in English (lexical and grammatical aspect). Therefore, the case study method includes both a special type of educational material and special ways of using it in the educational practice of the English language.

According to the results of our applied research, it has been established that the case study method can be used as extremely effective for achieving

the goals of teaching a professional foreign language and intercultural adaptation. However, the use of this method in teaching a foreign language should be methodically justified and ensured. This is necessary both at the level of organizing the educational process according to the educational program as a whole, and at the level of planning it by an individual teacher. The disadvantages of using this method of organizing training include the fact that it is difficult to guarantee the independence of completing all tasks in the case of individual students.

It is recommended to use the case method in foreign language classes in groups, having a certain stock of knowledge in their specialty and a sufficient level of foreign language proficiency. In addition, being a complex and effective teaching method, the case method is not universal and is effective only in combination with other methods of teaching foreign languages, since it does not by itself lay down a mandatory normative knowledge of the language. Nevertheless, the use of the case method in learning a foreign language increases the level of knowledge of a foreign language in general.

The method develops creative thinking; develops presentation skills; develops the ability to conduct a discussion, to argue answers; improves the skills of professional reading in a foreign language and information processing; teaches to work in a team and develop a collective solution. In the context of interactive learning, students' sense of personal involvement in the educational process increases and responsibility for their own educational results is formed. Discussion, analysis of real situations, brainstorming, business game, project assignment lead to the creation of a favorable psychological atmosphere in the classroom, to the strengthening of speech and students' intellectual activity increases their sense of self-confidence and creates a semantic context of communication.

The pedagogical potential of the case study method is much greater than the pedagogical, potential of traditional teaching methods. The case study method is an extremely effective tool that allows you to apply theoretical knowledge to solving practical problems. The problem of introducing the case study method into the practice of higher professional education is currently very relevant, due to the general orientation the development of education, focusing not so much on obtaining specific

knowledge, as on the formation of professional competence, skills and abilities of mental activity, the development of personal abilities.

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IMPORTANCE OF IMPLEMENTING INNOVATIVE TECHNOLOGIES IN TEACHING READING AND WRITING

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Abstract: *The article examines the main aspects of the connection between reading and writing, as well as their inextricable complement to each other, as a tool for correct development speech. The article also*

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discusses the innovative experience of world experts in the field of this area, supported by various relevant methods and techniques that can diversify the information content of each lesson.

Keywords: *method, technique, calligraphy skills, auditory-speech-motor analyzer, coding, decoding, “flat” text.*

Introduction

On the importance of using innovative technologies in modern education attracts the attention of many domestic and foreign scientists, since the use of innovative technologies makes it possible to significantly diversify the content, methods and forms of education. Moreover, innovative technologies provide students with unlimited amount of information that can be effectively used as independent work [10, p. 65]. Currently, innovation in education is understood as successful application of developed technologies. In UNESCO documents “technology training” is considered as a systematic method of creating, applying and determining the process of teaching and learning, taking into account technical and human resources and their interactions and aimed at optimizing forms of education [6]. In modern society there is a great demand for specialists with abilities and skills that allow a professional to be more maneuverable and successful in the current market conditions, effectively perform a large volume of work activity, being at this is quite socially adapted.

Literary analysis and methodology

Recently, the issue of forming a professionally competent working specialist in any field of modern production has become especially relevant in psychological and pedagogical research. Recently, the issue of forming a professionally competent working specialist in any field of modern production has become especially relevant in psychological and pedagogical research.

In the modern social environment, the model of socio-psychological literacy of a specialist focuses on such psychological qualities of a personality as independence in solving complex problems, autonomous use of knowledge, skills, discipline, a satisfactory image of oneself; the ability to conduct well-coordinated communication, managing personal communication in a team, an internal need for self-development.[1, c. 86]

Methodically, writing has long been considered the "cinderella of methodology" and has been almost completely eliminated from the learning process, which, according to E.I. Passov, it was a strategic miscalculation [4, p. 98]. In recent years, the role of writing in teaching a foreign language has been gradually increasing, and, in a sense, writing is beginning to be considered as a reserve in improving the effectiveness of teaching a foreign language. It is impossible not to take into account the practical importance of written speech communication in the light of modern means of communication, such as e-mail, the Internet, etc. Recent years, writing as a type of verbal communication develops on the basis of only authentic material. Foreign internships of students, postgraduates and young scientists involve the ability to make notes in a foreign language, compose and fill out a questionnaire, answer questionnaire questions, write an application for admission to study or work, write a short or expanded autobiography, write personal or business letters using the necessary form of speech etiquette of native speakers, including the form business etiquette.

Writing and written speech in the methodology of teaching a foreign language act not only as a means of teaching, but more and more as a goal of teaching a foreign language. Writing is a technical component of writing. Written speech, along with speaking, is a so-called productive (expressive) type of speech activity and is expressed in the fixation of certain content with graphic signs. The psychophysical basis of written speech is the interaction of motor, visual and auditory-speech analyzers. Reliance on all analyzers in training it gives a much greater effect. According to psychologists, the material heard is absorbed by 10%, seen by 20%, heard and seen by 30%, recorded by 50%, when speaking by 70%, when teaching another by 90%. [3, c 111]. Psychologists believe that the basis of written speech is oral speech. Both speaking and writing can be traced from the idea (what to say) to the selection of the necessary means (what words are needed, how to combine them in an utterance) and to the realization of the idea by means of language orally or in writing.

As you know, writing is closely related to reading. There is one graphical language system in their system. When writing, thoughts are encoded or encrypted using graphic symbols; when reading, they are decoded or decrypted. If you correctly define the goals of teaching writing

and writing, take into account the role of writing in the development of other skills, use exercises that fully correspond to the goals, perform these exercises at a suitable stage of learning, then oral speech gradually becomes richer and more logical.

Writing plays an auxiliary role in the development of grammatical skills, when performing written tasks from simple copying to tasks requiring a creative approach, which creates the necessary conditions for memorization. Without relying on writing, it is difficult for students to retain lexical and grammatical material in their memory.

The whole system of language and conditional speech exercises performed in writing refers to educational writing. Written statements, essays, creative dictation, drawing up plans and abstracts for a message on a given topic, writing a personal or business letter, that is, written stories on given situations, belong to communicative writing. In other words, it is a written speech exercise on a studied or related topic of conversational practice.

Written speech is considered as a creative communicative skill, understood as the ability to express one's thoughts in writing. To do this, you need to possess spelling and calligraphic skills, the ability to compositionally construct and arrange in writing a speech work composed in internal speech, as well as the ability to choose adequate lexical and grammatical units. [7, c. 243]

The practice of writing allows you to make an arrangement of printed text or audio text from memory, according to plan, or to make written suggestions for solving a specific issue or a specific problem. The cycle of lessons on the topic ends with a home essay (self-dictation - a written retelling of part of the text or the entire text). The ability to express your thoughts in writing in a foreign language should be developed consistently and constantly. To solve this problem, there are a number of reproductive and productive exercises. The exercises proposed, for example, by the German methodologist Gerhard Neuner [13, p.41] are composed in a certain sequence from simple to complex, from reproduction to making up your own opinion, position. All exercises are performed in writing. In our opinion, such tasks are of interest, for example:

- restore the beginning and end of the story;
- restore the dialogue on individual "guiding" lines;

- change the type of text (message to conversation, dialog to description);
- describe the ambiguous situation in various texts and dialogues;
- explain the contradiction between textual and illustrative information;
- reply to the letter by letter, phone conversation, conversation, etc.;
- select keywords that lead to a certain pre-known result, etc.

The distinctive features of these exercises are that they are necessarily performed in writing, the content is of a verbal creative or semi-creative nature, interesting and fascinating for both students and teachers. Poems by famous poets are played, monograms are used, funny stories are written collectively, letters are written to fictional characters.

Discussion and results

One should not forget the three most important conditions when introducing creative writing in the classroom: learning goals, principles, methods and techniques of learning, and there is also a training control. The problem of learning to read in many countries is still relevant. Numerous conferences and TV shows on the problem of illiteracy in France point to the importance of introducing young children to reading. Practical teachers point out the need to work with a book and listen to stories from an early age. In their opinion, starting from kindergarten, it is necessary to explain to the child the special role that reading plays in his life.

Experts insist that it is necessary to teach a child to read, not to guess. The better prepared the reader is, the less he guesses. Illustrations, for example, make it easier to recognize unknown words, but do not help to make it out. Guessing is only a way to solve a difficulty, but it is not a way to learn. All researchers believe that reading requires not only recognition, but also understanding that it is necessary to work out the understanding of speech by ear (this is what the senior kindergarten group does), understanding oral speech precedes learning to read, and then writing.

Practical teachers emphasize that listening comprehension is very rarely practiced in the classroom. It is necessary to make it clear to the student that he is reading in order to understand the content, because for some of them it is not at all obvious. Grammar should be studied at the same time as reading. To help a student who has difficulty reading, you

need to give him the opportunity to think and correct his mistakes himself, rather than correct him. It is better to give him time and the opportunity to "run through" the entire text before starting reading. Practical teachers draw attention to the study of words, graphemes, sounds (phonemes). Work on reading should be carried out at the word level, when children isolate it from the text with the help of a teacher. Such work is necessary in elementary school. But this work will be effective only if it is carried out: work with words that make sense to children (learning the form of a word cannot be outside the meaning, without understanding it); work on the difference between words, sounds, letters, but also on their similarity; activities in a playful way, where the child will be given the opportunity for creative search.

In contrast to TV and computer, it is important to offer children texts that feed the imagination, develop a sense of humor, and encourage activity. On the one hand, it is important to find simple (but not simplified texts) that make you want to continue them. To do this, the text should bring an interesting or entertaining story to the stage; make fascinating characters come to life; provide useful or original information; he introduced an idea or a message that needs to be thought about. On the other hand, long and heavy texts are unsuitable, as children risk getting lost and getting lost in the confusing text. It is necessary to take care of choosing easy questions for the text, there should be no more than three or four of them. But at the same time, easy questions should not turn out to be empty and meaningless, they should pursue a specific goal. Questions should be thought-provoking, evoke emotions and discussion in the classroom. It is better if the answers to the questions are discussed in small and large groups.

Conclusion

In conclusion, I would like to note that the prospects for the development of education are associated both with the use of innovative methods and technologies in the meaningfulness of the educational process, and with the growth of professional competence of the teacher [2, p. 109]. Thus, to teach how to record oral speech, including how to write personal and business letters, fill out questionnaires, write a short and detailed autobiography, an application for employment or study, etc. – all these are the main goals of teaching writing, which also performs a

supporting role in teaching reading, oral speech, grammar, vocabulary. The enemy of learning to read can be called a "flat" text that means nothing, where nothing happens. Accordingly, it is necessary to diversify and alternate texts: simple and more complex, short and longer, funny and serious, famous and less famous, yesterday and today.

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DEVELOPMENT OF THE ENGLISH LESSON IN NEW METHODICAL METHODS

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Abstract: *This study investigates the effectiveness of using new (methodical methods) in teaching English as a foreign language. The study compares the use of traditional with the use of new, such as project-based learning, inquiry-based learning, cooperative learning, gamification, and blended learning. The results of the study show that the use of new methodical methods leads to significant improvements in student motivation, engagement, and communicative competence.*

Keywords: *English language teaching, methodical methods, project-based learning, inquiry-based learning, cooperative learning, gamification, blended learning*

Introduction

The teaching of English as a foreign language has undergone significant changes in recent years. Traditional methodical methods, which focused on grammar translation and rote memorization, have been increasingly replaced by more communicative and student-centered approaches. This study investigates the effectiveness of using new methodical methods in teaching English as a foreign language.

Materials and Methods

The study was conducted in a Russian high school with 120 students in two English language classes. One class was taught using traditional methodical methods, while the other class was taught using new methodical methods. The study lasted for one academic year.

The new methodical methods used in the study included:

- Project-based learning
- Inquiry-based learning
- Cooperative learning

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- Gamification
- Blended learning

The effectiveness of the new methodical methods was assessed using a variety of measures, including:

- Student motivation and engagement
- Communicative competence
- Critical thinking and problem-solving skills
- Collaboration and teamwork skills

Results

The results of the study showed that the use of new methodical methods led to significant improvements in student motivation, engagement, and communicative competence. Students in the new methodical methods class were more motivated to learn English, more engaged in class activities, and more proficient in speaking, listening, reading, and writing English.

The new methodical methods were also found to be effective in developing students' critical thinking and problem-solving skills, as well as their collaboration and teamwork skills. Students in the new methodical methods class were able to think more critically about the material they were learning, solve problems more effectively, and work well with others.

Discussion

The results of this study suggest that the use of new methodical methods can be an effective way to teach English as a foreign language. These methods can help to improve student motivation, engagement, communicative competence, critical thinking skills, problem-solving skills, collaboration skills, and teamwork skills.

Conclusion

This study provides evidence that the use of new methodical methods can lead to significant improvements in the teaching and learning of English as a foreign language. These methods can help to create a more engaging and effective learning environment for students.

In addition to the findings discussed above, the study also found that the use of new methodical methods can help to:

- Foster a more positive and supportive learning environment
- Reduce student anxiety and stress
- Increase student autonomy and self-directed learning

- Prepare students for the demands of the 21st century workplace

Overall, the findings of this study suggest that the use of new methodical methods can have a transformative impact on the teaching and learning of English as a foreign language. These methods can help to create a more engaging, effective, and enjoyable learning experience for students.

Implications for Practice

The findings of this study have a number of implications for English language teachers. First, teachers should consider using new methodical methods in their classrooms. These methods can help to improve student motivation, engagement, and communicative competence. Second, teachers should provide students with opportunities to use English in real-world contexts. This will help students to develop their communicative skills and to see the relevance of what they are learning. Third, teachers should create a supportive and positive learning environment where students feel comfortable taking risks and making mistakes. This will help students to develop their confidence and fluency in English.

By following these recommendations, English language teachers can help their students to achieve success in learning English as a foreign language.

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DEVELOPING LEARNER DICTIONARIES WITH CORPUS LINGUISTICS METHODS

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Abstract: This article explores the intersection of corpus linguistics and language teaching through the lens of specialized learner dictionaries in the context of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) teaching. It highlights the role of corpus lexicography in bridging theory and practice, emphasizing the practical applications of corpus analysis in constructing learner dictionaries tailored to the needs of ESP/EAP students. Drawing on insights from corpus studies and practical research, the article discusses the challenges and opportunities in developing specialized dictionaries that facilitate language learning and teaching. By examining the relationship between theory and tools in lexicography, it advocates for greater collaboration between researchers, educators, and lexicographers to enhance language education through innovative dictionary construction methods.

Keywords: Corpus lexicography, specialized learner dictionaries, ESP/EAP teaching, corpus linguistics, practical lexicography, dictionary construction, corpus analysis, language research

ПРИМЕНЕНИЕ КОРПУСНОГО АНАЛИЗА В СПЕЦИАЛИЗИРОВАННЫХ СЛОВАРЯХ ДЛЯ УЧАЩИХСЯ

Ниязова Гулнорахон Гуломовна*

Аннотация: В этой статье исследуется пересечение корпусной лингвистики и преподавания языка через призму специализированных словарей для учащихся в контексте преподавания английского языка для специальных целей (ESP) и английского языка для академических целей (EAP). В нем подчеркивается роль корпусной лексикографии в объединении теории и практики, подчеркивая практическое

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применение корпусного анализа при создании словарей для учащихся, адаптированных к потребностям студентов ESP/EAP. Опираясь на результаты корпусных исследований и практических исследований, в статье обсуждаются проблемы и возможности разработки специализированных словарей, которые облегчают изучение и преподавание языка. Исследуя взаимосвязь между теорией и инструментами лексикографии, автор выступает за более широкое сотрудничество между исследователями, преподавателями и лексикографами для улучшения языкового образования с помощью инновационных методов построения словарей.

Ключевые слова: Корпусная лексикография, специализированные словари для учащихся, преподавание ESP/EAP, корпусная лингвистика, практическая лексикография, построение словарей, корпусный анализ, исследование языка.

KORPUS LINGVISTIKASI USULLARI BILAN O‘QUVCHILAR LUG‘ATLARINI ISHLAB CHIQISH

Niyazova Gulnoraxon G‘ulomovna,*

Annotatsiya: Ushbu maqola maxsus maqsadlarda ingliz tilini (ESP) va akademik maqsadlarda ingliz tilini (EAP) o‘qitish kontekstida ixtisoslashtirilgan o‘quvchilar lug‘atlari ob’ekti orqali korpus lingvistikasi va til o‘qitishning kesishishini o‘rganadi. U ESP/EAP talabalari ehtiyojlariga moslashtirilgan o‘quvchilar lug‘atlarini yaratishda korpus tahlilining amaliy qo‘llanilishini ta’kidlab, nazariya va amaliyotni bog‘lashda korpus leksikografiyasining rolini ta’kidlaydi. Korpus tadqiqoti va amaliy tadqiqotlar natijalariga tayangan holda, maqolada til o‘rganish va o‘qitishni osonlashtiradigan maxsus lug‘atlarni ishlab chiqishning qiyinchiliklari va imkoniyatlari muhokama qilinadi. Muallif lug‘atshunoslik nazariyasi va vositalari o‘rtasidagi munosabatni o‘rganar ekan, lug‘at tuzishning innovatsion usullari orqali til ta’limini yaxshilash uchun tadqiqotchilar, o‘qituvchilar va leksikograflar o‘rtasidagi hamkorlikni kengaytirish tarafdori.

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Kalit so‘zlar: Korpus leksikografiyasi, talabalar uchun maxsus lug‘atlar, ESP/EAP o‘qitish, korpus lingvistikasi, amaliy leksikografiya, lug‘at qurilishi, korpus tahlili, til tadqiqoti.

Introduction

The true essence of meaning lies within the interplay of words within their contexts, a principle rooted in Saussure's concept of arbitrariness in signs. However, this understanding often diverges from our everyday perception of language. The contextualist perspective, influenced by Firth, emphasizes that a word's meaning can only be fully grasped within its surrounding context, making context paramount. This presents a significant hurdle in dictionary writing, as dictionary entries are inherently isolated from context. Consequently, both lexicographers and dictionary users face the challenge of effectively conveying and interpreting meaning. Lexicographers must employ a clear metalanguage to transfer meaning from context to dictionary entries, while users must navigate the transfer of meaning from the dictionary to the text and to new contexts during writing.

The Dictionary: A Versatile Instrument

Dictionaries manifest in diverse formats, each serving distinct purposes beyond education. The term "dictionary" encompasses a range of works, from historical dictionaries like the Oxford English Dictionary (OED) to comprehensive resources like the Oxford Dictionary of Biochemistry and Molecular Biology (ODBMB). While the former focuses on language, the latter emphasizes terminology, yet both share the common feature of organizing words alphabetically.

This article discusses the diverse nature and functions of dictionaries beyond mere instructional tools. It explores the broad spectrum of dictionaries, ranging from traditional language dictionaries like the *Oxford English Dictionary* (OED) to specialized works such as the *Oxford Dictionary of Biochemistry and Molecular Biology* (ODBMB). Despite their differences, these dictionaries commonly organize words alphabetically, presenting them as discrete units. While this alphabetical organization is typical, exceptions like Roget's Thesaurus, which arranges words conceptually, exist. Defining the concept of a dictionary precisely proves challenging due to its various forms, yet there is a shared understanding of what constitutes a dictionary. According to the *Oxford*

Advanced Learners Dictionary (OALD), dictionaries can be books that list words alphabetically with explanations of their meanings or translations into another language, or they can explain terms within a specific subject area. The OED and OALD exemplify the former category, focusing on word meanings, while the ODBMD falls into the latter, emphasizing subject-specific terminology.

The definition of a *monolingual dictionary* as provided in the Oxford Advanced Learners Dictionary (OALD) overlooks a crucial aspect. Dictionaries like the Oxford English Dictionary (OED), tracing back to Johnson's 1755 Dictionary, are normative and, while not strictly prescriptive, serve as standards for language usage. The OED, for instance, has evolved into a historical dictionary focused on illustrating the evolution of English, particularly through literary usage, extending beyond mere word meanings. Conversely, shorter works like the Concise Oxford Dictionary (COD) heavily rely on comprehensive dictionaries like the OED. Although the definitions in the COD and OALD may appear similar, they serve different purposes. The COD targets native speakers for passive usage, mainly for checking spellings or uncertain word meanings. In contrast, learner's dictionaries like the OALD were initially crafted for non-native speakers, merging decoding (passive lookup) and encoding (active language production) roles. They offer examples of usage and grammatical information to facilitate language comprehension and production.

Specialized dictionaries, on the other hand, typically focus on terminology and exist in two main forms: multilingual terminologies primarily for translators and monolingual encyclopedic dictionaries for subject specialists. Unlike learner's dictionaries, the latter aim to elucidate terms rather than teach language usage. They are prescriptive and do not delve into real-life usage or language application.

Utilizing Dictionaries for Educational Purposes

The integration of modern computing has transformed the landscape of dictionary production, enabling more efficient data handling and access to diverse data forms. Particularly for learner's dictionaries, this advancement has led to innovative approaches in presenting data. While this study primarily focuses on the revolutionary changes in encoding dictionaries, it is essential to first examine the intricate relationship between teaching and lexicography.

Throughout history, teaching and dictionaries have been closely intertwined, dating back to the English-French dictionary of Holyband in 1593 and continuing with Hornby's *Oxford Advanced Learner's Dictionary*, first published in 1948. Howatt's exploration of the rise of English Language Teaching (ELT) highlights how advancements in pedagogical practices, especially from the mid-war years, paralleled developments in dictionary creation. The emergence of ELT dictionaries coincided with efforts to select and explain essential language for second language learners.

The necessity for a controlled vocabulary for readers became evident in the 1930s, leading to West's influential General Service List of English Words, published in 1953. Hornby's contributions expanded beyond mere word lists, culminating in the creation of a comprehensive dictionary tailored for advanced learners. Unlike a mere condensed version of larger works, Hornby's dictionary was purposefully crafted with the needs of non-native speakers in mind. *The Oxford Advanced Learner's Dictionary* (OALD) went beyond individual words to include idioms and collocations, reflecting Hornby's extensive collaboration with Palmer in Japan. Notably, the OALD prioritized language production needs, offering explanations and examples of word patterning.

Hornby's pioneering work laid the groundwork for the proliferation of learner's dictionaries in today's marketplace, valued not only by advanced learners but also by native speakers. A study by McCreary and Dolezal (1999) conducted in the USA revealed that the use of learner's dictionaries yielded significantly better results compared to standard American college dictionaries, with even native speaker control groups benefiting from similar works in avoiding common pitfalls of dictionary use. When given the choice between standard college dictionaries and learner's dictionaries, users of the latter notably outperformed users of the former. Therefore, learner's dictionaries should not be exclusively viewed as tools for non-native users.

In these *learner's dictionaries*, word sense presentation adopts a contextualist approach, recognizing that words derive meaning from context. Thus, dictionaries strive to depict real usage contexts to elucidate word meanings. However, a persistent challenge lies in determining which words to include in the dictionary. While word lists serve as a starting

point, they are inherently subjective. Hornby, drawing on his extensive experience as a language teacher and lexicographer, utilized the COD as the foundation for the OALD, omitting words deemed irrelevant for non-native students.

The emergence of computer technology has profoundly impacted the field of dictionary making, replacing traditional card files with databases that facilitate data storage, transfer, and cross-referencing. Storage models based on SGML (*Standard Generalized Markup Language*) have simplified the reformatting of existing materials through style sheet adjustments. The advent of the internet and CD-ROMs has led to the development of new formats, enabling rapid user access to data. While some electronic dictionaries have been criticized for merely replicating paper formats, online and CD-ROM dictionaries offer numerous practical advantages. Additionally, lexicography has contributed to computing by providing researchers in natural language processing (NLP) with electronic materials for analysis, fostering mutual benefits for both human and machine applications.

This integration of computer technology extends to major lexicographical projects, with corpus linguistics marking a significant revolution in the nature of source data. Corpus linguistics has transformed lexicographical practice by providing access to vast amounts of authentic data. John Sinclair and the COBUILD team at the University of Birmingham were among the first to recognize and harness this potential.

The COBUILD story, detailed in Sinclair's "Looking Up" (1987), highlights key considerations regarding headword selection, meaning analysis, and dictionary entry presentation. The first pivotal step was the creation of a reference corpus. In corpus linguistics, a corpus refers to a large collection of authentic texts selected and organized according to precise linguistic criteria. The development criteria for reference corpora are now well-established, with numerous such corpora available in major languages worldwide.

Conclusion

In conclusion, practical lexicography is indeed a time-consuming endeavor, often perceived as mundane. However, with the proliferation of computer technology and the prominence of corpus studies in ESP/EAP research, there is ample opportunity for its development. Though it may

lack glamour, the value of its outcomes in teaching terms could be immeasurable. As Dr. Samuel Johnson famously defined a lexicographer as "a writer of dictionaries, a harmless drudge," it's clear that practical lexicography may lack excitement but holds immense potential for educational impact.

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EURALEX: <http://www.ims.uni-stuttgart.de/euralex/>

WordNet: <http://www.cogsci.princeton.edu/~wn/>

WordSketches: <http://wasps.itri.bton.ac.uk>

Dictionaries

OALD : *Oxford Advanced Learner's Dictionary*

COD : *Concise Oxford Dictionary*

RCS : *Roberts and Collins Senior*

EXPLORING INNOVATIVE TEACHING AND LEARNING APPROACHES IN HIGHER EDUCATION: EMPOWERING STUDENTS FOR SUCCESS

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Abstract: *This article explores various innovative teaching and learning approaches in higher education, including gamification, flipped learning, project-based learning, peer teaching, online and blended learning, and the use of multimedia resources. It examines how these approaches promote active engagement, critical thinking, and collaboration among students. The article emphasizes the importance of student-centered learning and the application of knowledge in real-world*

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contexts. By incorporating these strategies, educators can create dynamic learning environments that cater to the diverse needs of students, fostering deeper understanding and essential skills for success in academia and beyond.

Keywords: *Teaching and learning approaches, higher education, gamification, flipped learning, project-based learning, peer teaching, online learning, blended learning, multimedia resources, student-centered learning, active engagement, critical thinking, collaboration, real-world application.*

Изучение инновационных подходов к преподаванию и обучению в высшем образовании: расширение прав и возможностей студентов для достижения успеха

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Аннотация: В этой статье рассматриваются различные инновационные подходы к преподаванию и обучению в высшем образовании, включая геймификацию, перевернутое обучение, проектное обучение, взаимное обучение, онлайн- и смешанное обучение, а также использование мультимедийных ресурсов. В нем рассматривается, как эти подходы способствуют активному участию, критическому мышлению и сотрудничеству между студентами. В статье подчеркивается важность личностно-ориентированного обучения и применения знаний в реальных условиях. Внедряя эти стратегии, преподаватели могут создавать динамичную среду обучения, отвечающую разнообразным потребностям учащихся, способствуя более глубокому пониманию и развитию необходимых навыков для достижения успеха в академических кругах и за их пределами.

Ключевые слова: *Подходы к преподаванию и обучению, высшее образование, геймификация, перевернутое обучение, обучение на основе проектов, взаимное обучение, онлайн-обучение, смешанное обучение, мультимедийные ресурсы, личностно-ориентированное*

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обучение, активное участие, критическое мышление, сотрудничество, практическое применение.

Introduction

In the ever-changing educational landscape of today, educators are confronted with the task of adapting to the evolving needs and expectations of students, particularly in light of the growing prominence of online courses. As our world becomes more interconnected, the conventional methods of teaching and learning in higher education must transform in order to meet the demands of twenty-first-century learners. This article delves into innovative approaches to teaching and learning within higher education, such as active learning, blended learning, and personalized learning, with the goal of equipping students with the skills necessary for success in their future careers.

In this article, we explore the concept of active learning, which encourages students to actively engage with the subject matter through various interactive activities and collaborative projects. By moving away from passive learning models, active learning fosters critical thinking, problem-solving skills, and deeper understanding of the material.

Blended learning, another innovative approach, combines traditional face-to-face instruction with online components. By utilizing technology and digital resources, educators can create a more flexible and personalized learning experience, allowing students to access materials and engage in discussions at their own pace, while still benefiting from in-person interactions and guided instruction.

Personalized learning, the third approach discussed, emphasizes tailoring education to meet the individual needs and interests of students. By leveraging technology and data-driven approaches, educators can create customized learning pathways, adapting the content, pace, and instructional strategies to accommodate each student's unique learning style and preferences.

Why Do We Need to Change the Approach in teaching?

These innovative teaching and learning approaches aim to equip students with the skills and competencies necessary for success in their future careers. By actively engaging in the learning process, students develop critical thinking, problem-solving, and collaboration skills, which

are highly valued in today's rapidly evolving job market. Additionally, the flexibility and personalization offered by blended and personalized learning approaches enable students to take ownership of their education, fostering a lifelong love for learning.

The traditional approach to teaching in higher education, which focuses on knowledge transmission through lectures, textbooks, and exams, is becoming outdated in today's rapidly changing world. By emphasizing interactive and real-world application-based learning experiences, students can acquire practical skills that better prepare them for success in their future professional endeavors.

In this article, we explore the limitations of the traditional teaching approach, which often results in passive and disengaged learning experiences for students. With the abundance of information available online, the role of educators needs to evolve from being information providers to facilitators of learning. Students should be encouraged to actively participate in their own learning, engaging in critical thinking and problem-solving activities that allow them to apply knowledge in practical contexts.

By shifting the focus towards interactive and application-based learning experiences, students can develop the skills necessary for success in today's dynamic and complex world. Critical thinking skills enable students to analyze information, evaluate its credibility, and make informed decisions. Problem-solving skills help students navigate challenges and find innovative solutions. Collaboration skills foster teamwork, effective communication, and the ability to work harmoniously in diverse groups.

By adopting a more student-centered approach, higher education institutions can better prepare students for the demands of the professional world. Employers are seeking graduates who can think critically, adapt to change, and collaborate effectively. By providing students with opportunities for experiential learning, internships, and real-world projects, higher education institutions can bridge the gap between theoretical knowledge and practical application.

The traditional approach to teaching in higher education must evolve to meet the changing needs and expectations of students and the demands of the professional world. By shifting towards interactive and application-based learning experiences, educators can foster the development of critical

thinking, problem-solving, and collaboration skills in students. This approach better prepares students for success in their future careers by equipping them with the practical skills necessary to navigate a complex and rapidly evolving world.

Active Learning

Active learning is an approach that engages students in the learning process through interactive and participatory activities. Instead of passively receiving information, students actively participate in discussions, debates, problem-solving exercises, and hands-on experiments. This approach promotes critical thinking, problem-solving skills, and deeper understanding of the subject matter. By actively engaging with the material, students can develop higher-order cognitive skills and retain information more effectively.

Flipped Classroom

The flipped classroom approach reverses the traditional lecture-based teaching model. Students are assigned pre-recorded lectures or readings to review before class, while class time is dedicated to interactive activities, discussions, and application of knowledge. This approach allows students to explore concepts at their own pace and come to class prepared to engage in deeper discussions and problem-solving. The flipped classroom approach encourages active learning, collaboration, and student-centered instruction.

Technology-Enhanced Learning

Technology-enhanced learning leverages digital tools and platforms to enhance the teaching and learning experience. It includes online learning platforms, multimedia resources, educational apps, virtual simulations, and other technological tools. This approach enables flexible and personalized learning experiences, promotes self-paced learning, and provides access to a wealth of educational resources. Technology-enhanced learning also facilitates communication and collaboration among students and instructors, transcending geographical boundaries and promoting global connections.

Problem-Based Learning

Problem-based learning (PBL) is an approach that centers around authentic, real-world problems as the starting point for learning. Students work in teams to identify and analyze problems, conduct research, and

propose solutions. PBL fosters critical thinking, problem-solving, and decision-making skills, as well as collaboration and communication abilities. This approach encourages students to actively seek knowledge, apply it to practical situations, and develop a deeper understanding of the subject matter.

These approaches for teaching and learning in higher education promote active student engagement, critical thinking, collaboration, and practical application of knowledge. By incorporating these approaches, educators can create dynamic and meaningful learning experiences that prepare students for success in their academic pursuits and future careers.

Conclusion

In conclusion, effective teaching and learning approaches in higher education, such as gamification, flipped learning, project-based learning, peer teaching, online and blended learning, and the use of multimedia resources, provide innovative ways to engage students, foster active learning, and nurture critical skills. These approaches emphasize student-centered learning, collaboration, and the application of knowledge in real-world contexts. By incorporating these strategies into the educational process, educators can create dynamic and effective learning environments that cater to the diverse needs and preferences of today's learners. These approaches not only promote deeper understanding and retention of knowledge but also cultivate essential skills such as critical thinking, problem-solving, communication, and collaboration, equipping students with the tools necessary for success in their academic and professional journeys. As higher education continues to evolve, embracing these approaches can inspire a love for learning, empower students to take ownership of their education, and prepare them to thrive in a rapidly changing world.

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ENHANCING LITERARY LEARNING: INTEGRATING TECHNOLOGY IN THE CLASSROOM

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Annotation: *This comprehensive article explores the intersection of literature and technology in the modern classroom, highlighting innovative strategies for enhancing the teaching and learning of literary texts. The article begins by emphasizing the timeless significance of literature in education and the transformative impact of technology on the educational landscape.*

Key words: *Literary, Technology, multimedia, virtual reality(VR), augmented reality (AR), student engagement, traditional pedagogy, transformative way, online platfroms.*

In the timeless pursuit of education, literature has always stood as a cornerstone, offering invaluable insights into the human experience, fostering empathy, and nurturing critical thinking skills. From the ancient epics of Homer to the contemporary masterpieces of Toni Morrison, literature has the power to captivate, inspire, and provoke thought like no other medium.

In parallel, the landscape of education has been undergoing a transformative journey, propelled by the rapid advancement of technology.

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From interactive whiteboards to cloud-based learning platforms, technology has revolutionized the way we teach and learn, offering unprecedented opportunities for engagement, collaboration, and creativity.

In this dynamic intersection of literature and technology, educators are discovering innovative ways to enrich the literary learning experience. By harnessing the power of digital tools, educators can transcend the constraints of traditional pedagogy, fostering a deeper connection between students and the texts they study.

This article seeks to explore the symbiotic relationship between literature and technology in the classroom, examining the myriad benefits and practical applications of integrating technology into literary education. From digital texts and multimedia presentations to online discussions and virtual reality simulations, technology offers a vast array of tools to enhance the teaching and learning of literature.

As we embark on this exploration, it becomes evident that the integration of technology in literary education is not merely about embracing the latest trends; it is about empowering students to engage with literature in meaningful and transformative ways. By embracing technology as a catalyst for literary exploration, educators have the opportunity to inspire a new generation of readers, thinkers, and creators.

Join us as we delve into the exciting realm of teaching literature through technology, where the boundaries of imagination are limitless, and the journey of literary discovery knows no bounds.

In the traditional classroom setting, literature has often been taught through a combination of lectures, readings, and discussions. While these methods remain valuable, the integration of technology offers educators new avenues to engage students and deepen their understanding of literary texts.

Digital texts and e-books provide students with instant access to a vast array of literary works, eliminating the barriers of physical distribution and cost. With the click of a button, students can explore classic novels, contemporary poetry, and everything in between.

Furthermore, digital texts offer features such as searchable text, annotations, and multimedia enhancements, allowing students to interact with the text in dynamic ways. For example, students can highlight

passages, access definitions, or even listen to audio narrations of the text, catering to diverse learning styles and preferences.

Multimedia presentations offer an immersive and interactive way to explore literary themes, characters, and contexts. Educators can incorporate images, videos, music, and other multimedia elements to enhance students' understanding and appreciation of a text.

For instance, a PowerPoint presentation might include historical photographs to contextualize a novel's setting, or a video clip to illustrate a key scene. By appealing to multiple senses, multimedia presentations can help students form deeper connections with the text and its underlying themes.

Online platforms provide a space for asynchronous discussions, allowing students to engage in literary analysis and dialogue outside of the traditional classroom environment. Discussion forums, chat rooms, and social media platforms offer opportunities for students to share their thoughts, ask questions, and respond to their peers' insights. Through online discussions, students can develop critical thinking skills, refine their communication abilities, and gain exposure to diverse perspectives. Additionally, the asynchronous nature of online discussions accommodates students' schedules and encourages thoughtful reflection before responding.

Virtual reality (VR) and augmented reality (AR) technologies offer exciting possibilities for immersive literary experiences. By donning a VR headset or using a smartphone or tablet, students can step inside the worlds of their favorite literary works, exploring settings, interacting with characters, and experiencing events firsthand.

For example, students studying Shakespeare's "Romeo and Juliet" could visit a virtual Verona, wandering the streets and encountering scenes from the play. Similarly, AR applications could overlay annotations, historical context, or character profiles onto a physical copy of a text, enriching the reading experience and promoting deeper engagement.

The Digital Literature Classroom: At XYZ High School, English teacher Ms. Smith incorporates digital texts and multimedia presentations into her curriculum to enhance students' understanding of complex literary concepts. By leveraging online resources and interactive tools, Ms. Smith

has observed increased student engagement and comprehension, leading to richer classroom discussions and higher academic achievement.

Exploring Literature in Virtual Reality: At ABC University, Professor Johnson uses virtual reality simulations to bring classic literary works to life for his students. By immersing students in immersive VR environments, Professor Johnson has observed heightened levels of empathy, curiosity, and critical thinking among his students, leading to a deeper appreciation for literature and its impact on society.

While the integration of technology in literary education offers numerous benefits, it also presents certain challenges and considerations. These may include issues related to access to technology, digital literacy skills, and potential distractions in the classroom.

Educators must be mindful of these challenges and proactively address them through targeted instruction, professional development, and thoughtful pedagogical strategies. By fostering a supportive and inclusive learning environment, educators can ensure that all students have the opportunity to engage with literature through technology effectively.

As we conclude our exploration of teaching literature through technology, it becomes evident that the integration of digital tools offers boundless opportunities to enhance the literary learning experience. From digital texts and multimedia presentations to online discussions and virtual reality simulations, technology empowers educators to engage students in dynamic and immersive ways, fostering a deeper appreciation for literature and its enduring impact on society.

By embracing technology as a catalyst for literary exploration, educators can cultivate a generation of readers, thinkers, and creators who are equipped with the critical thinking skills, empathy, and cultural awareness necessary to navigate an increasingly complex world. Through the judicious use of digital tools and innovative pedagogical approaches, educators can bridge the gap between traditional teaching methods and the evolving needs of today's learners, ensuring that literature remains a vibrant and essential component of the educational experience.

As we look to the future, it is imperative that educators continue to embrace the transformative potential of technology in literary education, remaining adaptable, creative, and responsive to the changing needs of students. By harnessing the power of technology, we can unlock new

avenues of exploration, discovery, and understanding, enriching the lives of students and inspiring a lifelong love of literature. In this dynamic intersection of literature and technology, the journey of literary discovery knows no bounds. Let us continue to embrace the possibilities, challenge the boundaries, and chart a course toward a future where literature thrives and learners flourish.

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2.CommonLit: <https://www.commonlit.org/>

3.TeachThought: <https://www.teachthought.com/>

4.Edutopia: <https://www.edutopia.org/>

5. PBS LearningMedia: <https://www.pbslearningmedia.org/>
6. Google Arts & Culture: <https://artsandculture.google.com/>
7. Project Gutenberg: <https://www.gutenberg.org/>
8. Khan Academy: <https://www.khanacademy.org/>

MOTIVES FOR INCREASING PEDAGOGICAL ACHIEVEMENT COMPETENCIES OF TEACHERS AND EDUCATORS OF FOREIGN LANGUAGES

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Annotation. *The article emphasizes the importance of pedagogical training of philology students and the formation of pedagogical competence at the university. In this regard, the motives for increasing the pedagogical competence of teachers and teachers of a foreign language are considered. Having a high level of linguistic competence does not mean that the same level of pedagogical competence is inherent in a teacher or university lecturer. The authors analyzed the differences in the motivation to improve the pedagogical competence of teachers and foreign language teachers. The article also pays attention to the motives for choosing a profession and the orientation of teachers and professors.*

Key words: *teachers and teachers of a foreign language, pedagogical competence, motives.*

Modern conditions have significantly changed and complicated the work of a teacher. Requirements for organizing a modern educational process, to the development of students are no less significant than the requirements for mastery of the subject. Accordingly, the requirements for the professional training of future teachers are also increasing. It should take into account and use research results current teachers and lecturers. In the professional training of philology students – future for foreign language teachers, there is a need to pay more attention to the formation of

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pedagogical competence. As is known, pedagogical competence is the professionalism of a teacher, and professionalism, according to N.V. Kuzmina, is a qualitative characteristic teacher's traits, determined by the degree of mastery of modern content and means of solving professional problems, productive methods of implementation. Our survey of beginners foreign language teachers about difficulties in teaching also showed that it is necessary to pay more attention to the formation of the pedagogical competence of philology students. Beginning foreign language teachers were tested both in designing the educational process and in interacting with students, organizing their activities and behavior. An insufficient level of reflection is associated with a lack of awareness of difficulties in activity. Language is, as we know, not only linguistic, but also pedagogical competence. But, unfortunately, not all foreign language teachers, who have a high level of linguistic competence and often have significant work experience, achieve high results in teaching a significant number of people in their subject. This also confirms the attitude of teachers to the problem of constant self-improvement in the field of pedagogy and psychology, participation in conferences on university pedagogy and psychology, and methods of teaching foreign languages. In response to an invitation to participate in such conferences, one can often hear from teachers that the sphere of their scientific interests is not in pedagogy and methodology, but in language. So, a significant part of teachers, when developing topics in linguistics, treat the phenomena of learning, socialization and upbringing as a reality that does not require study and analysis. Meanwhile, in the context of the introduction of professional standards, the pedagogical competence of a foreign language teacher acquires special significance.

The accessibility of numerous elements affects educational accomplishment. One of them is curriculum, as it plays a significant role in the Indonesian educational system, which is designed to achieve national educational objectives. The curriculum is created with the needs of the school in mind. Students should develop themselves to their full potential in order to meet the demands of continuing education, independent and group learning, competency-oriented education, and many other needs, including intellectual, emotional, spiritual, physical, and developmental ones. Raising student learning outcomes starts with a creative teacher who can maximize her capacity to improve the effectiveness and efficiency of

learning. After all, labor functions contain requirements for the psychological and pedagogical knowledge, skills and abilities of a university teacher, which determines the need to improve the quality of teaching activities. Taking into account the above, we studied the motives for increasing pedagogical competence among 28 teachers and foreign teachers. Almost all teachers and university professors surveyed have good linguistic competence is developed, but the degree of development varies pedagogical competence. Linguistic competence does not always determine equally high pedagogical competence. To determine the pedagogical competence of teachers and foreign language teachers used a survey aimed at self-assessment of their own teaching activities and a scale for self-analysis of difficulties. All teachers experience difficulties in your work, but you need to be aware of them in order to eliminate them. To the first group, conventionally called “professionals”, teachers and teachers who do not have significant difficulties in teaching and education students, in the second - “difficulties” - teachers and teachers who have significant difficulties in their activities. Teaching is a wonderful profession that shapes the next generation and influences their destiny. Teachers' professionalism becomes essential, and without it, they run the risk of being unable to fulfill their lofty ambitions of bringing about positive changes in the future. Competency now becomes the primary necessity that be acquired by educators, particularly in the area of pedagogy. Fundamentally, a teacher's ability to design and implement learning techniques is a function of their pedagogical competency and is associated with the abilities, traits, and learning requirements of their pupils.

Activities that are part of the instructional process also contribute to learning. In order to fulfill their tasks, instructors must study a variety of different skills pertaining to working procedures and the actual process of putting what they have learned into practice. These skills are in addition to the discipline that needs to be transferred to the students. Instructors must encourage students, effectively manage the information or skill that they are learning, employ ways that are appropriate for the material, and implement the learning pattern. the effective role models for applying what is learned both inside and outside of the classroom. The accomplishment of diverse administrative tasks elevates the caliber of education. Not all teachers and teachers of the second group have formed elements of the

structure of linguistic pedagogical activity, it is characterized by less integrity. There is no leading role of pedagogical knowledge; there is insufficient inclusion of pedagogical skills in structure of teaching activities of teachers and teachers. Linguistic and pedagogical communication is not limited to instructions for performing certain lexic-grammatical tasks, and through it a system of socialization and education of the individual is formed in the conditions of foreign language education. Dominance of motives focused on interest in improving pedagogical competence in foreign language educational activities, indicates the presence of a focus on linguistic and pedagogical activity and the tendency to engage in it. As a survey based on self-esteem, teachers and teachers of the second group have a measure of interest in pedagogical activity is significantly lower than that of teachers and teaching workers of the first group.

Speaking about the motives for choosing the profession of a teacher, teacher and teaching speakers of a foreign language also reveal the reasons that caused their formation. In some cases it is a love of a foreign language, a desire to learn a foreign language: “I really liked English at school, I went to university, to the Faculty of Foreign Languages, and there I received only a teaching diploma”, “When we graduated from school, the teacher recommended to some classmates, including me, to enroll in Institute or Faculty of Foreign Languages. I entered and found out that we have there will be pedagogical practices, and we will be teachers.” In general, the motives choice of teaching profession by teachers and teachers of foreign language almost coincide. In both groups, the majority chose profession out of a desire to learn a foreign language, to work with knowledge of foreign strange language.

Analyzing the statements of teachers and professors, we tried to find out whether they have a desire to improve their pedagogical competence. The prevailing judgment was: “I would like to improve my knowledge of psychologic and pedagogy, but there is no time at all” or similar judgments: “I would expand my knowledge, but I don’t have time”, “I need to improve myself, but no possibilities”. It turned out that about 70% of respondents want to improve their pedagogical professional competence, but such interfering factors as: “current affairs”, “heavy workload for hours”, “small children”, etc. prevent you from fulfillment of this desire.

But there are also other opinions: “Everything comes with experience,” “You can achieve results through trial and error,” etc. But the leading motive is, after all, the student himself: “Students see everything, understand, it’s uncomfortable in front of them if classes are boring.”

When teaching English, teachers' pedagogical competence ought to play a major role. Teachers should be able to obtain it and apply it to inspire children to study English. According to Shulman (1986), pedagogy is the teacher's comprehension of how students comprehend a particular subject. This indicates that pedagogy is the ability of a teacher to comprehend and give the pupils the tools they need to successfully learn English. The outcome of pupils asking the teacher for clarification on certain facts and for incentive. This is consistent with earlier studies that identified pedagogical competencies in the process of teaching and learning. The majority of teachers and teachers of the second group have focus on oneself: states and emotions, increased status, space of authority, etc. Motives for increasing pedagogical competence in this group are increasing, starting with these factors. Among the teachers and teachers in this group there are many bright, emotional, with a high level of linguistic competence. But already at level of formulation of pedagogical tasks they show problems difficulties. Thus, these problems can be considered in the training of future teachers, including them in the content of the teaching material, so and in students' scientific work.

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INTERNET BLOGS IN FOREIGN LANGUAGE TEACHING

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Annotation. *The article provides an overview of works devoted to research into the effectiveness of using Internet blogs in teaching foreign languages. The definition of an Internet blog is given. Theoretical justification for the use of Internet blogs in an educational context. The results of scientific research on the use of Internet blogs to improve students' cultural competence. The effectiveness of using Internet blogs for developing reading and speaking skills in a foreign language is considered.*

Key words: *blog, video blog, student-centered approach, collaborative learning.*

Online blogs are becoming an increasingly popular tool for teaching foreign languages. However, many questions remain regarding ways to integrate the use of blogs into existing curricula and the results of scientific research on the use of blogs in teaching. In this article we look at the results of various studies on the use of blogs in the process of teaching foreign languages. First, let's clarify the meaning term “blog” and define the theoretical framework of this concept in the light constructivist approach to learning. A blog is a website or online magazine published in the world for discussion or information purposes, publications on which are arranged in reverse chronological order. Blog readers can leave comments and messages to the blog author. In the blog itself you can post Internet links to other resources or text publications that are created by individual authors, groups of authors or teams of authors. Blogs are dedicated to specific topics or issues.

The main text of blogs is often supplemented with videos, images and links to other blogs. The blogs themselves may consist of video materials (video blogs), audio materials (audio blogs), photographs (photo blogs) and very short text publications (microblogging). Blogs that are used as

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educational resources are called educational blogs. Despite the fact that blogs were not originally intended directly for educational purposes, they interested foreign teachers languages due to the fact that they allow you to create electronic magazines, even without special programming knowledge. Proponents of constructivist theory in education advocate the use of blogs in teaching, since blogs help stimulate student interaction, implement the principles of a learner-centered approach to learning and the idea of social learning. In addition, the constructivist approach emphasizes cognitive the development of the student, or more precisely on how he is influenced by society and culture. Because blogs help students during knowledge construction, which refers to the process of constructing meaning in based on previous experience, they serve as a valuable tool for teachers and students to generate ideas together.

When using blogs in teaching foreign languages, students can apply their language knowledge in various situations, discuss their opinions with other students, transfer their knowledge from one basic skills on others and create a social learning environment that facilitates collaborative learning. In this article we will provide an overview of various studies, such as studies of the cultural aspect of the use of blogs, studies of the use of blogs for communication in the target language, as well as a tool for developing basic skills such as speaking and reading. The use of blogs in teaching foreign languages contributes to acquisition of cultural knowledge and provides an opportunity to become better acquainted with the culture of the environment of the language being studied. Research shows that students gain cultural knowledge and awareness through blogging get the opportunity to explore the culture of the target language. For example, results of a qualitative study of a collaboration project, during in which American and Spanish students created blogs for intercultural exchange, indicate that the use of the method of communicative tasks in collaboration projects contributes to the effective learning of a foreign language and its culture. The results of a project in which students acted as authors and readers of blogs, show that blogs stimulate creativity, give the opportunity to experiment with language and hone expression skills your thoughts and get acquainted with the language culture. In addition, blogs provide access to popular culture. In this context the use of electronic means of information exchange by Australian university students studying foreign

languages was studied. The results of the study indicate that blogs provide new opportunities for language acquisition, communication with native speakers, immersion in popular culture and authentic language material.

Recent research confirms that the use of blogs promotes cultural interaction and develops language competencies. The results of a study in which senior students participated courses that used blogs to develop intercultural competencies, indicate that completing assignments using blogs provides opportunities to reflect on cross-cultural issues and exchange information with speakers of another culture. Similar results were obtained by researchers who studied the interaction of distance learning undergraduates whose native language is English. Deepening intercultural interaction between Spanish and American students who used blogs as a teaching tool was the object of a study that found that the use of blogs in teaching contributed to the development of intercultural competencies of both groups. Finally, in the study of asynchronous communication using blogs among American undergraduate students in the context of autonomous learning found that blogs provide excellent opportunities to promote learner autonomy and promote cross-cultural competencies. Research shows that blogging is important role in the development of interaction between the students themselves, as well as between teachers and students. It is noted that digital environments such as blogs and wikis stimulate interaction and communicative practice among students. In addition, having studied the structure and organization of the online educational space for full-time students teaching Spanish language learners, the researchers concluded that blogs, when used as an educational space, provide an opportunity to increase students' self-confidence, speed up learning, make learning more creative and varied, create a platform for discussing learning strategies and simplify collaborative and social interaction. Finally, researchers who have studied interaction strategies between teachers and students have found that blogging has a positive impact on growth, opportunities for self-expression and self-assessment of students, as well as overall learning progress. Research also confirms that the use of blogs provides additional opportunities for communication in the target language. In a study of a video blogging project, researchers concluded that video blogs help students create and evaluate their own

learning products, acquire professional skills, and communicate in real time.

Moreover, it has been confirmed that modern technologies such as wikis and blogs are a very flexible means of learning and development language skills. Research on the use of blogs to develop reading skills and letters confirm the effectiveness of this technique in teaching. However, the number of studies on the use of blogs as a way to develop speaking skills is limited. In course research of German language, aimed at developing language skills, was made conclusion that the use of blogs, along with other electronic learning tools, has a positive effect on the development of these skills. An example of a project lasting twelve months is: in which trainees participated as authors and readers of blogs, whose researchers concluded that blogs contribute to development of creativity, stimulate language experiments, facilitate self-expression of students and help them get acquainted with the culture of the target language. The limited amount of research that has been done on the impact of blogging on speaking skills indicates that they are an effective tool for developing brainstorming, self-presentation and information sharing skills. At the same time, the same studies found that blogs have no effect on improving speech fluency, accuracy in expressing thoughts and correct pronunciation.

Provides evidence that the use of blogs develops skills in brainstorming, self-presentation, evaluation and information sharing. In a later study by the same author, effectiveness of long oral presentations in voice blogs for speaking development and subjective assessment of the students' progress. As a result, on the one hand, the author found that they themselves experienced progress in developing their own speaking skills. On the other hand, the author notes that significant positive changes in terms of increasing fluency, pronunciation or accuracy was not recorded. With a sufficiently large number of studies indicating that the use of blogs contributes to a positive perception of learning material, increased engagement in classroom discussions, and develops horizons and critical thinking skills, there is relatively little evidence that blogs improve students' reading skills. An empirical study conducted among schoolchildren, in which studied written responses to literary works published by students on blogs, indicating an increase in their interest in reading and reflecting on what you read.

Blog Effectiveness Researchers teaching reading to first-year university students studying English as a foreign language found that the use of blogs with was perceived with enthusiasm by the majority of study participants and has been shown to be more effective in developing reading skills than other more traditional teaching methods. Blogs are also effective for stimulating discussion within educational process. It has been noted that discussion-based learning increases the effectiveness of reading skills, and that the use of blogs is an effective technique for engaging students in classroom discussions. Research also indicates that blogging improves literacy and critical thinking skills. The Talkback Project used blogs as an online discussion medium to bring together eighth grade students, their parents, and teacher trainees, and the researcher concluded that blogs contributed to the development of students' critical thinking skills as well as their overall proficiency in traditional and computer science. There is evidence to support the effectiveness of using blogs to develop reading and reading comprehension skills. In a study of the use of blogs in English learning language was concluded that blogging has a beneficial effect on development of reading and critical thinking skills. Besides, it was recorded that student interaction enriches the process of training and allows them to contribute to its organization.

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THE EFFECT OF MMORPG ONLINE GAMES ON ENHANCING ENGLISH VOCABULARY ACQUISITION FOR EFL PLAYERS: CASE OF PALESTINIAN UNIVERSITY STUDENTS

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Annotation: *The study aims to investigate how MMORPG games can improve English vocabulary acquisition among Palestinian university students, focusing on the impact of game design and the use of external resources in the learning process.*

Keywords: *MMORPG games, online, Digital world, games, leveling, player vs. player (PVP), player vs. monster (PVM), A non-player character (NPC), Team Speak 3 (TS3), Discord.*

Chapter one Introduction

1.1 Preview

Welcome to the virtual world of MMORPG games, where players from different corners of the globe converge to embark on digital adventures that blur the lines between reality and fantasy. From strategizing in guild meetings to battling monsters, these games immerse players in a unique linguistic environment dominated by English. As players navigate through quests and interact with NPCs (non-player characters), they encounter a myriad of words and phrases that contribute to their language acquisition journey. This study delves into the impact of MMORPG games on enhancing English vocabulary acquisition among university students, shedding light on the dynamics of learning within virtual gaming realms.

1.2 MMORPG Games Background

MMORPGs (Massive Multiplayer Online Role-Playing Games) constitute a virtual universe where players collaborate, compete, and

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communicate in English, forming an international gaming community. The study aims to explore how these games facilitate vocabulary acquisition and language learning strategies among EFL university-student players. Through a comprehensive analysis of game design, communication dynamics, and player experiences, the research seeks to uncover the intricate mechanisms shaping language acquisition in the digital age.

1.3 Statement of the Problem

The existence of international societies within MMORPG games helps non-native speakers get the chance to chat with others from different countries and regions. These games with their servers were designed based on the English language; the plot of the storyline and the dialogues with NPC⁶ are written and/or translated into English. According to each game's plot, there are specific words that have to be comprehended in order to make headway through its stages. Moreover, the structure of this sort as being a massive society necessitates communicating and cooperating with other players. This phenomenon raises the research problem which is these games help players to interact with others so do MMORPGs games give the chance for EFL players to acquire and enhance learning new English vocabulary? The study will target the Palestinian university students/gamers since this sort is getting more popular among Palestinian youth.

1.4 The Aim of the Study:

The study aims to track if MMORPG games enhance the process of acquiring new English words for university Palestinian students by knowing its dimensions on the playing process. The study highlights and discovers the rule of game design in this process of its proven. Finally, the research checks the use of external resources for understanding the game context as being EFL players.

1.5 Study Questions

1. How do MMORPG games help in enhancing acquiring English vocabulary for EFL university-student players?
2. Does the design of these games - NPC dialog, and party/guild system - play a role in the acquisition process?
3. What are the types of words that the player would acquire?

⁶ is any character that is not controlled by a player

4. What is the main role of MMORPG games in the process of semantic acquisition?

5. What are the main factors that affect the process of acquiring?

6. Do players use external resources to understand the meaning of unknown terms that are used in communicating and when? Does acquiring more vocabulary related to the game system give its players more chance to achieve higher scores?

1.6 The Importance of the Study:

The study showcases the positive aspects of online gaming, challenging common stereotypes that label these games as time-wasting activities. By focusing on the role of MMORPG games in enhancing English vocabulary acquisition, this research offers a fresh perspective. The findings hold significance for game designers and EFL teachers, potentially establishing gaming as an effective, enjoyable method for language learning during leisure time. Furthermore, the study explores whether players utilize external resources in this learning process, prompting EFL teachers to consider integrating gaming strategies into their curriculum. Similarly, game designers may rethink linguistic aspects of game development, collaborating more closely with linguists and communication program developers like TS3 and Discord programmers to enhance language acquisition experiences.

Chapter Two

Theoretical Background and Literature Review

2.1 Introduction:

Numerous studies delve into the link between playing online games and improving English skills, each exploring various aspects and variables. This section delves into existing literature and research to establish a theoretical foundation and compare findings with this study's results.

2.2 Literature Review:

Grohol (2017) challenges stereotypes about gamers, emphasizing their sociability and friendships formed through gaming, drawing from Kowert et al.'s (2014) work. Runder (2016) counters negative perceptions of gaming as unproductive, advocating for a nuanced view.

Jifri (2007) focuses on the role of video games in learning English vocabulary, aligning with Krashen's second language acquisition theories. The study emphasizes player motivation as central to learning, with

personal engagement in online communities enhancing understanding. Irfan, Ihsan, and Petrus (2016) explore RPG games' impact on vocabulary, noting their appeal to students and the need for external resources for effective learning.

Hearhcot (2012) analyzes MMORPG experiences, highlighting language acquisition and the role of teachers in guiding semantic understanding. The study acknowledges varying player preferences, setting the stage for participants to choose their preferred game.

2.3 Theoretical Framework:

In the realm of second language acquisition, Krashen's (1982) hypotheses—Input, Monitor, and Acquisition-Learning—provide a framework for understanding vocabulary acquisition in MMORPG games.

2.3.1 Acquisition-Learning Hypothesis:

Krashen distinguishes between subconscious acquisition and conscious learning, noting that adults can access natural language acquisition processes akin to children's learning.

2.3.2 Monitor Hypothesis:

This hypothesis elaborates on language performance, focusing on subconscious acquisition followed by conscious monitoring and revision.

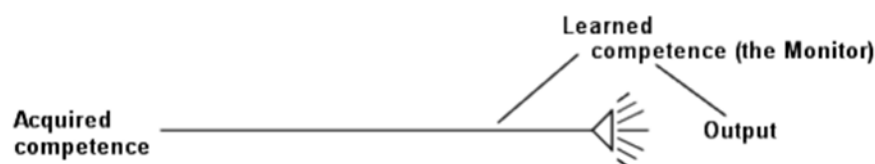


Fig. 2.1. Acquisition and learning in second language production.

Graph (2.1) from Principles_and_Practice (p.15)

The monitoring process hinges on three key elements: availability of time, understanding the rules, and conscious attention to form. These factors serve as the foundation for evaluating process effectiveness through analysis.

2.3.3 Input Hypothesis:

Emphasizing message interpretation over structure, this hypothesis underscores the role of meaningful input in language acquisition, guiding successful communication.

These hypotheses form the analytical framework for exploring how MMORPG games contribute to English vocabulary acquisition, with a focus on university students in the West Bank.

Chapter Three

3.1 Methodology and Procedures:

This chapter details the methodology used to explore the impact of MMORPG games on university students' English vocabulary acquisition. The study employs a qualitative research approach, allowing for a deep dive into participants' experiences. This methodological choice aligns with Rahman's (2017) definition of qualitative research, focusing on lived experiences, emotions, and behaviors rather than statistical quantification. The qualitative approach is ideal for understanding the nuanced effects of MMORPG gaming on language acquisition.

The study's population comprises MMORPG gamers, specifically university students from various Palestinian universities. Participants were purposefully selected to ensure they were active gamers of MMORPGs. The initial sample included 10 participants, although only 4 were able to fully commit to the experiment due to academic commitments during the study period.

Two main tools were employed in the study: game journals and structured interviews. The game journal allowed participants to record their gaming experiences daily, including acquired words, the process of acquisition, game terms encountered, and communication experiences within the game. Structured interviews were conducted at the end of the 10-day experiment, focusing on reasons for choosing MMORPGs, social interactions within the game, language development, game system effects, use of external resources, and real-life application of acquired vocabulary. Interviews were conducted via platforms like Skype and Discord to gather comprehensive insights from participants.

Chapter Four

Empirical Findings of the Study

4.1 Preview:

The 4 players engaged in a 10-day gameplay session. While some players participated daily, others played on alternate days. These players are university students from Al-Quds Open University and An-Najah

University. Each player's gaming experience will be examined and evaluated to derive meaningful findings and conclusions.

4.2 Analysis

Player One (A.T.): A.T., a first-year student at Al-Quds Open University and an avid MMORPG player since 2009, explored the fantasy realm of “Blade and Soul” for this experiment. Initially immersing himself in the game's storyline and interactions with non-player characters (NPCs), he learned spiritual terms crucial to the plot using Google Translate for clarification. Conversations primarily revolved around game mechanics like using “soul shields” and understanding the initial gameplay intricacies.

Transitioning to missions shortly after, A.T. encountered Chinese-themed terms essential for quest completion. Joining a guild further introduced broader vocabulary and collaborative communication, enhancing his linguistic abilities beyond game-specific terms. Utilizing Discord for real-time interaction and maintenance terms with game support showcased practical language application, reflecting A.T.’s improved English skills noted in his academic performance. Through this immersive experience, A.T.’s language acquisition aligned with theories like the Acquisition-Learning Hypothesis, emphasizing contextual understanding and practical learning over formal correctness, illustrating the game’s role as an effective language practice platform.

Player Two (A.S.): A.S, a second-year student at An-Najah University, selected Wizard101, a renowned MMORPG, for the study. He described the game as a fantasy adventure where players select characters based on elemental schools and focus on leveling and PVP skills, averaging four hours of gameplay daily. A.S. noted learning 2-3 new words daily, especially common communication terms like "thanking." Despite a few days without new words, his vocabulary growth facilitated tasks like organizing boss runs, explaining game mechanics, and distributing loot among guild members.

In Wizard101, A.S. encountered varied new terms like "vulnerable" and "hibernate," learning them contextually due to his game expertise. He emphasized the importance of cooperation and leadership, highlighting that understanding game procedures and missions, not linguistic perfection, drives successful gameplay. This immersive experience not only improved

his vocabulary but also fostered friendships with European gamers outside the game realm.

Player Three (M.B.): M.B., a new student at Al-Quds Open University, delved into the MMORPG realm with Metin2 Global for a 10-day immersion. The game offers players a choice of three empires and five character classes, set in a far-eastern-inspired virtual world. Spending 1-2 hours daily, M.B. navigated this new environment primarily through Discord for voice communication, relying on game mechanics for written exchanges.

Playing alongside a Palestinian friend due to his intermediate English level, M.B. encountered game-related vocabulary like "blacksmith" and "quest," essential for gameplay progression. However, language barriers led to dependence on his friend for translation and limited interactions with other players. The absence of Arabic language support in the game system further complicated communication, prompting M.B. to use simplified English and seek assistance via Discord. These challenges highlighted the importance of linguistic skills in MMORPGs, impacting the input hypothesis's learning equation and emphasizing the role of external resources or companions in bridging language gaps.

Player Four (O.S.): O.S., a seasoned fourth-year student at An-Najah University, immerses herself in Revelation Online for 4-6 hours daily. Having played for two years, she is well-versed in the game's terminology and intricacies, benefiting from solo missions and guild activities via Discord for communication. This experience has honed her ability to understand game abbreviations and convey complex ideas concisely, showcasing her proficiency in navigating the game world without relying on external translations.

Her adeptness in Revelation Online is reflected in her seamless interaction with fellow gamers and mastery of in-game tasks, achieving a level of understanding that transcends basic language barriers. Through consistent gameplay and engagement with guild missions, O.S. effortlessly integrates new vocabulary and strategies into her gaming repertoire, exemplifying the effectiveness of immersive learning within virtual environments.

4.3 Results and Discoveries:

4.3.1 The progression towards acquiring and advancing to the $i+1$ phase in communication within MMORPGs relies on several factors:

- The player's skill level
- The game's mechanics
- Modes of communication
- Interaction and collaboration with other players, whether native or non-native, within guilds or parties
- Duration of gameplay

4.3.2 The acquired vocabulary falls into two categories: game-specific terms, which may not translate directly to real-world usage without considering their context within the game, and terms applicable to real-life contexts.

4.3.3 Targeting university students, the process aligns with the acquisition hypothesis of "picking up" vocabulary, where players absorb words rapidly during fast-paced gameplay, such as runs, challenges, and dungeons. For essential terms, external translators aid in comprehension.

4.3.4 The objective of MMORPGs, as massive multiplayer games, is fulfilled through guild and party participation, enhancing vocabulary acquisition opportunities.

4.3.5 MMORPGs provide an environment for players to practice English language skills once they grasp the game's mechanics, requiring proficiency to navigate effectively.

4.3.6 Acquisition of game-specific and basic communication vocabulary occurs through various interactions, including seeking game assistance, leading groups, making inquiries, and completing missions.

4.4 Conclusion:

MMORPGs serve as platforms for players to engage in cooperative gameplay and language practice, with acquisition influenced by player level, in-game dialogues, and situational context. Vocabulary acquisition spans game-related and communication-oriented terms, facilitating shared understanding among players. External resources aid conscious learning, while unconscious acquisition hinges on contextual cues and game mechanics.

4.5 Recommendations:

4.5.1 Provide a comprehensive terminology guide during game registration to clarify essential game-related terms.

4.5.2 Design oral game applications with optional dictionary features to support pre-intermediate players in immediate-term comprehension.

4.5.3 Conduct further research exploring diverse language skill aspects within this phenomenon, encompassing written and oral components.

4.5.3 Familiarize teachers with these games as practical tools for English language instruction

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Appendices

Game Journal:

Dear player:

I am conducting research to examine how MMORPG games impact the acquisition of English vocabulary. MMORPGs offer a vast online gaming experience that encourages communication in English. The primary goal of this study is to assess how MMORPGs influence the process of acquiring English vocabulary. This journal serves as a research tool to gather data over a 10-day period. Participants are required to document their gaming experience daily. Players should engage in at least one hour of gameplay each day during this timeframe. All responses will be used strictly for research purposes and will be kept confidential. If you agree to participate, please send the first part (personal information) via email to rawan.saqfahett@gmail.com.

Personal information: Please answer this section one time and email it

Name _____ age _____

The daily playing hour _____ The name of chosen game that you are going to play _____

General explanation about the game

How do you communication with other players (texting, Discord, TS3)

Second Part:

Please answer the following questions daily and send them via email from 27.04.2021 till 07.05.2021.

- 1-The playing hours:
 - 2-The acquired/learned new words/ vocabulary”
 - 3-How did you use the acquired/learned words?
 - 4-The most used words:
 - 5-The used special terms/abbreviations from the game:
 - 6-Give an example (screenshot) of a conversation (attachment or link)
 - 7-The main reason of communication (war, guild):
 - 8-How did the terms and words help in playing and achieving the aims?
 - 9-The mother tongue of other players:
- Thank you for your cooperation

INTERACTIVE METHODS IN DISTANCE LANGUAGE LEARNING: ADVANTAGES AND CHALLENGES

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Abstract: *This text explores the use of distance learning methods, printing, telecommunications, and the internet in foreign language education as sources of information not only for language acquisition but also for enhancing students' intellectual abilities. It describes the benefits of learning languages through information and communication technologies, the development of communication skills without the need for extensive vocabulary. The challenges facing distance learning are discussed, as well as the importance of choosing the right method for educational success. Special attention is given to the interactive method of teaching, its advantages, and criteria for effective implementation in distance education.*

Keywords: *Distance learning, internet, result, interactive method, idea, suggestion.*

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The use of distance learning methods, the press, telecommunications and the Internet in the teaching of foreign languages serves as a source of information not only for students to learn foreign languages, but also to improve their intellectual level. Among the most effective approaches to foreign language teaching are the methods of language teaching in distance learning through information and communication technologies. Vocabulary and volume of language materials are not required as a condition for the implementation of speaking skills in Internet materials. However, the volume of speech and, in general, the amount of language material that a user must possess in order to fully participate in a conversation as a person determines the minimum required. In addition to the advantages and conveniences mentioned above in distance learning, we may face some challenges. First of all, it is advisable to choose a method that is appropriate and specific to the distance learning process. Because the effectiveness and success of any education system depends on the methods used. Let's define the concept of teaching method. The teaching method is a method of interaction between teachers and students, aimed at achieving educational goals at a modern level. Choosing an interactive method of distance learning in foreign languages is a good idea. Because the interactive method of teaching serves to activate the acquisition of knowledge by students, to develop personal qualities by increasing the activity between students and the teacher in the educational process. Using interactive methods can help increase the effectiveness of the lesson. The main criteria for interactive education are: informal discussions, the ability to freely express and express the learning material, a small number of lectures, but a large number of seminars, opportunities for students to take initiative, small group, large group, class assignments, written assignments and other methods, which have a special role in increasing the effectiveness of educational work. With that in mind, we can say that. The interactive method leads to many positive results in the process of distance learning foreign languages. The use of interactive methods in the process of distance learning of foreign languages enhances the participation of students, encourages them to achieve maximum results. Interactivity also helps teachers incorporate more complex materials into the course. Interactivity can be combined with imitation of the environment in which students should become familiar with the learning process. For example, if

the course involves the use of a computer program, the images on the screen must match the images that must be displayed when running the program. Students should be given the task of doing something that is relevant to one of the topics being studied. For more complex topics on the subject, it is possible to model the business process and encourage the reader to move on.

Distance learning - learning that is carried out by special means of Internet technology, which involves interactivity, the interaction between the teacher and the student is carried out at a distance and reflects the computers that are suitable for the learning process shape. From the above definitions, it can be concluded that there is no single system for understanding the essence of distance learning. However, at present, distance learning in higher education is presented in the form of distance learning technology, which is not reinforced by the legal framework. The main purpose of the use of interactive methods in distance learning of foreign languages is to involve students in the process of active learning, to help them develop knowledge and research skills. Interactive methods are based on the active relationship between teacher and student, full understanding of each other. The ultimate goal of introducing interactive methods into the learning process is to organize collaboration between teacher and student in the classroom, no matter what form the lesson takes. The teacher needs to engage students in the problems of the lesson, activate their movement and teach them to master as a result. The interactive method of distance learning is becoming the most necessary method in today's world.

The interactive method can also help to make the topic more understandable. Feedback is the choice of a specific topic. A simple example can be found in the comments we make on this topic. Now let's talk about the advantages of using interactive methods in distance learning of foreign languages, first of all, it leads to a better mastery of the content of teaching. In due course, educational communication between student-teacher-student is established. the learning material is best remembered through mutual information, retrieval, and processing. Students develop the skills of communication, expression and exchange of ideas. Each student is able to think independently, work, and observe. In interactive lessons, the student not only masters the content of education, but also develops his

critical and logical thinking. The organization of interactive lessons has its drawbacks. These are learning processes that take a lot of time. Not all students have the opportunity to be supervised in interactive classes. When studying very complex materials, students are not able to solve the problem completely and clearly, and in such situations, the role of the teacher is low. Due to the participation of weak students in the learning process in groups, even strong students get low scores or grades. The bottom line is that in such an environment, the teacher must have a highly developed thinking ability, the ability to observe problems, the ability to solve problems in a timely manner.

Distance education is a new method in the education system of our country, and today this process is receiving serious attention. All universities have computer classes, most of which are connected to the global Internet.

Distance learning has the following advantages:

1. Creative learning environment. There are many ways in which a teacher can teach, and students can only read a given material. On the basis of the proposed distance learning, students themselves search for the necessary information in a computer database and ensure that their experiences communicate well with others, as well as work on their own encourages education.

2. Opportunity for independent study. Distance learning includes primary, secondary, tertiary and advanced training. Inspectors with different levels of training can work on their own lesson plans and interact with students at their level.

3. Big changes in the workplace. Distance learning provides a better environment for millions of people, especially young people who are learning without being separated from the workforce. This type of training plays an important role in training.

4. A new and effective tool for teaching and learning. Statistics show that distance learning is just as effective as distance learning. In addition, distance learning goes beyond the boundaries set by the university. The advantage of students studying on this basis is that they are provided with the best, high-quality materials and teachers. Based on the methodology of teaching and management, the teacher should be free from the conditions of teaching in the classroom.

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USING EDUCATIONAL PODCASTS TO DEVELOP LISTENING SKILLS

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Abstract: *Today, podcasting has expanded beyond amateur radio. On specialized portals you can find official podcasts from terrestrial radio stations, television channels and large companies, such as news, stock reviews or information about new services. Podcasts have become popular and convenient means of transmitting information especially in teaching listening in English classes*

Keywords: *Authentic materials, blogs, videos, podcasts, Listening skills, Web 2.0*

Introduction

In this century, there are many resources and materials for learning foreign languages, which allows you to choose the optimal approach depending on your goals, level of preparation and stage of learning. One of the important aspects of learning a foreign language is the development of listening skills, which is a complex process of perceiving and understanding oral speech in a foreign language. Teacher in Foreign languages department in

With the development of information technology, the use of new technologies in language teaching is of particular importance. In particular, the Internet provides a wide range of learning opportunities, including various forms of telecommunications and information resources. Social services such as blogs, videos, podcasts and others, which were originally created for communication, have become popular among students and are used for educational purposes to learn foreign languages. To improve the learning process and reduce student fatigue, it is necessary to use technical teaching aids. They allow you to present the material clearly, in a form that is easily digestible and well-remembered. Teachers note that audiovisual aids add novelty and variety to lessons, making them more interesting and motivating for students.

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Methods

To develop listening skills in a foreign language, it is necessary to use high-quality audio materials, such as podcasts, audio books, radio programs, radio plays and others. The use of Internet resources may be of interest to students, as they contain information from various fields of knowledge. This helps make foreign language classes more meaningful and exciting, and also develops students' creativity and independence. The problem of teaching listening skills is a key aspect in learning a foreign language. Therefore, the development of methods for teaching listening to authentic speech that meet modern requirements is important. Listening is a powerful tool in learning English, but it is often the most challenging for beginning students.

Listening skills cannot be fully automated and are formed at the level of recognizing sounds, words and grammatical structures. For a long time, listening was not considered as an independent type of speech activity, but rather as a passive process or a “by-product” of speaking. Listening can be considered in two aspects: as part of a speech message and as a separate type of communication when information is transmitted in one direction (for example, when listening to a story or watching a film). Thus, listening is both an independent type of speech activity and one of the aspects of speaking. The development of listening skills should be based on texts that students will encounter in real life when studying a language or visiting a country where that language is an official one. Examples of such texts include weather forecasts, news, sports reports, lectures on various subjects, announcements on radio, television, at airports, etc. These types of texts allow students to practice listening comprehension and develop skills in interpreting information. It is important that students have the opportunity to work with texts on various topics in accordance with their level of learning and the requirements of state standards.

Authentic materials are texts created by native speakers to convey information in real communication situations, and not specifically for educational purposes. These include recordings of airport announcements, radio and television broadcasts, lectures and films. Although the use of such materials for teaching purposes is important, the effectiveness of inauthentic materials that are created specifically for language teaching

should not be denied. It is important to find a balance between the use of authentic and non-authentic materials in the educational process.

Modern teachers are actively studying and using the capabilities of Internet technologies in the educational process. With the development of Web 2.0 social services, specialists in the field of foreign language teaching fully support the use of information and communication technologies. This includes organizing webinars and conferences, creating educational materials with links to online resources and tasks for working with Internet materials, as well as developing programs for learning foreign languages.

Web 2.0 social services are software tools that support collective interaction, such as search engines, knowledge maps, social networks, blogs, services for storing bookmarks, video and photo materials, and others. According to P. V. Sysoev, "Social podcast service" is a type of Web 2.0 social service that allows you to create, distribute and listen to audio and video recordings.

The term "podcast" comes from the word podcasting and became widely known due to the popularity of Apple's iPod portable media players, founded by Steve Jobs. Podcasting is a special format of audio and video broadcasts available for downloading from the Internet and listening to on audio and video players.

Main part

Today, there are many different types of podcasts that can be classified in different ways. Before considering social podcast services for teaching foreign languages, it is important to pay attention to their general classification. There are six types of podcasts: stand-alone and integrated, audio and video, individual and collective, educational, entertainment and socio-political.

According to G. Stanley, podcasts can be divided into authentic (with recordings from native speakers), created by teachers (for educational purposes) and student (created by students). There are also methodological podcasts for advanced training of teachers, self-development and exchange of methodological information.

Podcasts related to language learning can be varied and target different learning goals. Here are a few types of podcasts that can be useful for learning a foreign language:

1. Podcasts for working with lexical material: in such podcasts the author can explain the meanings of words, phrases and idioms, give examples of their use in context and demonstrate the peculiarities of the functioning of lexical units in the language.

2. Podcasts for developing listening skills: These podcasts provide listeners with listening tasks to help them improve their understanding of spoken language in a foreign language. This may include listening to dialogues, interviews, audio books and other audio materials.

3. Podcasts for an entire foreign language lesson: These podcasts can include various types of exercises, assignments, games and discussions to help students practice and improve their foreign language skills.

Using podcasts in language teaching can be an effective way to complement traditional teaching methods and enrich the student experience. Listening to podcasts helps develop listening skills, improve English communication skills and expand vocabulary. Educational podcasts dedicated to the study of foreign languages help solve a number of methodological problems, such as developing auditory skills for listening to foreign speech, improving pronunciation skills, enriching vocabulary, improving grammatical skills, and developing oral and written speech skills. However, the main goal of using podcasts for educational purposes remains the development of receptive auditing skills: working with phonetic, lexical and grammatical material, understanding foreign language speech by ear, highlighting the main idea, dividing the text into semantic blocks, establishing logical connections and perceiving messages at a certain pace and duration no gaps.

It's also important to note that educational podcasts often contain exercises and assignments that help reinforce the material and test your understanding and retention of information. This allows students not only to listen to the text, but also to actively work with it, increasing their level of language proficiency.

Conclusion

However, using educational podcasts is the accessibility and flexibility of the format. Students can listen to podcasts at any time convenient for them, on any device (smartphone, tablet, computer) and anywhere. This allows you to integrate language learning into everyday life, making the learning process more efficient and convenient.

Thus, the use of educational podcasts in the educational process contributes to the development of listening skills, enrichment of vocabulary, improved understanding of speech in English and the active involvement of students in the learning process.

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THE PROFESSIONAL TRANSLATION'S VALUABILITY AND THE FEATURES OF AUTOMATED TRANSLATION UNDER MODERN CIRCUMSTANCES

Shakhnoza Turaeva*

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Abstract. *The article is devoted to the perspective of the "translator" profession in the modern world, to the analysis of the translation market in Uzbekistan, as well as to scientific works on researching the use of*

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computer programs in this field. One of the main aspects of the article is to reveal the nature and activity of the topic of translation.

Keywords: *Machine translation, translations, translator, translation software, training programs, oral translation, simultaneous translation, consecutive translation.*

Today, the translator is one of the few professions that allows to join the knowledge of different cultures. The services of specialists in the following fields are increasingly in demand: legal translations, documents, articles, translations of texts, consecutive, oral and simultaneous translations. In this work, the situation, problems and prospects of the translation market of Uzbekistan were analyzed, existing translation programs and their competition with translators were considered. Translation studies is a set of scientific disciplines that study various aspects of translation [1]. Modern translation theory has a rich history as a scientific discipline. In the 20th century, translation in Uzbekistan consisted mainly of translating works translated into Russian into Uzbek. After gaining independence, from the 90s of the last century, there was a sharp increase in the number of international relations, which contributed to the expansion of the translation market from foreign languages. At the end of the 20th century, many modern literatures appeared on translation problems that require analysis and understanding. It should also be noted that it was at this time that simultaneous translation began to develop actively. Many attempts have been made to create a universal machine translation system that would allow a computer to perform translation faster and cheaper. But the main obstacle was not the limited capabilities of the computer, but the lack of ideas about translation itself, which are necessary for a theoretical understanding of the translation activity in order to create educational programs. Linguists prefer "human" translation to machine [2]. For example, when translating fiction, it is necessary to preserve the individual author's language of the original, it is desirable to convey it by a person. What is the current state of the translation market in Uzbekistan? human understanding, language and speech competence, that is, the ability to know a foreign language and freely express one's thoughts in one's native language and in another language. There are two opposite versions of the instant translation solution, one of which is translation using

computer software. Translation technologies can simplify the translation process and reduce the workload. Translation is a complex process and computers do not have the level and base of accumulated material that would allow them to use human language. Context remains a major challenge for translation software. The emergence of many online programs, such as Google Translate, Yandex Translate, ABBYY LINGVO, Multitran, Lingvanex, on the one hand, spread translation everywhere and made it accessible and possible for everyone. On the other hand, this vision has created a demand for professional translation that provides not only speed, but also quality. Today, there are 3 types of machine translation: fully automatic translation, automated machine translation with human participation, human translation with the help of a computer (Lary Childs's 1990 based on the lectures held within the framework of the international conference on technical communications. In the first translation, the computer divides each sentence into words, in which the form, grammatical and functional structure are described separately. These sentences are then transferred to a translation language or mediation language—an interface or artificial language such as Esperanto. This interface requires serious improvement, but in theory it is compatible with all languages [3]. The machine translation system itself works as follows: the computer does not translate, it searches for the same or similar sentences and phrases that have already been prepared in a huge database. They can be useful in areas with formulaic turns of speech such as business correspondence, contracts, medical diagnoses [4].

It should be recognized that even the most perfect translation software cannot replace a person, because everything is only a tool that helps a person to increase his efficiency in the labor market. Only a person knows special linguistic nuances and is able to translate them into text or convey them to the speaker. In order to determine the popularity of the profession and the specific features of automated translation, a survey was conducted among students of the Faculty of Foreign Languages of Bukhara State University, one of the largest higher education institutions in Uzbekistan, with a 93-year history, 22 people participated in it. . 8 of them have been engaged in oral and written translation for more than 3 years, and 5 of those surveyed do not use automated translation or CAT tools. Do you use automated translation or CAT tools in your work? only four of those

surveyed gave a positive answer to the question. But many students, more than half of the respondents, know the CAT tools Déja vu and Trados, and the rest (Wirdfisher, Wordfast, OmegaT) are unfamiliar even to those who have previously used computer programs for translation.

During the survey, we were also able to identify the strengths of the "interpreting" profession: the most attractive were self-development, the ability to develop in different areas, communication with representatives of different nationalities and cultures, flexibility and salary. All those who participated in the survey translate two or more foreign languages. From all the answers, we made a list of the following positive qualities of a translator: attentiveness, emotional stability, knowledge, professionalism, self-organization, patience, politeness, competence. With the help of this survey, we learned about the perspectives of the "translation" profession and the experience of using computer programs. From the real experience of translators, we can conclude that more than half of practicing translators do not use CAT tools in their work, but they know which computer programs are currently available.

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PECULARITIES OF TRANSLATION OF PHRASEOLOGICAL UNITS FROM ENGLISH INTO UZBEK

Shakhnoza Turaeva*

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Abstract. *This article discusses the main ways and means of translating phraseological combinations into English and Uzbek languages. Phraseologies cannot be considered only as a separate part of linguistic science, which can or may not be used, because they constitute an important part of the general vocabulary of the languages. Currently, it is very important to monitor the replenishment of the phraseological fund of the Uzbek and English languages, since idioms appear very quickly, which is associated with the development of branches of science, the introduction of new technologies, political games and military conflicts, the influence of which is also significant for both peoples. It should be noted that phraseological units are common. Phraseological units in the source text and the ability to find the appropriate equivalent in the translation process are the most tangible steps for a translator. However, the translator must use phrasebooks for adequate oral and written translation of phraseological units and, in addition, context plays an important role in the translation process.*

Key words. *idioms, types of phraseological units, linguists, phraseological fund, research, development.*

A language is part of the culture for the people speaking this language - it preserves the culture and passes it on to other generations. S.G. Ter-Minasova calls language a mirror of the surrounding world "... it [language] reflects reality and creates its own picture of the world, specific and unique for each language and, therefore, for the people, ethnic group, speech, community that uses this language as a means of communication" [7]. Phraseology can be thought of as a gallery containing images of the cultural customs of a nation. From this point of view, this area of language is not only the most colorful, but also probably the most egalitarian area of

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vocabulary, and it spends its resources mainly from the very depths of popular speech. Moreover, along with the study of synonyms and antonyms, phraseology is one of the most expressive disciplines of linguistics. It is precisely because of the richness of expressions and heterogeneity that it seems difficult to define the boundaries of phraseology. [6] Phraseological means of language are one of the categories in which the national mentality is manifested. Idioms, together with the imagery they contain, symbols and stereotypes of the people's consciousness cover most of the human experience and carry the linguistic and cultural code of the nation. They reflect centuries-old history, religious beliefs, the wisdom of the people, their moral values, and the main components of national culture. V.N. Telia believes that phraseological units "... are associated with cultural and national standards, stereotypes, myths, etc. And when used in speech, they reflect a way of thinking characteristic of a particular linguistic and cultural community" [6]. And also, according to many experts, phraseological units are lexical combinations, the meaning of which is determined by the whole expression. A distinctive feature of phraseological units is the emotional expressiveness and conciseness of the expression of thoughts. Quite often, phraseological units function in a newspaper style. Some linguists do not classify proverbs and sayings as phraseological units, since they are taken from people's speech and have undergone changes as they pass from mouth to mouth. But in any case, these are phraseological units, because they have a direct meaning, sometimes they can have the opposite meaning. [8]

It should be noted that the ability to find its analogue in the translation process is the most important stage for a translator. To translate phraseological units, a translator must use phraseological dictionaries, and context plays a significant role in the translation process. And also, phraseological units reflect the culture and national mentality of a certain people. For this reason, the translation of phraseological units is one of the pressing issues of modern lexicology.

Methodology. This article examines those phraseological units that can be prototypes of phraseological units of the Uzbek language translated into English, regardless of what literary source they refer to relate. Phraseological units make our speech figurative in some cases, more precise in others, and, without a doubt, more vivid, varied, and expressive.

Some scientists attach a huge role to phraseology in the process of forming language and culture: “The idiomatic layer of language, that is, that layer that, by definition, is specific to each specific people, stores values, public morality, attitudes towards the world, people and other peoples. Idioms, proverbs and sayings illustrate the way of life, as well as the geographical location of a nation, the history and traditions of a community united by one culture” [2]

Like many other languages, the Uzbek language is very rich in stable combinations of words - humorous and ironic expressions and allegories, allusions, expressions of ethics, benevolence, blessing, ethnographisms and folklorisms. They are also distinguished by their richness of content, but also have an external cultural character. For example;

- Bergan tuzini oqlamoq – to justify parental care
- Dunyo turguncha turing – Live long and prosper
- Yer-ko‘kka ishonmaydi – to worship; to dote (upon);
- yomon yo‘lga kirib ketmoq– to lead somebody astray;
- Yotig‘i bilan tushuntirmoq – to speak cautiously;
- ignadek narsani tuyadek qilmoq – to make a mountain out of a molehill;
- oramizda qolsin – between you and me;
- ishing o‘ngidan kelsin – wish you every success;
- ko‘z bilan ko‘rib, qo‘l bilan tutmaguncha – innocent until proven guilty;

The oral creativity of the people through the centuries is passed on from mouth to mouth, from generation to generation. The rich historical experience of the people is captured in oral literature and vocabulary, they reflect all their life problems, ideas related to work, craft, life and culture of people, joys and sorrows, victories and defeats, rituals and habits, dreams, hopes and much more [5]. It is difficult to imagine fiction without phraseological units and fixed expressions. Colorfulness, polysemy, capacity of speech and richness of language are manifested precisely in these elements. We can often find the use of phraseological units in the works of Abdulla Kadiri, for example: “... Bunchalik g‘ayrat ko‘rsatgan fuqarolarga rahmat, dunyo turguncha tursinlar” and these phrases can be translated into English as follows: “... Thanks to the people who worked with diligence, let everyone be safe and sound” [Abdulla Kadiri]. If you

pay attention to the translation of the same phraseological unit “dunyo turguncha turing”, it has completely different translations in different contexts. In the first case, we translated it as “Live long and prosper”, and in the work “be safe and sound”. “... Hasanali bekning hozirgi ipidan-ninasigacha bo‘lgan qiziq holini uzoq kuzatib turdi.” This sentence is translated into English this way: ...Hasanali watched for a long time the bek's current state of mind from head to toes”? or pay attention to the following lines from the work of A. Kadiri: “... yuragini ingichka yeriga borib tekkan edi” - “touched the most tender strings of his heart” - “they tugged at his very heartstrings” [3]

In the Uzbek lines, using the idiomatic expression “yuragini ingichka yeriga borib tekkan edi” - “touched the most tender strings of his heart” – yer-ko‘kka ishonmaydi – to worship; to dote (upon); “ – ignadek narsani tuyadek qilmok – to make a mountain out of a molehill; “They tugged at his very heart,” the author uses a metaphor to create the heroine’s gentle voice. Abdullah Kadiri implies the subtle feelings of his beloved Kumush Otabek. When he heard the voice of Kumush, who saved their lives thanks to her analytical mind, moreover, such tense, anxious confusion was resolved, he was extremely happy, and this voice seemed like music trembling his heart. The idiomatic expression was translated into Russian and English respectively. But the interesting point here is that the English translator created the metaphor "the sweet melody of these words" instead of the simple word “voice”, which is given in the original and the Russian version. The translator generates a stylistic device depending on the contextual emotional state of the characters and intensifies the situation. This phenomenon in translation theory indicates the skillful understanding of the language and its impressive qualities by the translator.

– May God bless you, please be quick otherwise you will be guilty for two innocent men's death! “God bless you, please hurry up, otherwise you will be guilty of the death of two innocent people!”

– Xudo rizosi uchun tezroq. Yo‘qsa... ikki gunohsizning qonlariga botarsiz! [3] to say a couple of words – ikki og‘iz gap; These language means are logical and concise. The study of stable expressions is a necessary link in language acquisition and in improving speech culture. Correct and appropriate use of set expressions gives speech a unique originality, special expressiveness, and imagery. That is why the need for

the correct translation and use of phraseological units has long been felt. However, many linguists have different understandings of phraseological units and their distinctive features. So, according to the degree of merging of semantic components, phraseological units are divided into several types. The most famous and popular is their classification proposed by Academician V.V. Vinogradov. This includes the following phraseological units: phraseological merger, phraseological unity, phraseological combinations and phraseological expressions. Phraseological unity is a stable phrase in which, although semantically and indivisibly, in them - unlike phraseological merger - there is transferability of meaning. Phraseological unities arising on the basis of semantic rethinking or shifting of variable phrases. In phraseological unity, a new, phraseological meaning is created by changing the meaning of the entire complex of components of the phrase. In this case, the individual meaning of the component words is absorbed and lost. They form an indecomposable semantic whole. This group is characterized by motivation of meaning.

Phraseological unity may consist in a living semantic connection with free phrases and relate to them in meaning.

You can compare:

- to be fast asleep – dong qotib uxlamog;
- I wished the ground would swallow me up – yerga kirib ketmog;
- They are both of the same leaven – zuvalasini bir yerdan olgan;
- to be on tenterhooks, to be on pins and needles – ignada o'tirgandek o'tiribman;
- not a pin to choose between them – ikkalasi bir go'r;
- to say a couple of words – ikki og'iz gap;
- between two fires – ikki o't orasida;
- to say to someone's face – yuziga aytmog;

Phraseological unity, like phraseological merger, also cannot be syntactically divisible and act as a member in a sentence only as a whole. So, in the sentence that I held tightly in my hands, the highlighted phrase cannot be syntactically synthesized, because only in the general case does it perform the function of a predicate. In the sentence...oq yuvib, oq taramog - literally to make someone white, clean (about a baby - to keep the body and clothes clean) This is actually an Uzbek expression. It is usually said about mothers that they always take care of the purity of the

body and spirit of the child. This is what they figuratively say, in a high style, about the Motherland, which creates all the conditions for the formation of a pure body, spirit and clear sky: Oq yuvib, oq taragansan o‘zing bizni, O‘zbekiston![9].

Due to the fact that phraseological merger and phraseological unity are not only equated to one word in terms of syntactic role, but are also not separated semantically, they are called idioms. – “aravani quruq olib qochmoq” – to vapor, to boast, gasconade; According to many experts, the same classification is very convenient for the theory and practice of translation, but it takes from it only unities and unions, taking into account that in relation to these two groups of phraseological units it is necessary to apply different translation methods. Thus, the translation of phraseological unity should be as figurative as possible, and the translation of phraseological unity should be carried out primarily by obtaining a complete transformation.

Phraseological combinations are stable phrases, one of the components of which has a free meaning, and the second - an associated one. Appears only when used with the second component. Often, the images of two phraseological units - the source language and the target language - may have nothing in common with each other as images, but the general meaning may remain equivalent. The ability to convey phraseological units by analogues with imagery that has no points of contact in the source language and the target language can be explained by the fact that in most cases these are erased or half-erased metaphors that are not perceived at all or are perceived subconsciously by a native speaker. So in the phrase “bir o‘q bilan ikki quyonna urmoq”, a native speaker of the Russian language does not notice any “nose”. This phraseological unit meaning “to be left without what you counted on” has in the Uzbek language an analogue of “ikki qo‘lini burniga tiqib qolmoq”, i.e. to be left with two hands stuck in your nose. You can also pay attention to the translation of the following phraseological units:

- aravani quruq olib qochmoq – to vapor, to boast, gasconade;
- bir o‘q bilan ikki quyonna urmoq – kill two birds with one stone;
- bir yoqadan bosh chiqarmoq or bir jon bir tan bo‘lib – with a single heart;
- dami ichiga tushmok – dare not mention something.

- “kavushini to‘g‘rilab qo‘ymoq” - good riddance to you! or get out of here!

In contrast to phraseological merger and phraseological unity, phraseological combinations are semantically divisible. It should also be noted that phraseological combinations, unlike phraseological units, do not correspond to free phrases.

First of all, let's try to figure out what equivalents include full and partial phraseological equivalents. Full phraseological equivalents are equivalents that coincide with phraseological units in English (or another language) in their meaning, lexical structure, imagery, stylistic orientation and grammatical structure. For example, the English phraseological expression “grab life by the horns” or “to take the high road take the bull by the horns, refers to full-fledged phraseological units. [2] It is translated into Uzbek as “uzoqni ko‘ra olmoq” and also refers to complete phraseological units, since they have the same structure and the same meaning. However, we should not forget that partial phraseological units are equivalents that do not coincide with phraseological units in English (or another language) in lexical and grammatical structure, but coincide in their meaning.

Here are some examples of complete phraseological units in both languages:

- be in the seventh no bees, no honey, no work, no money
- mashaqqatsiz baxt kelmas
- mehnatsiz taxt kelmas
- care killed the cat – ish qaritmydi, g‘am qaritadi
- such carpenters, such chips – they say – egasiga o‘xshamasa xarom o‘ladi
- if you agree to carry the calf they'll make you to carry the cow – yog‘ochning bo‘shini qurt yer;
- burn the candle at both ends – kuchini bekorga sarflamoq
- burn the midnight oil – kechasi bilan uxlamasdan ishlamoq

Emotional expressiveness and conciseness of expression of thoughts - the most distinctive features of phraseological units. Phraseological units function in a newspaper style, especially in newspaper headlines due to the fact that newspaper headlines are expressive and laconic. Newspaper

headlines tend to attract attention and reflect attitudes towards the events described in the article.

It should be noted that phraseological units occur frequently and the ability to find the appropriate equivalent in the process of translating phraseological units is the most tangible stages for the translator. However, the translator must use phrasebooks for adequate oral and written translation of phraseological units and, in addition, context plays an important role in the translation process. RESULTS AND DISCUSSION So, phraseology is a complex phenomenon that requires special attention from translators, since phraseological units are not simple phrases with free meanings of components and when translating them you can encounter a number of difficulties. Our analysis made it possible to verify that in each specific case the translation strategy varies and a number of factors can influence the translation decision. These include the peculiarities of the use of a phraseological unit in a particular context, its structure, semantics, emotional and expressive coloring. Depending on the situation and features of the phraseological unit, the translator can find an equivalent, an analogue, use descriptive, lexical, contextual, antonymic translation, tracing, and holistic transformation.[1]

Consequently, we looked at several ways to translate phraseological units from English into Uzbek or vice versa. Based on the analysis of phraseological units in English and Uzbek phrases, the following conclusions can be drawn:

- phraseological units in the Uzbek language are divided into two types: phraseological unity and phraseological merger, in English – according to phraseological unity and phraseological merger, phraseological combinations or phrases.

- in Uzbek and English, phraseological units are grouped into according to their semantic properties and meanings.

- In terms of meaning, phraseological units are essentially of two types: pronouns and expressive expressions, and they are analyzed in both languages, and they are basically grammatical or verbal expressions for expressing words and actions.

Thus, phraseological units in each language have their own linguistic characteristics. But in both languages, phraseological units serve as a unique and rich part of the language. Ambiguous phrases help enrich

vocabulary and the language unites emotional meaning. Analyzing the features inherent in the work of Abdullah Kadiri, we noticed that there are linguistic techniques that clearly highlight his own originality, as well as the fact that English and Uzbek languages have sufficient opportunities for their translation. It is very important to determine the stylistic functions of phraseological units in the text. Phraseologisms cannot be considered only as a separate part of linguistic science, which can be used or not used, because they form an important part of the general vocabulary of these languages. Currently, it is very important to monitor the replenishment of the phraseological fund of the Uzbek and English languages, since idioms appear very quickly, which is associated with the development of branches of science, the introduction of new technologies, political games and military conflicts, the influence of which is also significant for both peoples.

Currently, it is important to form phraseological combinations by rethinking stable phrases of a non-idiomatic nature, that is, terminological combinations from the field of science, technology, and sports. Such combinations are easily translated and, as a result of figurative and metaphorical use, acquire stable meanings, gradually acquiring all the signs of phraseological combinations, adding their structures.

This article discusses the main ways and means of translating phraseological combinations into English and Uzbek. We have seen that related problems are considered differently by different linguists, different translation methods are recommended, and different opinions are found. Different situations may require different approaches. But the main role here belongs to the personality of the translator himself. The interpreter must feel part of the culture in whose language the text is translated, must be embedded in it, must make the only possible and at the same time unique version of the translation. To do this, the interpretation must integrate into his thinking a huge amount of the realities of a foreign culture and present the thoughts of other people as clearly and freshly as they were expressed, while revealing the full power and richness of the native language.[5]

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"CINEMA IN THE CLASSROOM: ENHANCING EFL LISTENING AND CULTURAL AWARENESS"

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Annotation: *This article explores the pedagogical benefits of utilizing films in English as a Foreign Language (EFL) classrooms, particularly focusing on enhancing listening skills and cultural understanding. The use of films provides a dynamic platform for exposing students to authentic*

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language and diverse cultural contexts, making it an invaluable tool in language education. The paper discusses the criteria for selecting appropriate films, effective pedagogical strategies for their use, the integration of modern technological tools to augment learning, and varied assessment techniques to evaluate and encourage student progress. By integrating films into the curriculum, educators can offer students a more engaging and comprehensive learning experience. The insights presented are grounded in current research and practice, aiming to assist educators in optimizing the educational potential of films in EFL settings.

Keywords: English as a Foreign Language (EFL), Film-based learning, Listening skills, Cultural understanding, Pedagogical strategies, Technology integration, Language assessment

Annotatsiya: Mazkur maqola ingliz tilini chet tili sifatida (EFL) o'qitishda filmlardan foydalanishning pedagogik afzalliklarini, ayniqsa tinglab tushunish ko'nikmalari va tili o'rganilayotgan mamlakat madaniyati haqidagi tushunchalarni oshirishga qaratilgan holda o'rganadi. Filmlardan foydalanish, o'quvchilarni autentik til va turli madaniy kontekstlarga boy manbaa vazifasini o'taydi, bu esa til ta'limida beqiyos vosita hisoblanadi. Maqola o'qitishga mos filmlarni tanlash mezonlari, ularni qo'llashda samarali pedagogik strategiyalar, ta'lim jarayonini kuchaytirish uchun zamonaviy texnologik vositalarni integratsiyalash va til o'rganuvchilarning o'rganganlik darajasini baholash va rag'batlantirish uchun turli baholash usullarini muhokama qiladi. Filmlarni o'quv dasturiga integratsiyalash orqali o'qituvchilar o'quvchilarga yanada qiziqarli va to'liq o'quv tajribasini taklif qilishlari mumkin. Maqolada taqdim etilgan tushunchalar hozirgi tadqiqotlar va amaliyotga asoslangan bo'lib, ular o'qituvchilarga chet tilini o'qitish jarayonida filmlarning potensialini optimallashtirishda yordam berishni maqsad qilgan.

Kalit so'zlar: Ingliz tilini chet tili sifatida (EFL), Filmga asoslangan o'qitish, Tinglash ko'nikmalari, Madaniy tushuncha, Pedagogik strategiyalar, Texnologiya integratsiyasi, Tilni o'rganganligini baholash.

Introduction

The acquisition of listening skills is a cornerstone of effective language learning, particularly in the context of English as a Foreign

Language (EFL). Developing these skills not only enhances comprehension but also facilitates better integration of speaking, reading, and writing skills. In the digital age, educators are continually seeking innovative methods to captivate and educate students, and films have emerged as a particularly potent tool in this endeavor.

Using films in the EFL classroom offers a dynamic way to expose students to natural language usage, various accents, and cultural contexts, all within engaging narratives that hold students' attention. This approach not only enriches the learning experience but also bridges the gap between theoretical language acquisition and practical, real-world listening comprehension. By incorporating films, teachers can provide students with a more immersive and interactive environment, which is often more relatable and less daunting than traditional audio labs or textbook exercises.

This article will explore the theoretical underpinnings of using films in language education, offer insights on selecting the right films, and provide practical strategies for implementing film-based lessons effectively. The goal is to equip EFL instructors with the knowledge and tools to enhance their students' listening skills engagingly and effectively.

Theoretical Background

Integrating films into EFL teaching is supported by a wealth of educational theories that illustrate both cognitive and linguistic benefits. Below, we explore key scholarly insights on the pedagogical implications of using films in language learning environments.

Richard Mayer's Multimedia Learning Theory posits that individuals learn more effectively from words and pictures than from words alone. Mayer argues that combining auditory and visual information leads to improved cognitive processing and retention, making films an ideal resource in language learning environments where complex real-world interactions are depicted [Mayer, 2009].

Stephen Krashen's Input Hypothesis also supports the use of visual media like films. Krashen suggests that language acquisition is maximized in scenarios where learners are exposed to input slightly above their competence level yet still understandable, with films providing rich contextual cues that aid in comprehension and language retention [Krashen, 1982].

Vygotsky's Socio-Cultural Theory emphasizes the role of social context in learning. Films offer a unique social and cultural context, presenting language in its cultural setting, which Vygotsky believes is essential for cognitive development and deeper learning [Vygotsky, 1978].

John Sweller's Cognitive Load Theory further underlines the benefits of films. Sweller argues that effective learning involves reducing unnecessary cognitive load. Films help manage this load by presenting linguistic information visually and auditorily, thus aligning with natural human cognitive processing [Sweller, 1988].

Scholars such as Ellis and Swain emphasize the importance of meaningful input and output in language acquisition. Films provide meaningful input through realistic and engaging dialogues; they also offer opportunities for output through structured activities inspired by the content viewed, facilitating deeper linguistic competence [Ellis, 1994; Swain, 1995].

These scholars collectively highlight the value of using films in EFL classrooms, noting that films not only enhance language learning through multisensory input but also enrich students' understanding of cultural nuances and real-life language usage.

Choosing the Right Films

Selecting the right films for EFL classrooms involves more than just choosing popular or critically acclaimed movies. Educators must consider several key factors to ensure the films are both appropriate and effective for language learning purposes.

Language Level Appropriateness: Films should be chosen to match the linguistic proficiency of the learners to prevent frustration and ensure comprehension. This involves selecting films with dialogue that is neither too complex nor too simplistic, providing just the right level of challenge to aid language development without overwhelming the students. Research indicates that appropriate linguistic input is crucial for effective language acquisition [Krashen, 1982].

Cultural Relevance and Sensitivity: Choosing films that offer insights into the cultures where English is spoken is crucial for mastering a language. However, educators must also ensure that these films do not perpetuate stereotypes or offensive portrayals. Films should promote a respectful and nuanced understanding of different cultures, supporting

intercultural competence as a key component of language learning [Byram, 2008].

Educational Value: The selected film should contribute to the educational goals of the course, such as highlighting specific vocabulary, grammatical structures, or language functions. Films that are rich in dialogue and feature diverse communication styles are particularly beneficial, as they provide authentic language contexts that facilitate deeper learning [Hall, 2002].

Engagement Factor: To maximize learning, films need to engage students emotionally and intellectually. Engaging films that stimulate interest and discussion can motivate students to invest more effort into understanding and analyzing the language used. The affective aspect of learning, where students are emotionally involved, significantly enhances the learning experience [Arnold & Brown, 1999].

Suitability for Classroom Use: Not all films are suitable for classroom viewing. Educators need to consider the age and interests of their students, as well as any content that might be inappropriate or distracting from the language learning objectives. Selecting films appropriate for the classroom setting is crucial for maintaining an effective and focused learning environment [Hedge, 2000].

By carefully considering these factors, educators can make informed decisions that enhance the language learning experience, making it both effective and enjoyable.

Pedagogical Strategies

Incorporating films into the EFL curriculum requires more than just playing a movie and hoping students absorb the language. Effective use of films involves carefully planned pedagogical strategies that engage students before, during, and after viewing. These strategies are designed to enhance comprehension, encourage language use, and deepen cultural understanding. By structuring activities around film sessions, educators can transform passive watching into an active learning experience that significantly boosts language acquisition [Huang & Eskey, 2020].

Pre-Viewing Activities: Before showing a film, it's crucial to prepare students for what they are about to see and hear. Educators can introduce key vocabulary and phrases that will be heard in the film, helping to reduce cognitive load and enhance understanding [Smith & Mare, 2019]. Setting

the context and predicting content also activates students' prior knowledge (schemata), making the language input more accessible and meaningful [Johnson, 2021].

During Viewing Activities: While the film is playing, strategic pauses are essential for discussing pivotal scenes or clarifying expressions and cultural references. This not only breaks down the information into digestible chunks but also allows students to engage actively with the content, ask questions, and connect visuals to language [Baker & Westrup, 2021]. Encouraging note-taking for specific details helps students stay engaged and focus on language learning objectives [Lee, 2022].

Post-Viewing Activities: After watching the film, the learning continues with activities that encourage reflection and deeper engagement. Discussions, debates, and role-plays based on the film's themes can stimulate critical thinking and promote language use in a controlled environment [Chavez, 2020]. Assigning tasks such as writing summaries, reviews, or character analyses can further reinforce language skills and ensure that students apply what they have learned [Olsen, 2018].

Integration with Language Skills: For comprehensive language development, the use of films should be integrated with reading, speaking, and writing exercises. These activities can relate directly to the film's content, themes, and language, providing a holistic approach that enhances all four key language skills [Murphy, 2019].

Technology Integration

The integration of technology has revolutionized the use of films in education, particularly in EFL classrooms. Modern tools and software not only streamline the process of displaying films but also enrich the interactive learning environment. Here are some key technologies that can enhance the use of films in language learning:

Subtitling Tools: Software like Amara and Subtitle Edit allows teachers to create or edit subtitles in both English and the students' native language. This can aid comprehension and provide a text-based method to reinforce auditory information [Vanderplank, 2016].

Interactive Platforms: Platforms such as Edpuzzle or PlayPosit enable educators to embed quizzes, discussion prompts, and pauses directly into the film. These interactive elements can transform passive film watching into an engaging, active learning experience [Godwin-Jones, 2018].

Language Learning Apps: Apps specifically designed for language learning, like FluentU or Yabla, utilize films and videos to create tailored lessons that focus on vocabulary, grammar, and listening skills. These apps often include tools for assessing comprehension and pronunciation [Chun, 2019].

Virtual Reality (VR): Emerging VR technologies can immerse students in a 3D cinematic experience, making language learning with films more vivid and impactful. VR can simulate real-life interactions and environments, offering a deep dive into cultural and linguistic contexts [Lan, 2020].

Streaming Services: Educational licenses for streaming services such as Netflix or Amazon Prime enable access to a vast library of films and documentaries in multiple languages with subtitles. These platforms can be used in a classroom setting to provide flexible viewing options tailored to the curriculum [Santos, 2021].

Assessment Techniques

Assessing students' language development when using films involves a combination of traditional and innovative methods to accurately gauge both comprehension and production skills:

Comprehension Quizzes: Regular quizzes based on film content can assess understanding of spoken language, vocabulary, and idiomatic expressions depicted in the films [Brown & Abeywickrama, 2010].

Oral Presentations: Students can be asked to prepare presentations on themes, plots, or cultural aspects covered in films. This assesses their ability to express complex ideas and vocabulary learned through film watching [Hughes, 2003].

Written Assignments: Tasks such as film reviews, character analyses, or thematic essays can help evaluate students' ability to write coherently and critically about the films, using language structures and vocabulary encountered during viewing [Weir, 2005].

Peer Assessments: Involving students in the assessment process through peer reviews of spoken presentations or written work can foster critical thinking and self-assessment skills, encouraging a deeper engagement with the material [Topping, 2009].

Conclusion and Future Directions

The utilization of films in EFL classrooms represents a dynamic and multifaceted approach to language learning. Films not only provide linguistic input but also offer rich cultural insights, making them invaluable tools for developing comprehensive language skills. The integration of advanced technologies and pedagogical strategies further enhances the educational value of films, turning them into powerful catalysts for engagement and learning.

Looking forward, the potential for films in language education is vast. Emerging technologies like artificial intelligence and advanced analytics could enable more personalized learning experiences by adapting film content to individual learning needs and preferences. Moreover, virtual reality could take the immersive experience of film viewing to new heights, providing even more profound cultural and linguistic engagement.

As research in this area continues to grow, it will provide new insights into the most effective practices for integrating films into language learning curricula. Educators and researchers should collaborate to explore innovative approaches and technologies that enhance the effectiveness of film-based learning. The ongoing evolution of digital media and learning platforms promises to expand the reach and impact of film-based education, offering exciting opportunities for future developments in EFL teaching and learning.

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THE IMPORTANCE OF HYBRID TEACHING AT HIGHER EDUCATIONAL INSTITUTIONS

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Abstract: *Hybrid –teaching has become common when pandemic situation required all organizations to have remote mode of working. In this article, hybrid-teaching is being discussed and its importance is going to be shed light on it. A hybrid teaching model is when some students receive in-class, face-to-face instruction while other students receive out-of-class, online instruction. It may be a 50/50 mix, or it may be that three or four students receive virtual instruction while the rest are in the classroom as usual. Hybrid teaching became much more common during the COVID-19 pandemic when school districts limited classroom sizes and gave parents the choice of whether to have their children "attend" in class or from home. However, this model is sticking around because it offers a variety of benefits to districts, teachers, students, and parents.*

Keywords: *hybrid teaching, blended learning, face-to-face, self-paced learning, language, management system.*

Hybrid teaching, also known as blended learning, is an educational approach that combines traditional face-to-face instruction with online

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learning activities. It aims to leverage the benefits of both in-person and online instruction to create a more flexible and engaging learning experience. Hybrid teaching is important for several reasons, each of which contributes to enhancing the quality of education and addressing the evolving needs of students and institutions:

Flexibility: Hybrid teaching provides flexibility in learning, allowing students to access course materials and engage in learning activities at their own pace and convenience. This flexibility is particularly beneficial for students with work or family commitments, those with disabilities, or those who prefer a more self-directed learning approach.

Accessibility: By offering a combination of in-person and online instruction, hybrid teaching can enhance accessibility for students with diverse needs. Online resources can be made available in multiple formats, and accommodations can be provided for students with disabilities. This ensures that all students have equal opportunities to access and succeed in their education.

Enhanced Learning Experience: Hybrid teaching combines the benefits of traditional face-to-face instruction, such as real-time interaction with instructors and peers, with the advantages of online learning, such as multimedia resources and self-paced learning modules. This blended approach can result in a more engaging and interactive learning experience that caters to different learning styles and preferences.

Increased Student Engagement: Hybrid teaching encourages active learning and student engagement through a variety of instructional methods, including group discussions, collaborative projects, and multimedia presentations. Online platforms can also facilitate communication and collaboration outside of the classroom, fostering a sense of community among students and promoting peer learning.

Preparation for the Digital Age: In today's digital age, proficiency in online communication and technology is essential for success in both academic and professional settings. Hybrid teaching equips students with digital literacy skills and familiarity with online tools and platforms, preparing them for the demands of the modern workforce.

Cost-Effectiveness: Hybrid teaching can be more cost-effective for institutions compared to traditional face-to-face instruction. By leveraging online resources and reducing the need for physical classroom space,

institutions can optimize their resources and accommodate larger numbers of students without compromising the quality of education.

Adaptability to Changing Circumstances: Hybrid teaching provides flexibility and adaptability to respond to changing circumstances, such as public health emergencies, natural disasters, or other disruptions that may impact traditional modes of instruction. By incorporating online components into their courses, institutions can ensure continuity of learning and minimize disruptions during times of crisis.

Here are some key aspects of hybrid teaching:

Combination of In-Person and Online Instruction: In hybrid teaching, students participate in both in-person and online learning activities. This could involve attending lectures or seminars on campus while also accessing course materials, assignments, and discussions online.

Flexibility: Hybrid teaching offers flexibility in terms of when and where learning takes place. Students can engage with course content and complete assignments at their own pace and schedule, while still benefiting from the structure and interaction provided by in-person sessions.

Technology Integration: Technology plays a central role in hybrid teaching, facilitating online communication, content delivery, and collaboration. Learning management systems (LMS), video conferencing tools, interactive multimedia resources, and online discussion forums are commonly used to support hybrid learning experiences.

Personalized Learning: Hybrid teaching allows for greater customization and personalization of learning experiences. Students can access additional resources and support online, participate in asynchronous discussions, and receive feedback on their progress through digital assessment tools.

Active Learning Opportunities: Hybrid teaching encourages active learning through a variety of instructional methods, including group discussions, collaborative projects, hands-on activities, and multimedia presentations. Online platforms can be used to supplement in-person instruction with interactive simulations, virtual labs, and multimedia resources.

Accessibility: Hybrid teaching can enhance accessibility by providing alternative modes of participation for students with diverse learning needs. Online materials can be made available in multiple formats, and

accommodations can be made for students who require additional support or accommodations.

Pedagogical Considerations: Effective hybrid teaching requires careful planning and consideration of pedagogical principles. Instructional strategies should be aligned with learning objectives, and assessments should accurately measure student learning outcomes. Faculty may need training and support in designing and implementing hybrid courses effectively.

Conclusion

Overall, hybrid teaching offers a flexible and adaptable approach to education that combines the best aspects of in-person and online instruction. By leveraging technology and embracing innovative pedagogical approaches, hybrid teaching can enhance student engagement, promote active learning, and support diverse student needs. Hybrid teaching offers a dynamic and innovative approach to education that combines the best of both traditional and online instruction. By providing flexibility, accessibility, and enhanced learning experiences, hybrid teaching can help institutions meet the diverse needs of their students and prepare them for success in the digital age.

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ORGANIZING LANGUAGE CLASSES AT UNIVERSITIES

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Abstract: *Language planning in different institutes are very urgent in today's communication demanded world to interact with other*

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international organizations. The necessity of language planning has to be researched, in this article some works will be discussed, and suggestions and recommendations is supposed to be given.

Keywords: *inclusive, multilingualism, linguistic diversity, Internationalization Strategies, Accessibility, language policy*

The concept of language policy is complex, polysemous and socially contested. Generally, any organised effort to affect the existing patterns of language choice, structure and acquisition is a form of language planning (Ricento 2006; Tollefson 2008). Although language-planning practices permeate all spheres of social life, it is readily observable in the field of education where it is mainly concerned with decisions about the selection of the medium of teaching. This role can be appreciated because education is normally viewed as the cornerstone of political and social processes of integration. The result of this process is explicit or implicit language policy for a given institution (e.g. school): a set of norms or guidelines which are intended to direct linguistic behaviour (Tollefson 2008). Haugen (1959) was credited with the use of this term to cover both status and corpus planning in relation to standardisation of the Norwegian language. Language policy is heterogeneous and varies according to its object, levels of intervention, purpose, participants and institutions involved, underlying language ideologies, local contexts, power relations, and historical context, among others. Language policy and planning is also related to socio-political contexts: North American, European, African, 1 Cristine Severo would like to acknowledge the financial support by the Brazilian National Council for Scientific and Technological Development. Asian, Latin American and Russian/Soviet traditions, for example, do not share the same theoretical-methodological priorities and approaches. Despite such heterogeneity, the birth of language policy as an institutionalised field occurred parallel to the emergence of socio-linguistics. One institutional landmark of this emergence was a seminar organised by William Bright at the University of California in 1964, which gathered together scholars such as Einar Haugen, William Labov, John Gumperz, Dell Hymes and Charles Ferguson. We understand that the emergence of language policy as a discipline serves as an ideological framework that imposes a “domain of objects, a set of methods, a corpus of propositions considered to be true, a

game of rules and definitions, of techniques and instruments” (Foucault 1981: 59). This initial phase of the configuration of language policy in the West as a disciplinary field aimed at systematising and rationalising a model applicable to the description of the relationship between languages and their functions within the limits of the national state followed what we can call ‘a politics of functionalisation’. This period is reflected in a field-shaping body of publications in the 1960s and 1970s, which linked language planning with processes of modernisation and nation-building. One example of the scholars’ concern with national issues was the publication of *Language Problems of Developing Nations* in 1968 by Fishman, Ferguson and Das Gupta. The principle of “methodological nationalism” (Wimmer and Schiller 2002) oriented the practice of language planning toward a particular ideology of language. Language ideologies refer to commonsensical notions about language structures and functions, which normatively position their users in the social system, and they are enacted through institutional and everyday practices (Tollefson 2008; Rubdy 2008; Haviland 2003). Language ideologies embody conceptions about the functions, values, norms, expectations, preferences, predictions and roles that guide linguistic practice (Blommaert 2006). Language ideologies in turn articulate broader socio-political ideologies. Any institutionalised choice of a linguistic variety as the official medium of conducting formal politics and education has significant stratificational effects on the groups and individuals whose varieties are systematically excluded and devalued. In this sense, we understand that “status planning decisions conform to ideologies of the power elite or respond to conflicting ideologies between those upheld by the power elite and those of other constituent groups” (Cobarrubias 1983: 62). In other words, the formative phase of the field of language planning was informed by a “reflectionist” (Silverstein 1985) view of language, where language is viewed as a corpus of words standing for independently existing things. However, as later critical theoretical developments showed, all policy discourses on language are performative in the sense that they are creative acts of social representation and thus they are associated with issues of power relations and inequality (Bourdieu 1991). Under the right institutional conditions, when an official policy ‘names’ ‘a dialect’ as ‘a language’, a new social construction is brought into being; a new symbolic

representation is imposed on the existing reality. Examples of an initial domain of objects and methods in language policy and planning include standardisation, hierarchical classifications of languages (vernacular, standard, classical, creole and pidgin) and the classification of language functions (teaching language, official, international, lexical modernisation, nationalisation and terminological unification, among others) (Lo Bianco 2004; Calvet 2007; Manley 2008; for a detailed review of the goals, see Hornberger 2006). Standardisation in the broad sense involves the selection, codification and implementation or imposition of a norm (Haugen 1983; Milroy and Milroy 1999). The discursive mechanisms of codification and institutionalisation impose order on the selected norm and they effect a binary opposition between standard and non-standard, and it is these socially embedded values which guide the linguistic choices of individuals (Blommaert 1999). Hence, these mechanisms are strategies of effecting consensus, power and inequality because they establish systemically ratified linguistic hierarchies. In other words, standardisation enforces constraints to manage the functional distribution of linguistic varieties, and these restrictions result in unequal socio-linguistic repertoires that shape access to social opportunities (Blommaert 1999). It is a deep political process because it creates difference and hegemony through mechanisms of normalisation and naturalisation including the educational apparatus. Language planning and policy as theory and practice were implicated in projects of nation building and the construction of subjectivities. As noted by a number of scholars in the field of nationalism studies (e.g. Anderson 1991), standardisation as a process of linguistic regimentation or institutionalisation plays a fundamental role in the construction of 'nation states'. Thus, language planning has always been a political enterprise.

Language planning policies at universities typically involve decisions and strategies regarding the languages of instruction, support for bilingual or multilingual education, language requirements for admission and graduation, provision of language learning resources, and promotion of linguistic diversity. These policies can vary greatly depending on the specific context and goals of each university. Here are some common elements found in language planning policies at universities:

Language of Instruction: Universities may have a primary language of instruction, such as English, or may offer instruction in multiple languages. The choice of language(s) can depend on factors such as the university's location, internationalization goals, and the linguistic backgrounds of students and faculty.

Language Requirements: Universities may have language proficiency requirements for admission and graduation. These requirements could include standardized tests like the TOEFL or IELTS for non-native speakers of the primary language of instruction, or proficiency exams in other languages depending on the program or course requirements.

Support for Multilingualism: Universities may support multilingualism by offering courses or programs in multiple languages, providing language learning resources and support services, and promoting language exchange and cultural exchange programs.

Language Policies for Specific Programs or Departments: Some universities may have specific language requirements or policies for certain programs or departments, especially those with international or interdisciplinary focus. For example, a university's business school might require proficiency in a particular language for students focusing on international business.

Promotion of Linguistic Diversity: Universities may actively promote linguistic diversity by recognizing and celebrating the languages spoken by their students and staff, offering courses in less commonly taught languages, and providing support for heritage language speakers.

Accessibility and Inclusivity: Language planning policies should take into account the needs of diverse student populations, including those with different linguistic backgrounds and abilities. This might involve providing language support services, offering accommodations for students with language-related disabilities, and ensuring that language requirements do not create barriers to access for marginalized groups.

Internationalization Strategies: Many universities aim to attract international students and faculty as part of their broader internationalization strategies. Language planning policies may play a key role in these efforts by providing support for English language learners, offering English-medium instruction programs, and fostering a welcoming and inclusive linguistic environment.

Overall, language planning policies at universities are complex and multifaceted, reflecting the diverse linguistic landscapes of higher education institutions and their commitment to providing quality education and support for students and staff from diverse linguistic backgrounds.

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TECHNIQUES FOR ASSESSING THE PERFORMANCE OF ESL STUDENTS

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Annotation. *The article focuses on different types of assessment and its using both in higher and secondary education system. Assessment is a crucial part of the teaching process because it allows us to determine where our students are in the learning process, how successful our instructional tactics have been, and whether or not there are any additional problems that we need to be aware of as we plan future lessons and student support. Assessment as learning, assessment of learning and assessment for learning as tools are described in the article as well.*

Key words: *assessment, learning process, portfolio, student-teacher conferences, content-based measures.*

We need to know where our students are in the learning process, how effective our instructional tactics have been, and if there are any other problems, we need to be aware of in order to plan for future lessons and student support, all of which may be determined through assessment.

However, evaluations should not be applied uniformly.

Assessment as learning is a student-led strategy that promotes the voice, agency, and identity of multilingual students in the classroom. Multilingual students can engage in assessment as learning in person or virtually by interacting with their peers in their language(s) of choice to:

discuss problems of common concern and help design classroom assignments

evaluate oneself and one's peers

seek knowledge in their own ways

pick your preferred means of information intake and expression (e.g., verbal, written, graphic, visual).

Discussions between the teacher and the student could lead to the formulation of learning objectives that are acceptable to both parties. Both

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are well-versed in the academic material and language proficiency/development criteria that students at each grade level should have mastered by now [Cheng, L. Y. 2005]. During formative assessment, students who speak a language other than English with their teachers use those languages to:

- implement a criterion-referenced feedback strategy that involves co-creating success criteria and types of acceptable evidence for their work.

- Differentiated lessons in both subject matter and language provide immediate responses to student progress or difficulties.

- Classroom assessment is shaped by teachers, either independently or as a team at the department or grade level, with student feedback. It's a snapshot of what pupils have learned and accomplished by the end of a specific learning unit. Learning assessment is centered on teacher collaboration with the backing of school or district administrators to determine student improvement over time and is used to:

- support students in the creation of portfolios or capstone projects by correlating assessment data with learning objectives recording students' levels of compliance with unit learning standards [Brindley, G. 1998].

- When teachers aim to provide their students with as much linguistic and cultural diversity as possible, a comprehensive system that includes assessment as, for, and of learning is essential.

- Teachers of multilingual students must evaluate their performance on both linguistic and content-based measures. Academic-language development is not always something that needs to be assessed, therefore teachers must be deliberate about what they examine.

- Due of the various criteria that make up a rubric, they can be a useful tool for evaluating pupils' progress. Multilingual students can benefit from the usage of rubrics because they can be used to objectively evaluate students' performance on a variety of assignments and projects. This criterion allows educators to focus solely on the rubric's stated criteria while evaluating students' progress. A rubric can help teachers determine whether or not their students have truly grasped a concept, as opposed to a more subjective approach like a multiple-choice test. Teachers can use the grading scale on a rubric to provide students constructive criticism that will encourage them to reflect on their work, ask questions, get more information, and ultimately produce better results. Students can use the

rubric to self-evaluate their work before submitting it for grading, which is another way in which rubrics promote student agency in the learning process. [Assessment Reform Group. 2002]

The teacher can see evidence of the student's effort and learning over a longer time period than with an end-of-unit evaluation, making portfolios a wonderful option for assessing bilingual students. The instructor can then determine whether or not the students "got it" right away and whether or not they were able to "keep it" beyond the end of the course. Multiple examples of student work or evidence of mastery of a concept or standard should be included in a portfolio. Work samples from students could be anything from a writing prompt to a project to a multiple-choice exam. This means that portfolios provide a more accurate depiction of a student's learning process.

Student-teacher conferences are another useful tool for evaluating ELLs. Students benefit from one-on-one conferences because they can demonstrate their knowledge and understanding without the pressure of an exam. Because it is immediate and responds to students' concerns, questions, and misunderstandings, the feedback teachers give during conferences tends to be more genuine. The teacher can more easily confine the discussion to the topic at hand during a conference, whether it be subject matter, academic language development, or something else entirely. Each conference may be tailored to the individual needs of each student, giving educators the information they need to better prepare their lessons [Benson, R., & Brack, C. 2010].

All necessary screening and assessment must be made available in both of their languages. The bilingual mind also differs in operation from that of two monolingual minds. Studies have shown that the most effective screening and evaluation methods would be those tailored to the unique needs of bilingual thinkers, capturing their knowledge and skills in both languages. There is a lack of high-quality resources like this, and not enough of them in the necessary languages. Multilingual children's performance on kindergarten entrance tests and other district-mandated monolingual testing is often subpar. The most effective strategy involves tracking a child's progress over time on a number of different measures of their abilities and knowledge. Assessment, in the early years, is not a score but a folder, as we like to put it. Teachers can use the scores and other data

in the folder to track a student's development and identify areas where they're struggling.

Portfolio-based assessment is the solution advocated by most specialists. Teachers can collect genuine evidence of students' knowledge and communication skills through portfolios, rather than relying on a single test score or snapshot. Some curricular frameworks include portfolio assessment software, while others sell it separately. Data entry options, prompts, and benchmarks may all be part of such systems.

It is crucial that educators have access to mobile devices throughout the school day in order to record student conversations and behavior [Cassady, J. C., & Gridley, B. E. 2005]. For students learning more than one language, this is a crucial skill since it allows teachers to better understand what their students are saying when they are speaking a language that is not their native tongue. Because they may be the only adults with whom some bilingual children interact in their home language, it is crucial that bilingual teacher aides be well-prepared to take part in the assessment process.

The input of family members is a valuable resource that should not be overlooked. While it's unlikely that a seventh-grade teacher would inquire about their child's progress in algebra at home, many kindergartners and preschoolers demonstrate language and learning gains at home that might not be apparent in the classroom. For instance, a family may share a video of their hesitant English learner singing joyfully with complex lyrics at home, rather than participating in song exercises at school. In the classroom, young children don't always do what's expected of them. A child's family can help a teacher scaffold their education by providing cultural context and knowledge about the child's interests. Young children will be able to more precisely demonstrate their knowledge and abilities, as well as their readiness for the next step, through the use of several assessments across a variety of activities and times of day.

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BENEFITS OF INCORPORATING ONLINE PLATFORMS WITH ELT AND ONLINE COMMUNICATION TOOLS

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Annotation. *Increasing opportunities for integrating online platforms into modern blended ELT systems, is not just advantageous, it's essential in the world we live in. With the help of the advantages provided by the English websites, the percentage of students dropping out of the courses taken in this research work has decreased, due to their interest in the use of interactive activities that the websites provide. Students are able to better practice the various language skills they are learning. Teachers and students alike can benefit from the use of digital learning tools in the classroom.*

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Key words: *online tools, benefits of platforms, social media, ELT, network, digital resources*

In order to better link students, teachers, and even parents, the educational technology industry has developed a wide range of digital learning tools. The use of edtech tools can improve the quality of instruction and student-teacher interactions. It's not easy to pin down exactly what we mean when we talk about "digital learning tools," but for our purposes, we can think of any software, app, or piece of hardware that exists online and has the potential to improve a student's access to, or grasp of, any subject. One must keep in mind the ever-growing number of digital resources for education. Whether at home or in the classroom, students can benefit from digital learning resources that are widely available online. When used effectively, they can aid students in gaining a more thorough comprehension of the material [S. Hadjerrouit, 2014].

The availability of digital learning tools in schools has increased as a result of increased technological resources for educators and pupils. Learning technology is used to supplement classroom instruction and help students better grasp fundamental ideas and information. In addition to facilitating the instructor's ability to communicate effectively with the student and their caretaker, several of these tools also make it easier for teachers to plan and execute lessons. Students' time spent studying can be significantly increased with the help of digital learning aids. In order to be effective in the modern classroom, educators must become fluent in the use of digital learning technologies. Although not all school districts will use the same digital learning tools, it is essential for teachers in the 21st century to be familiar with online teacher tools.

In today's classrooms, teachers and students can choose from an ever-expanding selection of online learning resources. Keep in mind that the term "online learning tools" encompasses any kind of software, app, or piece of technology that can be used to improve the quality of education provided by a teacher. There are primarily three sorts of digital tools for educators or online educational tools, and they include virtual classrooms, assistive technology, and apps. This is by no means an all-inclusive list, and teachers should take the initiative to discover cutting-edge digital resources for instruction. [N. Dabbagh and A. Kitsantas, 2012]

Over the past few years, many schools have begun utilizing online learning platforms to connect students and educators. Learning management systems (LMSs) provide a digital platform where many schools and teachers store their lesson plans and other instructional resources. Your books, novels, resources, notes, etc. can all be stored in this digital locker. Learning management systems (LMSs) are common in virtual educational environments. Despite their diversity, online classrooms can be grouped into one of three types: blended, flipped, or remote learning.

What benefits of online platforms can we mention in English language teaching? First, it gives each student in an English language class the chance to learn at their own pace.

Students' interest might be piqued in numerous ways by using digital tools. It's no secret that many students, of any age, struggle to maintain focus. With the help of apps and other forms of multimedia technology, students can find the most effective method of learning for them. Students will be more motivated to study if they have access to a variety of learning tools and materials [H. Omar, M. A. Embi, and M. M. Yunus, 2012].

Then online platforms allow ELT students quicker and easier access to relevant resources. With their hectic schedules, both students and teachers can benefit from the instantaneous accessibility of online learning tools. Wherever they want, whenever they want, and in whichever format they prefer.

Methods for recording and analyzing vocal output is also one of the advantages. Students' oral proficiency in English can be evaluated by recording their own voices, a feature common to many language-learning systems.

Social media as a tool for learning and practicing English language skills. The need of self-assurance in one's English-learning abilities will be emphasized in all good English Language programs.

Many students rely heavily on social media as a primary means of digital communication for both personal and professional reasons. They can enhance their exposure to the English language in a number of ways, including talking with other students, participating in online forums, and setting up in-person get-togethers with other students, all of which are conducted in English. Also, most importantly, their self-esteem and

English skills will improve [S. Hamid, J. Waycott, S. Kurnia, and S. Chang, 2015].

The students' innate ability to read, write, speak, and listen to the English language will improve greatly as a result of the program's incorporation of technological interaction.

Students of English as a Foreign Language will acquire broader life skills. Today's technological environment calls for the cultivation of a wide range of talents that will be important in the years to come. There is a wide range of potential benefits, including enhanced critical thinking, leadership, and communication skills.

Students who learn English through digital means will also be able to put their newfound digital literacy to use in other contexts. They will have more to offer potential employers if they are able to demonstrate proficiency using a variety of internet technologies.

Teachers and other ELT professionals can gain a lot by incorporating digital technology into English language courses. Effective interactions between educators and their students can be fostered by using digital tools. Teachers can also benefit from having access to online learning tools and resources. It can also keep pupils interested, giving teachers more time to work with those who need it [R. Shih, 2011].

Managing the center's network and bolstering students' education are two primary functions for learning platforms. Learning platforms assist teachers keep tabs on their students' development and with classroom management in general. It also facilitates teachers' ability to monitor their students' progress and identify areas for development at an early stage (rather than after the fact).

Provides additional commercial possibilities for ELT companies. Building a robust online component to supplement the conventional classroom ELT strategy will provide access to previously untapped consumer bases. The young and those with limited free time but ample financial means to devote to furthering their education fall into this category.

In conclusion it would be better to say that the English websites supplement the students' interlingual learning, which strengthens the students' linguistic competence and ultimately improves their academic performance; in other words, thanks to the advantages provided by the

English websites, the percentage of students dropping out of the courses has decreased, likely as a result of the students' increased engagement with the material through the use of interactive activities.

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JYUL PAYONING “IRODA TARBIYASI” (THE EDUCATION OF THE WILL) ASARIDAGI ANTROPONIMLARNI INGLIZ TILIDAN O‘ZBEK TILIGA TARJIMA QILISHDAGI MUAMMOLAR

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Annotatsiya: Mazkur maqola Jules Payot tomonidan yozilgan “Iroda tarbiyasi” romanining tarkibidagi antroponimlarning ingliz tilidan o‘zbek tiliga tarjimasi va ularning mohiyatiga lingvistik nuqtai nazardan o‘quvchi uni anglashi uchun ta’sir qiluvchi omillarini hisobga olgan holda tahlil qilingan. Asarda keltirilgan ismlar haqiqiy bo‘lganligi sababli, ularning har bitta ma’lumotlari faktga asosan keltirilgan, so‘ngra lingvistik qolipga solingan. Maqolada tarjimon ularni o‘zbek tiliga o‘girishdan oldin leksikologik, semantik va fonetik tahlil qilish uchun qoliplar taklif qilingan.

Kalit so‘zlar: antroponimlar, transliteratsiya, ingliz-o‘zbek tarjima, leksikologiya.

PROBLEMS OF ENGLISH INTO UZBEK TRANSLATING ANTHROPONYMS IN THE “THE EDUCATION OF THE WILL” BOOK OF JULES PAYOT

Keywords: antroponyms, transliteration, English-Uzbek translation, lexicology.

INTRODUCTION

KIRISH

Mazkur maqolada Jyul Payoning “Iroda tarbiyasi” asari va unda ingliz tilidan o‘zbek tiliga tarjima qilingan antroponimlarni muammolari haqida so‘z boradi. Jyul Payoning “Iroda tarbiyasi” romanining tarjima jarayonida bu asarga tayanch ya’ni tirgak bo‘luvchi olimlar tomonidan yozilgan juda ko‘p ilmiy faktlar keltirilgan. Bu esa yoshlarning o‘z ustidan qoyilgan hokimligi, hamda o‘zlarini o‘zlari bir ishni qay darajada chidam bilan amalga oshirishi uchun yoki dangasalikni yengish uchun usul keltirilgan

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desak mubolag'a bo'lmaydi. Irodasini tarbiyalagan insonlar hayoti davomida juda ko'p yutuqlarga erishganini bilamiz. Buyuk mutafakkir Jemil Merij "Bu o'lka" kitobida "Tartib bilan ishlashni mana shu kitobdan o'rgandim" deb ta'kidlaydi. Bu esa bizni bu kitobni o'qishligimiz juda ham muhimligi va zarurligini ko'rsatadi.

LITERATURE REVIEW AND RESEARCH METHODOLOGY IZLANISHLAR METODOLOGIYASI VA ADABIYOTLAR TAHLILI

Maqola uchun tadqiqot davomida qiyosiy adabiyotlar, lingvistik atamalarning qarama-qarshi va tavsifli tarjima hamda asar tarjimasining stilistik tahlillari o'rganildi.

Muallif Jyul Payo yaratuvchanlik qobiliyati tadqiqotda nazariy jihatdan muqarrar savollarga zamin yaratadi. Natijalarga uch xil qarash bilan nazar tashlash mumkin. Birinchidan, nomlar tarjima qilinishi kerakmi yoki ayrim tarjimonlar ularni tarjima qilganmi, agar shunday bo'lsa, tarjima tiliga qanday tarjima qilinganini tekshirish. Ikkinchidan, obektlarni tarjima qilish uchun ishlatiladigan strategiya va usullarni ko'rib chiqish va yechimni ko'rsatish. Uchinchidan, inglizcha-o'zbekcha taqqoslash va zidlash orqali ismlarning semantik yoki tavsifiy ma'nosini o'rganishdan iborat.

Antroponimlar orfografik transformatsiyaga uchraganligi hamda tarjimonning qarashlari orqali tahlil qilinadi.

RESULTS

NATIJALAR

Ushbu maqoladagi yigirmadan ortiq antroponimlar leksikologik, morfologik va boshqa xususiyatlariga ko'ra tahlil qilindi. Tadqiqotlar ba'zi muammoli jihatlari, ismlarning aniq faktlar asosida keltirilgani hamda o'zbek tiliga mos ismlarning jihatlari ham qisman o'rganildi va turli yechimlar taklif qilindi.

DISCUSSION

MUHOKAMA

Transliteratsiya – manba skriptda yozilgan belgilarni maqsadli skriptga aylantirish usuli. Bu tarjimadan farq qiladi, chunki u manba so'zining **ma'nosini emas, balki talaffuzni** o'zgartiradi. Mashhur narsalar,

manzillar va boshqa soʻzlarning aksariyat nomlari allaqachon tilingizga transliteratsiya qilingan. Bu yerda asosiy narsa soʻzni toʻgʻri yozish usulini oʻrganishdir. Misol uchun, mashhur shaharlar allaqachon uzoq vaqtdan beri oʻrnatilgan imlo bilan maqsadli tilingizga transliteratsiya qilingan. Qiyin qism, manba soʻzi yaxshi maʼlum boʻlmaganda paydo boʻladi. Bunga kichik shaharlar, taomlar nomlari, uyushmalar yoki hatto madaniy tadbirlar yoki buyumlar kiradi. Ushbu gʻoya maqsadli til va madaniyatga yaxshi maʼlummi yoki yoʻqmi – bu tarjimon qilishi kerak boʻlgan hukmdir. Flamenko mashhur ispan raqsi boʻlsa-da, uning amakivachchasi *Sevillanas* emas. Shunday qilib, bu yerda ikki tomonlama: maqsadli skriptingizga transliteratsiya qiling va tavsif qoʻshing. Masalan, oʻzbek tilimizda *c* harfi mavjud emas, ammo ingliz tilida mavjud boʻlgan ushbu tovushning oʻqilish qoidalari bor. *C* harfi baʼzan [s] baʼzan esa [k] oʻqiladi. Agarda *c* harfidan keyin unlilardan **e,i,y** kelsa u holda [s] deb oʻqiladi: *Cinema* [sinema]. Agar *c* harfidan keyin undoshlar va **a,o,u** unlilari kelsa [k] deb oʻqiladi: *Nicole* [Nikol], *Caligula* [Kaligula].

Agar soʻz *WR* bilan yozilsa, bu harflar juftligi *R* deb bitta tovush sifatida talaffuz qilinadi: *Wright* [Rayt]. Kombinatsiya inglizcha harflar “Gh” odatda oʻqilmaydi, yaʼni “gh” soʻz oxirida boʻlsa: *eight* [eyt], *high* [hay], *wright* [rayt].

Istisno soʻzlar, “gh” harflarining kombinatsiyasi [g] yoki [f] sifatida oʻqilishi mumkin: *enough* [inaf], *ghost* [gost].

“ew” diftongi “few” diftongiga oʻxshaydi. Bu diftongning birinchi tovushi *Y* undoshidir. Diftonglar odatda ikkita unli tovushdab iborat, lekin bu diftongda *Y* undoshi unli vazifasini bajaradi.

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TABLE 1. The phonetic change norms in transferring the letters from English into Uzbek.

	Latin or English based names	Translation into Uzbek
1	N <u>i</u> cole	N <u>i</u> kol
2	<u>C</u> aligula	<u>K</u> aligula
3	Elizur <u>W</u> right	Elizur R ayt
4	<u>N</u> ewton	N yuton

CONCLUSION

XULOSA

Maqoladagi nomlar adabiyotning badiiy adabiyot sohasiga tegishli. Odatda tarjimonlar bolalar uchun mo'ljallangan adabiyotlardagi ismlarni tarjima qilish uchun ko'proq imkoniyatga ega bo'lishlari mumkin. Fantastik asarlarda esa biroz qiyinroq. Shuningdek, badiiy asardagi nomlarni tarjima qilish anchayin oson. Ba'zilarini tarjima qilish mumkin, ba'zilarini esa yo'q. Bu yozuvchining pozitsiyasiga bog'liq: yozuvchi tarjimonning hukmdori, ismlar ba'zida o'zgarishsiz qolishi kerak. Bundan tashqari, ba'zida ular nafaqat shaxs nomlarida, balki o'simliklarning nomlarida, sehrgarlik kitoblarida, ovqatlar va afsunlarda ham tillararo o'zgarishlarni amalaga oshirishlari kerak.

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GAMIFICATION IN DISTANCE LANGUAGE LEARNING IN ESP

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Annotation: *This article explores the application of gamification in distance language learning for law students at Tashkent state university of law who have intermediate and advanced levels of English proficiency. It investigates how game-based learning techniques can enhance the experience and effectiveness of English for Specific Purposes (ESP) in the legal field. By examining various gamification methods and their impact on learning outcomes, this study aims to shed light on the benefits and challenges of integrating gamification in virtual legal language courses. Results demonstrate the potential of gamified learning in improving students' engagement, motivation, and overall language skills.*

Keywords: *Gamification, ESP, distance learning, legal English, law students, language proficiency, game-based learning.*

Introduction

The rapid development of technology has revolutionized the field of education, particularly in distance learning at Tashkent state university of law. Tashkent State University of law (TSUL) is a higher educational institution that prepares and trains qualified legal personnel in our country. It was founded on the basis of the first and second Tashkent State University of law in accordance with the decree of the First President of the Republic of Uzbekistan I.A.Karimov, in 2005. Tashkent State University of law is considered as one of the most prestigious universities in our country. TSUL is a fundamental higher educational and scientific-methodical institution for training legal personnel in Uzbekistan. [Ametova, O., & Mustafoeva, N. 2023] English holds the position as the essential language in the world and is called the language of knowledge [Boyinbode, 2018]. Gamification, the application of game elements and principles in non-game contexts, has emerged as an innovative approach to engage learners and enhance their educational experiences. In the realm of language learning, particularly English for Specific Purposes (ESP),

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gamification holds promise for law students seeking to improve their proficiency in legal English.

The language teaching and learning process has changed over the years following the various changes in the national curriculum [Adris & Yamat, 2015; Hashim et al., 2019], from traditional classrooms to digital learning environments [Subhash & Cudney, 2018; Yaccob & Yunus, 2021]. Law students must navigate complex terminology and language structures specific to the legal domain, making ESP essential for their academic and professional development. This article examines the impact of gamification in distance language learning for law students with intermediate and advanced levels of English proficiency. Through a review of current methods and case studies, the article explores how gamification can improve student engagement, motivation, and language acquisition in legal contexts.

Methods

To assess the impact of gamification in distance language learning for ESP for law students at Tashkent State University of Law, the study utilized a mixed-methods approach, combining qualitative and quantitative data collection and analysis. The study participants included intermediate and advanced-level law students enrolled in online legal English courses. The following methods were employed:

Survey and Questionnaire: A survey was distributed to law students to gather data on their experiences and perceptions of gamified language learning in legal contexts. The survey included questions on their engagement levels, motivation, and satisfaction with gamified courses.

Focus Groups: Small focus groups of law students participated in moderated discussions about their experiences with gamified legal English courses. These discussions provided qualitative insights into the students' engagement, motivation levels, and specific challenges faced in gamified learning environments.

Case Studies: The study conducted two case studies focusing on gamified legal English course modules tailored to the Tashkent State University of Law students. These modules included:

- *Role-Playing Exercises:* Students participated in virtual role-playing exercises simulating legal scenarios such as court hearings, negotiations,

and client consultations. These activities allowed students to apply legal English in realistic situations and improve their language skills in context.

- *Interactive Quizzes and Games:* Students engaged in interactive quizzes and games that tested their understanding of legal concepts and terminology. Examples included legal trivia games, scenario-based quizzes, and timed challenges that rewarded quick and accurate responses.

Learning Outcome Assessments: Students' language proficiency and legal knowledge were assessed before and after participating in gamified courses using standardized language tests and legal quizzes. The assessments measured improvements in legal English proficiency and the application of legal concepts.

Performance Tracking and Feedback: Throughout the courses, students received immediate feedback on their performance in gamified activities. Achievement badges, progress bars, and personalized feedback were provided to keep students motivated and track their progress.

By focusing on activities and course structures specifically designed for law students at Tashkent State University of Law, this approach aims to align gamification with the university's academic standards and student needs. Through these methods, the study seeks to evaluate the effectiveness of gamified learning in enhancing students' legal English proficiency and their ability to apply legal concepts in practical settings.

Results and Discussion

The study yielded several significant findings regarding the impact of gamification in distance language learning for law students at Tashkent State University of Law. Here are the results and their discussion, including specific examples from the study:

Improved Engagement and Participation: Law students demonstrated higher levels of engagement and active participation in gamified legal English courses. For example, students frequently collaborated in online legal simulations, such as role-playing exercises that mimicked court hearings or legal negotiations. This interactive approach fostered a sense of community and camaraderie among the students, enhancing their overall engagement with the course content.

Enhanced Motivation: Gamified elements, such as achievement badges and leaderboards, provided a competitive yet friendly atmosphere. For instance, students who consistently scored high on interactive legal

quizzes or demonstrated excellence in role-playing exercises received recognition through badges and public accolades. This approach motivated students to strive for improvement and continue participating in gamified activities.

Greater Retention and Application of Legal Concepts: The use of virtual legal clinics and simulated client interactions enabled students to apply legal concepts and terminology in real-world contexts. For example, students who participated in these simulations reported better retention of legal language and concepts. They could effectively transfer their theoretical knowledge into practice, drafting legal documents and offering legal advice with greater confidence.

Positive Attitudes toward Language Learning: Students expressed a positive shift in their attitudes towards learning legal English. The gamified courses offered a variety of activities, from scenario-based legal debates to trivia games testing legal knowledge. This variety kept students engaged and made the learning process more enjoyable.

Challenges and Limitations: While the overall response to gamification was positive, some students encountered challenges. A few students noted that adapting to the gamified approach required a learning curve, especially for those less familiar with digital games. Additionally, occasional technical issues such as slow internet connections or software glitches disrupted some gamified activities.

Improved Communication and Collaboration Skills: In addition to language and legal knowledge, students enhanced their communication and collaboration skills through gamified activities. For instance, students participating in group-based legal scenario projects such as mock trials learned to work together, share knowledge, and negotiate effectively.

Overall, the results suggest that gamification in distance language learning for ESP can offer law students at Tashkent State University of Law an engaging and effective way to improve their legal English skills. The interactive nature of the activities and the immediate feedback provided by gamified courses motivated students to actively participate and apply their learning in real-world contexts. Despite some challenges and limitations, the benefits of gamified learning for law students in terms of engagement, motivation, and retention of legal concepts are evident. These findings highlight the potential of gamification as a valuable teaching

approach in ESP for law students and underscore the need for further research to optimize its implementation in distance language learning environments.

Conclusion

The study concludes that gamification has the potential to significantly enhance distance language learning for ESP in legal contexts. By engaging law students through interactive and immersive game-based learning activities, educators can foster greater motivation and improve language acquisition. While challenges such as technical issues and differing familiarity with digital games exist, the overall benefits of gamification for law students' legal English proficiency make it a promising approach for future course designs. Further research is needed to explore long-term effects and optimal strategies for integrating gamification in ESP, particularly in other specialized fields. Nevertheless, the study emphasizes the value of gamification as a creative and effective method for enhancing legal language learning in distance education.

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THE FUTURE OF LEGAL ENGLISH LEARNING: INTEGRATING AI INTO ESP EDUCATION

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Abstract: *This article introduces the concept of English for Specific Purposes (ESP) and explores its significance in preparing law students for effective communication within the legal field. In recent years, the potential of Artificial Intelligence (AI) as a powerful tool to enhance the ESP learning experience has gained attention. AI technologies offer unique opportunities to tailor instruction and provide personalized learning experiences for law students. AI-powered platforms can adapt to individual students' needs, progress, and learning styles, ensuring targeted instruction and maximizing language acquisition. Furthermore, AI tools can analyze students' language production, offering instant feedback on grammar, vocabulary usage, and pronunciation. Additionally, speech recognition tools powered by AI assist law students in improving their pronunciation, intonation, and overall oral communication skills. However, it is important to consider ethical considerations such as privacy, data security, and the responsible use of AI technologies. Through responsible implementation, AI becomes a valuable tool in augmenting the*

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ESP learning experience for law students, preparing them for successful careers in the legal field.

Keywords: *AI, ESP, law, legal terminology, language acquisition.*

ESP holds significant importance in the legal profession and is highly relevant for law students due to the unique language needs and challenges they face in developing effective legal communication skills. Law students require specialized language proficiency to navigate the complex and precise terminology used in legal contexts. The ability to understand and use legal language accurately is crucial for successful communication within the legal profession.

Law students encounter various challenges in developing their legal communication skills. These challenges include understanding and interpreting complex legal texts, effectively communicating legal concepts to clients and colleagues, conducting legal research, and producing well-structured and persuasive legal documents. The language used in the legal field is highly technical and precise, requiring law students to develop a deep understanding of legal terminology, syntax, and discourse patterns.

ESP plays a vital role in addressing these challenges by focusing on the specific language and terminology required in legal contexts. ESP instruction for law students incorporates legal vocabulary, specialized reading materials, case studies, and simulated legal scenarios to enhance their language skills.[Xatamova, 2024: 1] By providing targeted instruction in legal language, ESP enables law students to develop the necessary proficiency to comprehend legal texts, engage in legal discussions, and produce effective legal writing.

AI technologies have the potential to greatly enhance ESP education in law classrooms. AI-powered language learning platforms can provide personalized learning experiences, adapting to individual students' needs and progress. These platforms offer targeted vocabulary and grammar exercises, interactive activities, and adaptive content, allowing law students to improve their language proficiency at their own pace.

AI tools also support language learning and communication skills by providing instant feedback and analysis. AI-driven speech recognition tools help law students improve their pronunciation, intonation, and overall oral communication skills. Automated writing analysis tools offer grammar

correction, suggestions for improving legal writing skills, and feedback on organization and clarity.

Furthermore, AI applications such as language translation tools can assist law students in understanding legal texts written in different languages, facilitating cross-border legal communication.

In the ESP classroom for law students, specific AI-driven tools can significantly enhance the learning experience and support language acquisition.[Yousef, 2023: 11] AI-powered platforms designed for language learning offer personalized learning experiences for law students. These platforms utilize adaptive content and intelligent algorithms to tailor instruction to individual needs and progress. Law students can access targeted vocabulary and grammar exercises, interactive activities, and authentic legal materials. AI algorithms track students' performance and provide customized feedback, ensuring focused language development and effective learning outcomes.

AI-based speech recognition tools play a crucial role in helping law students improve their pronunciation, intonation, and overall oral communication skills. These tools analyze students' spoken language, identify pronunciation errors, and provide instant feedback. Law students can practice their legal English, receive real-time guidance on pronunciation, and refine their speaking abilities. AI-powered speech recognition tools enable students to develop clear and accurate oral communication skills necessary for effective legal discourse.

AI-driven tools designed to assist with writing offer valuable support to law students in improving their legal writing skills. These tools provide automated writing analysis, grammar correction, and suggestions for enhancing legal writing quality. Law students can receive feedback on grammar, syntax, organization, clarity, and legal terminology usage. AI tools assist in refining written legal communication, ensuring students produce well-structured, persuasive, and professional legal documents.

These AI-driven tools empower law students to practice and refine their language skills in a supportive and interactive environment. By leveraging the capabilities of AI, these tools offer personalized instruction, real-time feedback, and targeted language practice, allowing law students to enhance their linguistic abilities specific to the legal field. The integration of these tools in the ESP classroom not only optimizes language

learning but also prepares law students for effective communication and success in their legal careers.

Integrating AI tools effectively in the ESP classroom for law students requires careful consideration and guidelines to optimize the learning experience.

When integrating AI tools, teachers should align the curriculum with the specific language needs and goals of law students. They should identify key language skills and prioritize areas where AI tools can provide the most benefit, such as legal vocabulary, writing skills, or oral communication. They should design activities and assessments that incorporate AI tools to enhance learning outcomes.

Teachers should actively engage with students to provide guidance, support, and clarification while using AI tools. They should encourage students to actively participate and reflect on their learning experience with AI. Teachers can monitor student progress, provide additional explanations, and offer personalized guidance to address individual needs.

Privacy, data security, and responsible use of AI technologies are crucial considerations. Teachers should ensure that student data is protected and used only for educational purposes. They should choose AI tools from reputable sources that prioritize data privacy and security. Teachers should inform students about the use of AI technologies, obtain necessary permissions, and adhere to ethical guidelines when implementing AI tools.

The role of the teacher remains crucial in leveraging AI tools effectively. Teachers should select appropriate AI tools based on student needs, integrate them seamlessly into the learning environment, and provide clear instructions on their usage. They should also monitor student progress, assess the effectiveness of AI tools, and make necessary adjustments to optimize learning outcomes.

While AI tools offer valuable support, it is important to maintain a balanced learning experience. Teachers should ensure that AI tools complement rather than replace traditional teaching methods. They should encourage interactive discussions, provide opportunities for collaboration, and foster critical thinking skills alongside the use of AI tools. This helps create a well-rounded learning environment that integrates human interaction, reflection, and engagement with AI-driven learning.

The future of AI technologies for ESP education in the legal field holds immense potential for further advancements and developments.

AI-powered platforms can evolve to provide more sophisticated natural language processing capabilities. They can analyze complex legal texts, offer in-depth explanations of legal concepts, and generate personalized summaries tailored to students' needs. Advanced language models may be able to simulate legal conversations and provide realistic practice scenarios for law students.

Virtual reality (VR) and augmented reality (AR) technologies can create immersive learning experiences for law students.[Toshmatov, 2024: 2] They can simulate courtroom environments, allowing students to practice legal communication, observe court proceedings, and participate in virtual moot courts. VR and AR can enhance the authenticity and engagement of ESP education, providing students with realistic and interactive opportunities to develop their skills.

AI technologies can advance to create intelligent tutoring systems specifically designed for ESP in the legal field. These systems can adapt to individual students' learning styles, strengths, and weaknesses, providing personalized instruction and feedback. Intelligent tutoring systems can offer tailored language exercises, analyze performance data, and dynamically adjust instruction to optimize language learning outcomes.

In conclusion, the integration of AI technologies in ESP education for law students presents numerous benefits and opportunities. AI-powered tools offer personalized learning experiences, targeted language practice, and instant feedback, enhancing language proficiency, legal writing, and oral communication skills. They have the potential to simulate realistic legal scenarios, facilitate legal research, and provide valuable language resources. However, responsible implementation of AI technologies is crucial, considering ethical considerations such as privacy, data security, and the responsible use of AI. Ongoing research and development in the field of AI for ESP education will continue to shape the future of language learning in the legal field. While AI is a powerful tool, the role of human guidance and interaction remains vital in providing context, support, and fostering critical thinking skills. By combining the strengths of AI and human guidance, ESP education can be further enhanced, preparing law students for effective communication and success in the legal profession.

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"REVOLUTIONIZING ENGLISH LANGUAGE LEARNING: EXPLORING CUTTING-EDGE METHODS IN EDUCATION TECHNOLOGY"

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Annotation. *This article describes In the ever-evolving landscape of modern education. In today's rapidly evolving educational landscape, the integration of technology has transformed the way English language learning is approached. This article delves into the forefront of innovation, examining how modern methodologies and technological advancements are revolutionizing the process of learning English.*

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Key words: Educational landscape, Integration of technology, English language learning, Innovation, Modern methodologies, Technological advancements, Revolutionizing, Learning process.

Аннотация. В данной статье описывается постоянно меняющийся ландшафт современного образования. В современной быстро меняющейся образовательной среде интеграция технологий изменила подход к изучению английского языка. Эта статья находится в авангарде инноваций и исследует, как современные методологии и технологические достижения революционизируют процесс изучения английского языка.

Ключевые слова: Образовательный ландшафт, интеграция технологий, изучение английского языка, инновации, современные методологии, технологические достижения, революция.

Annotatsiya. Ushbu maqola zamonaviy ta'limning doimiy o'zgaruvchan manzarasini tasvirlaydi. Bugungi jadal rivojlanayotgan ta'lim muhitida texnologiya integratsiyasi ingliz tilini o'rganishga yondashuvni o'zgartirdi. Ushbu maqola zamonaviy metodologiyalar va texnologik yutuqlar ingliz tilini o'rganish jarayonini qanday inqilob qilayotganini o'rganib, innovatsiyalarning oldingi qatoriga kiradi.

Kalit so'zlar: Ta'lim landshafti, texnologiya integratsiyasi, ingliz tilini o'rganish, innovatsiyalar, zamonaviy metodologiyalar, texnologik yutuqlar.

The integration of technology has become a cornerstone in shaping the way English language learning is approached. Traditional methods are giving way to a new era of innovation, where modern methodologies and technological advancements are at the forefront of revolutionizing the process of learning English. This article embarks on an exploratory journey into this exciting realm, shedding light on how cutting-edge methods in education technology are reshaping the landscape of English language education. From interactive apps to virtual reality experiences, we delve into the diverse array of tools and techniques that are redefining how learners engage with the English language. Join us as we navigate the dynamic intersection of education and technology, uncovering the

transformative potential that lies within the realm of English language learning.⁷

Increasing student interest in the English language through new methods in educational technology requires a thoughtful approach. Here are some strategies tailored to achieve this goal:

Interactive Language Apps: Incorporate interactive language learning apps that offer engaging activities such as games, quizzes, and interactive exercises. Apps like Duolingo, Babbel, or Rosetta Stone provide immersive experiences that can captivate students' interest while they learn English.

Language Learning Platforms: Integrate modern language learning platforms that utilize adaptive algorithms to personalize the learning experience for each student. Platforms like Memrise or FluentU offer multimedia content, spaced repetition, and progress tracking to keep students motivated.

Virtual Reality (VR) Experiences: Utilize VR technology to create virtual environments where students can practice English in realistic scenarios. VR simulations can transport students to English-speaking countries, allowing them to interact with native speakers and develop language skills in immersive settings.

Augmented Reality (AR) Applications: Implement AR applications that overlay digital content onto the real world, enhancing language learning experiences. AR language learning apps can transform everyday objects into interactive learning tools, making language acquisition more engaging and interactive.

Online Language Exchanges: Facilitate online language exchanges where students can connect with English learners from other countries via video conferencing platforms. Pairing students with language partners provides authentic opportunities for communication and cultural exchange, fostering motivation and interest in learning English.

Social Media Integration: Integrate social media platforms into English language lessons to promote authentic communication and collaboration. Encourage students to participate in English-language discussions, share content, and connect with other learners and native speakers online.

⁷ Nargiza, Y. (2023). ANALYSIS OF TECHNOLOGY AND METHODS OF USING MIXED EDUCATION IN TEACHING ENGLISH. *Innovations in Technology and Science Education*, 2(17), 472-479.

Project-Based Learning: Implement project-based learning activities that require students to use English to solve real-world problems or create meaningful projects. Projects could include creating multimedia presentations, producing podcasts, or designing websites in English, allowing students to apply language skills in practical contexts.

Game-Based Learning: Incorporate game-based learning elements into English language lessons to make learning more enjoyable and engaging. Gamified activities, such as language challenges, scavenger hunts, or escape room puzzles, can motivate students to actively participate and learn English in a fun and interactive way.

Digital Storytelling: Encourage students to create digital stories, comics, or videos in English to express their creativity and practice language skills. Digital storytelling allows students to engage with language in a meaningful context while developing their communication and storytelling abilities.

Personalized Learning Paths: Offer personalized learning paths tailored to each student's interests, goals, and learning preferences. Adaptive learning platforms can analyze student performance and provide targeted feedback and recommendations to help students progress at their own pace and stay motivated.

Interactive language apps are digital tools designed to facilitate language learning through engaging and interactive activities. These apps leverage technology to provide users with a dynamic and immersive learning experience, often incorporating features such as games, quizzes, multimedia content, and interactive exercises. Here's more information about them:

Gamified Learning: Interactive language apps often incorporate gamification elements to make learning more fun and engaging. They may include game-like challenges, rewards, levels, and leaderboards to motivate users and encourage regular practice.

Multimedia Content: These apps typically offer a variety of multimedia content, including videos, audio recordings, images, and animations. This multimedia approach helps users develop listening, speaking, reading, and writing skills in a more engaging and authentic context.

Interactive Exercises: Interactive language apps provide users with a wide range of interactive exercises and activities to practice vocabulary, grammar, pronunciation, and other language skills. These exercises may include matching games, fill-in-the-blank exercises, speaking challenges, and more.

Progress Tracking: Most interactive language apps include features for tracking users' progress and performance. They may provide detailed feedback on users' strengths and weaknesses, track their learning goals and achievements, and offer personalized recommendations for further study.

Adaptive Learning: Some interactive language apps employ adaptive learning algorithms to personalize the learning experience for each user. These algorithms analyze users' performance and adjust the difficulty level and content of the exercises accordingly, ensuring that users are challenged at an appropriate level and making the learning process more efficient and effective.

Mobile Accessibility: Many interactive language apps are designed for mobile devices, making them accessible anytime, anywhere. Users can easily access the app on their smartphones or tablets, allowing for convenient and flexible learning on the go.

Community Features: Some interactive language apps include community features that allow users to interact with other learners and native speakers of the target language. Users may participate in discussion forums, language exchange programs, or live chat sessions to practice their language skills and connect with others who share their interests.

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Popular examples of interactive language apps include Duolingo, Babbel, Rosetta Stone, Memrise, and FluentU. These apps cater to learners of all levels, from beginners to advanced speakers, and offer a wide range of languages to choose from. Whether users are looking to learn a new

⁸ Yusupova, N. N. (2023). PEDAGOGIK TA'LIM KLASTERI MUHITIDA ARALASH TA'LIMNI QO'LLASH TEXNOLOGIYASI. *Innovative Development in Educational Activities*, 2(19), 224–230. Retrieved from <https://openidea.uz/index.php/idea/article/view/1699>

language for travel, work, or personal enrichment, interactive language apps provide a convenient and effective way to achieve their language learning goals.

By implementing these innovative methods in educational technology, educators can effectively increase student interest in the English language and create dynamic learning experiences that inspire engagement, motivation, and language proficiency.

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IN MODERN EDUCATION - BLENDED LEARNING THE ROLE OF INNOVATIVE ANALYTICAL SKILLS

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Annotation. *This article describes In the ever-evolving landscape of modern education, blended learning has emerged as a transformative pedagogical approach that seamlessly integrates traditional classroom instruction with digital technology. At the heart of this paradigm shift lies the critical role of innovative analytical skills. This comprehensive article delves deep into the multifaceted dimensions of blended learning and elucidates how innovative analytical skills drive its efficacy and success. Across ten expansive sections, it explores the intersection of technology, pedagogy, and analytics, offering insights into data-driven decision-making, personalized learning pathways, adaptive algorithms, and much*

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more. By navigating through this discourse, educators, policymakers, and stakeholders will gain a nuanced understanding of the pivotal role played by innovative analytical skills in shaping the future of education.

Key words: blended education, development of pedagogical competence, information and communication.

Аннотация. В этой статье описывается: В постоянно меняющемся ландшафте современного образования смешанное обучение стало преобразующим педагогическим подходом, который органично интегрирует традиционное обучение в классе с цифровыми технологиями. В основе этого изменения парадигмы лежит решающая роль инновационных аналитических навыков. Эта всеобъемлющая статья глубоко погружается в многогранные аспекты смешанного обучения и объясняет, как инновационные аналитические навыки способствуют его эффективности и успеху. В десяти обширных разделах он исследует пересечение технологий, педагогики и аналитики, предлагая понимание принятия решений на основе данных, персонализированных путей обучения, адаптивных алгоритмов и многого другого. Проходя через этот дискурс, преподаватели, политики и заинтересованные стороны получают тонкое понимание ключевой роли, которую играют инновационные аналитические навыки в формировании будущего образования.

Ключевые слова: смешанное образование, развитие педагогической компетентности, информация и коммуникация.

Annotatsiya. Ushbu maqolada tasvirlangan zamonaviy ta'limning doimiy rivojlanayotgan landshaftida aralash ta'lim an'anaviy sinfdagi o'qitishni raqamli texnologiyalar bilan uzviy bog'laydigan transformativ pedagogik yondashuv sifatida paydo bo'ldi. Ushbu paradigma o'zgarishining markazida innovatsion tahliliy ko'nikmalarning muhim roli yotadi. Ushbu keng qamrovli maqola aralash ta'limning ko'p qirrali o'lchovlarini chuqur o'rganadi va innovatsion analitik ko'nikmalar uning samaradorligi va muvaffaqiyatiga qanday yordam berishini tushuntiradi. O'nta keng bo'lim bo'yicha u texnologiya, pedagogika va analitikaning kesishishini o'rganadi, ma'lumotlarga asoslangan qarorlar qabul qilish, shaxsiylashtirilgan o'rganish yo'llari, moslashuvchan algoritmlar va boshqa ko'p narsalarni taklif qiladi. Ushbu nutqni o'rganish orqali o'qituvchilar, siyosatchilar va manfaatdor tomonlar ta'lim kelajagini

shakllantirishda innovatsion tahliliy ko'nikmalar o'ynagan muhim rol haqida nozik tushunchaga ega bo'ladilar..

***Kalit so'zlar:** aralash talim, pedagogik kompetentligini rivojlantirish, axborot-kommunikatsiya.*

In today's rapidly evolving educational landscape, blended learning stands as a cornerstone, seamlessly integrating traditional classroom methods with digital technologies. However, the effectiveness of this approach doesn't solely hinge on technological advancements; rather, it heavily relies on the cultivation and application of innovative analytical skills. This article delves into the pivotal role these skills play in modern education, particularly within the framework of blended learning. Therefore, the mixed education model requires continuous professional development and improvement from the teacher. This is due to its effective modification of existing strategies to teach students to study independently and freely, acquire knowledge and skills. Modern technology can provide the teacher with the information necessary to understand the individual needs of students. The analysis of these data allows the teacher to develop the necessary program to support and deepen the knowledge acquired by students.⁹

Blended learning, with its fusion of in-person and online instruction, offers unparalleled flexibility and personalized learning experiences. Yet, to harness its full potential, educators and learners alike must possess a diverse set of analytical skills, extending beyond conventional paradigms. Here are key ways innovative analytical skills contribute to the success of blended learning:

1. Data-driven Decision Making: Analytical skills empower educators to leverage data insights effectively. By scrutinizing learner performance metrics, engagement levels, and feedback, educators can tailor instructional strategies to individual needs, optimizing learning outcomes. Moreover, predictive analytics can anticipate challenges and preemptively address them, fostering a proactive educational environment.

⁹ Nargiza, Y. (2023). ANALYSIS OF TECHNOLOGY AND METHODS OF USING MIXED EDUCATION IN TEACHING ENGLISH. Innovations in Technology and Science Education, 2(17), 472-479.

2. Personalized Learning Pathways: Blended learning thrives on its ability to cater to diverse learning styles and paces. Innovative analytical skills enable educators to discern nuanced patterns within learner data, facilitating the creation of customized learning pathways. Adaptive learning algorithms, guided by sophisticated analytics, dynamically adjust content delivery based on individual progress, ensuring maximum engagement and retention.

3. Continuous Improvement: The iterative nature of blended learning necessitates a culture of continuous improvement. Innovative analytical skills empower educators to conduct thorough evaluations of instructional methodologies and technological tools. By scrutinizing data trends and user feedback, educators can iteratively refine their approaches, fostering innovation and staying abreast of evolving educational trends.

4. Fostering Critical Thinking and Problem-Solving: Blended learning environments serve as fertile ground for nurturing critical thinking and problem-solving skills. Innovative analytical skills equip learners with the ability to assess information critically, discern patterns, and formulate evidence-based conclusions. Moreover, interactive online platforms offer immersive problem-solving experiences, challenging learners to apply analytical reasoning in real-world contexts.

5. Collaborative Learning Networks: In the digital age, collaboration transcends physical boundaries, catalyzed by innovative analytical tools. Blended learning environments leverage data analytics to forge collaborative learning networks, connecting learners and educators across geographical divides. By harnessing collective intelligence and diverse perspectives, these networks foster a culture of collaborative problem-solving and knowledge exchange.

In essence, the success of blended learning hinges on the cultivation and application of innovative analytical skills. By harnessing data insights, fostering personalized learning experiences, and fostering collaborative problem-solving, educators and learners can unlock the full potential of this transformative educational paradigm. As we navigate the complexities of the digital age, embracing the power of innovative analytics is imperative to drive meaningful educational outcomes in the modern era.

Blended learning, a dynamic educational approach combining traditional classroom instruction with digital resources, has revolutionized

modern education. At its core lies the seamless integration of technology and pedagogy, requiring educators and learners to possess innovative analytical skills. Here, we explore ten essential aspects highlighting the pivotal role of these skills in shaping the success of blended learning.

In conclusion, innovative analytical skills are indispensable in modern blended learning environments. By harnessing data, predictive analytics, and feedback, educators can personalize learning experiences, optimize instructional strategies, and drive continuous improvement. As blended learning continues to evolve, cultivating and leveraging these skills will be essential for unlocking its full potential in shaping the future of education.

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РОЛЬ ХУДОЖЕСТВЕННОГО ТЕКСТА В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Анотация: *Статья посвящена проблематике работы над художественным текстом на занятиях иностранного языка. В ней анализируется причина того, почему многие преподавателя отказываются от рекомендации использования художественной литературы в процессе обучения иностранному языку, подчеркивается необходимость формирования литературной компетенции.*

Ключевые слова: *методика, мотивация, основные навыки,*

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художественная литература, литературной компетенции, творческий подход, иностранный язык, культура.

В процессе обучения иностранному языку значительную роль играет знакомство с культурой, к которой относится изучаемый язык. Культура в данном случае подразумевает набор кодов, которые предписывают человеку определенное поведение с присущими ему переживаниями и мыслями. Поэтому и знание иностранного языка всегда предполагает знание культурных традиций народа, его материальные и духовные границы каждодневных общественных связей, его жизненных условий, реалий, истории, менталитета философского и образного мышления, типа поведения и т. д. Важную роль в изучении иностранного языка с учетом его культурологического аспекта играет работа с художественной литературой – корпусом художественных текстов данного языка. Знакомство и изучением иностранной художественной литературы обязательно включено в учебный образовательный минимум для учащихся. В этой связи художественный текст давно закрепился в программе обучения иностранному языку. Художественный текст понимается в статье как отдельное в высшей степени индивидуальное произведение художественной речи, написанное на данном языке, а так же целостная единица в системе подобных текстов. Уже давно художественный текст прочно закрепился в программе обучения иностранному языку, и его роль в процессе обучения языку сложно переоценить. При знакомстве с художественной литературой другого народа учащиеся получают представление о тех культурных кодах, которые лежат в основе языка, и обретают такие основы, на которые в дальнейшем они могут опираться при интерпретации текста на иностранном языке. Понимание текста на иностранном языке служит залогом дальнейшего успешного освоения языковых и культурных тонкостей и является опорой в решении эстетических и этических вопросов, возникающих при переводе иностранного текста на родной язык. Иностранный художественный текст, таким образом, как носитель определенной модели культуры, помогает более глубокому познанию чужой культуры, с одной стороны. С другой же, через постоянное сопоставление текста со знакомыми, отечественными реалиями, что способствует более глубокому пониманию родной

культуры. В связи с вышесказанным, очевидно, что значительное место в успешном и эффективном изучении иностранного языка занимает перевод текста (как с иностранного языка на родной, так и с родного — на иностранный). Однако, опыт преподавателей вузов показывает, что в работе с текстом существует ряд проблем дидактического характера. Прежде всего, это проблема малого объема художественного материала в обучении иностранному языку носит нерегулярный, появляющийся от случая к случаю характер. Исследуя работу с литературным художественным текстом на иностранном языке, некоторые авторы отмечают, что художественный текст воспринимается педагогами как дополнительный, вспомогательный материал. По-прежнему для учащихся остается открытым вопрос адаптации текста на иностранном языке. Основываясь на опыте педагогов-практиков, мы сформулировали некоторые вопросы, которые возникают при использовании художественного текста в процессе обучения иностранному языку. Во-первых, может ли художественный текст быть составной частью обучения иностранным языкам? Педагоги чаще жалуются на то, что работа с художественным текстом отнимает у них много времени, как при подготовке, так и на занятиях и не приносит существенных результатов. Этот вид работы с точки зрения педагога малоэффективен, поскольку результаты имеют отдаленный характер и объективно оценить их трудно. По этой причине многие учителя отказываются от этого вида работы, отдавая предпочтение другим формам обучения. С другой стороны, можно перечислить ряд следующих доводов в пользу включения художественного текста в процесс обучения иностранным языкам:

1. ХТ может быть значительным мотивирующим фактором в процессе изучения иностранного языка.

2. ХТ является источником знаний истории народа и его языка, его культуры и традиций.

3. Работа с ХТ значительно увеличивает словарный запас учащихся.

4. Поэтические и стихотворные тексты способствуют усвоению фонетики изучаемого языка.

5. Даже частичные, поверхностные знания иностранной художественной литературы и умение поддержать беседу на

литературные темы углубляет коммуникативную компетентность учащихся, способствует установлению контактов с носителями языка, позволяет перевести их на более качественном высоком уровне.

6. Творческий подход педагога к работе с ХТ создает на занятиях интеллектуальную и эмоциональную атмосферу, способствующую углублению взаимоотношений между учащимися, а также между учителем и учащимися, что, несомненно, способствует развитию их личности.

7. Знание художественной литературы других народов создает в сознании учащихся определенную альтернативу по отношению к официальной унифицированной культуре. На наш взгляд, очевидно, что аргументы —за перевешивают аргументы —против.

Литературное образование в родном языке формирует свои цели приблизительно так: только умение учащегося общаться с художественной литературой становится навыками умения культурно читать. Является ли это частичной целью в обучении иностранному языку? В высшем образовании, бесспорно, да! Будущий учитель должен приобретать так называемую —литературную компетенцию| (знание истории и теории литературы в дидактической трансформации). Без этого невозможна практика использования художественного текста на уроках для учащихся. А как обстоят дела на начальных стадиях обучения? В данном случае постепенное овладение умением работать с иностранной художественной литературой опирается на приобретенные навыки и способностью анализировать текст на родном языке. Художественный текст выступает в обучении иностранному языку в двух функциях – как средство и как цель. Как цель выступает в качестве серьезного мотивирующего фактора при изучении иностранного языка в высшей школе. К сожалению, и в высших учебных заведениях педагог зачастую сталкивается с тем, что учащиеся иногда не способны проанализировать. В лучшем случае они могут лишь проанализировать произведение на уровне композиции и образов. Часто у студентов наблюдается поверхностный подход, причем он ограничивается только событиями. Студенты иногда не могут дать характеристику текста и ограничиваются пересказом сюжета. И лишь малая часть студентов способны охарактеризовать жанровые и

стилистические особенности художественный текста. Еще сложнее научить студента находить такие элементы текста, которые отражают определенные художественные направления, школу, стиль, эпоху. Эти познания у студентов систематически нужно развивать и культивировать. Пожалуй, сложно остановится на одном из подходов. Наиболее разумным, с нашей точки зрения, будет синтез перечисленных подходов. Но после того, как мы определились с подходами, мы должны решить еще решить вопрос пропорциональности креативного и когнитивного аспектов, вопрос о том, в какой степени при анализе и интерпретации художественный текста необходим контекст, как литературный, так и нелитературный (теория, история критика, авторская биография, социальный и исторический фон и т.д.).

Практика показывает, что словарный запас художественный текста в большинстве случаев превосходит знания и умения учащихся, что зачастую препятствует введению художественный текста в образовательный процесс. Есть ли пути преодоления этих барьеров? Эти проблемы тесно связаны с вопросом о том, на каком языке нужно проводить анализ и интерпретацию иностранного текста (на иностранном, на родном или, если необходимо, на обоих)? Полный или частичный анализ на иностранном языке подразумевает, что учащиеся должны владеть определенной литературоведческой терминологией на этом языке в таком виде деятельности. Можно найти разные способы решения представленных проблем и на наш взгляд, важно уже то, что им будет уделяться должное внимание. Некоторые лингвисты проводили и описывали в своих исследовательских работах эксперименты восприятия художественного текста на занятиях в школах и вузах. Из чего следует, что учащиеся в средних школах младших классов предпочитают воспринимать на слух интересные тексты, например, сказки, а не смотреть их по телевизору, формируя в своем воображении живые образы персонажей. В то время как старшеклассники предпочитает смотреть фильм по телевизору, что не заставляет их думать, поскольку в фильме визуальные образы освобождают их от необходимости воображать и додумывать свои

собственные, которые зачастую они могут вытеснять те образы, уже сформировавшиеся после прочтения произведения.

Современная лингвистика главной задачей считает обучение речевому общению. Для отбора художественного текста в качестве учебного материала учитывается коммуникативная направленность текста, его информативность, цельность, связанность и образность в сравнении который считается наиболее информационно насыщенным материалом и способностью передавать информацию.

Заключение

В процессе обучения иностранному языку, как на начальном этапе обучения, так и последовательном, используются в средних, специализированных и высших школах разновидности художественного текста как традиционного материала. Возможность учитывать уровень языковой подготовки и разрабатывать задания различной степени сложности в рамках одной программы, служат хорошей базой для реализации и дифференцированного подхода к обучению. При этом обеспечивается соблюдение принципа посильной трудности и доступности заданий, учитывается индивидуальный темп работы каждого обучаемого. Задача преподавателя иностранного языка – это способствовать формированию лингвокультурной коммуникативной компетенции учащихся и обогащению их речи образной и живой фразеологией. Современный инновационный подход к обучению иностранному языку предполагает развитие способностей обучающихся к самостоятельному подбору различных текстов от элементарных до более сложных, сюжеты которых интересны и близки учащимся и студентам. Очень важно учитывать здесь грамотную и результативную работу со словарем и приемам языковой догадки. Результаты обучения иностранному языку определяются сочетанием систематическим контролем со стороны преподавателя и самоконтролем обучающихся.

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МЕТОДЫ И ПРИЕМЫ ОБОГАЩЕНИЯ СЛОВАРНОГО ЗАПАСА У МЛАДШИХ ШКОЛЬНИКОВ НА УРОКАХ РУССКОГО ЯЗЫКА

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***Аннотация:** Статья посвящена проблеме формирования литературоведческих понятий в начальной школе*

***Ключевые слова:** литературоведческие понятия, младший школьный возраст, литературное чтение*

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Уроки литературного чтения в начальной школе – это всегда знакомство с художественными произведениями, постижение искусства выражения действительности через слово и различные средства языка.

Как утверждает А. Б. Есин, «художественное произведение есть неразрывное единство объективного и субъективного воспроизведения реальной действительности, как ее понимает автор, жизни как таковой, входящей в художественное произведение и познаваемой в нем, а также авторского отношения к жизни» [3].

Идея художественного произведения выражается в мыслях, идеалах и взглядах, выраженных автором в произведении [1]. В процессе написания произведения идея всегда первична и выражается через всю образную систему произведения. Если взять, к примеру, лирическое произведение, то его художественная идея выражена в эмоциональном состоянии и чувствах. Невозможно понять и прочувствовать внутреннее содержание произведения, не понимая его идеи. Идея в произведении не нуждается в обоснованиях и доказательствах. Автору достаточно обозначить вопрос, чтобы заинтересовать читателя. Идейное содержание произведения можно выделить из самого вопроса.

Литературное образование младших школьников является неотъемлемой частью образовательного процесса. Изучение литературы позволяет детям понять и анализировать смыслы произведений, развивает у них чувство прекрасного и способствует формированию эстетического вкуса. Через литературное образование учащиеся получают знания о словесном искусстве и учатся выразительно использовать язык. Благодаря этому, духовное развитие учеников происходит более глубоко и целостно. Литературное образование помогает детям стать более культурными и образованными людьми, способными ценить и понимать искусство слова. Литературное образование – это процесс целенаправленного становления ребенка как читателя, способного самостоятельно и осознанно учиться из текстов, отражающих человеческий опыт. Такой читатель осознает ценность чтения, стремится к книге и литературе, способен проникнуть в суть прочитанного текста, как информационного, так и художественного. Литературное образование

охватывает широкий спектр образовательных элементов, таких как программа литературного чтения, выразительное чтение и скоростное чтение. Уровень литературного образования младших школьников, по мнению Р.Н. Бунеева, можно оценить по следующим аспектам:

– Владение методами понимания текста (предвидение содержания на основе заглавия, иллюстраций, выделения ключевых слов, формулирование вопросов и предсказание ответов, выявление главной идеи, создание плана, пересказ по плану).

– Понимание элементов литературного анализа (определение темы произведения, выделение главной идеи, передача сюжета, характеристика персонажей, описания окружающего мира, формирование образа героя, понимание роли природы и окружения, выражение собственной точки зрения по тексту).

– Знание литературных терминов (согласно программы) [5].

Федеральный государственный образовательный стандарт начального общего образования определяет следующие критерии успешного освоения программы по литературному чтению:

1) Сформированность интереса к чтению художественной литературы и устным творчеством;

2) Уровень общего развития речи для последующего образования;

3) Осознание ценности литературы для развития личности;

4) Понимание разнообразия жанров литературы и устного народного творчества;

5) Владение базовыми навыками анализа и интерпретации текстов, использование литературных терминов;

6) Овладение методами анализа текстов вслух для правильного и понимающего чтения текстов различных жанров и стилей [8].

В настоящей статье описаны результаты анализа программ и учебников по литературному чтению с точки зрения исследуемой проблемы. Анализ программ и учебников УМК «Школа России» и УМК «Начальная школа 21 века» на наличие заданий, направленных на формирование понятий, описывающих стилевые и экспрессивные средства художественного произведения, позволяет сделать следующие выводы:

– В учебниках по литературному чтению в рамках УМК «Школа России» содержится больше заданий, направленных на формирование понятий;

– В обеих УМК процесс формирования понятий, связанных со стилистическими и экспрессивными средствами художественного текста, осуществляется во время работы со стихотворениями;

– Выполнение заданий над художественными произведениями поможет у младших школьников усвоить такие знания и умения, как выявление в произведении средств художественного выражения.

Анализ методических комплектов на наличие заданий, направленных на формирование понятий, связанных с темой, идеей, композицией и персонажами произведений позволил определить, что общими чертами процесса формирования литературных понятий в УМК «Школа России» и УМК «Начальная школа 21 века» является наличие задач на формирование понятий, таких как тема, идея произведения, персонажи; оба учебных комплекта охватывают практически все литературные жанры. Отличительной особенностью является то, что в УМК «Школа России» представлено большее количество литературных произведений. Анализ методических комплектов на наличие заданий, направленных на формирование понятий, отражающих принадлежность художественного произведения к определенному жанру и роду литературы, позволил определить, что общим для обеих программ является то, что формирование литературных понятий осуществляется через анализ текста и охватывает практически все литературные жанры. Что касается отличительных особенностей, в УМК «Школа России» отсутствуют задания на сравнительный анализ двух текстов.

Итак, можно заключить, что учащиеся, использующие программу «Школа России», имеют больше возможностей для освоения литературных концепций в теории литературы, что дает им базу для дальнейшего образования в средней школе. Проведя диагностическую работу, мы установили, что учащиеся второго класса имеют недостаточный уровень литературных знаний. Большинство заданий было выполнено с ошибками, причем на некоторых заданиях ошиблись 90% учащихся.

Как говорилось ранее, изучение литературоведческих понятий является важной частью образовательного процесса в области литературы. Правильный подход к изучению данных понятий может способствовать более глубокому пониманию литературных произведений и развитию аналитических навыков у младших школьников. В данной статье мы выделим три основных методических принципа изучения литературоведческих понятий, которые помогут учащимся эффективно освоить данные понятия.

1) Изучение на основе типичных литературных образцов. Первый принцип заключается в том, что изучение литературоведческих понятий должно быть основано на выборке типичных литературных образцов. Такой подход позволяет наглядно продемонстрировать суть и значение данного понятия. Младшим школьникам предлагается изучать конкретные примеры из литературных произведений, которые являются иллюстрацией данного понятия. Это помогает младшим школьникам лучше понять и запомнить смысл и использование понятий.

2) Постепенное усложнение изучаемых понятий. Второй принцип состоит в том, что усвоение литературоведческих терминов должно быть организовано таким образом, чтобы прогресс начинался с более простых понятий и постепенно переходил к более сложным. Младшие школьники должны постепенно углублять свои знания, начиная с основных понятий и переходя к более сложным. Такой подход позволяет младшим школьникам лучше усвоить материал и постепенно развивать свои аналитические и критические навыки.

3) Постоянная повторяемость и развитие изучаемых понятий. Третий принцип состоит в том, что, учитывая изменение психических способностей учеников со временем, важно использовать принципы постепенной усложняющейся и обогащающейся повторяемости изучаемых понятий с учетом их развития. Это означает, что младшим школьникам предлагается периодически повторять и углублять свои знания по литературоведческим понятиям, причем каждый новый этап повторения должен быть сложнее и более глубоко осмысленным, чтобы соответствовать их развивающимся навыкам и пониманию [7].

Методические принципы изучения литературоведческих понятий играют важную роль в образовательном процессе. Использование

выборки типичных литературных образцов, постепенное усложнение изучаемых понятий и постоянная повторяемость и развитие помогут младшим школьникам эффективно освоить данные понятия и развить аналитические навыки. Эти принципы могут быть использованы преподавателями для создания эффективных учебных программ и методических материалов, способствующих лучшему усвоению литературоведческих понятий младшими школьниками.

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