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THE REPRESENTATION OF WAR IN 20th CENTURY POETRY

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ABSTRACT *This paper examines the representation of war in 20th century poetry, exploring how poets have responded to the traumas and experiences of conflict. By analyzing various poetic works from both World Wars and subsequent conflicts, the study aims to illustrate the emotional, social, and political dimensions inherent in these representations. The interplay of language, imagery, and form will be scrutinized to reveal the unique ways in which poets articulate the complexities of war, ultimately contributing to our understanding of the human condition and the devastating impacts of violence.*

Keywords: *war poetry, emotional responses, close reading, identity, heroism, disillusionment, historical context.*

INTRODUCTION

The 20th century was marked by unprecedented levels of warfare, with two World Wars, the Vietnam War, and numerous other conflicts shaping the sociopolitical landscape. Poetry emerged as a powerful medium for expressing the chaos, suffering, and disillusionment wrought by these wars. This paper seeks to explore the multifaceted representation of war in poetry, focusing on how various poets encapsulate the brutality of conflict and its lingering psychological effects on individuals and society.

Through the lens of selected poems, this study will delve into themes such as heroism, loss, trauma, and the critique of nationalism. It will also highlight how poets from different backgrounds and experiences contribute to a diverse poetic landscape that reflects on the human condition in times of war.

LITERATURE REVIEW AND METHODOLOGY

The literature review will synthesize existing research on the representation of war in poetry, focusing on essential authors and movements. Key works to consider include:

1. Wilfred Owen and Siegfried Sassoon: The war poets of World War I whose works starkly depict the horrors of trench warfare and the disillusionment it spawned amongst soldiers.
2. W. H. Auden: His poetry addresses the existential crises brought on by war and challenges traditional notions of heroism and patriotism.

3. The Vietnam War Poets: Poets such as Yusef Komunyakaa and Kevin Varrone who reflect the complexities of the Vietnam War experience and its broader implications on identity and memory.

4. Contemporary Poets: This includes voices from recent conflicts, like wars in Iraq and Afghanistan, examining how they represent new forms of warfare and their impact on both soldiers and civilians.

Methodologically, this paper will employ a close reading of selected poems, analyzing language, form, and imagery. The study will also incorporate a historical and cultural context for deeper insights into how the poets' backgrounds and the societal events of their time shape their representations of war. Additionally, it will draw upon theoretical frameworks, including trauma theory and post-colonial studies, to enhance the analysis of these works. Through this comprehensive exploration, the paper aims to contribute to a deeper understanding of the ways in which 20th century poetry not only reflects the realities of war but also serves as a means for healing and remembrance in the face of collective trauma.

RESULTS AND DISCUSSION

The analysis of selected 20th century war poetry reveals a variety of emotional responses and thematic concerns that illustrate the complexities of conflict. Key findings include:

Depiction of Trauma: Poets like Wilfred Owen poignantly capture the psychological scars left by war. His poem "Dulce et Decorum Est" uses vivid imagery and simile to portray the gruesome realities of battle. The line "bent double, like old beggars under sacks" emphasizes the physical and emotional collapse soldiers experience.

Challenging Nationalism: W. H. Auden's poetry often critiques the glorification of war through a disillusioned lens. In "September 1, 1939," he reflects upon the societal impacts of conflict and the individual's role within it. His call to recognize the multifaceted consequences of war resonates especially in the context of rising nationalism and its rhetoric.

Exploring Identity: With poets from the Vietnam conflict, such as Yusef Komunyakaa in "Facing It," we see a deeper exploration of identity and memory. His work addresses not just the battle experience but also the intersection of race, heritage, and collective memory, revealing how war shapes personal and communal identities.

Environmental and Civilian Impact: Contemporary poets reflect on the broader implications of modern warfare, addressing environmental destruction and the civilian toll. This shift in focus invites a reevaluation of what constitutes a "war poem," as it broadens the scope to include the aftermath and the lingering effects on societies and individuals at home.

These findings demonstrate that 20th century war poetry is not merely a reflection of battle; it serves as a conduit for exploring broader sociopolitical themes, mental health

issues, and existential inquiries. The interplay between personal experience and collective memory offers readers insights into the human condition amidst chaos.

CONCLUSION

In conclusion, the representation of war in 20th century poetry reveals a profound engagement with the complexities of conflict. Through various poetic voices, this study highlights the emotional turmoil, societal critique, and moments of reflection that characterize war literature. The diverse thematic content—from the grim realities of battle in World War I to the reflections on identity during the Vietnam War, and the modern-day implications of ongoing conflicts—illustrates the adaptability and resilience of poetry as a form of artistic expression.

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ABSTRACT *This study investigates the relationship between family support and English learning motivation among early childhood students in Group B of Triamerta Singaraja Kindergarten, Indonesia. Using a cross-sectional analytical survey method, data were collected from 69 respondents through validated questionnaires. The Spearman Rank correlation test revealed a significant positive relationship between family support and learning motivation. However, there are controversies, particularly, about the age to start learning a new language. In Indonesia, English roles as a foreign language and the government have set up the policy to introduce English to students at elementary school. In order to support the language learning, parent involvement is extremely important to help the children learn and acquire the language. This study explores parents. English language teaching to young learners and further looks at their involvement in supporting their children learning the foreign language at home.*

Key words: *Parental involvement, English language teaching, young learners.*

INTRODUCTION

Early childhood, often called the "golden age," is a critical period for a child's holistic growth and development. During this phase, children experience rapid cognitive, linguistic, social- emotional, and physical maturation, making it an opportune time to establish foundational skills. This period is often characterized by significant neural plasticity, enabling young children to absorb and process information at an unparalleled pace. Consequently, early childhood presents a critical window of opportunity to establish foundational skills that form the basis for lifelong learning, well-being, and social integration. Early interventions during this stage have long-term impacts on a child's educational and personal trajectory, with parents playing a pivotal role in shaping these outcomes.

However, there are debates on regard of the hypothesis that the earlier the better. One of the arguments is dealing with the Critical Period Hypothesis (CPH) which describes a general phenomenon of declining competence over increasing age in which there is a certain age when a second language can be learned effectively. Similarly,

Cameron insists young children can learn a second language particularly effectively before puberty because their brains are still able to use mechanism that assists first language acquisition. Furthermore, children at a particular age, between four to eleven years old, of what is are in the most vital years of their development. Therefore, activities children experience including learning a new language can contribute positively to that development.

METHOD

dergarten, which is located in Bali, Indonesia. This type of research is an analytical survey with cross-sectional data collection. The number of samples in this study was 69 children in group B, consisting of B1, B2, and B3, taken using total sampling techniques. Data was collected through interviews using questionnaire guidelines, which were tested for validity using the Spearman Rank test. This questionnaire comprised 15 statements, eight positive and seven negative, and was written in Indonesian to enhance comprehension. Before deployment, the questionnaire's validity was assessed by using SPSS. Then, the reliability of the instruments was assessed using the Alpha value, with a threshold set at 0.6. It was distributed either at school or at the respondents' homes. The data were evaluated using a scale with four response options: never, sometimes, usually, and always. The results were categorized into four intervals: very good, good, fair, and poor. The aim of in experience and thought about a related issue discussed in the study. In this research, the first step in identifying the sample was choosing the informants by using purposive sampling. The informants were parents, who were having children learning English at a primary school in, Aceh Indonesia. They should come from various gender groups, professions, incomes and educational backgrounds in order to provide a broad range of views. Some of them are teachers, lecturers, traders, housewives, civil servants, meatball sellers, fishermen and drivers. Their educational backgrounds were universities undergraduates, post- graduates, diploma, senior high schools and primary school graduates.

RESULTS

The public interest toward English for young learners has developed significantly in a number of districts in Indonesia including Aceh, since the government put it as a school subject for pupils at early levels. Jalal & Musthafa (2001) Quoted in Musthafa (2010, p.120) mention the decentralization of education in Indonesia has encouraged local governments to make their own decisions relative to some portion of curricular space in the form of the use of some learning hours for what has become known as μORFDO FRQWHQW¶. Thus, pupils start learning English from year two to get early exposure to the foreign language. Currently, English encompasses a compulsory subject which is learned once in a week for 90 minutes. A parent, who is a teacher,

points out: To start learning English since the first year of primary school is better as children will learn the most essential part of the language which is vocabulary. Children naturally have good memory. This enables them to learn the language step by step, which I think is more systematic. They will develop the vocabulary in year two and build sentences in year three. Therefore, they might have a thought that English is not a tough language to learn at further levels. Another parent demonstrates a similar idea that young learners have a great enthusiasm in learning new things. Taking her child as an example, she describes her son has ability to memorize 150 vocabularies during the first term of his first year. Even though other pupils can do more, she insisted. The ability leads her child to develop his enthusiasm in learning English. Basically, children learn more effectively when they enjoy the learning process. Some factors to engage students and to improve their capability, as Brown (2007, p. 1102-103) suggests, are providing fun, lively, and interesting activities since language lesson can at time be difficult for children, doing repetition in order to get their brain and ear to cooperate and peppering the lesson with physical activity as children need to have all their five senses stimulated.

DISCUSSION

According to the preliminary research, most families (70%) fall into "not good" or "quite good" support categories, indicating a lack of optimal family involvement. Only a tiny fraction of families (30%) provided "good" or "outstanding" support, demonstrating the minority of families offering adequate encouragement for their children's development, particularly in introducing English. This condition aligns with existing research highlighting the critical role of family engagement in child development and language acquisition. Philominraj et al., in their study, mentioned that higher parental commitment is directly proportional to the level of success in English language learning. Several research studies have found that parental monitoring and other factors in the family environment influence children's self-esteem development. Krauss et al. emphasized that effective monitoring involves staying generally aware of a child's activities without being overly intrusive. This approach is a foundation for safeguarding the child and establishing boundaries suitable for their developmental stage. Besides, parents who actively communicate and engage in their children's education tend to enhance their children's motivation to learn and sense of discipline. Therefore, several programs designed to educate parents on effective monitoring strategies, as highlighted by Krauss et al., can encourage a balanced approach where parents are aware of their children's activities without being overly controlling. Such training could include a workshop on communication skills, guidelines for developmentally appropriate boundaries, or encouraging active engagement in education. Collaboration between parents and educators is essential to maximize

impact; for example, it can be done by establishing systems to keep parents informed about their child's progress and ways to support learning at home. Generally, parents show both their enthusiasm in their children a great deal of supports. Moreover, parents are not only support their children in learning a particular subjects like English but also other subjects like math, science, and other subjects.

CONCLUSION

Regarding to parental involvement and English language teaching to young learners in Aceh context, a number of conclusions from the research is visible. First, parents have positive attitudes toward early foreign language learning. According to them English is a pivotal subject because it is one of the requirements to pursue further education, to apply for jobs, to gain knowledge, to access information and to communicate easily when their children go overseas. To address the identified gaps in learning motivation, particularly in contexts like Triamerta Singaraja Kindergarten, interventions must prioritize empowering families with strategies to provide consistent, quality support. That includes workshops on effective communication, understanding developmental needs, and fostering a balanced, supportive learning environment at home. Additionally, collaborative efforts between educators and families can optimize learning outcomes by ensuring alignment in educational goals and practices. Future research could expand on these findings by exploring the specific types of parental support that most significantly influence motivation and comparing these trends across diverse socio-cultural contexts. Such insights would provide valuable guidance for developing targeted programs that cater to the unique needs of children and their families, fostering a foundation for lifelong learning and success.

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A STYLISTIC ANALYSIS OF MODERNIST POETRY

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ABSTRACT This research investigates the longstanding divide between language development and literature, especially within language learning programs since 1945. It points out that literature, and poetry in particular, has frequently been marginalized in language curricula due to a transition from mere reading toward a more analytical study of literature. Traditionally, linguistics has focused on language at the sentence level, whereas literary criticism has emphasized interpretation, often overlooking the wider cultural implications. Although the grammar-translation method included literary texts, it did not successfully link these works to an understanding of culture, while the audiolingual method was even less adept at dealing with literature. Nonetheless, there has been a notable transition towards communicative language teaching, which has rekindled interest in incorporating literature into language instruction. Recent progress in reading and psycholinguistics backs this approach, stressing the importance of the reader's engagement in extracting meaning from texts. The conversation also delves into significant Romantic ideals, such as a deeper appreciation of nature, rich emotions, individual creativity, and the investigation of intricate human experiences, all of which enhance the usefulness of literature in language education.

Keywords: language learning, medieval era, literature, linguistic structures, poetry, explanation.

INTRODUCTION

The relationship between language development and literature has been a complex and often contentious issue throughout educational history. Since the end of World War II in 1945, the landscape of language learning has evolved dramatically, marked by shifting pedagogical methods and evolving theoretical frameworks. This evolution has, unfortunately, led to a significant marginalization of literature, particularly poetry, within language curricula. In an era that increasingly prioritizes analytical and structural approaches to language, the rich and emotive tapestry of literature has frequently been sidelined. This study aims to shed light on this historical disconnect and explore the implications of integrating literature into language education.

In the years following the war, language instruction experienced a paradigm shift characterized by a movement away from traditional reading practices towards a more rigid, analytical focus. Linguistics has predominantly concentrated on the technical aspects of language, such as grammar and syntax, often at the sentence level, thereby

neglecting the broader literary context. On the other hand, literary criticism has placed an undue emphasis on interpretation, which frequently overlooks the cultural relevance and emotional resonance of literary works. This dual approach has created a rift between language learning and literature, with neither side fully appreciating the value the other holds for students and educators alike. Moreover, traditional methods such as grammar-translation and audiolingual approaches have proven insufficient in bridging this gap. Although the grammar-translation method did incorporate literary texts, it fell short in fostering a deep cultural awareness among learners. Students were often left with decontextualized extracts that failed to connect with the cultural narratives and historical nuances inherent in the literature. Similarly, the audiolingual method, with its focus on rote memorization and repetition, further alienated students from engaging with literature in a meaningful way. As a result, the potential for literature to enrich language learning has been overlooked and undervalued. However, emerging methodologies, particularly communicative language teaching, signal a promising shift. This approach emphasizes the importance of communication and interaction in language learning, rekindling interest in the incorporation of literature into pedagogical frameworks. Recent advances in reading theory and psycholinguistics support this shift by highlighting the pivotal role of the reader's active engagement in the process of meaning-making. This perspective opens up new avenues for the integration of literature in language education, fostering a greater appreciation for the intricate layers of meaning that literary works possess.

LITERATURE REVIEW AND METHODOLOGY

The intricate relationship between language acquisition and literature has been a subject of scrutiny within the realm of educational research, especially since the mid-20th century. As language education evolved post-World War II, various methodologies emerged, each contributing to shifting perceptions regarding the role of literature in language learning.

Historically, the grammar-translation method was one of the predominant techniques employed in language instruction. According to scholars such as Howatt (1984), this approach primarily concentrated on teaching grammar and vocabulary through translation exercises, often at the expense of cultural context and literary appreciation. While it included literary texts, the disconnect between language and literature was significant. Students engaged with fragmented excerpts that lacked context, which rendered them unable to understand the cultural and historical significance of the works (Meyer, 2009). Furthermore, as articulated by Richards & Rodgers (2014), the audiolingual method that followed was largely focused on mechanical drills, neglecting the emotional and interpretative complexities inherent in literary texts.

As language education progressed, a notable shift towards more communicative methodologies surfaced. This method, championed by researchers like Willing (1989), emphasized interaction and authentic communication over mere grammatical accuracy.

It opened pathways for literature to be integrated more meaningfully into language teaching, aligning with the works of theorists such as Krashen (1982), who advocated for comprehensible input as a driver of language acquisition.

RESULT AND DISCUSSION

The examination of historical and contemporary methodologies reveals a stark evolution in the relationship between language development and literature in educational frameworks. This research identifies key findings that elucidate the impact of integrating literature into language learning, while also addressing persistent challenges and future implications.

The transition from traditional methods—such as grammar-translation and audiolingual approaches—toward communicative methodologies marks a significant evolution in language education. The results underscore that traditional approaches often neglected the emotional richness of literature, reducing students' ability to engage meaningfully with texts. This finding aligns with previous studies indicating that fragmented exposure to literature can lead to a lack of cultural and contextual understanding (Meyer, 2009).

The resonance of Romantic ideals with contemporary educational practices is a noteworthy discovery. The themes of individual creativity, emotional expression, and the celebration of human experience found in Romantic literature can empower students to explore their own identities through language. This connection not only enriches language development but also nurtures personal growth and self-exploration.

CONCLUSION

In conclusion, the findings of this research highlight the crucial role of integrating literature into language education. The shift from traditional methodologies to communicative approaches fosters deeper engagement with texts, enhancing both linguistic and emotional learning. By promoting reader participation, students develop critical thinking and empathy, enriching their understanding of diverse perspectives.

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LEXICAL COMPARISON OF GENDERLECTS IN ENGLISH AND UZBEK LANGUAGES

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Abstract: *This article analyzes the lexical features of genderlects in English and Uzbek. Genderlects reflect differences in the social and cultural aspects of language used by men and women. These differences manifest in lexical, grammatical, and phonetic aspects. This article examines the similarities and differences in the lexical aspects of genderlects in English and Uzbek and highlights how genderlects vary in cultural, social, and linguistic contexts.*

Keywords: *Genderlects, lexical features, English, Uzbek, sociolinguistics, gender equality, language and culture, colloquial style*

Introduction:

Language is not only a means of communication but also an important factor that reflects social and cultural processes. In every society, there are differences between men and women not only in social roles but also in language use. The study of these differences gave rise to the concept of “genderlect,” which has emerged as a new direction in linguistics. Genderlects are specific linguistic features used by men and women, expressed lexically, syntactically, and phonetically. Comparing the lexical aspects of genderlects in English and Uzbek helps to understand the connection between language and society. Speakers of different genders and languages, especially in English, demonstrate notable differences in the use of independent parts of speech. Scholars still do not agree on whether men or women use more verbs. Some argue that women use more verbs to make their speech livelier, associating liveliness with emotionality. Others argue that men use more verbs to make their speech clearer, more dynamic, and to indicate the sequence of events.

Concept and lexical features of genderlects:

Genderlects refer to the differences in language usage between men and women in linguistics. In every society, men and women use language in accordance with social roles and cultural norms. Genderlects are lexically expressed separately, for example, women tend to use more positive and courteous words, while men use stronger and more firm words. Women's speech also shows more emotional expressions, politeness, and adaptability to the environment. In the language of men, short, direct, stronger expressions are often encountered.

English genderlects:

In the English language, the lexical features of genderlects are more dependent on social and cultural changes. Women tend to speak English more completely and clearly, using soft and gentle words. The reason for this is that society requires gentleness, caution, and positivity in the treatment and use of language for women. For example, words like "sorry" and "please" are common in women's speech. Men, on the other hand, use more direct and categorical expressions, for example, "I need this now," "Give me that." During the conversation, women use more words like "listen" and "confirm" (for example, "uh-huh," "I see"), which means showing respect and paying full attention to the interlocutor. Men, on the other hand, often speak in a clear and direct style, aimed at commanding or discussing. They confidently express their opinions and often choose a formal or rigid style. In English, women often use the method of "hedging" (light uncertainty or caution) to express their thoughts in dialogue. For example, "I think..." (I think...), "Maybe..." Phrases like (perhaps...) are more common in women.[1] The speech of English-speaking women also differs fundamentally from the speech of men, but these differences do not indicate the existence of a separate female language for women. English women use some phrases and sentence structures characteristic of English grammar in their speech more often than men: more precisely, in the speech of English-speaking women, types of questions are used more often than men: i.e., - tag questions ("It's really cold in here, isn't it?") and question statements ("Won't you close the door?"). Both of them can reduce the firmness of their speech. However, many people who evaluate these speeches believe that those who use such a different language style (excessively polite language, barriers, and hesitations) have less power, but more personal warmth. English-speaking women prefer personal pronouns: I, You, We, He/She/It, etc. Men prefer to distinguish between things or events, so they often use possessive pronouns such as my, your, his/her/its.[2]

Genderlects in the Uzbek language:

Although both Uzbek men and women use the same language units, their semantic and stylistic choices reflect different gender roles. In men's speech, especially when addressing women and children, advice and politeness are expressed, for example, in communication between husband and wife, the husband uses direct commands, and the wife responds with respect and care. In contrast, women's speech is saturated with gentleness and servility, emphasizing their role in the family. It is also emphasized that dialectal gender characteristics in rural areas make these differences more pronounced, which indicates that the cultural context plays an important role in shaping the gender use of language. Her research highlights the complexity of gender dynamics in language and reveals how societal norms and cultural expectations influence communication styles in Uzbek and English. Women use more modal words, which means probability, predictability, or politeness when they speak. For example, words like "in my opinion," "perhaps," "perhaps," "says" are used. They often interact and encourage others to

continue the conversation and fully participate. They ask more questions to encourage mutual participation, such as "what do you think?" or "did they think about this?" Men, on the other hand, use more firm and precise expressions, such as "I know this," "this is right," "of course." Men, on the other hand, often strive to lead the conversation and give more harsh and controversial answers. Women use more nonverbal methods to express their emotions: facial expressions, physical gestures, changes in tone. For example, women often express their thoughts in conversation with a smile, eye contact, or light hand gestures. Men, on the other hand, express more ambiguous and less emotional nonverbal actions. In conversation, they can sometimes perform actions that demonstrate perfection and physical strength. Women often use more refined and gentle language in conversations. They are afraid of harsh or offensive words and strive to use more quality and gentle words. Men, however, sometimes use more direct and sometimes harsh words. For example, some men may use swearing or strong expressions in conversations with each other[3].

In her work, R. Lucknow writes that women use a language characterized by insecurity, weakness, and excessive politeness. Women usually speak in a submissive manner to adapt to their subordinate role as women, as established by society. The scholar notes 10 differences in the language style of women compared to men. In his work "Language and Women's Place," R. Lucknow was the first linguist to propose dividing the differences between women's and men's languages based on certain characteristics into the following groups using English as an example. According to him, the language of women differs from the language of men in the following ways:

1. Women from a certain dictionary that men do not use are used. The following phrases are often used in their speech: Somehow, somehow.
2. Adjectives characteristic of women's speech: "wonderful," "amazing."
3. High manifestation in the process of communication to the interlocutor: Do you mind? If there's no asking... well, if...). In women's speech, words such as "thank you," "please," "sorry" are often widely used.
4. Many apologies for politeness during speech: I'm sorry, but I thought..., excuse me, but I think...
5. Speak softly and quietly.
6. Avoid using vulgar words. According to Laccoff, women use more euphemisms than men and avoid using taboo words. Laccoff cites the upbringing of a woman in society as the reason for this. Women are expected to be "like ladies." Expressing strong emotions with taboo words is not fitting for a woman in society's eyes.
7. Women widely use interrogative sentence forms: ...isn't it?,... isn't it?,... is it true?
8. Speaking correctly without violating grammatical rules and clear pronunciation According to Laccoff, women do this in their "low social" position to enhance their status through more informative speech.

9. Indirect requests: "Oh, I'm very thirsty" (truly, I'm very thirsty) - are actually a drink request.

10. Using intonation to emphasize certain words and raising the intonation at the end of the sentence. According to Laccoff, raising one's voice is of great importance. Just as with interrogative suffixes, raising the voice also shifts the sentence towards the question, which again clearly indicates uncertainty and a desire for agreement[4].

Conclusion:

In this article, gender characteristics manifested in phraseological units of the English and Uzbek languages were analyzed through a number of criteria. Analyzing the research conducted today, it can be said that gender in the field of modern linguistics is presented as a concept of language culture and is characterized as a basis for the formation of gender stereotypes in the materials of phraseological units of the English and Uzbek languages.

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EXPLORING THE RELATIONSHIP BETWEEN READING COMPREHENSION AND COHERENT WRITING PRODUCTION IN EFL STUDENTS

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Annotation: *This study explores the relationship between reading comprehension and coherent writing production among English as a Foreign Language (EFL) students in Uzbekistan. In recent years, there has been growing recognition of the connection between reading comprehension and writing proficiency, with research indicating that strong reading skills can enhance the ability to produce coherent and well-organized written texts. The primary aim of this research is to investigate how reading comprehension strategies influence writing outcomes, specifically in terms of logical flow, clarity, and cohesion, among Uzbek EFL learners. The study utilizes a mixed-methods approach, combining quantitative analysis of students' reading comprehension scores with qualitative assessment of their writing samples. The findings suggest that students with higher reading comprehension levels tend to demonstrate more coherent and organized writing, supported by stronger vocabulary usage and sentence structures. This paper discusses the implications of these findings for EFL teaching practices in Uzbekistan, highlighting the importance of integrating reading comprehension exercises with writing instruction to improve students' overall language proficiency.*

Key words: *reading comprehension, writing production, EFL students, coherent writing, sentence structure, language proficiency, educational practices, mixed-methods research.*

Introduction: The relationship between reading comprehension and writing production is a critical area of investigation in second language acquisition (SLA), particularly for English as a Foreign Language (EFL) learners. In Uzbekistan, where English is increasingly recognized as a global lingua franca, understanding how these two skills intersect can provide valuable insights into improving language instruction and fostering student success. The Uzbek education system has been integrating modern pedagogical approaches to language teaching, with a growing emphasis on reading and writing as interconnected skills. However, the mechanisms by which reading comprehension influences writing proficiency, particularly in terms of coherence and cohesion, remain insufficiently explored.

Reading comprehension refers to the ability to understand, interpret, and analyze written texts, which involves both decoding skills and higher-order cognitive processes such as inferencing and reasoning. On the other hand, writing production involves the ability to produce clear, structured, and coherent written texts. Previous studies have

highlighted a robust correlation between these two skills. For example, research conducted by Snow (2010) suggests that effective readers tend to produce more organized and logically structured writing. This is particularly relevant in EFL contexts, where learners face the challenge of not only mastering vocabulary and grammar but also developing the cognitive strategies necessary for organizing ideas cohesively. A significant body of literature underscores the critical role of reading comprehension in enhancing writing outcomes. According to Anderson (2009), the more students are exposed to complex reading materials, the more likely they are to internalize advanced writing structures, including coherence and cohesion. In the context of Uzbek EFL learners, this relationship becomes particularly crucial as they are often required to demonstrate their ability to write academic texts in English. Recent studies by local researchers such as Turaev (2018) and Makhmudov (2020) have indicated that while many Uzbek EFL learners achieve moderate success in reading comprehension tasks, their writing often lacks coherence and clarity, which may be attributed to insufficient development of writing strategies.

Literature Analysis and Methodology: The relationship between reading comprehension and coherent writing production has been widely studied in the context of second language acquisition (SLA), with numerous studies supporting the notion that effective reading practices positively influence writing abilities. In the Uzbek EFL context, however, this relationship remains under-explored, despite growing interest in improving English proficiency among students. This section examines existing literature on the connection between reading comprehension and writing, focusing on the cognitive and instructional factors that mediate this relationship, with particular emphasis on the Uzbek educational setting. Reading Comprehension and Writing in Second Language Acquisition: Research in second language acquisition has consistently demonstrated that reading comprehension and writing production are closely interlinked. A seminal study by Grabe (2009) argued that reading and writing are not isolated cognitive processes but rather interdependent skills that mutually reinforce each other. The more proficient a learner is at reading, the more likely they are to demonstrate advanced writing skills, including coherence, vocabulary usage, and sentence structure. This claim is substantiated by multiple studies, such as that of Rasinski et al. (2020), who found that students with high reading comprehension abilities were able to produce clearer, more logically structured written texts.

The relationship between reading and writing is particularly crucial for EFL learners, as they must navigate the complexities of a new language while developing cognitive strategies for processing and producing written content. For instance, Hosenfeld's (2006) work highlighted that learners who engage in extensive reading tend to have better control over their writing processes, particularly in terms of textual organization. This is particularly true for writing that requires logical flow and coherence, as reading

extensively provides exposure to various textual structures, vocabulary, and syntax, all of which contribute to more organized writing production. Cognitive and Pedagogical Insights: The Role of Vocabulary and Cohesion: Several cognitive factors mediate the relationship between reading comprehension and writing production. One of the most significant is vocabulary acquisition. A robust vocabulary enhances both reading comprehension and writing fluency by providing learners with a rich repertoire of words and phrases, which they can then use to construct coherent sentences and ideas. Research by Laufer (2005) has shown that vocabulary size directly correlates with both reading comprehension and writing quality. In the case of EFL learners, vocabulary acquisition often occurs incidentally through reading, as students are exposed to new words in context.

Another critical factor is coherence and cohesion in writing, which are often considered indicators of high-quality written texts. According to Swales and Feak (2012), the ability to produce cohesive writing—writing that flows logically from one idea to the next—is a skill that can be developed through regular reading. Their study found that proficient readers were able to produce texts with better organization and cohesion due to their exposure to well-structured written materials. This finding is particularly relevant for Uzbek EFL students, as previous research indicates that many students struggle with writing coherence, a challenge that may stem from limited reading comprehension strategies (Turaev, 2018). Research on Uzbek EFL Learners: While much of the global research has focused on the connection between reading and writing, relatively few studies have examined this relationship within the context of Uzbekistan. Turaev (2018) conducted an investigation into the English language proficiency of Uzbek university students, focusing on reading and writing tasks. His findings revealed that while students performed adequately on reading comprehension assessments, their writing skills, particularly in terms of coherence and cohesion, were underdeveloped. Turaev argued that one of the key reasons for this discrepancy was the limited integration of reading strategies into writing instruction, which meant that students were not able to transfer their reading skills to their writing practices effectively. Makhmudov (2020) extended this research by exploring the role of extensive reading programs in improving both reading comprehension and writing production among Uzbek EFL students. His study showed that students who engaged in regular reading activities demonstrated improved writing outcomes, particularly in their ability to organize and develop ideas clearly. This aligns with the findings of Snow (2010), who argued that the reading-writing relationship is particularly significant in contexts where students are required to produce academic texts.

Furthermore, an educational reform initiative led by the Uzbek Ministry of Higher and Secondary Specialized Education (2021) has aimed to integrate reading and writing instruction more cohesively. The initiative recognizes that both reading comprehension

and writing are essential skills for academic success, and it emphasizes the importance of teaching strategies that encourage the transfer of skills between the two domains. However, as noted by researchers like Makhmudov (2020), the practical application of this integrated approach in Uzbek classrooms remains a work in progress, with many teachers still focusing on reading and writing as distinct, unconnected tasks. Gaps in the Literature and Future Directions: While there is a growing body of research on the connection between reading comprehension and writing production in EFL contexts, there remain several gaps, particularly in the Uzbek educational setting. Most studies have been conducted in Western or Asian EFL contexts, with limited attention paid to Central Asia, where unique cultural and educational factors may influence language acquisition. Thus, there is a need for more localized research to explore the specific challenges faced by Uzbek EFL learners in developing both reading comprehension and writing skills. Future research could focus on longitudinal studies to examine how reading comprehension and writing production evolve over time in Uzbek EFL learners. Additionally, intervention studies that assess the effectiveness of integrating reading comprehension strategies into writing instruction would provide valuable insights into best practices for language teaching in Uzbekistan.

This section outlines the research design, data collection methods, participants, and data analysis procedures employed in this study to investigate the relationship between reading comprehension and coherent writing production in English as a Foreign Language (EFL) students. The research methodology was constructed with careful consideration of the educational context in Uzbekistan and existing literature in second language acquisition (SLA). The study employed a mixed-methods approach, combining quantitative and qualitative data collection techniques to provide a comprehensive analysis of the interplay between reading and writing skills.

Research Design: The study followed a correlational research design, aiming to establish the relationship between reading comprehension and writing production among Uzbek EFL learners. This design was chosen because it allows for the exploration of how variations in one variable (reading comprehension) might influence another (writing production) without the need for experimental manipulation. The use of a mixed-methods design is essential for capturing the nuances of the relationship between these two complex cognitive processes.

Participants: A total of 150 participants were selected from two major universities in Tashkent, Uzbekistan. These participants were first-year undergraduate students enrolled in English language programs, with a strong background in general English education. The selection criteria ensured a homogeneous group in terms of language proficiency, as all participants had achieved a B1 level of English proficiency based on the Common European Framework of Reference for Languages (CEFR). The participants were divided into two groups:

1. Experimental Group (75 students) – These students were exposed to an intervention program designed to integrate reading comprehension strategies with writing instruction.

2. Control Group (75 students) – These students were exposed to traditional, separate reading and writing instruction without any integrated approach. The intervention group engaged in reading comprehension exercises and writing tasks that were directly linked, whereas the control group followed the conventional teaching methods of reading and writing as distinct subjects. This design allowed for a comparison between the two teaching approaches in terms of their effectiveness in improving both reading comprehension and writing production.

Reading Comprehension Assessment: To assess the participants' reading comprehension, a standardized reading comprehension test was administered. The test included five passages from academic texts, followed by multiple-choice questions that measured the participants' understanding of the content, vocabulary, and the ability to make inferences. The reading passages were chosen based on their relevance to university-level content, ensuring that the test was both appropriate for the participants' language proficiency and aligned with academic reading demands.

The reading comprehension test was designed to measure the following skills:

- Literal understanding: Identifying facts and details presented in the text.
- Inferential understanding: Drawing conclusions and making predictions based on the text.
- Vocabulary acquisition: Recognizing and understanding new vocabulary words in context.

The test was scored on a scale of 0 to 50, with higher scores indicating stronger reading comprehension abilities.

Writing Production Assessment: Writing tasks were designed to measure the students' ability to produce coherent and logically structured essays. The writing test involved two prompts:

- Prompt 1: A narrative essay based on a personal experience (aimed at assessing organizational coherence and cohesion in writing).
- Prompt 2: An argumentative essay on a current social issue (designed to assess argumentative skills and the ability to present ideas in a clear, structured manner).

The writing tasks were assessed using a rubric that evaluated:

- Coherence: The logical flow of ideas and the structure of the essay.
- Cohesion: The use of transitional words and phrases to connect ideas within and between paragraphs.
- Vocabulary: The variety and appropriateness of vocabulary used in the text.

- **Grammar and Syntax:** The correct use of grammatical structures and sentence construction.

Survey on Learning Strategies: In addition to the assessments, a survey was administered to gather qualitative data on the participants' perceptions of their reading and writing skills and their learning strategies. The survey consisted of 20 Likert-scale questions, focusing on the following areas: Frequency of reading outside of class. Use of reading comprehension strategies (e.g., summarization, annotation, and making predictions). Writing strategies, particularly related to organizing and revising written texts. Self-assessment of reading and writing skills. The data from the survey provided additional insights into how students perceive the relationship between reading and writing and their self-reported strategies for improving these skills.

Quantitative Data Analysis: Quantitative data from the reading comprehension and writing assessments were analyzed using descriptive and inferential statistical methods. Descriptive statistics, including means, standard deviations, and ranges, were calculated for both reading and writing test scores. Inferential statistics, specifically Pearson's correlation analysis, were employed to examine the relationship between reading comprehension scores and writing production scores for both groups. Additionally, an independent samples t-test was used to compare the performance of the experimental group and the control group, assessing the effectiveness of the intervention program.

Qualitative Data Analysis: Qualitative data from the surveys were analyzed using thematic analysis. The responses were categorized into themes related to reading and writing strategies, perceptions of skill development, and the relationship between reading and writing. This analysis provided a deeper understanding of students' experiences and attitudes toward integrating reading and writing instruction.

Ethical Considerations: Ethical guidelines were strictly adhered to throughout the study. Informed consent was obtained from all participants, ensuring that they understood the purpose of the study and their right to withdraw at any time. Confidentiality was maintained by anonymizing all data and storing it securely. Additionally, participants were assured that their academic standing would not be affected by their participation in the study.

Results and Discussion: The data collected from both the reading comprehension assessments and writing production tasks were analyzed to examine the relationship between reading comprehension and coherent writing production among EFL students in Uzbekistan. Both quantitative and qualitative methods were employed to interpret the results of the study.

Reading Comprehension Performance: The reading comprehension assessment consisted of five academic reading passages, each followed by multiple-choice questions. The average score for the entire sample was 35.4 out of 50 (SD = 6.8), with the experimental group showing a slightly higher mean score of 37.1 (SD = 6.2) compared to

the control group's average score of 33.7 (SD = 7.2). This indicates that students in the experimental group, who participated in integrated reading and writing activities, performed better on the reading comprehension test. Pearson's correlation coefficient analysis between the reading comprehension scores and writing production scores yielded a significant positive correlation of $r = 0.65$, $p < 0.01$, suggesting a moderate to strong relationship between the two variables. This supports the hypothesis that stronger reading comprehension is associated with more coherent writing production in EFL students.

Writing Production Performance: The writing production assessment consisted of two tasks: a narrative essay and an argumentative essay. The results for both tasks were assessed on a 100-point scale, and the average scores for the entire sample were as follows:

- Narrative Essay: Mean score of 62.3 (SD = 10.4)
- Argumentative Essay: Mean score of 65.2 (SD = 11.1)

Both tasks showed a significant variation between the experimental and control groups, with the experimental group demonstrating superior performance. The experimental group's average score for the narrative essay was 65.6 (SD = 9.2), and for the argumentative essay, 68.4 (SD = 9.9), compared to the control group's average scores of 59.0 (SD = 10.7) for the narrative essay and 61.9 (SD = 12.3) for the argumentative essay. These differences were statistically significant, as indicated by an independent samples t-test ($t = 4.32$, $p < 0.001$). A closer analysis of the writing production performance revealed that the experimental group not only wrote more coherent and logically organized essays, but also demonstrated a greater ability to use appropriate vocabulary and grammatical structures. The control group, on the other hand, had difficulty organizing their ideas and often exhibited a disjointed structure in their writing.

Survey Data Analysis: The survey data indicated that students who frequently engaged in integrated reading and writing activities reported a greater sense of confidence in their ability to produce coherent written texts. A majority (73%) of participants in the experimental group agreed or strongly agreed with the statement, "Reading comprehension helps me write better." Conversely, only 49% of the control group expressed the same sentiment. The survey data further revealed that the experimental group used a variety of strategies to improve their reading comprehension (e.g., summarizing, making predictions, and identifying key vocabulary), which they then applied in their writing tasks. The results of this study highlight the significant relationship between reading comprehension and coherent writing production in EFL students. As predicted, students who participated in integrated reading and writing activities outperformed those who followed traditional, separated instructional methods. The positive correlation between reading comprehension and writing production supports existing theories in second language acquisition that argue that reading comprehension provides cognitive scaffolding for writing tasks (Al-Hammadi, 2017).

The findings from the current study align with the work of several scholars in the field of language acquisition. For example, research by Koda (2005) and Grabe (2009) has consistently shown that reading comprehension contributes to writing ability through the enhancement of vocabulary knowledge, idea organization, and coherence in written discourse. This study adds to the body of evidence suggesting that fostering reading comprehension skills in EFL classrooms may lead to improvements in students' writing production. The significant difference in writing performance between the experimental and control groups suggests that the integration of reading comprehension strategies into writing instruction can enhance students' ability to write logically and coherently. This finding echoes the work of Shohamy (2011), who found that students who actively engage with reading texts through summarization, annotation, and critical analysis are better equipped to produce structured and cohesive written arguments.

Moreover, the higher self-reported confidence in writing skills among students in the experimental group may be attributed to the increased exposure to and practice of reading comprehension strategies that directly inform the writing process. The integrated approach likely facilitated a deeper understanding of the reading material, allowing students to transfer this knowledge into their writing tasks. One unexpected finding from the survey data was that a significant portion of the control group (49%) also believed that reading comprehension helped them improve their writing. However, their lack of formal integration between reading and writing instruction may have hindered their ability to apply these insights effectively in their writing tasks. This underscores the potential benefits of structured pedagogical approaches that explicitly link reading and writing activities in the EFL context.

While the results are promising, it is important to acknowledge the limitations of this study. The sample was restricted to first-year university students, which may not fully represent the diverse range of EFL learners in Uzbekistan. Future studies should consider a broader sample, including students from different academic levels and language proficiency backgrounds, to enhance the generalizability of the findings. Additionally, the cross-sectional design of this study limits the ability to observe long-term effects of integrated reading and writing instruction. Longitudinal research would be necessary to examine the sustained impact of such an instructional approach over time. In conclusion, this study provides strong evidence for the positive relationship between reading comprehension and coherent writing production in EFL students. The results suggest that integrating reading comprehension strategies with writing instruction can lead to significant improvements in students' writing abilities, particularly in terms of coherence, cohesion, and vocabulary usage. This finding has important implications for EFL teaching practices in Uzbekistan, where a more holistic approach to language instruction could foster stronger reading and writing skills among learners. Future research should

explore the long-term effects of integrated instruction and examine its applicability across different educational contexts and student demographics.

Conclusion: However, the study also points to certain limitations, including the narrow scope of the sample and the short-term nature of the intervention. Future studies should focus on more diverse learner populations, as well as longitudinal approaches, to explore the long-term effects of integrated reading and writing instruction. Additionally, expanding the research to include different language proficiency levels and academic contexts could provide a more comprehensive understanding of the relationship between reading and writing in EFL education. In conclusion, the integration of reading comprehension strategies into writing instruction should be considered an essential practice in EFL classrooms. This approach has the potential to significantly improve students' writing skills and overall language proficiency, ultimately contributing to more effective language learning outcomes.

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Annotation: *The teaching of English as a Foreign Language (EFL) in primary classrooms presents unique challenges, particularly when it comes to developing essential language skills such as reading and speaking. This article explores the effectiveness of using storybooks and role-play activities in enhancing EFL learners' reading and speaking skills at the primary level. A thorough review of recent studies from Uzbekistan and globally demonstrates the positive impact of integrating narrative-based learning strategies, such as storybooks, and interactive methodologies, like role-play, in fostering student engagement and improving language proficiency. Storybooks, with their rich vocabulary and engaging narratives, provide an excellent medium for improving reading comprehension, vocabulary acquisition, and fluency. Meanwhile, role-play activities create a dynamic learning environment that encourages spontaneous use of language and reinforces speaking skills. This study draws on both local and international research, with findings indicating that such approaches not only improve language skills but also enhance students' motivation and confidence in using English. The article concludes with recommendations for primary EFL teachers to integrate these strategies into their pedagogical practices for more effective language learning outcomes.*

Key words: *Storybooks, Role-play, Primary EFL Classrooms, Reading Skills, Speaking Skills, EFL Teaching, Language Learning, Pedagogical Strategies, Vocabulary Acquisition*

Introduction: Storybooks, with their rich vocabulary, narratives, and contextual learning, have been shown to significantly improve reading comprehension and vocabulary acquisition among young learners. Research suggests that extensive reading helps in building fluency and fosters a love for learning (Klimova, 2020). Moreover, when students are exposed to stories, they not only acquire linguistic knowledge but also develop cognitive skills such as critical thinking and creativity (Ibragimova & Usmanova, 2021). These benefits are particularly pertinent in the context of primary education in Uzbekistan, where literacy rates have improved but still need further support to match global standards (Shakhidova, 2020). On the other hand, role-play offers a highly interactive and effective method for developing speaking skills. Through role-playing activities, students are placed in simulated, real-life contexts that allow them to practice communication and conversation in a meaningful manner. A 2022 study by Shukurova indicated that role-play activities in Uzbek primary classrooms significantly improved

students' ability to use language for social interaction, thus enhancing both fluency and confidence in speaking. The interactive nature of role-play encourages students to collaborate with peers, negotiate meaning, and adapt their language use to different contexts (Jamilova, 2022). Furthermore, studies by Akhmedova (2021) highlighted that role-play not only supports language acquisition but also helps students develop socio-linguistic skills, making them more proficient in handling different social situations.

Despite the growing recognition of these methods, the application of storybooks and role-play in primary EFL classrooms in Uzbekistan remains somewhat underutilized. Recent reports on EFL education in Uzbekistan show that while teachers acknowledge the importance of integrating engaging pedagogical methods, they often struggle with resource limitations, training gaps, and traditional teaching approaches that prioritize grammar and rote memorization (Tashkent State University, 2022). As a result, there is a need to explore more dynamic and interactive techniques that could foster both reading and speaking proficiency. This article aims to investigate the effectiveness of using storybooks and role-play to teach reading and speaking skills in primary EFL classrooms in Uzbekistan. Drawing from both local and international literature, this study seeks to examine how these methods can contribute to the overall language development of primary learners, improve engagement in the classroom, and align with the broader objectives of language education reform in Uzbekistan.

Literature Analysis: The integration of storybooks and role-play in language education has been extensively researched globally, demonstrating positive outcomes in terms of student engagement, language acquisition, and skill development, particularly in the domains of reading comprehension and speaking. However, the application of these strategies in primary EFL classrooms in Uzbekistan has not been explored in detail, warranting further investigation.

1. **Storybooks in EFL Education:** Storybooks are an essential tool for promoting reading skills in young learners. Numerous studies have established that reading stories in a foreign language not only enhances vocabulary acquisition but also helps in developing a deeper understanding of language structure, syntax, and grammar. According to Klimova (2020), the use of storybooks has been shown to significantly improve reading comprehension, especially in younger learners, as it provides both linguistic input and contextual knowledge. Ibragimova and Usmanova (2021) emphasized that storybooks allow students to encounter vocabulary in context, which aids in long-term retention and fluency. Furthermore, extensive reading through storybooks helps learners become more confident in their ability to decode words, thereby improving their reading speed and comprehension skills (Gunter, 2017). In the context of Uzbekistan, while the country's literacy rate has seen a steady increase over the past few years, the implementation of storybooks as a tool to improve language skills remains limited, primarily due to inadequate resources and lack of teacher training in interactive teaching

methods (Shakhidova, 2020). Despite these challenges, the integration of storybooks could potentially address the gap between students' theoretical understanding of English and practical application, especially when adapted to suit the cultural and educational needs of Uzbek learners.

2. Role-Play in EFL Education: Role-play, as a method of teaching speaking, has garnered significant attention due to its effectiveness in developing communicative competence. According to Jamilova (2022), role-playing activities enable students to immerse themselves in simulated real-life situations, which enhances their ability to use language in a practical context. This method has been proven to boost learners' confidence, promote fluency, and reduce the anxiety that often accompanies speaking in a foreign language (Akhmedova, 2021). In primary classrooms, where students are at the early stages of language learning, role-play provides opportunities for peer interaction and collaboration, which are key to fostering communicative skills (Lindqvist, 2019). Research by Shukurova (2022) highlighted that Uzbek primary school students who participated in role-play activities displayed marked improvement in their ability to engage in basic conversations, use appropriate social language, and understand the cultural nuances of communication. Additionally, role-play has been shown to support the development of other cognitive skills such as problem-solving, critical thinking, and creativity (Bremner, 2018). The flexibility of role-play makes it an ideal pedagogical tool for EFL classrooms, especially in dynamic and multi-level settings such as those common in Uzbekistan.

3. Combined Approach of Storybooks and Role-Play: While both storybooks and role-play have independently been shown to be effective in enhancing reading and speaking skills, the combined approach of using storybooks alongside role-play activities presents a unique opportunity for holistic language development. Studies suggest that when these methods are integrated, they reinforce each other by linking reading comprehension with spoken language practice. The narrative structure found in storybooks offers students a foundation for constructing dialogues and scenarios that can later be acted out through role-play (Chao, 2017). This combination has been particularly effective in enhancing students' narrative skills, allowing them to practice storytelling, retelling, and engaging in conversations based on the story they have read. Additionally, role-play enables students to embody characters, facilitating a deeper understanding of the story's context and the language used. Research by Yang (2018) found that when students engaged in both reading and role-playing activities, they were more likely to internalize language structures and vocabulary, leading to enhanced fluency and comprehension.

Methodology: To investigate the impact of using storybooks and role-play in teaching reading and speaking skills in primary EFL classrooms in Uzbekistan, this study employed a mixed-methods research design, incorporating both qualitative and

quantitative approaches. This approach allowed for a deeper and more nuanced understanding of the effects of the instructional methods on students' language acquisition.

1. Participants: The study involved 120 primary EFL students aged 7-11 years, drawn from four different schools in Tashkent, Uzbekistan. The participants were selected based on their level of proficiency in English (beginner to pre-intermediate) and their willingness to participate. These students were divided into two groups:

- Experimental Group (n=60): Students in this group participated in the intervention, which incorporated storybooks and role-play activities into their lessons.

- Control Group (n=60): Students in the control group continued with their regular curriculum, which primarily focused on traditional methods such as direct grammar instruction, drills, and reading comprehension exercises without incorporating role-play or storybooks.

Both groups were matched in terms of their initial English language proficiency, ensuring that any observed differences in outcomes could be attributed to the intervention rather than differences in prior knowledge.

2. Data Collection Instruments: To assess the effectiveness of the intervention, multiple data collection instruments were employed:

- Pre- and Post-Tests: The pre- and post-tests aimed to measure changes in students' reading comprehension and speaking skills. The reading comprehension test included multiple-choice questions, short answer questions, and a summary task that assessed students' understanding of the content and their ability to infer meaning from the text. The speaking test involved a dialogue-based task where students were asked to answer questions, role-play situations, and engage in simple conversations based on the content they had read in the storybooks.

- Classroom Observations: The researcher conducted structured classroom observations, using an observation checklist to document student engagement, participation in activities, and the use of target language during storybook reading and role-play activities. The observations also helped identify any challenges teachers faced when integrating storybooks and role-play into their lessons.

- Semi-Structured Interviews: At the end of the intervention, both students and teachers participated in semi-structured interviews. The interviews with students focused on their perceptions of the activities, their motivation to learn, and whether they found the integration of storybooks and role-play enjoyable and useful. The teacher interviews provided insights into the practicality of incorporating these methods into the classroom and the challenges they encountered in terms of time, resources, and student readiness.

3. Procedure: The intervention lasted for six weeks, during which the experimental group engaged in weekly lessons that combined storybook reading and role-play activities. Each lesson began with reading a short, age-appropriate storybook in English.

The stories were carefully selected to align with students' linguistic and cognitive development, covering topics such as friendship, animals, and everyday activities. After reading, students participated in role-play activities based on the content of the story, where they acted out scenes and dialogues from the story, often improvising additional lines in English. For example, in a story about animals in the jungle, students would act out the roles of different animals, using English vocabulary and simple sentences. The role-play allowed students to practice conversational English, improve fluency, and gain a deeper understanding of the cultural context presented in the story. The control group, in contrast, focused on reading comprehension tasks using traditional methods. They read texts from their regular curriculum and completed grammar exercises and vocabulary drills. Speaking activities were limited to structured dialogues or questions based on the reading, with little to no opportunity for creative language use or role-playing.

4. Data Analysis: The quantitative data from the pre- and post-tests were analyzed using statistical methods. Paired t-tests were conducted to examine the difference in performance within each group, while analysis of variance (ANOVA) was used to compare the performance between the control and experimental groups. This analysis allowed for an assessment of whether the experimental group showed statistically significant improvement in reading comprehension and speaking proficiency compared to the control group. Qualitative data from the classroom observations and interviews were analyzed thematically. Thematic analysis involved identifying recurring patterns and themes in student behavior, teacher feedback, and the overall classroom environment. Thematic coding was performed to group responses into categories such as engagement, language use, confidence, and perceived effectiveness of storybooks and role-play.

5. Ethical Considerations: The study adhered to ethical guidelines throughout the research process. Informed consent was obtained from all participants and their parents, ensuring that they understood the purpose of the study and their right to withdraw at any time without penalty. All data collected were kept confidential, and participants were anonymized in the final report. Teachers were also briefed on the research goals and the ways in which the findings would be used to improve language teaching practices in Uzbekistan.

6. Expected Outcomes: It is expected that students in the experimental group will show significant improvements in both reading comprehension and speaking skills compared to the control group. The use of storybooks is anticipated to enhance students' understanding of vocabulary, sentence structures, and narrative skills, while role-play will foster fluency, confidence, and real-life communication abilities. Furthermore, it is expected that the combination of both methods will have a synergistic effect, providing students with an immersive and interactive learning experience. Additionally, the research aims to provide insights into how these methods can be adapted to the specific needs of EFL learners in Uzbekistan, where educational reforms have placed an emphasis

on improving English proficiency among primary school students. The findings will contribute to the growing body of research on language teaching methodologies in Central Asia and offer practical recommendations for teachers and policymakers.

Results and Discussion: The data collected from the pre- and post-tests, classroom observations, and semi-structured interviews were analyzed to assess the effectiveness of using storybooks and role-play in teaching reading and speaking skills to primary EFL students. The results from both the quantitative and qualitative data were examined to draw conclusions about the impact of these instructional methods.

1. Quantitative Data Analysis: The results of the pre- and post-tests revealed significant improvements in the reading comprehension and speaking skills of students in the experimental group. A paired-sample t-test was conducted to compare the mean scores of the experimental group before and after the intervention.

- Reading Comprehension: The average score for the reading comprehension test in the pre-test was 52.3% (SD = 7.9), while the post-test score was 78.2% (SD = 6.5). The increase in the mean score was statistically significant, $t(59) = 9.67$, $p < .001$. This indicates that the use of storybooks helped students improve their ability to understand and interpret texts.

- Speaking Skills: The average speaking proficiency score before the intervention was 58.4% (SD = 8.2), and after the intervention, the score increased to 81.5% (SD = 7.1). The paired-sample t-test showed a significant improvement, $t(59) = 11.01$, $p < .001$, suggesting that role-play activities significantly enhanced students' speaking fluency and confidence.

For the control group, the results were less pronounced. The pre-test reading comprehension score was 54.1% (SD = 8.4), and the post-test score increased to 60.3% (SD = 8.0). A paired-sample t-test indicated a moderate but statistically significant improvement in reading comprehension for the control group, $t(59) = 2.13$, $p = .036$. Speaking skills for the control group showed a minimal improvement from 59.2% (SD = 7.5) to 62.5% (SD = 7.3), $t(59) = 2.45$, $p = .017$. A one-way ANOVA was conducted to compare the post-test scores of the experimental and control groups. The results indicated a significant difference in both reading comprehension, $F(1,118) = 89.62$, $p < .001$, and speaking skills, $F(1,118) = 125.45$, $p < .001$, with the experimental group outperforming the control group in both areas.

2. Qualitative Data Analysis: Classroom observations revealed that students in the experimental group were more engaged and active during lessons. The integration of storybooks and role-play fostered a high level of interaction among students, which was especially evident during role-play activities. Students demonstrated increased use of English during these activities, often improvising dialogues and extending their responses beyond the scripted dialogues in the storybooks. The teacher reported that students

appeared more confident in speaking tasks and that their participation in the activities was enthusiastic and motivated.

Semi-structured interviews with the students further confirmed these findings. Most students in the experimental group expressed positive attitudes toward the use of storybooks and role-play. They indicated that the activities helped them enjoy learning English and felt more comfortable speaking in front of the class. One student mentioned, "I like acting in English. It's fun, and I learn a lot of new words. I can talk to my friends in English now." Teachers also noted that incorporating storybooks and role-play was an effective way to teach reading comprehension and speaking skills. They emphasized that these methods allowed students to engage with the language in a dynamic and interactive way, which was difficult to achieve with traditional teaching methods alone. However, teachers reported challenges in finding appropriate resources and managing time effectively during lessons. The results of this study support the hypothesis that the use of storybooks and role-play can significantly enhance both reading comprehension and speaking skills in primary EFL students. The experimental group, which participated in lessons incorporating these methods, demonstrated substantial improvements compared to the control group. This finding is consistent with previous research on the effectiveness of storybooks and role-play in language learning.

The significant improvement in reading comprehension can be attributed to the context-rich nature of storybooks, which provide students with exposure to new vocabulary, sentence structures, and narrative elements. According to research by Ghosn (2002) and Lai (2017), storybooks help students develop critical thinking skills and enhance their ability to infer meaning from context, which aligns with the results of this study. Storybooks also provide a memorable and engaging way to learn language, which can lead to deeper retention of language features and better understanding of texts (Sullivan, 2018). In terms of speaking skills, the role-play activities were particularly effective in encouraging active participation and language production. Research by Harmer (2007) and Ziegler (2013) highlights that role-play activities create a low-pressure environment where students can practice real-life scenarios in English, allowing them to develop fluency and confidence. The results of this study indicate that when students are given opportunities to use language in communicative and creative ways, their speaking abilities improve significantly.

Moreover, the combination of storybooks and role-play offers synergistic benefits. Storybooks provide the linguistic and cultural content, while role-play allows students to practice using the language in a meaningful context. This integrated approach has been shown to be more effective than isolated activities (Broughton et al., 2003). The moderate improvements observed in the control group suggest that traditional teaching methods, while still valuable, may not provide the same level of engagement and language production opportunities as storybooks and role-play. This finding reinforces the

argument that more dynamic, interactive teaching methods are needed to develop language skills effectively, especially in the context of primary EFL classrooms.

Limitations and Future Research: While this study provides valuable insights into the use of storybooks and role-play in EFL classrooms, there are several limitations that should be considered. The study was conducted in a limited geographic area (Tashkent), and the findings may not be generalizable to other regions of Uzbekistan or other EFL contexts. Future research could explore the impact of these methods in different settings, including rural schools, to examine their broader applicability. Additionally, the study focused only on reading comprehension and speaking skills. Future studies could investigate the impact of storybooks and role-play on other language skills, such as listening and writing, to provide a more comprehensive understanding of their effectiveness. Longitudinal studies could also assess the long-term impact of these methods on language proficiency. In conclusion, this study demonstrates the effectiveness of using storybooks and role-play to teach reading comprehension and speaking skills in primary EFL classrooms. The results indicate that these methods not only improve students' language skills but also enhance their motivation and engagement with the language learning process. The findings suggest that incorporating dynamic, interactive methods such as storybooks and role-play can significantly contribute to the development of English language skills in young learners.

Conclusion: This study has shown that the integration of storybooks and role-play significantly enhances the development of both reading comprehension and speaking skills in primary EFL classrooms. The results demonstrated that students who engaged in these interactive and context-rich activities showed substantial improvements in their language proficiency compared to those in traditional, teacher-centered learning environments. Storybooks provided students with the necessary linguistic exposure and cultural context to deepen their understanding of the language, while role-play offered them a dynamic platform to practice real-life communication in English. The quantitative data, supported by the qualitative feedback from both students and teachers, indicate that these methods foster an engaging and supportive learning environment that encourages active participation, language production, and greater confidence in using English. Furthermore, the combination of storybooks and role-play was shown to create a synergistic effect that maximized the benefits of each individual method.

Despite the promising results, the study also highlighted some challenges, such as the need for appropriate resources and time management during lessons. Future research should explore the long-term effects of these methods on language proficiency, extend the study to diverse settings across Uzbekistan, and consider their impact on other language skills like listening and writing. In conclusion, storybooks and role-play are valuable instructional tools for enhancing language skills in young learners. Their use in EFL classrooms not only improves linguistic abilities but also contributes to greater

student motivation, engagement, and enjoyment in the language learning process. These findings suggest that incorporating more interactive, student-centered methods into language teaching practices can significantly enrich the educational experience of primary EFL students.

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THE IMPACT OF DIGITAL TOOLS AND AI APPLICATIONS ON WRITING PRACTICES AND ASSESSMENT IN EFL LEARNING

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Annotation: *The integration of digital tools and artificial intelligence (AI) applications in English as a Foreign Language (EFL) education has significantly transformed both writing practices and assessment methods. This article examines the impact of these technological innovations on the writing process, focusing on how AI-powered applications influence learners' writing skills, creativity, and engagement. It also explores the ways in which digital tools enable more efficient and personalized assessment methods, offering instant feedback and data-driven insights into students' progress. Drawing from a range of studies conducted in Uzbekistan, this paper highlights the growing importance of integrating AI and digital platforms in the EFL curriculum to enhance learning outcomes. Additionally, it discusses the potential challenges, including the risk of over-reliance on technology and the need for effective teacher training to navigate these advancements. The study concludes with recommendations for optimizing the use of digital tools and AI applications to foster deeper learning in EFL classrooms.*

Key words: *Digital Tools, AI Applications, EFL Learning, Writing Practices, Assessment in EFL, Technology in Education, AI in Education, Learning Outcomes, Personalized Feedback, Educational Technology*

Introduction: The integration of digital tools and artificial intelligence (AI) into English as a Foreign Language (EFL) learning has fundamentally transformed writing practices and assessment methods. According to the European Commission (2020), over 70% of schools across Europe use digital learning tools, with a growing emphasis on AI-driven applications. These technologies provide instant feedback on grammar, vocabulary, and style, enabling more personalized and efficient writing development (Gustafson, 2021). In traditional EFL classrooms, writing skills were mainly improved through textbook activities and teacher evaluations. Today, AI-based tools like automated grammar checkers and essay scorers allow for real-time feedback and objective assessment, enhancing learning outcomes (Baker, 2020). In Uzbekistan, where English proficiency is becoming increasingly crucial for academic and career advancement, the use of AI in EFL writing instruction is expanding (Jumaniyozov & Sarimov, 2021).

Despite the advantages, challenges remain, such as the risk of over-reliance on AI tools and their limitations in evaluating creativity and critical thinking. Therefore, EFL educators must balance technology use with strategies that promote students' independent

writing skills (Muminov & Akramov, 2022). This article explores the influence of digital tools and AI on EFL writing practices and assessment, with a focus on the context of Uzbekistan. It aims to evaluate both the benefits and limitations of technological integration in EFL education.

Literature Analysis: Recent years have witnessed an exponential increase in scholarly research focusing on the integration of digital tools and AI applications in EFL writing instruction and assessment. According to Wang and Vásquez (2012), AI-powered writing assistants have demonstrated the potential to improve EFL students' syntactic complexity and lexical diversity by providing immediate corrective feedback. Similarly, Li and Ranieri (2019) found that the use of intelligent tutoring systems enhanced writing quality by 25% in comparison to traditional instruction methods.

In the Uzbek context, researchers such as Tashkent State Pedagogical University scholars (Yuldasheva & Tursunova, 2022) have highlighted the growing use of digital platforms like Grammarly, Write & Improve, and Criterion in EFL writing courses, noting a 30% improvement in students' written coherence and cohesion over one academic semester. Moreover, national studies emphasize that while digital tools improve surface-level writing mechanics, critical aspects such as argumentation, organization, and creativity still require substantial human guidance (Karimova, 2021). International studies align with these findings. For example, Biber et al. (2020) argue that while AI can effectively correct grammar and vocabulary errors, it often struggles to assess nuanced writing elements such as tone, cultural appropriateness, and rhetorical effectiveness. Furthermore, a meta-analysis by Sayers (2021) concluded that students who received blended feedback — both AI-generated and teacher-based — achieved 18% higher writing proficiency gains than those relying solely on automated evaluations.

However, researchers also caution against potential drawbacks. As Hyland (2016) points out, excessive dependence on AI tools may lead to diminished self-editing skills and overreliance on technology, particularly among lower-proficiency learners. In Uzbekistan, this risk is amplified by the relatively uneven digital literacy among students, as highlighted by Muminova (2023), who observed that only 57% of surveyed undergraduates could fully exploit AI writing tools' advanced functions. Given these mixed findings, scholars generally advocate for a balanced pedagogical approach. Digital tools and AI applications should complement, rather than replace, traditional human-mediated instruction to maximize EFL students' writing development. A key research gap remains in investigating long-term impacts of AI-assisted writing practices on students' autonomous language competence, particularly in developing contexts like Uzbekistan.

Methodology: This research utilized a sequential explanatory mixed-methods design to systematically examine the effects of digital tools and AI applications on EFL students' writing practices and assessment outcomes. By integrating both quantitative and

qualitative approaches, the study ensured the triangulation of findings and a comprehensive understanding of the observed phenomena.

Participants: The study was conducted among 180 undergraduate EFL students enrolled at three leading higher education institutions in Uzbekistan:

- Tashkent State University of Languages,
- Samarkand State Institute of Foreign Languages,
- Urgench State University.

Participants were selected through a stratified random sampling method to guarantee diversity in terms of academic achievement, digital literacy, and English proficiency, classified according to the Common European Framework of Reference for Languages (CEFR). The distribution was as follows: B1 level: 42%, B2 level: 39%, C1 level: 19%.

National educational reports (Uzbekistan Education Statistics, 2024) reveal that approximately 68% of university students actively use digital tools for educational purposes, a figure that reflects the increasing digitalization trends in Uzbekistan's higher education sector. This supports the relevance and timeliness of the current research.

Research Instruments: A multi-layered data collection strategy was employed:

- **Pre- and Post-Writing Assessments:** Academic essays were evaluated against the Cambridge Assessment English criteria, focusing on Task Achievement, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. Rubrics were cross-validated by two certified IELTS examiners, achieving an inter-rater reliability score of $r = 0.91$.

- **Digital Interaction Logs:** Students' activities on Grammarly, Write & Improve, QuillBot, and Google Docs AI suggestions were automatically recorded to monitor interaction frequency, tool preferences, and types of corrections applied.

- **Questionnaires:** A structured survey containing 30 items on a 5-point Likert scale was administered to assess students' perceptions of AI tools' effectiveness, ease of use, and impact on writing autonomy. The reliability index of the questionnaire (Cronbach's alpha) was 0.89.

- **Semi-Structured Interviews:** In-depth interviews were conducted with a purposive subsample of 30 students (10 from each university) to explore qualitative insights into motivational dynamics, critical attitudes toward AI feedback, and self-regulated learning behaviors.

Procedure: The research unfolded over a 16-week semester, structured into three methodical phases:

Phase 1: Baseline Measurement (Weeks 1–2) Students completed a baseline writing task without access to any digital or AI support. Scores established the control measure against which all subsequent progress would be compared.

Phase 2: Intervention Program (Weeks 3–14) Students were introduced to different AI tools in a phased manner:

- Weeks 3–6: Introduction and systematic use of Grammarly focusing on grammatical correction and sentence clarity.
- Weeks 7–10: Application of Write & Improve for developing logical organization, argumentative structure, and paragraph cohesion.
- Weeks 11–14: Experimentation with QuillBot for lexical enhancement, stylistic variation, and paraphrasing practices. Each week, students submitted essays on assigned topics. Feedback reports from AI tools were stored and analyzed, providing metadata on the types of corrections (grammar, vocabulary, cohesion), time spent on revisions, and tool engagement rates.

Phase 3: Post-Intervention Assessment (Weeks 15–16) Participants undertook a final writing task without assistance, allowing a comparison of independent writing capabilities. Interviews were also conducted during this phase to capture reflective evaluations.

Data Analysis: Quantitative data were processed using IBM SPSS Statistics. Descriptive Analysis determined mean scores, standard deviations, and median shifts between pre- and post-tests. Paired Sample t-tests were applied to evaluate the statistical significance of writing score improvements ($p < 0.05$). Cohen's d was calculated to measure the effect size, revealing that digital tool-assisted learning had a moderate-to-strong impact ($d = 0.64$) on writing quality. Pearson correlation was conducted to establish the relationship between the frequency of AI tool usage and the magnitude of writing score gains ($r = 0.67$, $p < 0.01$). Qualitative interview data underwent thematic analysis following Braun and Clarke's (2006) six-phase model, identifying recurring patterns such as increased writing confidence, critical dependence on automated feedback, and challenges in maintaining originality.

Validity and Reliability: Internal validity was maintained by controlling external factors, such as consistent assignment topics and time limits for writing tasks. External validity was strengthened by sampling from multiple universities across different regions of Uzbekistan. Reliability was ensured by instrument pilot testing with a control group and verifying internal consistency (Cronbach's $\alpha > 0.85$).

Ethical Considerations: Approval was obtained from the Research Ethics Committees of the participating universities. Participants were informed of their rights, and voluntary, written consent was obtained before any data collection commenced. Data confidentiality was strictly maintained, with anonymized coding used during analysis.

Results and Discussion: The analysis of the collected data revealed that the integration of digital tools and AI applications significantly contributed to the advancement of students' writing practices in the EFL context. Participants demonstrated noticeable improvements in various aspects of academic writing, including grammatical accuracy, lexical richness, structural organization, and logical coherence.

It was observed that students, after consistent exposure to AI-driven feedback, became increasingly adept at structuring their essays logically, maintaining a clear progression of ideas, and utilizing appropriate linking words to ensure cohesion between paragraphs. Additionally, their lexical choices showed considerable refinement, with a more frequent and accurate use of topic-specific vocabulary and academic phrases. Learners reported that the immediate and personalized feedback provided by AI tools encouraged them to engage more critically with their own writing. They became more autonomous in identifying their errors, particularly in grammar, punctuation, and syntax, and exhibited an improved ability to revise and edit their drafts independently. This self-regulatory behavior, which is crucial for long-term writing development, was nurtured through repeated interaction with AI-supported environments.

Moreover, the data indicated a general increase in students' motivation and self-efficacy regarding writing tasks. Students noted that using digital applications made the revision process less tedious and more interactive, allowing them to perceive writing not as a static product but as a dynamic process of refinement and improvement. The flexibility offered by digital platforms enabled learners to practice writing beyond classroom hours, leading to greater exposure and incremental skill acquisition. Furthermore, analysis of students' final written outputs showed a richer variety of syntactic structures and more sophisticated discourse strategies compared to their initial drafts. Narrative flow, argument development, and rhetorical appropriateness improved substantially, highlighting the effectiveness of digital mediation in fostering higher-order writing competencies.

These results align closely with previous studies highlighting the transformative potential of AI technologies in EFL instruction. In the context of Uzbekistan, where traditional textbook-based methodologies have historically prevailed, the integration of AI tools represents a pivotal innovation that addresses long-standing pedagogical challenges such as limited personalized feedback and teacher-centered approaches.

The findings suggest that AI applications act as an effective scaffolding mechanism, facilitating a more individualized learning experience and supporting students' progression from dependent to autonomous writers. This observation resonates with constructivist learning theories, which advocate for learner-centered environments where individuals actively construct knowledge through iterative practice and reflection. One critical factor contributing to the observed improvements was the availability of immediate, non-judgmental feedback. Unlike conventional teacher comments, which often involve delayed responses and limited focus, AI-based systems provided real-time, detailed suggestions across multiple dimensions of writing quality. This immediacy enabled students to engage in a continuous cycle of writing, receiving feedback, and revising, thereby accelerating their development.

However, the study also uncovered certain limitations. A number of learners initially exhibited skepticism toward AI-generated suggestions, questioning the reliability and contextual appropriateness of automated feedback. Additionally, varying degrees of digital literacy among students posed initial barriers to optimal engagement with the tools. These challenges point to the necessity of preliminary training sessions on both digital literacy and critical evaluation of AI feedback to maximize the effectiveness of such interventions. An important consideration emerging from the findings is that while AI tools excel at identifying surface-level errors and structural weaknesses, they may be less sensitive to subtleties such as creative expression, argumentative depth, and cultural nuances in writing. Therefore, while digital tools offer substantial support for mechanical aspects of writing, human instructors continue to play an indispensable role in nurturing critical thinking, creativity, and nuanced argumentation skills.

In the broader context of Uzbekistan's educational reforms, particularly the emphasis on digitalization and international standards in language education, the effective incorporation of AI into EFL instruction is likely to become increasingly vital. To ensure sustainability and equity, it is crucial that digital interventions are complemented by professional development for teachers, curriculum updates, and policy support that fosters critical digital pedagogy rather than mere technological adoption. Ultimately, the results affirm that when strategically integrated into pedagogical practices, digital tools and AI applications not only enhance technical writing skills but also contribute to a broader transformation of learners' attitudes, engagement, and independent learning capacities in EFL classrooms.

Conclusion: The findings of this study clearly demonstrate that the integration of digital tools and AI applications exerts a substantial influence on the development of writing practices and assessment mechanisms in EFL learning contexts. Through the systematic use of AI-assisted platforms, learners were able to achieve significant improvements in various dimensions of their writing, including accuracy, coherence, lexical sophistication, and structural organization. Importantly, these technological interventions fostered not only technical skill enhancement but also encouraged higher levels of learner autonomy, critical self-assessment, and motivation toward writing tasks. The research underscores that in the contemporary EFL classroom, digital tools and AI applications should no longer be viewed as supplementary resources but rather as integral components of an effective pedagogical strategy. Their ability to provide individualized, immediate, and formative feedback addresses many of the persistent challenges associated with traditional writing instruction, particularly in settings characterized by large class sizes and limited teacher availability.

In conclusion, the transformative potential of digital and AI technologies in EFL writing instruction is undeniable. When thoughtfully and strategically implemented, these tools not only enhance the technical dimensions of writing but also contribute to the

cultivation of independent, reflective, and globally competent language users. Future research should continue to explore innovative models for integrating technology in language education, with particular attention to ensuring equitable access and fostering critical digital competencies among all learners.

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ERROR ANALYSIS AND ITS ROLE IN IMPROVING STUDENTS' WRITING SKILLS

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ABSTRACT This study investigates the role of error analysis in enhancing students' writing skills, particularly within the context of second language learning. Error analysis is a systematic approach to identifying, categorizing, and understanding the mistakes learners make in their writing. By examining written samples from students, this research identifies common error patterns—such as grammatical, lexical, syntactical, and discourse-level mistakes—and explores their underlying causes, including first language interference and limited vocabulary. The findings reveal that error analysis not only provides valuable insights into students' linguistic challenges but also informs targeted instructional strategies that address these issues. Furthermore, the study emphasizes the importance of constructive feedback in the error correction process, highlighting how it fosters self-reflection and encourages students to engage in revisions. The results indicate that incorporating error analysis into writing instruction leads to significant improvements in students' writing proficiency over time. By promoting a growth mindset and viewing errors as learning opportunities, educators can create a supportive environment that enhances students' confidence and competence in writing. This research advocates for the integration of error analysis as a fundamental element of writing pedagogy to effectively develop students' communication skills.

Keywords: language education, writing pedagogy, learning opportunities, revisions, challenging skills, level mistakes, mistakes, limited vocabulary, syntactical error, feedback.

INTRODUCTION

In the realm of language education, writing is often regarded as one of the most challenging skills for learners to master, particularly for those acquiring a second language. The complexity of writing encompasses various linguistic components, including grammar, vocabulary, syntax, and coherence. As students strive to express their thoughts and ideas effectively in written form, they frequently encounter obstacles that hinder their progress. Understanding and addressing these challenges is crucial for

educators aiming to enhance students' writing abilities. Error analysis has emerged as a vital tool in the field of language education, providing a systematic framework for examining the mistakes learners make during the writing process. By identifying and categorizing errors, educators can gain insights into the specific difficulties students face and the underlying factors contributing to these mistakes. This approach not only highlights areas in need of improvement but also informs instructional strategies that can be tailored to meet the diverse needs of learners.

The significance of error analysis extends beyond mere identification of mistakes; it serves as a catalyst for fostering a deeper understanding of language use among students. When learners engage with their errors constructively, they can develop a more nuanced comprehension of the target language and its intricacies. Moreover, this process encourages self-reflection and critical thinking, empowering students to take ownership of their learning journey.

This study aims to explore the role of error analysis in improving students' writing skills within the context of second language acquisition. By investigating common error patterns and their causes, this research seeks to provide educators with practical insights that can enhance writing instruction. Ultimately, the findings will underscore the importance of viewing errors as opportunities for growth rather than as mere failures, promoting a positive learning environment that nurtures students' confidence and competence in writing. Through this exploration, we hope to contribute to the ongoing discourse on effective pedagogical practices in language education and illuminate pathways for developing proficient writers in an increasingly globalized world.

LITERATURE REVIEW AND METHODOLOGY

The study of writing in second language acquisition (SLA) has garnered significant attention in recent years, particularly concerning the challenges learners face and the pedagogical strategies that can enhance their writing skills. This literature review synthesizes key findings from previous research on error analysis, writing difficulties, and instructional methods.

Error analysis emerged as a prominent approach in SLA during the 1970s and 1980s, with researchers like Corder (1967) emphasizing its importance in understanding learner language. Corder's work laid the foundation for subsequent studies that categorized errors into various types, such as grammatical, lexical, and syntactical errors. More recent studies have built upon this framework, examining the prevalence of specific error types in learners' writing. For instance, Bitchener and Knoch (2008) found that grammatical errors were among the most common in ESL students' compositions, highlighting the need for targeted instruction in this area. Researchers like Ellis (1994) argue that error analysis not only helps identify areas for improvement but also serves as a diagnostic tool to understand learners' interlanguage development. By examining errors, educators can gain insights into learners' cognitive processes and the influence of their

first language on their writing. This perspective aligns with the findings of Lyster and Ranta (1997), who demonstrated that explicit feedback on errors could significantly enhance learners' writing proficiency.

Numerous studies have identified specific challenges faced by second language writers. For instance, Zhang (2010) notes that limited vocabulary and inadequate understanding of discourse structures often impede learners' ability to produce coherent texts. Similarly, Hyland (2003) emphasizes the role of cultural differences in shaping writing conventions, which can lead to misunderstandings and misinterpretations in cross-cultural communication. Research has shown that anxiety and lack of confidence can further exacerbate writing difficulties for second language learners. A study by Cheng et al. (1999) found that high levels of writing anxiety correlated with lower writing performance among ESL students. This highlights the importance of creating a supportive learning environment where students feel encouraged to take risks in their writing.

Effective pedagogical strategies are essential for addressing the challenges identified through error analysis. Process-oriented approaches to writing instruction have gained traction in recent years, focusing on the stages of planning, drafting, revising, and editing. Research by Flower and Hayes (1981) underscores the value of this approach, as it allows students to engage with their writing more holistically and develop their critical thinking skills.

RESULT AND DISCUSSION

The results of this study are presented in two main sections: quantitative findings from the pre-test and post-test assessments, and qualitative insights derived from participant interviews and focus group discussions. Together, these findings illuminate the impact of error analysis on second language learners' writing skills. The pre-test and post-test assessments were conducted to evaluate changes in students' writing proficiency over the course of the study. The results indicate a statistically significant improvement in overall writing scores.

The qualitative data gathered from interviews and focus groups provided rich insights into participants' experiences with error analysis and its perceived influence on their writing skills. Several key themes emerged:

Increased Awareness of Errors, participants reported that engaging in error analysis helped them become more aware of their recurring mistakes. One student noted, "I didn't realize how often I made the same grammatical errors until we discussed them in class. Now I pay more attention when I write."

Value of Feedback, many participants emphasized the importance of receiving constructive feedback on their writing. They appreciated the opportunity to revise their work based on teacher comments and peer reviews. A participant stated, "Feedback makes me feel like I can improve; it's not just about getting a grade but about learning."

Confidence Building, as students became more adept at identifying and correcting their errors, they reported increased confidence in their writing abilities. One student remarked, “At first, I was scared to write because I thought I would make too many mistakes. Now I feel more comfortable expressing my ideas.”

Collaborative Learning, focus group discussions highlighted the benefits of collaborative writing activities facilitated by technology. Participants expressed enjoyment in working together to provide feedback on each other’s drafts, which they felt enriched their learning experience.

Cultural Considerations, some participants pointed out that cultural differences influenced their writing styles and conventions. They appreciated discussions that helped bridge these gaps, allowing them to adapt their writing for different contexts.

CONCLUSION

In conclusion, this study provides compelling evidence for the value of error analysis in second language writing instruction. By cultivating an awareness of errors and providing constructive feedback within a supportive learning environment, educators can significantly enhance learners’ writing capabilities and overall confidence in their language skills. Future research could explore long-term impacts of error analysis on writing proficiency and investigate its effectiveness across diverse educational contexts and learner populations.

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DETERMINING THE LEVEL OF SPECIAL PHYSICAL TRAINING OF HANDBALL PLAYERS

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Annotation: *This article demonstrates the standards for developing the physical qualities of handball players through special physical training based on practical experience.*

Keywords: *mental training, efficiency, physical quality, faith, aspiration, temperament.*

Annotatsiya: *Ushbu maqolada gandbolchilarni jismoniy sifatlarini mahsus jismoniy tayyorgarliklar yordamida rivojlantirish me'yorlari tajriba asosida ko'rsatib berilgan.*

Kalit so'zlar: *ruhiy tayyorgarlik, samaradorlik, jismoniy sifat, e'tiqod, intiluvchanlik, temperament.*

Аннотация: *В данной статье показаны принципы развития физических качеств гандболистов посредством специальной физической подготовки на основе опыта.*

Ключевые слова: *психологическая подготовка, эффективность, физическая качества, вера, стремление, темперамент.*

Introduction

Achieving high results in handball largely depends on the level of special physical training. This was confirmed by studying relevant literature. Many handball experts emphasize that high performance in handball first requires adequate special physical preparation.

However, when asked which physical quality holds primary importance, experts provide different answers. A survey among Danish handball specialists identified important qualities as speed-strength, agility, strength, and speed. Meanwhile, a survey among Uzbek handball specialists revealed the following priorities: speed endurance, speed, speed-strength, general endurance, coordination and agility, and strength.

Each age group of handball players has its own significance in improving technical and tactical skills.

In many foreign countries, training of handball players did not focus strictly on their playing roles, instead prioritizing a universal training approach. During training, players also acquire role-specific skills through dedicated sessions.

Uzbek handball specialists (especially in youth training) emphasize training based on players' specific roles. However, they also acknowledge that existing training programs do not fully reflect the role-specific nature of handball preparation.

Experts have differing opinions on distributing specific and non-specific loads during yearly training cycles.

From the analysis of the above factors, we can conclude that recommendations for distributing training loads vary, and scientific research on the distribution of specific and non-specific tools across training phases is still incomplete. More research is needed in this area.

In modern handball, success depends on the effective execution of several key movements, including:

- Performing actions at maximum speed;
- Receiving and passing the ball under difficult and intense pressure;
- Competing for high balls with strong jumping ability.

Effective execution of these movements is directly related to the development of specific physical qualities. A high level of special physical preparation is critical for mastering technical movements.

Differences between handball teams are reflected in the effectiveness of key game actions and the manifestation of physical qualities.

Accordingly, we conducted studies on the level of special physical training in several handball teams.

Tests included: 30m sprint, 400m run, standing long jump, long-distance ball throw, dribbling with deceptive movement and finishing shot.

These tests evaluated: speed (30m sprint), speed endurance (400m run), speed-strength (long jump, ball throw), coordination (dribbling and shot).

Table 1

Control Standards for Assessing the Special Physical Training Level of 14–16-Year-Old Handball Players

№	Exercises	Grade		
		Perfect	Good	Bad
1	30 m sprint	4,3	4,4	4,5
2	400 m run	61,0	62,0	63,0
3	Standing long jump	240	230	220
4	Long-distance ball throw	80	75	70
5	Dribbling and finishing shot on goal	8,7	8,8	8,9

Table 2

Test Results of Special Physical Training for the Handball Team (Ages 14–16)

Full Name	30 m Sprint (s)	400 m Run (s)	Standing Long Jump (cm)	Long- Distance Ball Throw (m)	Dribbling and Finishing Shot
Athlete 1	4,6	62,5	240	78	9,1
Athlete 2	4,6	62,8	248	73	8,8
Athlete 3	4,7	64,0	218	69	8,9
Athlete 4	4,4	63,0	223	71	9,1
Athlete 5	4,3	64,0	231	73	9,2
Athlete 6	4,5	64,1	238	75	8,7
Athlete 7	4,6	61,3	230	68	8,7
Athlete 8	4,8	61,9	215	69	8,9
Athlete 9	4,3	62,3	210	71	8,9
Athlete 10	4,4	63	203	72	8,7

Conclusion

Only 3 of the 15 handball players achieved the model speed indicator (4.3s). 4 players achieved a good result (4.4s), 3 showed satisfactory results, and 5 failed to meet the required standards.

The analysis shows that the more developed a player's specific physical qualities are, the more effective their technical and tactical actions will be.

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EFFECTIVE STRATEGIES FOR TEACHING SPEAKING SKILLS IN SECONDARY SCHOOLS

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ANNOTATION: This article explores at studies-primarily based methods for boosting talking talents in English as a foreign language (EFL) and English as a 2nd language (ESL) classrooms in secondary schools. Speaking English as a second language might be tough. It summarizes the outcomes of research on project-primarily based language mastering, communicative language instruction, and the usage of technology to train talking. The commentary emphasizes the strategies' strengths, limits, and the significance of taking contextual elements into account at the same time as enforcing them, with a focus on the techniques' software and practicality. Teaching the language efficaciously and hastily is one of the primary goals.

Keywords: Speaking Skills, ESL, EFL, Communicative Language Teaching, Task-Based Language Learning, Oral Communication, Secondary Education, Speaking Activities, Fluency, Accuracy, Pronunciation, Classroom Techniques.

АННОТАЦИЯ: В этой статье рассматриваются основанные на исследованиях методы повышения разговорных талантов в классах английского как иностранного (EFL) и английского как второго языка (ESL) в средних школах. Говорить на английском как на втором языке может быть сложно. В ней суммируются результаты исследований по освоению языка на основе проектов, коммуникативному языковому обучению и использованию технологий для обучения говорению. В комментарии подчеркиваются сильные стороны стратегий, ограничения и важность учета контекстных элементов в то же время, как и их применения, с акцентом на программное обеспечение и практичность методов. Эффективное и быстрое обучение языку является одной из основных целей.
Ключевые слова: навыки говорения, ESL, EFL, коммуникативное обучение языку, изучение языка на основе задач, устное общение, среднее образование, речевая деятельность, беглость, точность, произношение, методы работы в классе.

ANMERKUNG: Dieser Artikel untersucht forschungsbasierte Methoden zur Verbesserung der Sprechfähigkeiten in Englisch als Fremdsprache (EFL) und Englisch als Zweitsprache (ESL)-Klassen an weiterführenden Schulen. Englisch als Zweitsprache zu sprechen kann schwierig sein. Er fasst die Ergebnisse der Forschung zu projektbasiertem Spracherwerb, kommunikativem Sprachunterricht und dem Einsatz von Technologie zum Sprechenlernen zusammen. Der Kommentar betont die Stärken und Grenzen der Methoden und die Bedeutung der Berücksichtigung kontextueller Faktoren bei deren Durchsetzung, wobei der Schwerpunkt auf der Anwendung und Praktikabilität der Methoden liegt. Eines der Hauptziele ist es, die Sprache effizient und schnell zu unterrichten.

Schlüsselwörter: Sprechfähigkeiten, ESL, EFL, kommunikativer Sprachunterricht, aufgabenbasiertes Sprachenlernen, mündliche Kommunikation, Sekundarschulbildung, Sprechaktivitäten, Sprachfluss, Genauigkeit, Aussprache, Unterrichtstechniken.

INTRODUCTION

Language learning and communicate are tough processes. This can take a long term. Speaking is a key ability in language gaining knowledge of, allowing college students to communicate correctly and actively participate in real-life interactions. Developing able talking skills in secondary faculties is essential for instructional success, destiny career opportunities, and common non-public growth. Language talent performs a crucial position in career advancement. However, many ESL/EFL students war with talking because of factors which includes tension, confined vocabulary, lack of confidence, and absence of opportunities to practice. [4] This article goals to provide a complete review of powerful strategies for teaching talking abilities in secondary faculties, drawing on studies-based totally practices and highlighting their realistic software inside the classroom. "Language does not just about recognize the policies; it's far approximately the usage of them to communicate. [1]

METHODS: Using a literature evaluate method, this newsletter summarizes research effects from pedagogical publications, empirical investigations, and applicable theoretical frameworks concerning secondary faculty talking training. Using databases which include ERIC, JSTOR, and Google Scholar, a radical search was accomplished the usage of key phrases including "oral verbal exchange strategies," "ESL/EFL speaking activities," "talking competencies teaching," and comparable terms. Studies that (1) detailed unique talking techniques or sports; (2) described secondary school college students; (3) supplied empirical proof in their efficacy; (four) focused on speech correctness and fluency; and (five) referred to pupil modifications had been given precedence underneath the inclusion standards. When deciding on which studies to assess, methodological rigor and contextual importance were taken into account.

Results of the have a look at:

Several a success methods for schooling talking capabilities had been determined by way of the evaluate:

- The recognition of Communicative Language Teaching (CLT): is on meaningful lecture room interaction and verbal exchange. Learners are given the danger to utilize the target language in actual-international conditions through activities like role-plays, conversations, interviews, and presentations. [4]
- Task-Based Language Learning (TBLL): In TBLL, college students complete actual obligations that call for them to apply their speaking abilities on the way to reach a predetermined goal. Trip planning, trouble resolution, and product design are a few examples. [2]

- Focus on Fluency: Activities that emphasize fluency are designed to help students speak freely and confidently without worrying an excessive amount of approximately grammar. Learners can expand their fluency by using the usage of techniques including storytelling, pace dating, and mind storming.
- Focus on Accuracy: Activities that emphasize accuracy are designed to help students turn out to be greater talented in grammar and pronunciation. Students can improve their talking accuracy with the aid of the usage of techniques together with peer remarks, errors correction, and repetition drills.
- Use of Technology: There are numerous approaches wherein technology may enhance speech practice. With the usage of audio and video recording equipment, students can hone and examine their speaker abilities. According to Blake [1], on-line systems provide possibility for touch with local audio system as well as get right of entry to actual listening resources.
- Establishing a Supportive Classroom atmosphere: Building college students' self-belief and decreasing their tension stages require supportive school room surroundings. Learners can overcome their inhibitions and actively participate in speaker sports through using techniques such as giving wonderful comments, promoting hazard-taking, and fostering a nonjudgmental environment. [3]

DISCUSSION: The competence degrees of the students, their gaining knowledge of alternatives, their cultural backgrounds, and the particular school room environment all affect how effective talking techniques are. It is imperative that educators choose teaching techniques that are appropriate for his or her college students and regulate them to suit their specific requirements. Developing a balanced approach that tackles speaking accuracy and fluency is likewise vital. While placing an excessive amount of focus on precision can discourage students from talking, ignoring accuracy can bring about conversation breakdowns. Both controlled and unrestricted talking sporting events should be presented by using instructors to their students.

CONCLUSION

In secondary faculty ESL/EFL coaching, improving speaker abilities is a key goal. Using research-primarily based techniques and emphasizing their useful packages within the study room, this text has given a summary of the quality approaches to improve speaking skills. By employing these techniques, educators can set up stimulating and inspiring classrooms that permit students to speak English fluently and efficiently. "The boundaries of my world are the bounds of my language" [4].

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BOSHLANG'ICH SINFI O'QUVCHILARINING JISMONIY TAYYORGARLIGINI OSHIRISHNING SAMARALI USULLARI

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Maktabgacha va Maktab Ta'limi Vazirligiga qarashli Namangan viloyati

Yangiqo'rg'on tumani

3-sonli umumta'lim maktabi boshlang'ich sinfi o'qituvchisi

Annotatsiya: Ushbu maqolada boshlang'ich sinfi o'quvchilarining jismoniy tayyorgarligi darajasini oshirishga qaratilgan samarali pedagogik usullar tahlil qilinadi. Tadqiqot jarayonida jismoniy mashg'ulotlarga asoslangan o'yinli metodlar, harakatli o'yinlar, mashqlar komplekslari va musobaqa elementlari orqali o'quvchilarda chaqqonlik, chidamlilik va harakat koordinatsiyasini rivojlantirish samaradorligi o'rganildi. Natijalar shuni ko'rsatdiki, tizimli yondashuv va qiziqarli metodikalar o'quvchilarning faolligini oshirib, jismoniy tayyorgarlik darajasini sezilarli yaxshilaydi.

Kalit so'zlar: boshlang'ich sinfi, jismoniy tayyorgarlik, harakatli o'yinlar, o'quvchilarning rivojlanishi, samarali metodlar

Аннотация: В данной статье рассматриваются эффективные педагогические методы повышения физической подготовленности учащихся начальных классов. В процессе исследования была проанализирована эффективность игровых методов, двигательных игр, комплексов упражнений и элементов соревнований для развития ловкости, выносливости и координации движений. Результаты показали, что системный подход и использование интересных методик значительно повышают физическую активность и уровень подготовки учащихся.

Ключевые слова: начальные классы, физическая подготовка, подвижные игры, развитие учащихся, эффективные методы

Abstract: This article analyzes effective pedagogical methods for improving the physical fitness of primary school students. The study explores the use of play-based methods, movement games, exercise complexes, and competition elements to enhance agility, endurance, and motor coordination. The results indicate that a systematic approach combined with engaging methodologies significantly increases student activity levels and improves their physical fitness.

Keywords: primary school, physical fitness, movement games, student development, effective methods

Kirish

Zamonaviy ta'lim tizimida boshlang'ich sinfi o'quvchilarining har tomonlama sog'lom rivojlanishini ta'minlash ustuvor vazifalardan biri hisoblanadi. Ayniqsa, jismoniy tayyorgarlik darajasining pastligi bolalarning umumiy salomatligi, psixologik barqarorligi va bilim olish jarayoniga bevosita ta'sir ko'rsatadi. Maktabgacha yoshdagi bolalarda faol harakatlar muhim ahamiyat kasb etsa, boshlang'ich sinfi bosqichida bu jarayon yanada tizimlashtirilgan shaklga o'tadi. Shu bois, o'quvchilarni jismoniy

mashqlarga rag'batlantirish, sog'lom turmush tarzini shakllantirish va ularning jismoniy faolligini muntazam nazorat qilish zamonaviy pedagogikaning dolzarb masalalaridandir.

Afsuski, ko'pgina umumta'lim maktablarida jismoniy tarbiya mashg'ulotlari faqat dars soatlarigagina cheklanib qolmoqda. Bunda o'quvchilarning individual rivojlanish darajasi, qiziqishlari va salohiyatini inobatga olmaslik holatlari ham uchrab turadi. Shu munosabat bilan, boshlang'ich sinfda jismoniy tayyorgarlikni oshirishga yo'naltirilgan yangi, samarali usullarni joriy etish zarurati ortib bormoqda [2,7].

Ushbu maqola orqali boshlang'ich sinf o'quvchilarining jismoniy faolligini oshirishda harakatli o'yinlar, mashqlar komplekslari va musobaqaviy faoliyatlardan foydalanishning samaradorligi tahlil qilinadi hamda amaliy tavsiyalar beriladi.

Uslublar

Tadqiqot Toshkent shahridagi uchta umumta'lim maktabining 1–4-sinf o'quvchilari (jami 90 nafar) ishtirokida o'tkazildi. Har bir sinfdan teng miqdorda o'quvchilar tanlab olindi. Tadqiqot 3 oy davomida olib borildi va ikki bosqichdan iborat bo'ldi: dastlabki baholash, metodlarni qo'llash va yakuniy natijalarni o'lchash. O'quvchilarning jismoniy tayyorgarlik darajasi maxsus testlar (chaqqonlik, chidamlilik, sakrash masofasi, yugurish va muvozanat) orqali baholandi.

Mashg'ulotlar haftasiga 3 marta 30 daqiqalik qo'shimcha jismoniy faollik bloklari shaklida tashkil etildi. Bu bloklarga quyidagilar kiritildi: harakatli o'yinlar (masalan, "Kim chaqqon?", "Topni olib qoch"), guruhli estafeta musobaqalari, to'plam asosidagi mashqlar (uchish, sakrash, egilish), va stretching mashg'ulotlari. Faollik darajasi, ishtirok motivatsiyasi va jismoniy o'zgarishlar kuzatuv va videoanaliz usuli orqali baholandi [7,8].

Tajriba davomida o'qituvchilar va ota-onalardan so'rovnoma orqali fikrlar ham yig'ildi. Bu metodlar orqali bolalarning rivojlanishidagi o'zgarishlar nafaqat jismoniy ko'rsatkichlarda, balki o'zini tutish, ijtimoiy faollik va darsga bo'lgan munosabatda ham aks etgani qayd etildi.

Natijalar

Tadqiqot davomida boshlang'ich sinf o'quvchilarining jismoniy tayyorgarligi darajasida ijobiy o'zgarishlar kuzatildi. Dastlabki bosqichda o'tkazilgan test natijalari bilan yakuniy bosqich natijalari solishtirilganda, chaqqonlik ko'rsatkichi o'rtacha 18%, chidamlilik 22%, harakat koordinatsiyasi esa 15% ga yaxshilangan. Ayniqsa, harakatli o'yinlar qo'llangan sinflarda faollik va ishtirok darajasi yuqori bo'lgan.

Bundan tashqari, bolalarda o'z-o'zini nazorat qilish, jamoa bilan ishlash, intizom va motivatsiya kabi psixologik jihatlar ham rivojlandi. Video tahlil natijalari shuni ko'rsatdiki, bolalar har bir mashg'ulotda faol ishtirok etgan, ba'zi holatlarda o'qituvchining rahbarligisiz ham faoliyatni davom ettirganlar.

So'rovnoma natijalariga ko'ra, 80% o'qituvchilar harakatli o'yinlar asosidagi yondashuvlarni ijobiy baholadi. Ota-onalarning 65% farzandlarining jismoniy faolligi

ortgani va darsga ishtiyoqi oshganini ta'kidladi. Natijalarga ko'ra, tizimli va qiziqarli metodlarning jismoniy tayyorgarlikka bevosita ta'siri borligi isbotlandi.

Muhokama

Olingan natijalar ilgari o'tkazilgan ilmiy tadqiqotlar bilan uyg'unlikda ekanini ko'rsatdi. Xususan, harakatli o'yinlar asosidagi mashg'ulotlar bolalarda nafaqat jismoniy, balki psixologik va ijtimoiy rivojlanish uchun ham muhim omil bo'lib xizmat qilmoqda. Oldingi tadqiqotlarda ham bu usullarning motivatsiyani oshirish, darsga bo'lgan qiziqishni kuchaytirish va ijtimoiylashuv darajasini yaxshilashdagi roli alohida ta'kidlangan [4,6,7].

Shuningdek, bola psixologiyasining o'ziga xosligi hisobga olinganda, qat'iy jismoniy mashqlar o'rniga o'yin elementlari bilan boyitilgan yondashuvlar yanada samarali natija bergani kuzatildi. Bu holat maktab jismoniy tarbiya dasturlarini takomillashtirish zarurligini ko'rsatadi.

Biroq, tajriba davomida ayrim muammolarga ham duch kelindi: mashg'ulotlar uchun mos jihozlarning yetishmasligi, vaqt resurslari cheklanganligi va barcha o'qituvchilarda metodik tayyorgarlik darajasining turlicha bo'lishi. Bu esa, metodlar samaradorligi uchun tizimli yondashuv zarurligini anglatadi [6].

Kelgusida maktablarda sport inshootlarini yangilash, o'qituvchilarni doimiy malaka oshirishga jalb qilish va o'quv dasturlarini yangilash muhim ahamiyat kasb etadi.

Xulosa

Yuqorida keltirilgan tahlillar asosida, boshlang'ich sinf o'quvchilarining jismoniy tayyorgarligini oshirish uchun harakatli o'yinlar, mashqlar komplekslari va estafeta musobaqalari kabi metodlar eng samarali vosita ekanligi isbotlandi. Ushbu yondashuvlar o'quvchilarda jismoniy faollikni rag'batlantiradi, sog'lom turmush tarziga qiziqishni oshiradi hamda ularning psixologik va ijtimoiy rivojlanishiga ham ijobiy ta'sir ko'rsatadi.

Tadqiqot natijalari, shuningdek, o'qituvchi va ota-onalarning faol ishtiroki bu jarayonni samarali amalga oshirishda muhim omil ekanini ko'rsatdi. Har bir mashg'ulot bolalar uchun quvonchli va sermazmun o'tganligi, ularda sog'lom raqobat va jamoaviylik hissi shakllanganini ko'rsatdi.

Kelgusida bunday metodlarni har bir maktabga tatbiq etish, ularni dars va darsdan tashqari faoliyatga integratsiyalash, sport infratuzilmasini yaxshilash va o'qituvchilarga metodik yordam ko'rsatish zarur. Ushbu choralar maktab yoshidagi bolalarda sog'lom avlodni shakllantirishda muhim bosqich bo'lib xizmat qiladi.

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TARIX FANINI O‘QITISHDA ZAMONAVIY TEXNOLOGIYALARNI QO‘LLASH (RAQAMLI TARIX MISOLIDA)

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Annotatsiya: Mazkur maqolada tarix fanini o‘qitish jarayonida zamonaviy texnologiyalardan foydalanishning dolzarbligi yoritiladi. Hozirgi kunda ta’lim tizimiga raqamli texnologiyalarni tatbiq etish nafaqat dars sifati va samaradorligini oshiradi, balki o‘quvchilarning tarixga bo‘lgan qiziqishi va motivatsiyasini kuchaytirishga xizmat qiladi. Multimedia vositalari, interaktiv taqdimotlar, onlayn ta’lim platformalari hamda tarixiy voqealarni aks ettiruvchi simulyatsiyalar o‘quvchilarga mavzularni chuqurroq tushunishga ko‘maklashadi. Maqolada aynan shu vositalarning tarix ta’limidagi roli va ularning samaradorligi tahlil qilinadi.

Kalit so‘zlar: Metod, ta’lim, tarix, zamonaviylik, interaktiv, o‘qitish, platforma

Kirish

XXI asrda ta’lim sohasida yuz berayotgan jadal o‘zgarishlar maktablar va boshqa ta’lim muassasalarida ilg‘or va zamonaviy yondashuvlarni joriy etishni taqozo qilmoqda. Hozirgi zamonaviy ta’lim tizimi faqatgina an’anaviy akademik fanlar – matematika, fizika, san’at kabi yo‘nalishlar bilan cheklanib qolmay, balki o‘quvchilarning har tomonlama intellektual, axloqiy va ijtimoiy rivojlanishini ta’minlashga yo‘naltirilgan. Bu yondashuv ijodiy va tanqidiy fikrlash, hayotiy muammolarni hal etish, axloqiy qadriyatlarni shakllantirish, tahliliy fikr yuritish hamda ongli qaror qabul qilish kabi muhim ko‘nikmalarni rivojlantirishga xizmat qiladi. Zamonaviy ta’lim jarayonida raqamli texnologiyalar muhim o‘rin egallaydi. O‘quvchilarni faollikka jalb etish, ularning bilim olish jarayonini qiziqarli va samarali tashkil qilishda mobil ilovalar, interaktiv platformalar, YouTube ta’lim kanallari, podkastlar, elektron darsliklar va badiiy-hujjatli filmlardan keng foydalanilmoqda. Ushbu raqamli vositalar ta’lim mazmunini yanada boyitadi, o‘quvchilarda fanga bo‘lgan qiziqishni oshiradi va mustaqil ta’lim olish imkoniyatlarini kengaytiradi.

Bundan tashqari, zamonaviy ta’lim metodikasi interfaol o‘qitish uslublarini – guruhli ishlar, muammoli vaziyatlarni tahlil qilish, rolli o‘yinlar, loyihalarga asoslangan o‘qitish kabi usullarni ham o‘z ichiga oladi. Bu esa o‘quvchilarga nafaqat bilim berish, balki o‘z fikrini aniq ifodalash, jamoada ishlash, muloqot madaniyatini rivojlantirish va liderlik salohiyatini yuzaga chiqarish imkonini beradi. O‘qituvchilar esa bu jarayonda o‘quvchilarni chuqur o‘rganish, ularning qobiliyatlarini kashf etish va har bir shaxsga individual yondashuv asosida ta’lim berishda muhim vositachilar bo‘lib xizmat qiladi. Shu tarzda zamonaviy ta’lim konsepsiyasi nafaqat bilim berish, balki shaxsiy kamolot, ijodiy fikr, ijtimoiy

moslashuvchanlik va tanqidiy tahlil qilishga yo'naltirilgan zamonaviy pedagogik yondashuvlarni o'zida mujassamlashtiradi [1].

Umuman olganda, XXI asr ta'limi nafaqat bilim olish, balki ijodiy va analitik fikrlash, hamda real hayotda qo'llaniladigan ko'nikmalarni shakllantirishga qaratilgan. Bu jarayonda innovatsion yondoshuvlar muhim ahamiyatga ega bo'lib, u o'quvchilarni kelajakda muvaffaqiyatli hayot kechirishga tayyorlashda o'z hissasini qo'shadi. Zamon talab etayotgan jabhalaridan biri bu– zamonaviy ta'lim tizimini barqarorlashtirishda ushbu texnologiyalardan foydalanishning ustuvorligidir. Texnologiyalardan foydalanish, ta'limning ijodiy va innovatsion yondashuvlar orqali amalga oshirilishi, o'quvchilarni mustaqil fikrlashga va tanqidiy qarashga undaydi [2].

Asosiy qism

Zamonaviy o'qitish metodlari va innovatsion texnologiyalar oliy ta'lim jarayonida katta ahamiyat kasb etmoqda. O'quv jarayonida interaktiv metodlardan foydalanish talabalar bilimini oshirish bilan birga, ularning faol ishtirokini ta'minlaydi. Bu metodlar orqali talabalar mustaqil fikrlash, muammolarni hal qilish va jamoada ishlash ko'nikmalarini rivojlantiradilar.

Pedagogik texnologiya va mahorat malakali mutaxassislarni tayyorlashda muhim rol o'ynaydi. Bu jarayonda o'qituvchilar o'z tajribalarini, bilimlarini va innovatsion g'oyalarini integratsiya qilib, talabalar uchun qiziqarli va samarali o'qitish muhiti yaratishlari zarur [3]. O'qituvchilarning malakasi va pedagogik mahorati talabalar muvaffaqiyatini ta'minlashda asosiy omil hisoblanadi.

Oliy o'quv yurtlarida zamonaviy uslublar va texnologiyalarni qo'llash orqali biz kelajak uchun talabalar tayyorlaymiz va ularning zamonaviy ish bozoridagi raqobatbardoshligini oshiramiz. Bu esa ta'lim sifatini yuksaltirishga xizmat qiladi [4]. mamlakatimizda ham shu jumladan ta'lim sohasiga katta e'tibor berilmoqda, bu esa zamonaviy tizimni isloh qilish bo'yicha amalga oshirilayotgan ishlar bilan bog'liq. O'rta va oliy ta'limda zamonaviy texnologiyalarni joriy qilish, ta'lim tizimini yuqori standartlarga ko'tarish uchun keng imkoniyatlar yaratmoqda. Suni'y intellekt (AI) ilovalarini ishlab chiqish va tatbiq etish, talabalar uchun fanlarni o'rganish jarayonini yanada samarali va qiziqarli qilishga yordam beradi.

AI texnologiyalari o'quvchilarga individual ta'lim tajribasini taqdim etish, dars jarayonini shaxsiylashtirish imkonini beradi, shu bilan birga ta'lim sohasidagi muammolarga innovatsion yechimlar taklif qilishi mumkin. Sun'iy intellektning asosiy afzalligi - maqsadga erishish yo'lida eng samarali harakatlarni baholash va ularni amalga oshirish qobiliyatidir [5].

Hozirgi kunda sun'iy intellekt algoritmlar va dasturiy tizimlardan iborat bo'lib, inson ongi bajarishi mumkin bo'lgan ko'plab vazifalarni bajarish imkoniyatiga ega. Sun'iy intellektning ta'lim sohasiga tatbiq etilishi dunyoning zamonaviy talablari bilan bog'liq talqin etilmoqda. Ta'limni raqamlarga ko'chirish ushbu sohani rivojlantirishda muhim rol o'ynaydi va u o'quv jarayonini samaraliroq qilishga yordam beradi. Shunday qilib, ta'lim tizimimizni

yangilash va zamon talablariga moslashtirish, nafaqat yoshlarni tayyorlashda, balki ularning kelajakdagi muvaffaqiyati uchun ham zarurdir [6]. Ta'lim jarayonida texnologik yondoshuv asosida tashkil etish bir qator didaktik vazifalarni ijobiy hal etishni taqozo qiladi [7]. Aynan bu usul ta'lim tizimiga joriy qilish yaxshi natija berganini ham ko'rishimiz mumkin. Yangi inovatsiyalangan dasturda dars o'tish ham bugungi kunning asosiy strategiyalaridan biriga aylanmoqda desak hech ham hato bo'lmaydi.

1. O'quv maqsadlaridagi dasturiy vositalarning imkoniyatlarini o'qitish vositasi, o'rganish asosi va axborotlarni qayta ishlash vositasi sifatida joriy etish. O'quv-metodik majmualar yaratishda, o'quv-namoyish qurilmalari va kompyuter vositalari imkoniyatlarini integratsiyasi.

2. Bunday majmualardan foydalanish o'quvchiga o'rganilayotgan jarayon haqidagi axborotlarni jamlash, saqlash, jarayonlarning qonuniyatlarini va mohiyatlarini ochib berishga yordam beradi. Zamonaviy texnologiyalar negizidagi o'quv-namoyish majmualarining o'qilinishi individual va jamoaviy eksperiment faoliyatni tashkil etishga zamin yaratadi. Bu esa, o'quvchida intellektual va ijodiy salohiyatini rivojlantirish va mustaqil bilim olish imkoniyatini yaratadi.

3. Multimedia tizimlarini yaratishda kompyuterlar va audio-video axborotlarni uzatish vositalari imkoniyatlarining integratsiyasiga erishish. Bunday tizimlar o'zida dasturiy-apparat vositalar va qurilmalar majmuasini mujassamlashtirib, axborotning turli (matn, grafika, ovoz, tasvir) ko'rinishlarini birlashtiradi va foydalanuvchi bilan interfaol muloqotni tashkil etadi [8]. Al-Battaniy davridan boshlab insoniyat tafakkurining rivojida sezilarli natijalarga erishilgan bo'lsa, bugungi kunda sun'iy intellekt texnologiyalari ilmiy taraqqiyotning asosiy yo'nalishlaridan biriga aylangan. Hozirgi kunda ko'plab olimlar sun'iy intellektni takomillashtirish orqali inson hayotini yengillashtirish va zamonaviy texnologik muhitni yaratish tarafdori bo'lib, izchil tadqiqotlar olib bormoqda. "Sun'iy intellekt" sohasidagi izlanishlar inson miyasi faoliyatini chuqur anglash, ongning noaniq va murakkab sirlarini fosh etish, shuningdek, inson aqliga ega mashinalarni yaratish kabi dolzarb muammolarni o'rganishga yo'naltirilgan. Intellektual jarayonlarni modellashtirishning nazariy asoslaridan biri shuki, inson miyasining istalgan funksiyasi maxsus semantik tizim orqali, aniq tilda ifodalangan holda, elektron raqamli kompyuterga o'tkazilishi mumkin. Bu esa sun'iy intellekt imkoniyatlarining yanada kengayishiga zamin yaratadi.

Zamonaviy raqamli kompyuterlar va sun'iy intellektga asoslangan tizimlar ta'lim jarayonlarini barqarorlashtirish, sifat jihatidan rivojlantirish va global ta'lim talablariga moslashtirishda beqiyos ahamiyat kasb etadi. Xususan, tarix fanini o'qitishda ushbu texnologiyalar keng qo'llanilib, raqamli tarix muhitini shakllantirish imkonini beradi. Bu raqamli muhit o'quvchilarga tarixiy ma'lumotlarni interaktiv tarzda o'zlashtirishga, tarixiy hodisalarni chuqur tahlil qilishga va mustaqil fikrlash qobiliyatini rivojlantirishga yordam beradi. Tarix fanini o'qitish tizimida raqamli texnologiyalarning ahamiyati nihoyatda katta. Interaktiv metodlar, vizual materiallar, virtual ekskursiyalar va sun'iy intellekt asosida

yaratilgan ta'limiy ilovalar orqali tarixiy jarayonlar yanada aniqroq va qiziqarliroq ko'rinishda taqdim etiladi. Bu esa o'quvchilarning tarix faniga bo'lgan qiziqishini oshirib, bilimlarini chuqurlashtirishga xizmat qiladi. Zamonaviy ta'lim tizimi o'zining moslashuvchanligi, dinamik rivoji va doimiy yangilanishga intilishi bilan ajralib turadi. Shu sababli tarix fanining o'qitilishida innovatsion yondashuvlar va ilmiy asoslangan metodlar joriy etilishi muhim ahamiyatga ega. Bu esa nafaqat o'quvchilarning dunyoqarashini kengaytiradi, balki ularni zamonaviy bilim va ko'nikmalarga ega bo'lgan yetuk mutaxassislar sifatida tayyorlashda muhim o'rin tutadi. Umuman olganda, sun'iy intellekt va raqamli texnologiyalarni ta'lim jarayoniga tatbiq etish nafaqat fanlarni samarali o'qitishga, balki jamiyatning intellektual salohiyatini oshirishga ham xizmat qiladi. Tarix fanini raqamli muhitda o'qitish esa kelajak avlodda milliy o'zlikni anglash, tarixiy xotirani saqlash va global bilim maydonida o'z o'rnini topishda muhim rol o'ynaydi.

Xulosa qilib aytganda, ta'lim tizimini isloh qilish, uni innovatsion yondashuvlar bilan boyitish, yosh avlodni zamonaviy texnologiyalar asosida tarbiyalash va ularga raqamli ko'nikmalarni singdirish – kelajagimiz poydevorini mustahkamlashga xizmat qiladi. Bu esa nafaqat yurtimizning raqobatbardoshligini oshiradi, balki intellektual salohiyatli yosh avlodni voyaga yetkazishning muhim omiliga aylanadi.

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KARIM SHONIYOZOV HAYOTI VA SHAXSIYATIGA TASNIF

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Annotasiya. *Ushbu maqolada Karim Shoniyozovning hayot va ijod yo'li, ilmiy faoliyati davomidagi ko'plab qiyinchiliklari hamda o'zbek xalqining shakllanishini o'rganishi haqida ayrim fikr-mulohazalar yozilgan.*

Kalit so'zlar: *Karim Shoniyozov, "O'zbek xalqining shakllanish jarayoni", "O'zbeklar-qarluqlar", o'zbek xalqi, etnologik muammolar.*

Bizga ma'lumki, mustaqillikga erishganimizdan keyin xalqimizning o'z yurti, tili, madaniyati, qadriyatlarini tarixini bilishga, o'zligini anglashga qiziqishi ortib bormoqda. Bu -albatta tabiiy hol hisoblanadi. Odamzot borki, avlod-ajdodi kimligini, nasl-nasabini, o'zi tug'ilib voyaga yetgan qishloq, shahar, xullas, o'zining kelib chiqish tarixini bilishga qiziqadi. Hozir O'zbekiston deb ataluvchi hudud, ya'ni bizning Vatanimiz nafaqat Sharq, balki umumjahon sivilizatsiyasi beshiklaridan biri bo'lganini butun jahon tan olmoqda. Bu qadimiy va tabarruk tuproqdan buyuk allomalar, olimlar, arxeologlar, etnograflar va ko'plab tadqiqotchilar yetishib chiqqanini ko'rishimiz mumkin [1]. Ana shunday tadqiqotchi etnograf olimlarimizdan biri Karim Shoniyozovdir. U 1924-yil 1-oktabrda Qashqadaryo viloyati Koson tumani Qarluq qishlog'ida dehqon oilasida tug'ilgan. Yoshligida ota-onasidan ayrilganligi tufayli dastlab qarindoshlari qo'lida, so'ngra maktab-internatda tarbiyalangan. Karim Shoniyozov o'zining mehnat faoliyatini juda ham erta boshlagan: 11 yoshidan kolxozda ishlagan. 1941-yilda Shoniyozov ixtiyoriy ravishda frontga jo'nadi va ikkinchi jahon urushida qatnashadi. Leningrad, Ukraina, Belorussiya, Boltiqbo'yi frontlarida jang qiladi. Jasorat ko'rsatganligi uchun ham 5 ta orden va 15 ta medal bilan taqdirlangan. 1952-yilda Toshkent davlat pedagogika institutini tamomlagan. Institutni tugatgach, O'zbekiston SSR Davlat xavfsizlik vazirligi xodimi, shuningdek, texnikumda o'qituvchi bo'lib ishlagan. 1950-yillarning o'rtalarida o'zbek yosh olimlarining katta guruhi Moskva va Leningraddagi akademik institutlarga aspiranturaga yuboriladilar. Karim Shoniyozovga ham ular orasida bo'lib, o'qish baxti nasib etdi. U SSSR Fanlar akademiyasi Etnografiya institutining Leningrad filialidagi aspiranturaga o'qishga kiradi. Bu yerda unga mashhur turkshunos olimlardan biri Leonid Potapov ustozlik qiladi Shoniyozovning birinchi yirik ilmiy asari 1964-yilda yozgan "O'zbeklar-qarluqlar (tarixiy-etnografik ocherk)" monografiyasi bo'ldi. Bu asar o'zbeklarning yirik etnografik guruhlaridan biri – Qarluqlarga bag'ishlangan. Asarda Shoniyozov etnik tarixni, o'zbek xalqining shakllanish jarayonini chuqur o'rganishni

davom ettirib, Qang‘lilar, Qipchoqlar, Uzeslar, Qurama va boshqalar kabi alohida komponentlar ustida tarixiy-etnografik tadqiqotlar olib borgan. “O‘zbek xalqining etnik tarixi haqida” mavzusida esa doktorlik dissertatsiyasi olib borgan. Shoniyozov mashhur sharqshunos olim S. Azimjonova bilan turmush qurgan. K.Sh. Shoniyozov “O‘zbekistonda xizmat ko‘rsatgan fan arbobi” unvoni bilan taqdirlangan. 1994-yilda O‘zbekiston Respublikasi Fanlar akademiyasining muxbir a‘zosi, 2000-yilda esa haqiqiy a‘zosi etib saylangan. K. Shoniyozov O‘zbekiston Fanlar akademiyasi akademik (2000), tarix fanlari doktori (1975), professor (1990). Ikkinchi jahon urushi qatnashchisi (1941-45). 1952-yilda Toshkent pedagogika institutini tugatgan. 1946–57 yillarda komsomol ishlarida ishlagan, o‘qituvchilik qilgan. O‘zbekiston Fanlar akademiyasi Tarix institutida aspirant (1957-60), katta ilmiy xodim (1960-67), bo‘lim mudiri (1967-73), yetakchi ilmiy xodim (1999-2000) yillarda faoliyat ko‘rsatgan [2].

Shuningdek, Karim Shonpyozov 1974-yilda “O‘zbek xalqi entik tarixidan”, 1990-yilda “Qang‘ davlati va Qang‘li”, 1999-yilda “Qarluqlar davlati va qarluqlar” monografiyalarini yozgan. Olim ushbu kitoblarda o‘zbek xalqining, shuningdek, mintaqadagi boshqa bir necha xalqlarning shakllanishida turli entik guruhlarining tutgan o‘rnini ko‘rishimiz mumkin. Olimning ko‘plab tadqiqotlari jumladan, 6 ta monografiya, 200 dan ortiq monografiyalar chop etgan. U o‘zining umumlashtiruvchi asarida etnik jarayonlarning tarixiy asoslariga tayangan holda o‘zbek xalqi paydo bo‘lishining bir qator nazariy masalalarini tushuntirishga harakat qildi. Bu voqeaning qonuniy ekanligini o‘zining ilmiy ishida isbotlay olgan. U “O‘zbek xalqi etnogenezi ba’zi nazariy masalalari” (1998), “O‘zbek xalqi shakllanishi jarayonining ayrim masalalari” (1999) singari maqolalarida murakkab etnik jarayonlarga o‘zining uslubiy qarashlarini bayon qilgan. Ushbu maqolalarda olim o‘zbek xalqi etnogenezi bir qator nazariy asoslarini tushuntirib berdi, bundan tashqari, o‘zbek xalqi shakllanishining o‘ziga xos xususiyatlarini isbotlab berdi. O‘zining sa’y-harakatlari tufayli K. Shoniyozov ilm-fanda katta muvaffaqiyatlarga erishdi. Avvalo u o‘zbek xalqining etnogenezi va etnik tarixini o‘rganishni o‘z oldiga asosiy vazifa qilib qo‘ygan edi. Shunday qilib, u bronza davridagi turli etnik jarayonlarning o‘zaro ta’sirini aks ettiruvchi keng ko‘lamli etnik jarayonlarni tasvirlay olgan edi [3].

Bundan tashqari, uning “O‘zbek xalqining shakllanish jarayoni” monografiyasi O‘rta Osiyo va Qozog‘iston mintaqasida quyidagi mavzuda yaratilgan ilk jiddiy tadqiqot hisoblanadi. Muallif ushbu asarda o‘zbeklar etnogenezi va etnik tarixining haqqoniy manzarasini aks ettirishga harakat qilgan. Quyidagi monografiya o‘zbeklar tarixi va ularning xalq sifatida shakllanishi bilan bog‘liq bir necha asrlarni (eramizdan avvalgi II-I asrlardan-milodiy XIX asrlargacha) bo‘lgan davrlarni o‘z ichiga oladi. Muallif ushbu asarni dastlab, birinchi yaratgan monografiya va maqolalariga asoslangan holatda yozgan [4]. Bundan tashqari, ushbu monografiya ko‘hna va boy tarixga ega bo‘lgan o‘zbek xalqining shakllanish jarayoniga bag‘ishlangan. Mazkur kitob yozma, tarixiy, arxeologik,

numizmatik, etnografik va boshqa manbalar asosida yozilgan bo'lib, unda o'zbek xalqining asosiy negizini Movarounnahrda, Xorazmda, Toshkent vohasida va ularga tutash hududlarda qadimdan yashab kelgan turkiyzabon aholi tashkil etganligi to'g'risida fikr yuritiladi [4]. K. Shoniyozov o'z hayotining mazmunini ilmiy faoliyatda deb bildi, sevgan ishining tashvishlari bilan yashadi, butun umrini ilmdagi haqiqatni izlashga bag'ishladi. Hattoki, og'ir dardlar, xastaliklar, urushda olingan jarohatlarning ta'siri bezovta qilib turishiga qaramay, ilmiy izlanishdan to'xtab qolmadi. U ahvoli og'ir vaqtda ham, xastalik bir oz chekinishi bilanoq qalamga yopishar edi, chunki ko'plab fikrlarini ilm uchun yozib qoldirish kerakligini his qilar edi. Karim Shoniyozov kasalxonada, o'z ilmiy ishlariga yakun yasagan "O'zbek xalqining shakllanish jarayoni" nomli so'nggi tadqiqotiga yakun yasagan holatda jon taslim qildi [5].

Hozirgi vaqtlarda yetakchi olimlar yosh tadqiqotchilar bilan birga xorijiy mutaxassislar ishtirokida respublikamizda etnologiyaning dolzarb mavzulariga bag'ishlangan ilmiy anjumanlar hamda festivallarni o'tkazish yaxshi bir an'anaga aylanib ulgurdi. Bu borada "Akademik Karim Shoniyozov o'qishlari" turkumida doimiy faoliyat ko'rsatuvchi ilmiy anjumanning tashkil etilganligi va mazkur konferensiya materiallarining muntazam nashr etib borilayotganligi ham amalga oshirilayotgan ijobiy ishlarning natijasi, deb aytish mumkin. Lekin sohada qator yutuqlarga erishilganiga qaramay hanuz yechilishi lozim bolgan muammolar mavjudki, ularni chetlab o'tib ma'lum bir ijobiy natijalarga erishish mumkin emas [6].

Xulosa o'rnida aytish lozimki, K.Shoniyozovning ilm izlash yo'lida uning hayoti ham oson kechmagan. U barcha sinov va og'riqlarga bardosh bergan holatda, ilm izlagan, hattoki og'ir xastalanib qolgan paytida ham to'xtamagan. Bundan tashqari, o'zbek xalqining etnogenezi va etnik tarixini o'rganish ham oson kechmagan, chunki u ilmiy izlanishlar olib borgan davrda etnik va etnogenez degan tushuncha hali rivojlanmagan edi. Shunday bo'lishiga qaramasdan ham K. Shoniyozov o'z ijodini haqqoniy holatda o'rgangan tadqiqotchi etnograf deb olsak xato bo'lmaydi.

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GAMIFICATION IN FOREIGN LANGUAGE TEACHING: MOTIVATING LEARNERS THROUGH PLAY-BASED TECHNIQUES

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Annotation: Gamification has emerged as a powerful pedagogical tool in foreign language education, integrating game elements such as points, badges, challenges, and leaderboards into instructional settings to enhance learner motivation and engagement. This paper explores the role of gamification in promoting active participation and intrinsic motivation among foreign language learners, particularly in EFL (English as a Foreign Language) classrooms. Drawing on both theoretical frameworks and empirical studies, the paper highlights how game-based techniques foster a more interactive and student-centered learning environment. The study also examines the psychological underpinnings of gamification, including its connection to self-determination theory and flow theory. Practical applications of gamified tasks in vocabulary learning, grammar drills, speaking activities, and assessment are presented, alongside evidence from recent classroom implementations. Findings suggest that gamification not only increases motivation and reduces language anxiety but also supports long-term retention and collaboration among learners. However, the paper also acknowledges potential limitations, such as overreliance on extrinsic rewards and the challenge of meaningful game design. The study concludes that when thoughtfully integrated, gamification can significantly enhance language learning outcomes.

Key words: Gamification, foreign language teaching, learner motivation, EFL, game-based learning, student engagement, play-based techniques, educational technology.

INTRODUCTION

In recent years, the integration of gamification into educational settings has garnered significant attention, particularly in the context of foreign language teaching. Gamification refers to the application of game-design elements and principles in non-game contexts, such as classrooms, with the aim of increasing motivation, engagement, and learner satisfaction. As traditional language instruction methods often struggle to maintain student interest and foster active participation, gamified techniques present an innovative alternative for making language learning more interactive and effective.

The global shift toward learner-centered education has intensified the demand for instructional strategies that not only deliver content but also motivate learners intrinsically. According to Deterding, gamification enhances user engagement through rewards, competition, feedback, and achievement, which can be effectively aligned with

educational goals. Moreover, self-determination theory (Ryan & Deci, 2000)[11] supports the idea that learners' autonomy, competence, and relatedness can be cultivated through gamified environments, making them more likely to sustain learning efforts over time. In the context of foreign language education, gamification has demonstrated promising outcomes. A 2020 study by Muntean showed that EFL students exposed to gamified tasks reported higher levels of classroom participation and vocabulary retention compared to those in non-gamified classes. Similarly, research by Reinders and Wattana (2015)[10] found that digital games improved speaking fluency and reduced anxiety among English language learners. These findings suggest that gamification is not merely a motivational gimmick but a viable pedagogical strategy with cognitive and affective benefits. However, the effectiveness of gamification is not without challenges. Poorly designed game elements, excessive reliance on extrinsic rewards, and lack of pedagogical alignment can undermine learning objectives. Additionally, the diversity of learner preferences, cultural contexts, and technological accessibility must be considered to ensure inclusive and meaningful gamified experiences.

This study aims to analyze the effectiveness of gamification in foreign language classrooms, focusing on its impact on student motivation and participation. It seeks to identify which play-based techniques are most effective, how learners perceive gamified instruction, and what practical challenges educators face when implementing these methods. By combining a review of existing literature with field-based data, the research aspires to offer actionable insights into integrating gamification in language teaching more systematically and successfully.

LITERATURE REVIEW

Gamification, as an educational innovation, has its roots in game theory and motivational psychology. Over the past decade, numerous scholars have examined its applicability and benefits in foreign language learning (FLL). This section synthesizes key theoretical perspectives and empirical findings relevant to the integration of gamified techniques in language education. One of the dominant theories underpinning gamification is Self-Determination Theory (SDT), developed by Ryan and Deci (2000)[11], which emphasizes the psychological needs of autonomy, competence, and relatedness. Gamified tasks can satisfy these needs through customizable goals, feedback mechanisms, and collaborative activities, thereby promoting intrinsic motivation. In language classrooms, this is crucial, as motivation directly correlates with persistence, risk-taking in speaking tasks, and retention of new vocabulary.

Deterding (2011)[2] define gamification as the use of game design elements in non-game contexts. Common elements include points, badges, leaderboards, quests, and timed challenges. In language education, these can be integrated into vocabulary drills, grammar games, and speaking simulations. According to Hamari, such elements foster goal orientation, a sense of progress, and learner engagement. In fact, studies by Su & Cheng

(2015)[13] found that students in gamified environments outperformed their peers in vocabulary tests by nearly 15%.

Recent studies have highlighted the practical impact of gamification in English as a Foreign Language (EFL) contexts. For example, Reinders and Wattana (2015)[10] conducted an experiment in Thailand where students used online role-playing games to practice speaking English. The results indicated improved fluency, increased willingness to communicate, and reduced anxiety levels. Similarly, a study by Çakıroğlu et al. (2017)[1] in Turkey showed that integrating gamification into Moodle for EFL students enhanced participation rates and test scores. Gamification also shows promise in online and blended learning environments. According to Domínguez et al. (2013)[3], students who participated in gamified e-learning courses were more consistent in completing tasks and logged in more frequently than those in traditional courses. This is particularly relevant in the post-pandemic world, where digital instruction has become commonplace.

Despite its growing popularity, gamification is not universally effective. Hanus and Fox (2015)[4] argue that over-reliance on external rewards such as badges can reduce intrinsic motivation over time. In addition, instructors often face difficulties designing meaningful game elements that align with learning objectives. Moreover, access to digital tools remains a barrier in some contexts, especially in under-resourced educational settings. The literature suggests that gamification, when designed with pedagogical intention, can enhance learner engagement, motivation, and performance in foreign language classrooms. However, its success depends on thoughtful implementation, consideration of learner diversity, and continuous evaluation.

METHODOLOGY

This study utilized a mixed-methods research design to explore the impact of gamification on learner motivation and engagement in foreign language classrooms. Combining both quantitative and qualitative approaches allowed for a more comprehensive understanding of how play-based techniques influence learners' behavior and academic performance. The research was conducted in two secondary schools and one university in Uzbekistan, involving a total of 98 learners aged between 14 and 21. Among them, 53 students were part of the experimental (gamified) group, while 45 students were placed in the control group, receiving traditional instruction. Participants had varying levels of English proficiency, ranging from A2 to B2 according to the CEFR scale.

The study lasted 8 weeks, during which the experimental group received lessons that incorporated gamification elements such as point systems, badges, leaderboards, mini-games, and peer challenges. The control group followed the same curriculum but without gamified features. The gamified materials were designed using tools like Kahoot, Quizizz, and Classcraft, and aligned with communicative language teaching principles.

Instruments;

- a) To measure changes in student motivation and engagement, the study employed multiple data collection tools:
- b) A pre- and post-test questionnaire based on the Motivated Strategies for Learning Questionnaire (MSLQ) to assess motivation levels.
- c) Classroom observation checklists focusing on participation, collaboration, and task completion.
- d) Semi-structured interviews with 10 students from the experimental group and 3 teachers to gather qualitative feedback.
- e) Weekly performance tracking sheets to monitor progress in vocabulary, grammar, and speaking tasks.

Quantitative data were analyzed using SPSS 26, where paired sample t-tests compared pre- and post-intervention motivation scores. Descriptive statistics (mean, SD) were also calculated to observe trends in performance. Qualitative data from interviews and observations were coded thematically to identify recurring patterns in students' attitudes and engagement behaviors. Participants were informed of the study's aims and procedures and gave informed consent. Their identities were kept confidential, and all data were anonymized. The research followed institutional ethical guidelines and was approved by the relevant academic board.

RESULTS

The findings of the study revealed significant differences in motivation and engagement levels between the experimental (gamified) group and the control group. The results from the Motivated Strategies for Learning Questionnaire (MSLQ) indicated that students in the gamified group showed a 25.4% increase in motivation scores, compared to only 6.7% in the control group. This difference was statistically significant ($p < 0.01$), suggesting a strong relationship between gamification techniques and learner motivation. Classroom observations further supported these results. Students in the experimental group demonstrated higher levels of active participation, collaboration, and persistence during tasks. On a 5-point observation scale, the gamified group averaged 4.3, while the control group averaged 3.1. Gamified learners were more likely to volunteer answers, engage with peers, and show enthusiasm during review activities, particularly those conducted via interactive platforms like Kahoot and Quizizz.

In terms of academic performance, the gamified group also outperformed the control group in vocabulary and grammar quizzes. By the end of the 8-week intervention, 78% of the gamified learners improved their test scores by at least one letter grade, compared to 49% of the control group. Performance tracking sheets showed consistent progress in target language use, especially in speaking tasks where learners earned virtual rewards for using new vocabulary in conversations. Qualitative data from interviews reinforced the positive effects of gamification. Students reported that game-like elements made the lessons more enjoyable, less stressful, and increased their willingness to speak

in English. Several participants emphasized that the point systems and team-based activities created a “friendly competition” that encouraged them to try harder.

Teachers interviewed also noted a visible improvement in classroom dynamics. They observed that students who were typically shy or disengaged became more involved when game elements were introduced. One teacher remarked, “Even my quietest students were raising their hands and laughing during gamified lessons.” Overall, the results highlight that gamification can be a powerful tool in foreign language teaching, enhancing both motivation and performance, particularly when implemented with pedagogical purpose.

DISCUSSION

The results of the study clearly support the hypothesis that gamification has a positive impact on learner motivation and engagement in foreign language classrooms. The statistically significant increase in motivation scores and observable improvements in classroom participation align with findings from previous research (Deterding et al., 2011)[2], which emphasize that gamified instruction fosters a sense of enjoyment, challenge, and achievement among learners.

One of the most noteworthy observations was the transformation of classroom dynamics. Students who were previously disengaged or hesitant to participate became more active during gamified lessons. This suggests that game-based elements such as point systems, leaderboards, and peer competition tap into intrinsic and extrinsic motivation effectively. As Ryan and Deci’s Self-Determination Theory (2000) explains, motivation increases when learners feel competent, autonomous, and socially connected—all of which were observed in the gamified group. Furthermore, the consistent improvement in academic performance, especially in vocabulary and speaking, highlights the practical benefits of integrating gamification with traditional pedagogical strategies[11]. Tools like Kahoot, Quizizz, and Classcraft not only added variety but also reinforced language retention through repetition and positive reinforcement. These findings are consistent with recent literature, which indicates that gamified environments increase memory retention and long-term engagement (Sailer & Homner,) [12].

However, it is important to acknowledge some limitations. While motivation and engagement improved significantly, not all learners responded equally. Some students felt stressed by competitive elements or were more focused on gaining points than on actual learning outcomes. This suggests the need for balanced and inclusive gamification design that accommodates different learning styles and personality types. Overall, this study confirms that when thoughtfully implemented, gamification can serve as an effective strategy for increasing learner motivation and participation in EFL contexts. Future research could explore its long-term effects, its impact on different age groups, or how gamification interacts with digital literacy and classroom management.

CONCLUSION

This study has demonstrated that gamification is an effective and engaging strategy in the context of foreign language teaching, particularly in enhancing learner motivation and classroom participation. The integration of play-based techniques such as digital games, points, leaderboards, and rewards contributed to creating a dynamic and supportive learning environment where students felt more confident, active, and willing to communicate in the target language.

Quantitative and qualitative data consistently showed that learners in the gamified group outperformed their peers in both motivational indicators and academic outcomes. The results suggest that gamification, when carefully aligned with pedagogical goals, not only enhances language acquisition but also fosters a positive classroom atmosphere conducive to sustained engagement. In conclusion, gamification holds strong potential for transforming EFL classrooms into more interactive, learner-centered spaces. With ongoing technological advancement, its relevance and applicability are likely to grow. Future studies could focus on the long-term effects of gamified learning, the role of teacher training in gamification design, and cross-cultural differences in learner response to game elements.

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SUN'IY INTELLEKT TA'LIM TA'LIMDAGI AHAMIYATI

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Annotatsiya. Ushbu maqolada sun'iy intellekt texnologiyalarining zamonaviy ta'lim tizimidagi roli va ahamiyati tahlil etiladi. Sun'iy intellekt asosida ishlab chiqilgan o'quv dasturlari, adaptiv o'qitish tizimlari, baholash vositalari hamda raqamli pedagogika uslublarining o'quv jarayoniga integratsiyasi ko'rib chiqiladi. Shu bilan birga, AI vositalari yordamida ta'lim sifatini oshirish, individual yondashuvni kuchaytirish va o'qituvchi faoliyatini samarali tashkil etish imkoniyatlari muhokama qilinadi.

Kalit so'zlar: Sun'iy intellekt, ta'lim texnologiyalari, raqamli o'qitish, AI tizimlari, individual yondashuv, zamonaviy pedagogika, bulutli hisoblash, kvant

Texnologik taraqqiyot va insoniyat ehtiyojlarining umumiy talabi sun'iy aqlning hayotimizning barcha sohalariga kirib kelishiga sabab bo'lmoqda. U inson aqlining muqobili sifatida ko'rilmoqda va tibbiyot, iqtisod, ta'lim kabi ko'plab sohalarning rivojlanishida asosiy rol o'ynamoqda. Sun'iy intellektidan davlat tashkilotlarida foydalanish keng yo'lga qo'yilmoqda. Jumladan, sun'iy intellekt usullari moliya sohasida qaysi operatsiyalarda firibgarlik bo'lishi mumkinligini aniqlashda, tezkor va aniq kredit qarorlarini qabul qilishda, shuningdek, ma'lumotlarni boshqarish bo'yicha vazifarni avtomatlashtirishda yordam bermoqda. Sun'iy intellekt (SI) – tashqi ma'lumotlarni to'g'ri talqin qilish, ularni o'rganish va turli vaziyatlarga moslashish orqali aniq maqsad va vazifalarga erishishda ushbu ma'lumotlardan foydalana olish qobiliyatiga ega tizim [2].

Sun'iy intellekt mashinalarga inson intellektual xulq-atvori va fikrlash qobiliyatiga taqlid qilish imkoniyatni taqdim etadi. Ammo taraqqiyot to'xtab turmaydi, u doimo rivojlanishda bo'ladi. Shunday ekan, vaqt o'tishi bilan sun'iy intellekt bajarishi mumkin bo'lgan ishlar ko'lamining kengayishi natijasida unga nisbatan qo'llaniladigan ta'rif ham muttasil o'zgarib turishi mumkin [1].

Sun'iy intellektning amaliy fan sifatida rivojlanishi Alan Tyuring nomi bilan bog'liq. 1950-yilda Tyuring kelajak mashinalari imkoniyatlari va ularning aql bobida insoniyatni ortda qoldirishi bo'yicha muammoli savollarni o'rta tashlaydi. Jumladan, "Tyuring testi" nomli protsedurani taklif etadi. Bu protsedura sun'iy intellekt tafakkurini inson tafakkuriga taqqoslash orqali ularni baholash imkonini berdi. 1951-yilda Marvin Minskiy va Dekan Edmunds SNARC (Stochastic Neural Analog Reimforc Calculator) nomli sun'iy neyron tarmoqlariga asoslangan sun'iy intellekt mashinasini ishlab chiqdi. 1956-yilda AQSHda sun'iy intellect masalalariga bag'ishlangan Dortmut konferensiyasi

tashkil etiladi. Konferensiyada o'sha davrning mashhur olimlari Marvin Minskiy, Jon Makkarti, Klod Shennon, Natan Rochester va boshqalar ishtirok etishadi hamda sun'iy intellekt sohasi bo'yicha rivojlanish nuqtalarini belgilab olishadi. Konferensiya natijasi o'laroq, Marvin Minskiy tomonidan sun'iy intellekt atamasi fanga ilk bor rasman kiritiladi. Sun'iy intellektning xususiyatlari to'laqonli sun'iy intellekt imkoniyatlarini ko'rsatuvchi asosiy omil hisoblanadi. Bugungi kunda sun'iy intellekt qo'llanilayotgan sohalarda uning ma'lum bir xususiyatlarigina qo'llanilmoqda. Chuqur o'rganish. Sun'iy intellekt vositalari inson tabiiy qobiliyatini o'zida namoyon qila olish darajasida o'rganishi, shu orqali rivojlanish xususiyatiga ega bo'lishi lozim. Sining chuqur o'rganish xususiyati o'zini o'zi boshqaruvchi avtomobillarda, yuzni tanish, matn ko'rinishidagi axborotlarni avtomatik yaratish kabi sohalarda samarali qo'llanilmoqda hamda uning turli sohalardagi ahamiyati yanada ortib bormoqda. Masalan, "Tesla" (autopilot) kabi avtomashinalarda o'zini o'zi boshqarish texnologiyasiga asoslangan chuqur o'rganish xususiyati to'xtash belgisini tanib olish yoki piyodalarni aniqlash imkoniyatini taqdim etadi.

Yuzni tanib olish. Sun'iy intellekt biometrik xaritalash yordamida insonlar yuzini tanishi va ularni birbiridan farqlashi lozim. SI texnologiyalarining yuzni tanish xususiyati kuzatuv texnologiyalarining izchil rivojlanishga olib keldi. Bu texnologiya biror odamni topish uchun uning yuzini bazada mavjud ma'lum yuzla bilan taqqoslaydi. Oddiy vazifalarni avtomatik takrorlash. Sining bu xususiyati bir xil vazifalarni avtomatik ravishda takroran bajarish qobiliyati sanaladi. Zamonaviy avtomobil korxonalarida ishlayotgan robotlar shu xususiyati tufayli mutlaqo nuqsonsiz avtomobillarni ishlab chiqarmoqda. Turli jarayonlarni avtomatlashtirish nafaqat samaradorlikni oshirishni, balki qo'shimcha xarajatlar kamayishini hamda xavfsiz mehnat muhitini taminlaydi. Ma'lumotlarni qabul qilish – ma'lumotlarni tartib asosida to'plash, saqlash, qayta ishlash, uzatish va tahliliy xulosalarni chiqarishga yo'naltirilgan SI xususiyati. Bu jarayon ko'proq sun'iy neyron tarmoqlari yordamida amalga oshiriladi.

Chatbotlar – audio yoki matn ko'rinishidagi axborotlarni tahlil qilish orqali ularga ma'lum javob qaytarish asosida murojaatchi muammolarini yechishga yo'naltirilgan SI xususiyati. Kvant hisoblash. SI superkompyuterlargina hisoblashi mumkin bo'lgan axborotlarni kvant fizikasi yordamida ehtimoliy kvant kompyuterlari orqali yechilishini nazarda tutadi. Kvant hisoblash bo'yicha eng ilg'or loyihalardan biri Google AI Quantum bo'lib, uning maqsadi super o'tkazuvchi kubit protsessorlarni ishlab chiqish hamda turli ilovalarni kvant yordamida optimallashtirishdan iborat. Bulutli hisoblash. Sining bulutli hisoblash xususiyati katta hajmdagi axborotlar bilan ishlashda ularni saqlash, masofadan boshqarish va uzatish imkoniyatini beradi. Bulutli hisoblash sohasida Microsoft Azure, Google Cloude, Alibaba Cloude yetakchi provayderlar hisoblanadi. Hozirgacha sun'iy intellekt qo'llanilayotgan texnologiyalar uning barcha xususiyatlarni o'zida jamlagani yo'q. Ammo uning ma'lum xususiyatlarini qo'llashning o'zi ham sohalar rivojida

natijalarning yaxshilanishi va o'sishiga olib keldi. Bu esa sun'iy intellektni rivojlantirishga bo'lgan e'tiborni yanada oshirdi. Sun'iy intellekt (SI) barcha sohalarda bo'lgani kabi ta'lim sohasida ham rivojlanish va innovatsiyalarga asosiy omil bo'lmoqda. Ma'lumotlarga ko'ra, keyingi uch yil ichida ta'limni boshqarish vositalarining 47% dan ortig'ida SI xususiyatlari qo'llaniladi [3, 5-bet]. Ta'lim va SI texnologiyalarni integratsiyasining jadallashuvida va pedagoglarning virtual ta'lim texnologiyalardan yanada samarali foydalanishida pandemiya sharoiti muhim ro'l o'ynadi.

SI ta'limni optimallashtirish, o'quvchilar va o'qituvchilar o'rtasida ma'qbul munosabatlarni shakllantirish va ta'lim sohasini rivojlantirish imkoniyatiga ega. SI ning ta'limda qo'llanilishi talabalarga quyidagi afzaliklarni taqdim etadi: Individuallashtirish: ta'limdagi eng katta tendensiyalardan biri bu ta'limni shaxsga yo'naltirish yoki shaxsiylashtirishdir. Ta'lim jarayonida SI dan foydalanish talabaning iqtidor va imkoniyatlari va o'quv dasturi o'rtasida uzviy aloqani shakllantiradi. Yani SI har bir talabaning bilim darajasi, o'rganish tezligi va istaklariga moslasha oladi, bu o'qitish jarayonida maksimal samaradorlikni taqdim etishi mumkin. Bundan tashqari, SI o'quvchilarning o'rganish tarixini tahlil qilishi, zaif tomonlarini aniqlashi va yaxshilash uchun mos kurslarni taklif qilishi mumkin. Bu har qanday saviyadagi o'rganuvchi uchun ko'plab imkoniyatlarni taqdim etishi orqali dolzarbdir. Takrorlovchi (repetitor yoki chatbot): o'qitish jarayonida talabalar sinfdan tashqari qo'shimcha yordamga muhtoj bo'lsada, ta'lim beruvchi ish soatidan so'ng qo'shimcha vaqt ajratish imkoniyatiga ega emas. SI texnologiyasining chatbot xususiyati bu masala uchun maqbul yechimdir. Bugungi kunda hech bir chatbot ta'lim beruvchi vazifasini to'liq bajara olmaydi, ammo bu SI vositasi o'quvchilarga sinfdan tashqari holatda mavzularni to'liq o'zlashtirishga yordam beradi. Ular kunning istalgan vaqtida ta'lim beruvchi o'rniga savollarga javob beradi va o'rganuvchilar bilan individual ishlaydi. Tezkor savol-javob: O'rganuvchilar tomonidan beriladigan savollar ularning mavzuni yaxshiroq tushinishga yordam beradi. O'rgatuvchiga yuborilgan savolning javobini uzoq vaqt kutish asabiylashtirishga sabab bo'ladi. O'rgatuvchi esa bir xil mazmundagi savollarning takrorlanishi sabab ko'p vaqtini yo'qotadi. Sun'iy intellekt o'rganuvchilarga avtomatlashtirilgan holatda, NLP texnologiyasi orqali bir necha soniya ichida eng ko'p beriladigan savollariga javob berishi mumkin. Bu ikki tomonlama ijobiy natijalarni taqdim etishi mumkin. Ta'limda 24/7 imkoniyati: SI ga asoslangan ta'limiy vositalar o'rganuvchilarga istalgan vaqtda va istalgan joyda ta'lim olish imkoniyatini beradi. Har bir o'rganuvchi o'zi uchun maqbul vaqtda ta'lim oladi va bu orqali mustaqil ta'lim olish ko'nikmasi yaxshi shakllanadi. Bundan tashqari, SIga asoslangan onlayn ta'lim platformalari butun dunyoning ta'limiy markazlaridan biri sifatida turli xil harajatlarning oldini oladi. Bu inson qardini ulug'laydi va moliyaviy notenglikning ta'limga salbiy tasirini nol darajaga tushiradi. Ta'lim jarayonini tashkil etishning kelajagi bevosita SI texnologiyalari bilan o'zaro bog'liq bo'lishi va bu jarayonlarni muvofiqlashtirish, fanlar kesimida yangi bilimlarni qisqa vaqt

ichida ta'lim jarayoniga kiritish, o'quv jarayonini individuallashtirish, vaqt kesimida yuqori samaradorlikka erishish va ta'limdagi notenglikka yangi yechimlarni taqdim etishi bilan ahamiyatli ekanligini takidlash lozim.

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BLENDDED LEARNING IN FOREIGN LANGUAGE EDUCATION: COMBINING ONLINE AND OFFLINE APPROACHES

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Annotation: In the context of globalization and digital transformation, blended learning has emerged as an effective approach in foreign language education. This method integrates traditional face-to-face instruction with digital tools and online activities to enhance learner engagement, autonomy, and language proficiency. The study explores the benefits, challenges, and best practices of blended learning in teaching English as a foreign language (EFL), focusing on university-level learners. The findings highlight that a well-structured blended approach improves students' motivation and communicative competence.

Key words: Blended learning, foreign language education, online tools, EFL, digital learning, face-to-face instruction.

Annotatsiya: Globalizatsiya va raqamli transformatsiya sharoitida aralash o'qitish (blended learning) chet tilini o'qitishda samarali yondashuv sifatida ajralib turmoqda. Ushbu uslub an'anaviy yuzma-yuz darslarni raqamli vositalar va onlayn faoliyatlar bilan uyg'unlashtirib, o'quvchilarning faolligi, mustaqil o'rganish ko'nikmalari va til bilish darajasini oshirishga xizmat qiladi. Tadqiqot ingliz tilini chet tili sifatida o'rgatishda aralash o'qitishning afzalliklari, muammolari va eng yaxshi amaliyotlarini universitet talabalari misolida o'rganadi. Natijalar shuni ko'rsatadiki, yaxshi tuzilgan aralash o'qitish yondashuvi talabalar motivatsiyasi va kommunikativ kompetensiyasini yaxshilaydi.

Kalit so'zlar: Aralash o'qitish, chet tilini o'qitish, onlayn vositalar, EFL, raqamli ta'lim, yuzma-yuz darslar.

Аннотация: В условиях глобализации и цифровой трансформации смешанное обучение становится эффективным подходом в преподавании иностранных языков. Этот метод сочетает традиционное очное обучение с цифровыми инструментами и онлайн-активностями, что способствует повышению вовлеченности студентов, их автономности и уровня владения языком. В исследовании рассматриваются преимущества, трудности и лучшие практики смешанного обучения при обучении английскому как иностранному языку (EFL), особенно на уровне университетов. Результаты показывают, что хорошо структурированный смешанный подход повышает мотивацию студентов и их коммуникативную компетентность.

Ключевые слова: Смешанное обучение, преподавание иностранных языков, онлайн-инструменты, EFL, цифровое обучение, очное обучение.

INTRODUCTION

The rapid advancement of digital technologies and the growing need for flexible education models have transformed traditional approaches to foreign language teaching. Among the most innovative methods is blended learning, which combines face-to-face classroom instruction with digital tools and online activities. This approach not only expands access to learning materials but also caters to diverse learner needs, promotes autonomy, and supports continuous language practice beyond the classroom.

Blended learning has become especially relevant in the post-pandemic era, where the integration of technology into education is no longer optional but essential. In the field of English as a Foreign Language (EFL), this model offers rich opportunities to engage learners through multimedia content, interactive platforms, and real-time communication.

The aim of this paper is to explore how blended learning can be effectively implemented in foreign language education, with a particular focus on EFL instruction at the university level. The paper also identifies challenges associated with blended learning and suggests strategies for successful integration.

LITERATURE REVIEW

Blended learning is commonly defined as a pedagogical approach that combines traditional classroom methods with online learning activities to form an integrated instructional strategy [1]. It allows students to benefit from both the structured environment of face-to-face education and the flexibility of digital platforms. According to [2], blended learning fosters increased learner autonomy, providing more opportunities for individualized instruction and self-paced learning.

Numerous studies emphasize that blended learning is especially effective in language education due to its multimodal nature. For instance, [3] argue that using multimedia and interactive tools enhances learners' engagement and improves language retention. Furthermore, blended models support the development of communicative competence through various synchronous and asynchronous online activities, such as forums, chats, and collaborative tasks [4].

However, the success of blended learning depends largely on proper instructional design and technological infrastructure. Challenges such as digital literacy gaps among learners and teachers, limited access to devices, and lack of institutional support can hinder its effectiveness [5]. Therefore, for blended learning to be effective in EFL classrooms, educators must receive adequate training and resources to integrate online components meaningfully [6].

Overall, the literature highlights that when well-designed and appropriately implemented, blended learning enhances student motivation, provides a richer learning experience, and leads to better language outcomes [7].

METHODOLOGY

This study adopts a qualitative research design to deeply explore the effectiveness and practical implementation of blended learning in the context of foreign language

education, specifically focusing on university-level English as a Foreign Language (EFL) instruction. The choice of a qualitative approach is justified by the need to examine complex, real-world educational practices, allowing for a rich and context-sensitive understanding of the pedagogical strategies, learner experiences, and institutional conditions that shape blended learning outcomes.

The data were collected primarily through an extensive review of existing literature, case study analysis, and a comparative examination of blended learning models implemented in a range of educational institutions. This included studies from universities that have adopted blended learning formats for language instruction, teacher training programs, and technology-enhanced classroom interventions. The main objective was to identify recurring practices, benefits, limitations, and patterns in how blended learning is designed and experienced by both instructors and learners. In terms of source selection, the researcher systematically analyzed peer-reviewed journal articles, academic books, and empirical reports published between 2006 and 2024. The inclusion criteria were established to ensure that only materials with direct relevance to blended learning in EFL environments were examined. The literature was filtered based on keywords such as blended learning, language instruction, student engagement, digital tools, instructional design, and assessment in EFL. Special emphasis was placed on studies that addressed topics such as integration of digital technologies, learner motivation and autonomy, instructional strategies, and evaluation of blended learning outcomes [1], [2], [3].

Following the data collection, a thematic analysis was employed to identify and categorize major themes within the selected studies. This involved reading, coding, and grouping the data into significant thematic clusters such as:

- 1) Technological integration – how tools like learning management systems, virtual classrooms, and mobile applications are utilized to support language learning;
- 2) Learner autonomy – the extent to which students are able to control the pace, content, and mode of their learning in blended environments;
- 3) Teacher preparedness – teachers' competencies, training, and attitudes toward blended instruction;
- 4) Institutional support – the role of infrastructure, policy, and administration in facilitating or hindering blended learning success.

These themes were analyzed using an analytical framework grounded in the blended learning models proposed by Graham [1] and further expanded by Bonk and Graham [6]. These models emphasize the importance of achieving a meaningful balance between online and offline components, and highlight learner-centered design and instructional flexibility as critical success factors.

Additionally, real-life classroom examples from documented studies were reviewed to illustrate how blended learning has been adapted successfully to diverse EFL contexts. For instance, case studies from universities in Asia and Europe revealed that

hybrid formats combining in-person speaking sessions with online grammar and vocabulary practice led to increased student participation and communicative competence [3], [5]. Such evidence-based examples offered practical insights into the design and implementation of blended curricula, especially in resource-constrained or technology-emerging environments. The use of a qualitative method was particularly suited for this study due to the multifaceted nature of blended learning environments, where technological, pedagogical, and social variables interact in dynamic ways. Unlike quantitative methods that seek to measure specific outcomes, the qualitative approach provided a comprehensive and interpretive lens, allowing the researcher to uncover not only what works but why and under what conditions it works. This, in turn, supports the ultimate goal of the study: to offer practical recommendations for EFL educators and policymakers aiming to implement or refine blended learning strategies in their own institutional settings.

Results

The analysis of the reviewed literature and case studies revealed several significant findings regarding the implementation of blended learning in foreign language education, particularly in university-level EFL classrooms. First, blended learning was found to enhance student engagement and motivation, especially when multimedia resources and interactive tasks were integrated into the curriculum [3], [4]. Learners responded positively to online discussion forums, video lessons, and language games, which provided varied and stimulating learning experiences. These tools also allowed for continuous exposure to the target language outside traditional class hours. Second, the development of learner autonomy was a common outcome. The blended model encouraged students to take responsibility for their own learning by accessing digital resources, completing tasks independently, and managing their study schedules [2], [6]. This shift was particularly effective in fostering independent learning habits and improving time management skills among students. Third, institutions that successfully implemented blended learning shared a few common elements: well-structured course design, trained instructors, and adequate technological infrastructure [1], [5]. Where these components were present, student satisfaction and performance significantly improved.

However, the results also indicated some recurring challenges. Digital inequality—such as lack of access to reliable internet or devices—negatively impacted some students' participation and learning outcomes [5]. Moreover, some teachers reported a lack of training and support in designing effective online components, which reduced the overall effectiveness of blended instruction [6].

In conclusion, the results suggest that blended learning, when properly designed and supported, can lead to improved language proficiency, higher student motivation, and greater flexibility in the learning process. Nevertheless, addressing technological and pedagogical barriers remains essential for maximizing its potential in EFL education [7].

DISCUSSION

The findings of this study confirm that blended learning holds considerable potential for enhancing foreign language education, especially in the context of EFL classrooms at the university level. The combination of traditional face-to-face teaching and digital resources offers a flexible and interactive learning environment that can significantly benefit language learners.

One of the most important outcomes is the increase in student motivation and engagement, which aligns with previous research emphasizing the role of technology in making learning more dynamic and learner-centered [3], [4]. Through platforms such as Moodle, Zoom, and language learning apps, students are able to participate in interactive tasks, access authentic materials, and receive immediate feedback—all of which contribute to improved language acquisition. Another critical factor is the promotion of learner autonomy. Unlike traditional classroom settings where learners often depend solely on the teacher, blended learning environments empower students to take charge of their own progress. This self-directed learning is especially beneficial for language acquisition, which requires regular practice and exposure [2], [6]. In this sense, blended learning supports lifelong learning skills, encouraging students to become active participants in their own educational journey.

However, while the benefits are clear, the implementation challenges must not be overlooked. The effectiveness of blended learning heavily depends on the availability of technological infrastructure and the readiness of both teachers and learners to adapt to new tools [5]. In under-resourced contexts, these challenges can limit the effectiveness of blended models. For example, poor internet connectivity, lack of access to digital devices, or insufficient digital skills may create a gap between educational goals and actual learning outcomes [5].

Moreover, the role of the teacher remains crucial. Educators must be trained not only in the use of technology but also in instructional design, to ensure that online and offline components are meaningfully integrated [6]. A well-balanced curriculum should avoid overloading students with digital content and instead blend activities in a way that reinforces classroom learning. Research by Bonk and Graham supports this, highlighting that instructional balance is key to successful blended models [6].

In summary, while blended learning presents clear pedagogical advantages, its success depends on careful planning, ongoing support, and adaptation to the specific needs of the learning context. Future improvements should focus on reducing digital divides, providing professional development for teachers, and fostering institutional support to fully realize the benefits of blended learning in EFL education [7].

CONCLUSION

In conclusion, this study has shown that blended learning can significantly enhance the quality of foreign language education when implemented thoughtfully and

systematically. By integrating traditional face-to-face instruction with digital tools and platforms, blended learning creates a more flexible, engaging, and student-centered environment that supports various learning styles and paces. The results revealed that blended learning promotes higher levels of learner motivation, fosters autonomy, and provides increased access to authentic language resources. These elements are especially crucial in EFL contexts, where students often need continuous exposure and practical usage of the target language beyond the classroom.

Nonetheless, the success of blended learning relies on several key factors: access to technological infrastructure, teacher training in instructional design, and institutional support. Without addressing these elements, the potential benefits may not be fully realized, especially in low-resource educational settings. Therefore, it is essential for policymakers, educators, and institutions to invest in digital literacy, provide ongoing professional development for teachers, and ensure that the necessary infrastructure is in place. When supported effectively, blended learning can serve as a powerful tool for improving language competence and preparing students for communication in a globalized world.

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Annotatsiya: *Ushbu maqolada texnologik ta'lim yo'nalishi talabalari uchun kasbiy ko'nikmalarni shakllantirish va rivojlantirish jarayonini o'rganishga bag'ishlangan masalalar yoritilgan. Kasbiy ko'nikmalar talabalarni mehnat bozorida raqobatbardosh qilish, ularning amaliy bilim va malakalarini oshirishda muhim ahamiyat kasb etadi. Tadqiqotda texnologik ta'limning zamonaviy yondashuvlari, amaliy mashg'ulotlar, laboratoriya ishlarining roli va innovatsion pedagogik texnologiyalarning kasbiy ko'nikmalarni rivojlantirishdagi o'rni tahlil qilinadi. Shuningdek, talabalar uchun zarur bo'lgan muhandislik, texnik tafakkur, dasturlash, loyihalash va ishlab chiqarish jarayonlarini tushunish kabi ko'nikmalarni shakllantirish bo'yicha samarali metodlar taklif qilinadi.*

Kalit so'zlar: *texnologik ta'lim, kasbiy ko'nikma, raqobatbardoshlik, innovatsion pedagogika, texnik tafakkur, metodlar.*

Annotation: *The technological education field focuses on the process of forming and developing professional skills among students. This study highlights issues related to understanding this process. Professional skills are essential for students to be competitive in the labor market and to enhance their practical knowledge and abilities. The research analyzes modern approaches in technological education, including practical training, laboratory work, and the role of innovative pedagogical technologies in developing professional skills. Additionally, it examines essential aspects such as engineering, technical thinking, programming, design, and production processes to help students acquire the necessary competencies. Effective methods for skill formation are also proposed.*

Keywords: *technological education, professional skills, competitiveness, innovative pedagogy, technical, thinking.*

Texnologik ta'lim (odatda edutech yoki edtech deb qisqartiriladi) o'rganishni osonlashtirish uchun kompyuter texnikasi, dasturiy ta'minot va ta'lim nazariyasi va amaliyotidan birgalikda foydalanishdir. O'zining qisqartmasi, edtech bilan atalganda, u ko'pincha ta'lim texnologiyasini yaratuvchi kompaniyalar sanoatini nazarda tutadi. Amaliy ta'lim tajribasidan tashqari, ta'lim texnologiyasi aloqa, ta'lim, psixologiya, sotsiologiya, sun'iy intellekt, informatika kabi turli fanlardan nazariy bilimlarga asoslanadi. U o'rganish nazariyasi, kompyuterga asoslangan ta'lim, onlayn ta'lim va mobil texnologiyalar qo'llanadigan m-learning kabi bir qancha sohalarini o'z ichiga oladi. Texnologiya fanida kasbiy ko'nikma deganda, talabalar yoki mutaxassislarning o'z sohalariga oid amaliy bilim va tajribalarni qo'llay olish qobiliyati tushuniladi. Bu ko'nikmalar texnologik jarayonlarni tushunish, loyihalash, ishlab chiqarish, dasturlash,

muhandislik va innovatsion texnologiyalarni qo'llash kabi jihatlarni o'z ichiga oladi.

Kasbiy ko'nikmalar turlari

Texnik ko'nikmalar – muhandislik va ishlab chiqarish jarayonlarini tushunish, texnologik qurilmalar bilan ishlash.

Loyihalash va innovatsion tafakkur – yangi mahsulotlar va texnologik jarayonlarni yaratish, muammolarni hal qilish.

Dasturlash va axborot texnologiyalari – zamonaviy dasturlash tillarida ishlash, texnik tizimlarni avtomatlashtirish.

Analitik va kreativ fikrlash – ilmiy izlanishlar olib borish, texnologik yangiliklarni o'rganish.

Jamoda ishlash va boshqaruv – ishlab chiqarish jarayonlarini rejalashtirish, texnologik loyihalarni boshqarish.

Kasbiy ko'nikmalarni shakllantirish usullari:

Amaliy mashg'ulotlar va laboratoriya ishlarini bajarish.

Texnologik jarayonlarni modellashtirish va tajribalar o'tkazish.

Ilmiy loyihalar va startaplarda ishtirok etish.

Korxona va zavodlarda amaliyot o'tash.

Zamonaviy texnologiyalardan foydalangan holda mustaqil ishlar bajarish.

O'qituvchilar kompetentlikka asoslangan ta'limni samarali o'rgatishi uchun tegishli bilim va ko'nikmalarga ega bo'lishi zarur. texnologik sohalarda o'qituvchilarni doimiy ravishda rivojlantirish zarurligini ta'kidlaydi, chunki o'qituvchilarning yetarli tayyorgarligi bo'lmasa, texnologik ta'lim yo'nalishi susayadi. Texnologik ta'lim sohasidagi talabalar uchun kasbiy kompetentlikni shakllantirish texnologiya sohasid tezkor rivojlanayotgan murakkab talablarni qondira oladigan kadrlarni tayyorlash uchun muhim ahamiyatga ega. Ushbu maqolada kompetentlikka asoslangan ta'lim, loyiha asosida o'qitish, ish asosidagi ta'lim va simulyatsiya asosidagi ta'lim kabi yondashuvlar ko'rib chiqildi. Bu yondashuvlar o'quvchilarda professional muhitda zarur bo'lgan bilim, ko'nikma va munosabatlarni rivojlantirishga qaratilgan umumiy ramka yaratadi. Ayniqsa, amaliy qo'llash, tanqidiy fikrlash va moslashuvchanlik nazariy bilimlar qadar muhim bo'lgan texnologik ta'lim uchun mos keladi. Shunga qaramay, ushbu yondashuvlarning samaradorligi tasdiqlangan bo'lsa-da, resurslar cheklanganligi, o'quv dasturining qat'iyligi va o'qituvchilarni doimiy rivojlantirish zarurati kabi muammolar mavjud. Ushbu masalalarni hal qilish uchun sanoat bilan moslashuvchan va dolzarb o'quv dasturlarini yaratish, sanoat bilan mustahkam hamkorlikni o'rnatish va o'qituvchilar uchun uzluksiz kasbiy rivojlanish imkoniyatlarini ta'minlash talab etiladi. Ushbu o'zgarishlarni amalga oshirish orqali ta'lim muassasalari talabalarni texnologiya sohasidagi murakkab talablarni samarali bajara oladigan mutaxassislar sifatida tayyorlaydi va ularni nafaqat texnik ko'nikmalar, balki uzoq muddatli muvaffaqiyat uchun zarur bo'lgan keng qamrovli kasbiy kompetentlik bilan ta'minlaydi. Talabalik

davrida oladigan bilimlarimizni amalda qo'llashimiz bizni amaliy bilimimizni oshiradi. Negaki amalda o'z qo'llarimiz bilan qilingantexnik resurslarimiz biz uchun zavq beradi. bu bizni ishimizni sevishimizga va mutaxassisligimizni oshirish uchun zamin yaratadi. Texnologik ta'lim yo'nalishida laboratoriya ishlarining roli va innovatsion pedagogik texnologiyalar Texnologik ta'lim yo'nalishida laboratoriya ishlarining o'rnini juda katta bo'lib, u talabalarni nazariy bilimlarni amaliyot bilan bog'lashga, texnik ko'nikmalarini rivojlantirishga va muammolarni hal qilish qobiliyatlarini shakllantirishga xizmat qiladi. Laboratoriya ishlarining roli: Nazariy bilimlarni mustahkamlash – Talabalar darsda o'rgangan nazariy tushunchalarni amaliy ravishda sinab ko'rishadi.

Amaliy tajriba orttirish – Texnologik jarayonlar bilan bevosita ishlash orqali talabalar kasbiy mahoratini oshiradi.

Texnik tafakkurni rivojlantirish – Muammolarni aniqlash, tahlil qilish va ularni bartaraf etish ko'nikmalarini shakllantiradi.

Mustaqil fikrlash va innovatsion yondashuvni rivojlantirish – Talabalarga yangi texnologiyalarni o'rganish va qo'llash imkonini beradi.

Jamoaviy ish va muloqot ko'nikmalarini rivojlantirish – Guruh bilan ishlash, loyihalarni himoya qilish va muhokama qilish kabi mahoratlar shakllanadi.

Texnologik ta'lim yo'nalishida laboratoriya ishlarini keng qo'llash va innovatsion pedagogik texnologiyalarni tatbiq etish talabalar uchun juda muhim. Bu ularning kasbiy ko'nikmalarini rivojlantirishga, zamonaviy texnologiyalarni o'zlashtirishga va mehnat bozorida raqobatbardosh bo'lishiga xizmat qiladi. Kelgusidagi tadqiqotlar innovatsion aralash ta'lim modellarini o'rganish va raqamli vositalar va simulyatsiyalarning integratsiyasini chuqurlashtirishga qaratilishi kerak. Bundan tashqari, kompetentlikka asoslangan ta'limning bitiruvchilarning kasbiy faoliyatlariga uzoq muddatli ta'sirini o'rganish bo'yicha tadqiqotlar ushbu pedagogik strategiyalarning samaradorligi haqida qimmatli ma'lumotlar beradi. Ushbu harakatlarni davom ettirish orqali texnologik ta'lim takomillashib boradi va talabalarining dinamik va tobora raqamli bo'lib borayotgan ish muhitida muvaffaqiyatga erishishlariga zamin yaratadi. Texnologik ta'limda zamonaviy pedagogik va metodik yondashuvlardan foydalanish talabalar bilimini chuqurlashtirish, amaliy ko'nikmalarni rivojlantirish va ularning kasbiy tayyorgarligini oshirishga xizmat qiladi.

Quyida texnologik ta'lim yo'nalishida eng samarali o'qitish metodlari keltirilgan:

1. An'anaviy va zamonaviy metodlar kombinatsiyasi

Ma'ruza va suhbat – asosiy nazariy bilimlarni yetkazish.

Vizual va interfaol ta'lim – video, prezentatsiyalar, animatsiyalar orqali tushuntirish.

2. Amaliyotga yo'naltirilgan metodlar Laboratoriya mashg'ulotlari – talabalar o'zlari tajribalar o'tkazish va texnik uskunalar bilan ishlash imkoniyatiga ega bo'ladilar.

Ishlab chiqarish amaliyoti – korxonalar va zavodlarda ishlab chiqarish jarayonlari bilan tanishish.

Simulyatsiya va modellashtirish – kompyuter dasturlarida real jarayonlarni modellashtirish.

3. Innovatsion pedagogik texnologiyalar

STEAM yondashuvi – fan, texnologiya, muhandislik, san’at va matematika fanlarini uyg’unlashtirib o’qitish.

Blended Learning (aralash ta’lim) – an’anaviy dars va onlayn o’qitishning kombinatsiyasi.

Gamifikatsiya – o’yin elementlarini o’quv jarayoniga joriy qilish.

Xulosa

Texnologik ta’lim yo’nalishida o’qitish metodlarini to’g’ri tanlash va ularni samarali qo’llash talabalar bilim darajasini oshirishga, kasbiy ko’nikmalarini rivojlantirishga va ularni bozor talablariga moslashishga yordam beradi. Shu sababli, an’anaviy, amaliy va innovatsion metodlarning uyg’unligi juda muhim.

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Annotatsiya: Ushbu maqolada boshlang'ich ta'lim jarayonida individual yondashuvning ahamiyati va o'rni ko'rib chiqiladi. Individual yondashuv har bir o'quvchining qobiliyatlari, ehtiyojlari va imkoniyatlarini hisobga olib ta'lim berishni nazarda tutadi. Bu metod o'quvchilarning bilim olishdagi farqlarini inobatga olish, ularning shaxsiy rivojlanishini qo'llab-quvvatlash va motivatsiyasini oshirishga xizmat qiladi. Maqolada individual yondashuvning nazariy asoslari, usullari hamda amaliyotdagi samaradorligi tahlil qilinadi. Shuningdek, o'qituvchilar uchun individual ta'lim rejasini ishlab chiqish va amalga oshirish bo'yicha tavsiyalar beriladi. Natijada, individual yondashuv boshlang'ich ta'lim sifatini oshirishda muhim vosita ekanligi ta'kidlanadi.

Kalit so'zlar: individual yondashuv, boshlang'ich ta'lim, ta'lim metodikasi, o'quvchi ehtiyojlari, shaxsiy rivojlanish, ta'limda farqlilik, ta'lim sifati, motivatsiya

Boshlang'ich ta'lim – bu bolalarning o'qish, yozish, hisoblash kabi asosiy ko'nikmalarni o'rganishi va shaxs sifatida shakllanishining muhim davri hisoblanadi. Bu davrda har bir o'quvchining rivojlanish darajasi, qobiliyatlari, ehtiyojlari va qiziqishlari farq qiladi. Shu bois ta'lim jarayonida individual yondashuvni qo'llash katta ahamiyatga ega. Individual yondashuv o'quvchilarning shaxsiy xususiyatlarini hisobga olib, har birining imkoniyatlarini maksimal darajada ochib berishga xizmat qiladi. Ushbu maqolada boshlang'ich ta'limda individual yondashuvning nazariy asoslari, usullari va amaliy ahamiyati ko'rib chiqiladi. Individual yondashuv tushunchasi va nazariy asoslari. Individual yondashuv – bu ta'lim berishda o'quvchilarning individual xususiyatlarini, qobiliyatlarini, o'rganish uslublarini, qiziqish va ehtiyojlarini hisobga olish tamoyilidir. Har bir bola o'zining o'rganish sur'ati, qobiliyat darajasi, ruhiy holati va motivatsiyasiga ega. Shuning uchun ta'lim jarayonini umumiy standartlarga asoslab emas, balki har bir o'quvchining shaxsiy xususiyatlariga moslashtirish kerak. Psixologlar va pedagoglar individual yondashuvni qo'llash orqali o'quvchilarning faolligini oshirish, qiyinchiliklarni yengillashtirish, ularning o'zini ijobiy baholashini kuchaytirish mumkinligini ta'kidlashadi. Vygotskiyning “yaqin rivojlanish zonasasi” nazariyasi ham individual yondashuvni asoslovchi muhim pedagogik nazariyalardan biridir. Bu nazariyaga ko'ra, o'quvchi o'z bilim darajasidan bir daraja yuqoriroqda joylashgan vazifalarni boshqalar yordami bilan amalga oshirish orqali rivojlanadi. Shuning uchun o'qituvchi har bir bolaning o'rganish darajasini hisobga olgan holda ta'lim jarayonini tashkil etishi zarur.

Boshlang'ich ta'limda individual yondashuvning amaliy usullari. Boshlang'ich sinflarda individual yondashuvni qo'llash uchun bir qancha metod va usullar mavjud. Masalan:

Differensial ta'lim: O'quvchilarning bilim darajasi va qobiliyatlariga mos ravishda topshiriqlarni farqlash. Bu usul yordamida zaif o'quvchilarni qo'llab-quvvatlash va ilg'or o'quvchilarga qo'shimcha vazifalar berish mumkin.

Individual dars rejasi: Har bir o'quvchi uchun alohida dars rejasi ishlab chiqish va unga muvofiq ta'lim berish. Bu o'quvchining ehtiyojlari va imkoniyatlariga moslashtirilgan bo'ladi.

Shaxsiy monitoring: O'quvchilarning o'zlashtirish darajasini doimiy kuzatib borish va kerak bo'lganda yondashuvni o'zgartirish. **Ta'limda differensial baholash:** O'quvchilarning individual rivojlanishini inobatga olgan holda baholash usulini qo'llash. Bundan tashqari, o'yinlar, guruh va juftlik ishlari, vizual materiallardan foydalanish orqali ham individual yondashuvni mustahkamlash mumkin. Individual yondashuvning ta'lim sifatiga ta'siri. Individual yondashuv boshlang'ich ta'lim sifatini oshirishda muhim omil hisoblanadi. Har bir o'quvchining o'ziga xos ehtiyojlari hisobga olinganda, ularning o'qishga bo'lgan qiziqishi va motivatsiyasi ortadi. Bu esa, o'z navbatida, bilimlarni chuqurroq va samaraliroq egallashga olib keladi. O'quvchilarning shaxsiy muvaffaqiyatlarini e'tirof etish ularning o'ziga bo'lgan ishonchini oshiradi va ularni yangi bilimlarga intilishga rag'batlantiradi.

Shuningdek, individual yondashuv o'qituvchilarga o'quv jarayonini yanada samarali tashkil etish imkonini beradi, chunki ular har bir bola bilan alohida ishlashni rejalashtira oladi. Bu esa ta'limda adolatni ta'minlashga yordam beradi.

Boshlang'ich ta'limda individual yondashuvni qo'llash o'quvchilarning shaxsiy xususiyatlarini hisobga olib, ta'lim jarayonining samaradorligini oshiradi. Har bir bola o'ziga mos ta'lim muhitida yaxshiroq rivojlanadi va o'z salohiyatini to'liq ochib beradi. Shu bois, o'qituvchilar boshlang'ich sinflarda individual yondashuvni tizimli ravishda joriy etishlari zarur. Bu esa o'z navbatida ta'lim sifatining yaxshilanishi va kelajak avlodning barqaror rivojlanishiga xizmat qiladi.

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EMOTSIONAL INTELLEKT VA UNING SHAXSLARARO MUNOSABATLARDAGI O‘RNI

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Annotasiya: Mazkur maqolada emotsional intellekt tushunchasining mazmuni, tarkibiy qismlari hamda uning shaxslararo munosabatlardagi ahamiyati tahlil qilingan. Emotsional intellekt – bu insonning o‘z his-tuyg‘ularini anglash, boshqarish va boshqalarning his-tuyg‘ularini tushunish qobiliyatidir. Tadqiqotda emotsional intellektning kommunikatsiya samaradorligini oshirish, ijtimoiy muammolarni hal qilish, empatiya va hamkorlikni shakllantirishdagi roli ilmiy asosda bayon etilgan. Turli yoshdagi guruhlar, ayniqsa talabalar va kasbiy faoliyat yuritayotgan shaxslar orasida olib borilgan amaliy kuzatuvlar asosida emotsional intellekt darajasi bilan ijtimoiy moslashuv o‘rtasidagi bog‘liqlik yoritilgan. Shuningdek, maqolada emotsional intellektni rivojlantirish yo‘llari ham ko‘rib chiqilgan.

Kalit so‘zlar: Emotsional intellect, shaxslararo munosabatlar, empatiya, ijtimoiy moslashuv, hissiy o‘zini boshqarish, kommunikatsiya, psixologik salomatlik, emotsional onglilik, ijtimoiy ko‘nikmalar, shaxsiy rivojlanish

Abstract: This article analyzes the content, components and significance of the concept of emotional intelligence in interpersonal relationships. Emotional intelligence is a person's ability to understand, manage their own emotions and understand the emotions of others. The study scientifically describes the role of emotional intelligence in improving communication efficiency, solving social problems, and building empathy and cooperation. Based on practical observations conducted among different age groups, especially students and professionals, the relationship between the level of emotional intelligence and social adaptation is highlighted. The article also considers ways to develop emotional intelligence.

Keywords: Emotional intelligence, interpersonal relationships, empathy, social adaptation, emotional self-management, communication, psychological health, emotional awareness, social skills, personal development

Аннотация: В статье анализируется содержание, компоненты и значение концепции эмоционального интеллекта в межличностных отношениях. Эмоциональный интеллект — это способность человека распознавать и управлять своими эмоциями, а также понимать эмоции других. Исследование

научно объясняет роль эмоционального интеллекта в повышении эффективности коммуникации, решении социальных проблем и формировании эмпатии и сотрудничества. На основе практических наблюдений, проведенных среди разных возрастных групп, особенно студентов и специалистов, подчеркивается связь между уровнем эмоционального интеллекта и социальной адаптацией. В статье также рассматриваются способы развития эмоционального интеллекта.

Ключевые слова: *эмоциональный интеллект, межличностные отношения, эмпатия, социальная адаптация, эмоциональная саморегуляция, коммуникация, психологическое здоровье, эмоциональная осведомленность, социальные навыки, личностное развитие.*

KIRISH

Bugungi kunda insonlarning shaxslararo munosabatlari jamiyat va kasbiy sohada muvaffaqiyatga erishishda muhim omil hisoblanadi. Bu munosabatlarning samaradorligi ko'pincha insonning aqliy qobiliyatlari bilan bir qatorda, uning emotsional intellekt darajasi bilan belgilanadi. Emotsional intellekt — bu shaxsning o'z his-tuyg'ularini anglash, boshqarish, shuningdek, boshqalarning emotsiyalarini idrok etish va ularga munosabat bildirish qobiliyatidir. Ushbu ko'nikmalar odamlarning muloqotda samarali bo'lishi, ijtimoiy ziddiyatlarni bartaraf etishi va ijtimoiy aloqalarni mustahkamlashida hal qiluvchi ahamiyatga ega. So'nggi yillarda psixologiyada emotsional intellektga bo'lgan qiziqish ortib bormoqda, chunki bu ko'nikma shaxsning psixologik farovonligi, stressga chidamliligi va ijtimoiy moslashuviga bevosita ta'sir qiladi. Shu sababli, emotsional intellekt va uning shaxslararo munosabatlardagi o'rni haqida chuqur tadqiqotlar olib borish zarurati paydo bo'ldi. Ushbu maqolada emotsional intellektning mohiyati, uning asosiy komponentlari va shaxslararo munosabatlarga ta'siri tahlil qilinadi hamda emotsional intellektni rivojlantirish yo'llari ko'rib chiqiladi.

Zamonaviy jamiyatda shaxslararo munosabatlarning sifati insonlarning ijtimoiy va kasbiy muvaffaqiyatiga bevosita ta'sir ko'rsatadi. Ushbu munosabatlarning muvaffaqiyati ko'pincha shaxslarning faqat aqliy qobiliyatlari bilan emas, balki ularning emotsional intellekti bilan ham belgilanadi. Emotsional intellekt - bu insonning o'z his-tuyg'ularini anglash, boshqarish, shuningdek, boshqalarning emotsiyalarini to'g'ri idrok eta olish qobiliyatidir. Bu qobiliyat shaxslararo muloqotda muhim ahamiyatga ega bo'lib, samarali kommunikatsiya, hamkorlik va ijtimoiy moslashuvni ta'minlaydi. Shu sababli, emotsional intellektni rivojlantirish zamonaviy psixologiyaning muhim yo'nalishlaridan biridir.

Emotsional intellekt tushunchasi dastlab psixolog Piter Salovey va Jon Mayer tomonidan ilgari surilgan. Ularning ta'rifiga ko'ra, emotsional intellekt — bu shaxsning o'z his-tuyg'ularini anglab, boshqarish, boshqalar his-tuyg'ularini idrok etish va ularga mos ravishda munosabat bildirish qobiliyatidir. Emotsional intellekt yuqori bo'lgan

shaxslar o'zaro munosabatlarda ancha muvaffaqiyatli bo'lishadi. Ular muloqot davomida boshqalarning kayfiyatini va his-tuyg'ularini to'g'ri idrok eta oladi, ziddiyatlarni yumshatish va samarali hal qilishga qodir. Bunday insonlar jamoada ishonch va hamkorlikni mustahkamlashda muhim rol o'ynaydi. Tadqiqotlar shuni ko'rsatadiki, emotsional intellekt darajasi yuqori bo'lgan odamlar ijtimoiy qo'llab-quvvatlash darajasi, stressga chidamliligi va psixologik farovonligi bilan farqlanadi. Shuningdek, ular murakkab shaxslararo vaziyatlarda o'zini boshqarish va konstruktiv yechim topish ko'nikmalariga ega. Emotsional intellektni rivojlantirish mumkin va bu jarayon shaxsiy hamda kasbiy hayotda muvaffaqiyatga erishishda muhim ahamiyatga ega. Bu maqsadda treninglar, o'z-o'zini anglash mashqlari, stressni boshqarish usullari va empatiyani oshirishga qaratilgan mashqlar qo'llaniladi.

Emotsional intellekt bu barchamizda yashiringan hissiyotlarimiz bo'lishi ham ehtimol, aytaylikki, o'smirning hissiyotlari bilan xech kim qiziqmadi, u esa olamga jar soldi; menga e'tibor kerak, menga yordam kerak, lekin xech kim uni eshitmadi va oqibatda uning hissiyotlari javobsiz qoldi. Oqibat unda hissiy intellekt borgan sari pasayib biror-bir faoliyatga bundan buyon hissiyotini ishlatmaslikka qaror qildi. Natijada biorobotga aylana boshladi, shuning uchun ham jamiyatda emotsionla intellktning nechog'li muhim ekanligini barchamiz tushunshimiz va anglab olishimiz darkor. Zeroki, davlatimiz tomonidan yaratilayotgan imkoniyatlar ayni vaqtda yoshlarda aqliy va hissiy tomonlarini yutuqlarini olib chiqib berishi mumkin. Bu esa yangidan-yangi fikrlarni va innovatsiyalarni beradi. Emotsional intellekt tabiatini ochish boshqalarni tushunish madaniyatining oshishiga xizmat qilishi tabiiydir. Chunki aqliy qobiliyat va emotsional qobiliyatlar bir-biri bilan chambarchas bog'liqdir. Shaxsdagi emotsional kechinmalarning o'zgarishi albatta intellektual qobiliyatlarni ham o'zgarishiga olib kelishi mumkin. Ko'pchilik olimlar tomonidan ma'lum bir emotsiyalar insonlarning aqliy qobiliyatlarini oshishiga yoki kamayishi ta'sir ko'rsatishi isbotlangan. Inson o'z emotsiyalarini boshqara olishi albatta uni jamiyatda uni o'z o'rnini topishida muhim ahamiyat ksb etishi aniqlangan. Ayni vaqtda rahbarlarni tayyorlash davomida zamonaviy rahbar modellarini inobatga olish ham emotsionla intellekt orqali amalga oshirilib kelinmoqda, shu sababli ham rahbar, xodimlarini tushunishi va ularni rag'batlantirishi nechog'li muhim ekanligi e'tiborga olish lozim.

Emotsional intellektning shaxslararo munosabatlardagi o'rni - shaxslararo munosabatlar, ya'ni odamlar o'rtasidagi aloqalar, samarali muloqot va o'zaro tushunishga asoslangan. Emotsional intellekt yuqori bo'lgan shaxslar boshqalar bilan muloqotda muvaffaqiyatli bo'lishadi. Ular o'z his-tuyg'ularini ifoda etishda aniq, boshqalarning his-tuyg'ularini esa samimiy qabul qilishadi. Kommunikatsiya sifatini oshiradi: EI darajasi yuqori bo'lgan odamlar murakkab va hissiy jihatdan nozik vaziyatlarda ham to'g'ri so'zlay olishadi, shuning uchun ularning so'zlari boshqalar tomonidan yaxshiroq tushuniladi. Ziddiyatlarni bartaraf etishda yordam beradi: EI egasi o'z his-tuyg'ularini

boshqarish bilan birga, boshqalarning his-tuyg'ularini ham anglaydi, bu esa nizolarni tinch yo'l bilan hal qilish imkonini yaratadi. Hamkorlikni mustahkamlaydi: Boshqalarning his-tuyg'ularini tushunish va hurmat qilish orqali jamoa ichidagi ishonch va hamjihatlik oshadi.

Emotsional intellektni o'rganish va rivojlantirish mumkin bo'lgan ko'nikma sifatida qaraladi. Buning uchun quyidagi yo'llar mavjud: O'z-o'zini anglash mashqlari: Kundalik his-tuyg'ularni yozish, ularni tahlil qilish va sabablarini aniqlash. Stressni boshqarish usullari: Nafas olish mashqlari, meditatsiya, jismoniy faollik orqali stressni kamaytirish. Empatiya rivojlantirish: Boshqalarning nuqtai nazarini tushunishga harakat qilish, faol tinglashni o'rganish. Muloqot ko'nikmalarini oshirish: Konfliktlarni hal qilish texnikalarini o'rganish, samimiy va ochiq munosabatlarni shakllantirish.

XULOSA

Emotsional intellekt (EI) inson shaxsiyatining integral qismi sifatida uning psixologik farovonligi, ijtimoiy moslashuvi va shaxslararo munosabatlar samaradorligida hal qiluvchi ahamiyat kasb etadi. Mazkur maqolada emotsional intellekt tushunchasining mohiyati, uning tarkibiy qismlari, amaliy ahamiyati va shaxslararo aloqalarga ko'rsatadigan ta'siri chuqur ilmiy tahlil qilindi. Tadqiqotlar shuni ko'rsatmoqdaki, EI darajasi yuqori bo'lgan shaxslar boshqalar bilan ijobiy munosabatlarni shakllantirishda, konfliktlarni samarali hal etishda, jamoada ishlashda, empatiya va ijtimoiy javobgarlikni namoyon qilishda ustunlikka ega. Zamonaviy psixologiyada Daniel Goleman, Peter Salovey, John Mayer kabi olimlarning ilmiy ishlari asosida emotsional intellektning muhimligi isbotlangan. Jumladan, Goleman (1995) emotsional intellektni yetakchilik, muloqot, stressni boshqarish va shaxsiy muvaffaqiyatga erishishning asosiy omili sifatida e'tirof etgan. Salovey va Mayer esa EI'ni hissiy anglash, emotsiyalarni baholash va tartibga solish, motivatsiya va empatiya kabi ko'nikmalarning uyg'unligi deb ta'riflaydi.

Amaliy jihatdan qaralganda, emotsional intellekt — bu insonning o'z-o'zini anglash va boshqarish, boshqalarning hissiyotlariga nisbatan sezgirlik, samarali muloqot va ziddiyatlarni hal qilish orqali sog'lom ijtimoiy muhit yaratish vositasidir. Ushbu jihatlar zamonaviy jamoalarda liderlik, o'qituvchilik, psixologik xizmatlar, menejment va tibbiy amaliyotda ayniqsa muhim hisoblanadi. Bundan tashqari, EI darajasi o'quvchilar va talabalar orasida ijtimoiy integratsiyani ta'minlash, maktab va universitet muhitini ijobiylashtirish, stressga chidamlilikni oshirish va psixologik sog'lomlikni qo'llab-quvvatlashga xizmat qiladi. Bolalikdan boshlab EI'ni rivojlantirishga qaratilgan dasturlar, treninglar va amaliy metodlar ta'lim tizimida katta natijalar berayotganini Yevropa, AQSH va Osiyo mamlakatlarida olib borilgan tadqiqotlar tasdiqlaydi.

Xulosa qilib aytganda, emotsional intellekt nafaqat shaxsning individual rivoji, balki uning atrofdagilar bilan samarali va sog'lom munosabatlar o'rnatishida asosiy vosita sifatida e'tirof etilishi lozim. Uni sistematik tarzda rivojlantirish shaxslararo munosabatlar madaniyatini oshirish, jamiyatda ijtimoiy uyg'unlikni mustahkamlash va

psixologik barqarorlikni ta'minlashga xizmat qiladi. Shu sababli, EI'ni o'rganish va amaliyotga tatbiq qilish zamonaviy psixologik va ijtimoiy taraqqiyotning ajralmas yo'nalishlaridan biri hisoblanadi.

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PEDAGOGIK MAHORAT, KOMPETENSIYA VA KOMPETENTLIK HAQIDA MULOHAZLAR

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Annotatsiya: Ushbu maqolada pedagog faoliyatida kompetensiya va kompetentlikning o'rni, kasbiy muammolarni hal qilishdagi ahamiyati haqida so'z boradi O'zbekiston Respublikasining Ta'lim to'g'risidagi Qonuni 5-moddasida "Tegishli malumoti, kasb tayyorgarligi bor va yuksak axloqiy fazilatlarga ega bo'lgan shaxslar pedagogik faoliyat bilan shug'ullanish huquqiga ega" deb e'tirof etilgan.. Pedagoglarning qobiliyatlar va ularni shakllantirish, o'z ustida ishlashi haqida ko'rsatmalar va tavsiyalar berib o'tiladi.

Kalit so'zlar: kompetensiya, kompetentlik, pedagogik kompetentlik, shaxsiy kompetentlik, kreativlik, qobiliyat, pedagogik mahurat, professional ta'lim

Аннотация: В данной статье рассматривается роль компетентности и компетентности в деятельности педагога, ее значение в решении профессиональных проблем в статье 5 Закона Республики Узбекистан Об образовании признается, что "право заниматься педагогической деятельностью имеют лица, имеющие соответствующее образование, профессиональную подготовку и обладающие высокими нравственными качествами".. Даны указания и рекомендации педагогам о способностях и их формировании, работе над собой.

Ключевые слова: компетентность, компетентность, педагогическая компетентность, личностная компетентность, креативность, способности, педагогическое мастерство, профессиональное образование

Abstract: Article 5 of the Law of the Republic of Uzbekistan "On Education" states that "Persons with relevant knowledge, professional training and high moral qualities have the right to engage in pedagogical activities." In the 21st century, the teacher requires extensive knowledge, thorough practical training, high pedagogical skills, competence and creativity. This article talks about competence and the role of competence in the work of a pedagogue, the importance of solving professional problems. Instructions and recommendations are given to pedagogues about abilities and their formation, work on themselves.

Keywords: competence, competence, pedagogical competence, personal competence, creativity, ability, pedagogical skill, professional education

Hozirgi kunda O'zbekiston Respublikasida pedagoglarga etibor juda ko'plab imtiyozlar berilishi bilan bilib olsak bo'ladi. Ta'lim jarayonlarini tashkil qilishda kompetensiyaga asoslangan yondashuv (qobiliyat va tayyorlik) yotadi. Ta'lim mazmunini aniqlash va rejalashtirishda kasbiy kompetensiya, qobiliyatlarini aniqlash,

kasbiy muammolarni hal qilishga qodir mutaxassis quyidagilarni bilishi zarurligini nazarda tutadi: Tahlil qilish, talqin qilish va qo'llash qobiliyati, pedagogik tushunchalar va nazariyalar; O'z qadriyatlar tizimida o'zini aks ettirish qobiliyati; Nazariya va amaliyotni birlashtirish qobiliyati (ya'ni faoliyat) kompetentlikni namoyon qilishi mumkin bo'lgan yondashuv; O'qituvchining natijalarini baholash subyektning o'zaro tasirini oraliq bosqichlari; Jamoa va guruhda ishlash qobiliyati; Mos keladigan darsdan tashqari kompetensiyaning mavjudligi, ta'limdagi zamonaviy ijtimoiy natijalar. O'qituvchilarda kasbiy kompetensiyaning shakllanishini ta'minlash uchun ta'lim tarbiya jarayonlarida quyidagi ko'nikmalar va malakalarni shakllanishiga jiddiy e'tibor qaratilishi kerak bo'ladi, xususan: O'qituvchilarning faoliyatlari jarayonida rivojlanishlari diagnostikasini kuzatish, ularning o'zgarishlarga bo'lgan ehtiyojlarini shakllantirish; Ta'limning maqsadlariga erishishga yo'naltirilgan, kelgusida innovatsion rivojlanishni ta'minlaydigan faoliyatni to'g'ri tashkil etilganligini o'rganish; Ta'lim jarayoni barcha subyektlari bilan samarali o'zaro aloqalarni o'rnatilganligi; Qulay va xavfsiz ta'lim muhitini yaratilganligi, o'zgarishlarni hisobga olishi; Shaxsiy kasbiy rivojlanishni tizimli ravishda loyihalashtirish, shuningdek o'zini-o'zi tarbiyalash ishlarini tashkil etishi. Pedagogik kompetentlik – yuksak darajadagi pedagogik faoliyatning taraqqiy etishini, pedagogik texnikani egallashni, shuningdek, pedagog shaxsi, uning tajribasi va kasbiy faoliyatdagi individuallikning yorqin ko'rinishi sifatida tushiniladi. Kompetensiya va “kompetentlik” atamaları o'zakdosh bo'lib, ular G'arb ilmiy adabiyotida 60-yillarning oxiri, 70-yillarda paydo bo'ldi. “Kompetensiya” atamasi milliy pedagogikada XX asrning 90-yillaridan e'tiboran ishlatila boshlagan. “Kompetensiya” atamasi “pedagogik madaniyat”, “kasbiy layoqatlilik”, “kvalifikatsiya” atamaları bilan ma'nodosh hisoblanib kelindi. “Kompetensiya” – muayyan muammo va masala, xodisa borasida shaxsning bilim, tajriba, mutasaddilikka ega bo'lishni o'zida ifoda etadi. “Kompetentlik” – ma'lum holat xususida to'g'ri mulohaza yuritishga imkon beradigan bilimga ega bo'lish, dalil-isbotli fikr, kishining muayyan sohada saviyasini ifoda etadigan atama. Kompetentlik shaxs xususiyatlari va holatining murakkab majmui bo'lib, ma'lum sohadagi bilim, ko'nikma va tajribani mujassamlashtiradi. [1, B. 158]

O'qituvchining kasbiy kompetensiyasi o'quv jarayonida shakllanishi kerak, chunki bu innovatsion ta'lim jarayonida muvaffaqiyatli faoliyat ko'rsatish, o'quvchilarni bilimlarni o'zlashtirish jarayonlarini xavfsiz va qulay sharoitlarda tashkil etish uchun zarur bo'lgan ichki shaxsiy xususiyatlar majmuasidir. O'qituvchi faoliyatining barcha tarkibiy qismlarini amalga oshirish kerak, chunki o'qituvchi pedagogik, texnik va texnologik, ilmiy, nazariy va ijtimoiy-psixologik tayyorgarlikka ega bo'lishi kerak. O'qituvchida ushbu tayyorgarlikka mos kompetensiyalarni mavjudligi nafaqat o'qitish va ta'lim jarayonining mahoratli pedagogik bo'lishiga, balki ta'limsifatini ta'minlashda shaxsan samarali ishtirok etishga imkon beradi.

Kasbiy kompetentlik va pedagogi mahorat - o'qituvchi ijodkorligining oliy namunasi bo'lib, u yillar davomida shakllanadi. U yuksak mahoratni egallashi g'oyat murakkab jarayon bo'lib, pedagogika fanining eng dolzarb muammolaridan biri hisoblanadi. O'qituvchi kasbiga xos bo'lgan ko'pgina fazilatlar bilan birga uning

pedagogik mahoratni egallashi katta ahamiyatga ega. Kasbiy kompetentlik va pedagogik mahoratga ega bo'lgan o'qituvchigina o'z kasbiga layoqatli, istedodli bo'lishi mumkin. Kasbiy kompetentlik tushunchasiga nisbatan ilmiy doirada turli munosabatlar ilgari suriladi. U mehnat subyektiga nisbatan aniq faoliyat talablari yoki aynan, subyektning aniq faoliyatining o'ziga xos jihatlariga nisbatan munosabatini tavsiflovchi xususiyatlar sifatida qo'llaniladi. Masalan tadqiqotchi olim E.F Zeer kasbiy kompetentlikning funksional taraqqiyotini tadqiq qilish kasbiy kamolotga erishish chog'ida kompetentlikning turli ko'rinishdagi integratsiyalashib borishini va ularning kasbiy muhim shaxs sifatleri bilan aloqasi kuchayib borishini ko'rsatdi. Xususan, kasbiy kompetentlikning asosiy darajalariga kasbiy tayyorgarlik va tajriba, o'zini-o'zi anglash, o'z kuchiga ishonish, o'zga insonlar tomonidan ko'rsatilgan kamchilikni to'g'ri qabul qilish va shu kabi boshqa kasbiy kamolotni belgilab beruvchi shaxs xususiyatlarini kiritadi. [2, B. 201]

Shaxsiy kompetentlik – shaxsning ijtimoiy dunyoqarashi, ilmiy va intellektual salohiyati, kreativligi, shaxslararo muloqot-munosabatlarga faol kirisha olishi, konfliktlarni hal etishga taktik yondashuvi, kasbiy faoliyat talablariga muvofiq shaxsiy va kasbiy sifatlarining shakllanganlik darajasi, faol hayotiy va fuqarolik pozitsiyasining qaror topganligi kabi mezonlar bilan belgilanadi.

Metodik kompetentlik - o'quv-tarbiya va boshqaruv jarayonlarini samarali tashkil etishning shakl, metod va vositalarini bilish, o'zlashtirish, amalda qo'llash, kasbiy faoliyatdir. Ta'lim muassasalaridagi o'quv jarayoni o'qituvchilar kompetensiyalarini rivojlantirishga yo'naltirilgan bo'lishi kerak, bu kasbiy faoliyatda asosiy va maxsus kompetensiyalarni amalga oshirishni anglatadi: Oldindan rejalashtirish va ishlash natijalarini bashorat qilish qobiliyati; Yetarlicha yuqori darajadagi ilmiy, nazariy va uslubiy bilimlar, ko'nikmalar va malakalarning mavjudligi; Ta'lim va tarbiya jarayonini tashkil etish va boshqarish qobiliyati; Ta'lim muassasasi o'quv jarayoniga o'qitishning innovatsion texnologiyalarini joriy etilishini ta'minlash va nazorat qilish qobiliyati; O'qituvchining shaxsiy fazilatlarini va kasbiy kompetensiyalarini o'z-o'zini takomillashtirishi; O'z-o'zini tarbiyalash, ilmiy va uslubiy yangiliklardan xabardor bo'lishi; Pedagogik faoliyat natijalarini tahlil qilish va umumlashtirish, kamchiliklarni bartaraf qilish qobiliyati.

Xulosa

Xulosa qilib shuni aytish mumkinki, bo'lajak pedagog pedagogik mahoratni egallash, professional ta'lim jamoasiga kirishib, unda o'z o'rnini topib keta olishi yosh o'qituvchining o'ziga bog'liq. Jamoaning yordamidan yuz o'g'irmaslik, qiyinchiliklarga duch kelganda ruxan tushkinlikka tushmay, o'z xatolarini ko'ra bilish va uni bartaraf etish uchun harakat qilish uning o'qituvchi bo'lib shakllanishidan darak beradi. Shu bilan birga, o'qituvchining kasbiy shakllanishi o'z-o'zini tarbiyalab borishga va o'z vaqtida malakasini oshirib borishga uzviy bog'liq. Bularning barchasi kasbiy fazilatlarining

ajralmas qismi hisoblanadi. Shaxsni har tomonlama rivojlantirishga yo'naltirilgan ta'lim-tarbiya tizimini nazariy metodologik jihatdan qurollantirish – bugungi kunda pedagogika fanining bosh maqsadi sifatida belgilangan. Yuqorida bayon etilgan yuksak, ammo, sharaflı vazifalarni muvaffaqiyatli uddalash har bir pedagogik xodimdan yuksak kasbiy mahorat, bilimdonlik va keng dunyoqarashni talab etadi.

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REFLECTIONS ON THE EMERGENCE AND HISTORICAL DEVELOPMENT OF THE TURKIC LANGUAGES

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Annotation. *The history of formation and stages of development of Turkic languages. Languages belonging to the Turkic language family and their most important linguistic features. The place of the Uzbek language in the Turkic language family and its features. In the period of independence, the issue of raising the socio-political position and prestige of the Uzbek language in the world community is discussed.*

Key words: *Turkic language, Orhun-Enasoy, the oldest Turkic languages, old Uzbek literary language, ancient Turkic monuments, comparative-historical grammar of Turkic languages.*

The earliest stage in the history of the Turkic languages' dates back to the pre-Christian era and encompasses the period up to the 5th century CE. In scholarly literature, this period is referred to as the era of the Proto-Turkic language and is generally divided into two stages. The first stage, known as the Altaic stage, covers the time up to the 3rd century BCE. The subsequent stage spans from the 3rd century BCE to the 4th century CE and is often referred to as the Hunnic period.

From the 6th century CE onward, the period of the Old Turkic literary language begins. This era marks the initial phase in the history of written Turkic languages, as it was during this time that the Turkic literary tradition in written form emerged.

The term Old Turkic literary language is used to describe the written language of the 6th to 10th centuries. The oldest surviving Turkic inscriptions originate from this era. The history of the Turkic languages — and particularly the Uzbek literary language — also begins with these ancient written monuments. This historical stage is typically divided into the following phases:

The language of the Köktürk (Gokturk) inscriptions, which includes texts written in the Old Turkic script during the First and Second Turkic Khaganates. These inscriptions include the Orkhon, Yenisei, Tuva, Talas, and Fergana monuments.

The language of written monuments produced during the Uyghur Khaganate and subsequent Uyghur states, which were composed in various scripts, including Old Turkic (runic), Uyghur, Manichaean, Brahmi, and Sogdian. These are collectively referred to in Turkological studies as the language of the Old Uyghur period.

The inscriptions related to the Old Turkic literary language are generally known as the Orkhon-Yenisei inscriptions, named after the river valleys where they were discovered. These texts were composed using runic and Uyghur scripts. The ancient Turkic runic script was typically carved into stone, metal, wood, and other materials. Among the most famous of these inscriptions are those dedicated to Kül Tegin, Bilge Khagan, Tonyukuk, Ongin, and Küli Čur, which date from the 5th to 10th centuries. Because the appearance of this script resembled ancient Germanic runes, European scholars classified it as runic writing.

The second stage of the Old Turkic period is referred to as the Middle Turkic stage. This phase, which spans the 11th to 13th centuries — encompassing the Qarakhanid state and the Mongol rule — marks the full formation and development of the languages of the major Turkic tribes and peoples. During this time, Turkic languages solidified into stable forms, exhibiting features closely resembling those of modern Turkic languages.

The Middle Turkic literary language developed within the Karakhanid state during the 11th and 12th centuries. This literary language remained in use until the early 14th century. The written language of monuments produced during the Karakhanid period is very similar to the language of earlier Old Turkic texts, indicating that traditions of the ancient written language were largely preserved, albeit with some variations.

The Karakhanid period also saw the emergence of many talented literary figures, including Yusuf Khas Hajib, Mahmud al-Kashgari, and Ahmad Yugnaki. Among them, Yusuf Khas Hajib stands out for composing the renowned work “Qutadghu Bilig”, which holds immense cultural and historical value. This work presents ideas on state governance, laws, politics, ideology, and moral-ethical teachings — ideas that remain relevant and valuable even today. In this work, the author emphasizes four key pillars of society: justice, state (authority), wisdom, and contentment.

Through “Qutadghu Bilig”, Yusuf Khas Hajib played a pivotal role in standardizing the norms of the literary language and made an unparalleled contribution to the development of Turkic literary expression. The text is notable for fully reflecting the features of the Middle Turkic literary language. This work served as a bridge between the Old Turkic and Middle Turkic stages, laying the foundation for the literary norms of the emerging Muslim period of Turkic literature.

The period of Old Turkic literary language encompasses the following stages:

The language of the Karakhanid period (the language of written monuments produced during the Karakhanid dynasty);

"Chagatai Turkic";

Old Khorezm Turkic (the literary language used in the Golden Horde and Khorezm cultural milieu);

Old Kipchak (the language of grammatical works and dictionaries written in Egypt, as well as texts created by Kipchaks in western Turkic regions);

Old Anatolian Turkish (a written literary language used by the Oghuz Turks in the 13th–15th centuries, which later evolved into Ottoman Turkish).

The Altaic theory, founded by the Russian orientalist V. Radlov, posits that in Altaic languages, consonants at the beginning and end of words are typically voiceless. According to this theory, the history of the Turkic languages begins in the ancient Altaic period, when the Altaic languages were presumed to be a single proto-language. This proto-Altaic language later diverged into two branches: Tungusic-Manchu and Turkic-Mongolic. Subsequently, the Turkic-Mongolic branch developed into two independent languages—Turkic and Mongolic.

The next phase in the history of the Turkic languages is the Hunnic period, which spans from the 3rd century BCE to the 4th century CE. The Turkic language of the 6th–10th centuries is referred to as Old Turkic. In the 6th century, Old Turkic emerged as a unified lingua franca for all Turkic tribes, spreading across Central Asia, Northern Mongolia, the Altai region, Khorasan, the Caucasus, Eastern Europe, southern Russia, and Siberia.

A substantial number of Turkic runic inscriptions (Orkhon-Yenisei) and Uyghur script texts from the 6th–10th centuries remain from this period. Many researchers agree that the peoples of Central Asia, Kazakhstan, the Altai region, Southern Siberia, and the Pre-Ural regions spoke Turkic languages as early as the 3rd–2nd millennium BCE.

The common lexical, phonetic, and grammatical features of this language have been preserved to varying degrees in all modern Turkic languages. As G'. Abdurahmonov has noted, the roots of the Turkic peoples trace back to indigenous tribal groups in Central Asia prior to the Common Era—namely, the Karluks, Oghuz, and Kipchaks. Each Turkic people and their respective language formed primarily based on one of these tribal groups.

Turkic languages hold a unique position among the world's languages, representing both ancient and modern Turkic peoples and ethnic groups. Today, Turkic-speaking populations are primarily found in Turkey, Uzbekistan, Azerbaijan, Kazakhstan, Kyrgyzstan, Turkmenistan, Russia, China, Afghanistan, Iran, Tajikistan, as well as Bulgaria, Romania, Ukraine, Germany, Cyprus, North Macedonia, Albania, the United States, Saudi Arabia, and other countries. According to data from the late 20th century, the total number of Turkic speakers exceeds 140 million.

The formation of the Old Uzbek literary language dates back to the late 14th and 15th centuries. Modern Uzbek literary language developed in the first quarter of the 20th century on the basis of the Karluk-Chigil dialects, particularly the Tashkent and Fergana varieties.

As stated earlier, Uzbek is one of the world's most ancient languages and belongs to the Turkic language family. This family includes Azerbaijani, Turkish, Turkmen, Tatar, Bashkir, Kyrgyz, Karakalpak, Uyghur, Kazakh, and other Turkic languages. The Uzbek language, the national literary language of the Uzbek people, consists of several dialect groups—Karluk-Chigil-Uyghur, Kipchak, and Oghuz—as well as numerous large and small dialects, each distinguished by specific phonetic, morphological, and lexical features.

In accordance with the Law "On the State Language," passed by the Republic of Uzbekistan on October 21, 1989, Uzbek was granted the status of the state language. Uzbek is predominantly spoken in Uzbekistan and is also widespread in Afghanistan, Tajikistan, Kyrgyzstan, Kazakhstan, Turkmenistan, Russia, Turkey, Saudi Arabia, China, the United States, Germany, and elsewhere. As mentioned, Uzbek is closely related to other Turkic languages such as Turkish, Kyrgyz, and Kazakh. These languages are spoken by populations living in various parts of the world.

For instance, Turkish is spoken in Turkey, Iraq, Syria, Iran, Romania, Bulgaria, Greece, Russia, Germany, the Netherlands, France, Cyprus, North Macedonia, and other countries. By the end of the last century, the number of Turkish speakers worldwide was estimated to be around 55 million.

According to academician B. Ahmedov, the Uzbek people are one of the most ancient ethnic groups in Central Asia, with a history spanning nearly three thousand years. Consequently, the development of the Uzbek language can also be traced back that far, as the formation of a people is inseparable from the formation of their language. The Uzbek people and their language belong to the Turkic ethnic and linguistic family, and their development is closely tied to the broader history of Turkic peoples and languages.

The formation of the present-day Uzbek people and their language is the result of complex historical processes. The Uzbek people are among the most ethnically diverse of the Turkic peoples, with their formation involving contributions from 92 different tribes and clans, both Turkic and non-Turkic, as recorded in historical, scholarly, and literary sources.

Interest in the genetic and linguistic relationships among Turkic languages dates back to antiquity. It is appropriate to highlight the pioneering work of Mahmud al-Kashgari, who was the first to classify the Turkic languages. The classification and comparative study of Turkic languages gained momentum in the late 19th and throughout the 20th centuries, leading to the emergence of numerous taxonomies.

One of the sources on Old Turkic is the comparative edition of the monument dedicated to Kul Tigin, as well as works analyzing the linguistic features of this text, produced in Uzbekistan. In global Turkology, particularly within the Russian school, I. Kyzlasov proposed innovative perspectives on Turkic runic inscriptions, presenting views that diverged significantly from traditional interpretations. New theories have also emerged concerning the features of Old Turkic, which, collectively, have created the need to revise the textbook History of the Uzbek Language.

Old Turkic is closely connected with the historical development of Turkic tribes, their states, and their societies. Therefore, the study of Old Turkic evolved in close connection with other disciplines. First and foremost, Old Turkic is tied to history, especially ethnic history. Differences among Turkic tribes are largely identified through their linguistic features, making language a critical tool for understanding tribal history. Old Turkic is also linked with paleography, which studies the origin of ancient Turkic scripts, the diversity of alphabets, and

the influence of other writing systems on Turkic runic scripts. Furthermore, Old Turkic is intertwined with literature, as early literary monuments serve as sources for both the history of Turkic literature and the Old Turkic language. It is also closely related to historical geography, since regional variations in inscriptions reflect differing paths of tribal development.

Contemporary research continues to explore the early periods of Turkic language history. However, many complex and unresolved issues remain. These include periodizing the history of Turkic literary languages, conducting comparative studies, analyzing the development of Turkic languages after the Common Turkic stage, examining relationships and differences among dialects, and evaluating both intralinguistic and extralinguistic factors. Consideration of writing systems and cultural development is essential for addressing these issues effectively.

Questions about the linguistic relationships between early Turkic tribes such as the Huns, Khazars, and Bulgars, and the languages of the Chuvash and Yakut peoples, also await resolution. Addressing these questions may require referring to factual data from sources predating the Orkhon-Yenisei inscriptions.

In the late 19th and early 20th centuries, comparative studies of Turkic languages flourished. The Institute of Linguistics of the Russian Academy of Sciences, including its branches in St. Petersburg and Siberia, conducted significant research on the phonetics, lexicon, and grammatical structure of Turkic languages. Two major directions emerged in the study of Turkic language history: historical grammar and the history of literary languages. During the 1960s–70s, numerous monographs, textbooks, and manuals on Turkic language history were published. Research in Turkology developed in both synchronic and diachronic aspects. Extensive work was carried out in the fields of classification, phonetics, lexicology, semantics, terminology, lexicography, and grammar of the Turkic languages. Written monuments in Turkic were studied and published. Notable achievements were made in phonetics through experimental research, revealing the phonemic system, stress patterns, and intonation of sentences.

Research in Turkic lexicology and lexicography laid the foundation for both synchronic and diachronic analysis of the Turkic lexicon. In bilingual dictionaries involving Turkic and non-Turkic languages (e.g., Russian), attention was paid to representing lexical and grammatical features of the non-Turkic language through Turkic equivalents, translating idiomatic expressions, and identifying equivalents for prefixal structures, along with analyzing their semantic properties.

The morphology of Turkic languages, particularly the lexical-semantic, morphological, and syntactic characteristics of parts of speech, was investigated on a scientific basis. Categories associated with nouns, adjectives, adverbs, and verbs were studied in detail. Syntax was also a focus, with in-depth research into phrases, simple sentences, and compound sentence structures.

It is also crucial to explore the historical relationships between Turkic and non-Turkic languages. Since ancient times, Turkic peoples have coexisted and interacted with Indo-

European, Finno-Ugric, Semitic, Mongolic, and other groups. These interethnic contacts are reflected in language. Therefore, in addition to studying the influence of other languages on Turkic, it is equally important to analyze how Turkic languages have affected Germanic, Romance, Slavic, Mongolic, and Persian-Tajik languages, including identifying substrate influences.

Comprehensive analyses of the historical phonology and morphology of the Turkic languages are found in the works of M. Räsänen. Theoretical issues, both general and specific, have been addressed by researchers such as A. Emre and A. Dilâçar. A. Caferoğlu's History of the Turkish Language provides a scholarly analysis of the developmental stages of Turkic languages, beginning from their formation and continuing through later periods. The works of Mahmud al-Kashgari, Mahmud az-Zamakhshari, Yusuf Khash Hajib, Khorezmi, and Rabghuzi have also been examined.

The history of Turkic languages, and particularly the Uzbek language, encompasses a long and rich process of development. This history is closely interconnected not only with linguistics but also with many other disciplines such as history, literature, culture, and geography. It is essential for every Uzbek citizen, especially the younger generation, to deeply understand and appreciate the history and roots of their native language.

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Amaliy psixologiya yo‘nalishi 2 – boshqich talabasi

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Annotasiya: Ushbu maqolada guruhdagi ijtimoiy rollar va liderlik psixologiyasi chuqur tahlil qilinadi. Guruh ichida har bir a'zoning ijtimoiy roli, bu rollarning shakllanishi, barqarorlashuvi va o'zgaruvchanligi psixologik jihatdan ko'rib chiqiladi. Shuningdek, liderlik tushunchasi, uning asosiy nazariyalari (xarizmatik, tranzaksion, transformatsion va boshqalar) hamda samarali liderlik xususiyatlari yoritiladi. Guruh dinamikasi, ijtimoiy rollarning rollararo nizolar, rollararo muvozanat va guruhdagi pozitsiyalarga ta'siri ham tahlil qilinadi. Maqolada nazariy yondashuvlar bilan birga zamonaviy psixologik tadqiqotlarga asoslangan amaliy tavsiyalar ham berilgan.

Kalit so'zlar: ijtimoiy rollar, liderlik, guruh psixologiyasi, guruh dinamikasi, liderlik nazariyalari, rollararo nizolar, guruh struktura, ijtimoiy pozitsiya, ta'sir va boshqaruv, psixologik liderlik.

Abstract: This article provides an in-depth analysis of social roles and the psychology of leadership in a group. The social role of each member in a group, the formation, stabilization and change of these roles are considered psychologically. The concept of leadership, its main theories (charismatic, transactional, transformational, etc.) and the characteristics of effective leadership are also covered. Group dynamics, the impact of social roles on role conflicts, role balance and group positions are also analyzed. The article provides practical recommendations based on modern psychological research along with theoretical approaches.

Keywords: social roles, leadership, group psychology, group dynamics, leadership theories, role conflicts, group structure, social position, influence and management, psychological leadership.

Аннотация: В статье представлен углубленный анализ социальных ролей и психологии лидерства в группе. Психологически исследуется социальная роль каждого члена группы, формирование, стабилизация и изменение этих ролей. В книге также рассматривается концепция лидерства, ее основные теории (харизматическая, транзакционная, трансформационная и т. д.), а также характеристики эффективного лидерства. Также анализируется групповая динамика, влияние социальных ролей на межролевой конфликт, межролевой баланс и позиции в группе. В статье изложены теоретические подходы, а также практические рекомендации, основанные на современных психологических исследованиях.

Ключевые слова: социальные роли, лидерство, групповая психология, групповая динамика, теории лидерства, межролевые конфликты, групповая

структура, социальное положение, влияние и управление, психологическое лидерство.

KIRISH

Insonning ijtimoiy xulq-atvorining murakkab gobelenida ijtimoiy rollar va guruh dinamikasidagi etakchilik tushunchalari katta ahamiyatga ega. Guruhlar, xoh tashkiliy, ta'lim yoki ijtimoiy kontekstda bo'lsin, shunchaki shaxslar yig'indisi emas, balki rollar va etakchilik uslublari natijalarga chuqur ta'sir ko'rsatadigan tuzilgan tuzilmalardir. Ushbu dinamikani tushunish juda muhim, chunki ular guruhlarining samaradorligi, uyg'unligi va umumiy samaradorligini ta'minlaydi. Empirik tadqiqotlar doimiy ravishda guruh tarkibi va etakchilikning ishlashga ta'sirini ta'kidlaydi. Misol uchun, tadqiqot shuni ko'rsatadiki, jamoalar soni 1 dan 10 a'zoga oshgani sayin, kattaroq jamoalar muvaffaqiyat ko'rsatkichlarining 300% o'sishini boshdan kechirishlari mumkin, bu esa samarali rol taqsimlash va etakchilik katta guruhlarining salohiyatidan foydalanish uchun juda muhim ekanligini ko'rsatadi. Biroq, bu o'sish, shuningdek, ijtimoiy loaflik kabi muammolarni oldini olish uchun murakkab muvofiqlashtirish va rol ravshanligini talab qiladi, bunda guruh hajmi oshgani sayin individual harakatlar kamayadi.

Yetakchilik nazariyalari yetakchi guruhlarining murakkabliklarini samarali hal qilish uchun rivojlandi. Transformatsion etakchilik, masalan, izdoshlarni kutilganidan oshib ketishga ilhomlantirish va rag'batlantirish, innovatsiyalar va majburiyatlarga yordam beradigan muhitni yaratishda etakchilarning rolini ta'kidlaydi. Aksincha, tranzaksion etakchilik guruh funksiyasini saqlab qolish uchun tuzilgan vazifalar va mukofotga asoslangan tizimlarga e'tibor qaratadi. Ushbu nazariyalarning qo'llanilishi guruh tarkibi, maqsadlari va kontekst omillariga qarab o'zgaradi. Bundan tashqari, guruh ichidagi psixologik xavfsizlik - jamoaning shaxslararo xavf-xatarni qabul qilish uchun xavfsiz ekanligi haqidagi umumiy ishonch - ochiq muloqot, ijodkorlik va chidamlilikni rivojlantirishda hal qiluvchi omil sifatida aniqlangan. Tadqiqotlar shuni ko'rsatdiki, yuqori psixologik xavfsizlikka ega bo'lgan jamoalar o'z a'zolarining turli ko'nikmalari va istiqbollardan foydalanish ehtimoli ko'proq, bu esa samaradorlik va innovatsiyalarning yaxshilanishiga olib keladi.

Guruhlardagi ijtimoiy rollarni va etakchilik psixologiyasini o'rganish ijtimoiy psixologiyaning asosiy nazariyalari va zamonaviy tadqiqotlari bilan ushbu dinamikani har tomonlama tushunishni ta'minlaydigan asosiy nuqta bo'ldi.

Kurt Levinning maydon nazariyasi xatti-harakat shaxs va atrof-muhitning funksiyasi ekanligini ta'kidlab, guruh sharoitida shaxsiy xususiyatlar va vaziyat omillari o'rtasidagi o'zaro bog'liqlikni ta'kidlaydi. Levinning etakchilik uslublari - avtoritar, demokratik va laissez-faire bo'yicha tajribalari demokratik etakchilik yuqori guruh qoniqish va mahsuldorlikka yordam berishini ko'rsatdi. Solomon Aschning muvofiqlik tajribalari shuni ko'rsatdiki, odamlar ko'pincha guruh me'yorlariga mos keladi, hatto o'z

mulohazalariga qaramay, guruh bosimining individual xatti-harakatlarga kuchli ta'sirini ta'kidlaydi. Ishtirokchilarning taxminan 75 foizi ushbu tajribalarda kamida bir marta mos kelishgan, bu guruh konsensusining kuchli ta'sirini ko'rsatadi. Anri Tajfelning minimal guruh paradigmasi shuni ko'rsatdiki, faqat guruhlar bo'linish guruh ichidagi favoritizm va guruhlardan tashqari kamsitishlarga olib kelishi mumkin, bu guruhlararo tarafkashlik uchun zarur bo'lgan minimal shartlarni ta'kidlaydi. Yetakchilikning ijtimoiy o'ziga xoslik nazariyasi shuni ko'rsatadiki, o'z guruhining prototipiy fazilatlarini o'zida mujassam etgan liderlar samaraliroq bo'ladi, chunki guruh a'zolari ularni guruh o'ziga xosligining vakili sifatida qabul qiladilar. Rollarning uyg'unligi nazariyasi jamiyatdagi gender me'yorlariga to'g'ri kelmaydigan etakchilik rollarida shaxslar, ayniqsa ayollar duch keladigan muammolarni hal qiladi, bu ko'pincha noxolis baholashlarga va etakchilikning paydo bo'lishidagi to'siqlarga olib keladi.

Liderlik – bu ijtimoiy psixologiyada asosiy tushunchalardan biri bo'lib, biror guruh yoki tashkilotda insonlarni maqsadga yo'naltirish, boshqarish va ular bilan samarali muloqot qilish jarayonidir. Liderlikning turlari va usullari odamlar o'rtasidagi munosabatlarga, guruhning strukturasi va jamiyatdagi ijtimoiy o'zgarishlarga ta'sir qiladi. Ushbu maqolada liderlikning mohiyati, uning turlari va har bir turdagi liderlikning ijtimoiy kontekstdagi o'rni tahlil qilinadi. Liderlikning autoritar, demokratiya asosidagi va erkin turdagi shakllari o'zining ijtimoiy psixologik va amaliy jihatlari bilan farq qiladi. Shuningdek, maqolada liderlikning samarali va muvaffaqiyatli bo'lishiga ta'sir etuvchi omillar, shaxsiy va ijtimoiy xususiyatlar, hamda turli guruhlar va tashkilotlar uchun qanday liderlik usullari eng mos kelishini aniqlashga harakat qilinadi. Liderlik va uning turlari zamonaviy jamiyatda har bir sohada muvaffaqiyatga erishishning kalitidir. Ijtimoiy psixologiya insonlarning ijtimoiy muhitda qanday o'zgarishlar va ta'sirlar orqali o'z xulq-atvorlarini shakllantirishi, qarorlar qabul qilishda guruhlar va jamiyatdagi aloqalar qanday rol o'ynashi bilan shug'ullanadi. Guruhlar va ijtimoiy ta'sirlar insonlarning hayotiga ta'sir ko'rsatadigan juda muhim psixologik hodisalardir. Insonlar o'zlarining ijtimoiy muhitida qanday qarorlar qabul qilishi, qanday xulq-atvorlarni namoyon etishi va qanday ijtimoiy o'zgarishlarga duch kelishi guruhlarining ta'siri va ijtimoiy psixologik qonuniyatlarga asoslanadi. Ushbu maqolada ijtimoiy psixologiyaning guruhlar va ijtimoiy ta'sirlar sohasidagi asosiy g'oyalari, guruhlarining tarkibi, tuzilishi va ularning inson xulq-atvoriga ta'sirini o'rganish ko'zda tutilgan.

XULOSA

Guruhdagi ijtimoiy rollar va liderlik psixologiyasini tahlil qilish shuni ko'rsatadiki, har bir a'zo o'zining guruhdagi roli va mavqeiga ko'ra turli psixologik holatlarni boshdan kechiradi, bu esa guruh samaradorligi va ijtimoiy muhitga bevosita ta'sir ko'rsatadi. Tadqiqotlar shuni ko'rsatadiki, rollarning aniq belgilanishi, rollararo muvozanat va liderlik uslubining guruh ehtiyojlariga mosligi jamoaviy uyg'unlik va ish faoliyatining oshishiga olib keladi (Northouse, 2021).

Ijtimoiy rollar tizimi guruh ichida funksional ierarxiyani shakllantiradi. Bu ierarxiya doirasida liderlik xatti-harakatlari shakllanadi. Transformatsion va xarizmatik liderlik uslublari zamonaviy jamiyatda ayniqsa samarali bo'lib, ular izdoshlarning ichki motivatsiyasiga ta'sir etish orqali guruhning umumiy strategik yo'nalishini belgilaydi. Biroq, ushbu liderlik uslublari ham kontekstual omillarga – ya'ni guruh hajmi, maqsadi, a'zolarining individual xususiyatlari va tashqi bosimlarga qarab moslashtirilishi zarur. Psixologik xavfsizlik — bu guruhda erkin fikr bildirish, xatolardan qo'rqmaslik va yangilik kiritishga bo'lgan ishonchli muhitni anglatadi. Tadqiqotlar (Edmondson, 2019) ko'rsatadiki, bunday muhit innovatsion g'oyalarning paydo bo'lishi, ijtimoiy ko'nikmalar rivoji va rollarning muvofiq ijrosi uchun zaruriy shartdir. Guruh ichidagi rollararo nizolar, agar ularning oldi olinmasa, ijtimoiy iqlimni yomonlashtiradi va jamoaning maqsadga yo'naltirilganligiga putur yetkazadi. Kurt Levin, Solomon Asch, Henri Tajfel va boshqalar tomonidan olib borilgan eksperimental tadqiqotlar guruhlararo va guruh ichidagi munosabatlarning murakkab psixologik asoslarini ochib berdi. Ularning yondashuvlari shuni anglatadiki, liderlik – bu nafaqat boshqaruv, balki ijtimoiy identifikatsiya, emosional intellekt va strategik muloqotni o'z ichiga oluvchi ko'p o'lchovli jarayondir.

Xulosa qilib aytganda, guruhdagi ijtimoiy rollar va liderlik jarayonlari bir-biri bilan uzviy bog'liq bo'lib, har ikki omil guruh ichidagi ijtimoiy psixologik muvozanatni ta'minlashda muhim rol o'ynaydi. Zamonaviy psixologik yondashuvlar asosida shakllangan liderlik modeli, rollararo integratsiya va ijtimoiy moslashuv mexanizmlari guruh samaradorligini oshirishning asosiy omili bo'lib xizmat qiladi. Kelgusida bu sohada olib boriladigan tadqiqotlar organizatsiyaviy psixologiya, ta'lim tizimi va biznes muhitlarida liderlik sifatini yanada rivojlantirishga xizmat qiladi.

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BOSHLANG'ICH SINIF O'QUVCHILARINING MATEMATIK FIKRLASHINI RIVOJLANTIRISHDA MENTAL ARIFMETIKANING O'RNI

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Annotatsiya: Mazkur maqolada mental arifmetika mashg'ulotlarining boshlang'ich sinf o'quvchilarining matematik tafakkurini shakllantirishdagi o'rni yoritilgan. Ishchi xotira, hisoblash tezligi, mantiqiy fikrlash kabi ko'nikmalarning rivojlanishiga ushbu metodikaning ta'siri nazariy va amaliy manbalar asosida tahlil qilingan. Tadqiqot natijalari asosida boshlang'ich ta'limga mental arifmetikani integratsiya qilish bo'yicha amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: mental arifmetika, matematik tafakkur, boshlang'ich sinf, ishchi xotira, metodika

Аннотация: В статье рассматривается роль упражнений по ментальной арифметике в формировании математического мышления учащихся начальной школы. Влияние данной методики на развитие таких навыков, как рабочая память, скорость счета и логическое мышление, было проанализировано на основе теоретических и практических источников. На основании результатов исследования были разработаны практические рекомендации по интеграции ментальной арифметики в начальное образование.

Ключевые слова: ментальная арифметика, математическое мышление, начальная школа, рабочая память, методология

Abstract: This article discusses the role of mental arithmetic exercises in the formation of mathematical thinking of primary school students. The impact of this methodology on the development of skills such as working memory, calculation speed, and logical thinking is analyzed based on theoretical and practical sources. Based on the results of the study, practical recommendations for integrating mental arithmetic into primary education have been developed.

Keywords: mental arithmetic, mathematical thinking, primary school, working memory, methodology

KIRISH

Zamonaviy boshlang'ich ta'limda o'quvchilarda faqat hisoblash malakalarini emas, balki matematik tafakkur, muammoni hal qilish qobiliyati, analitik fikrlash va xotira imkoniyatlarini rivojlantirish dolzarb masalalardan biri hisoblanadi. Mental arifmetika bu borada samarali innovatsion yondashuvlardan biri bo'lib, o'quvchining sonli obrazlar bilan ishlash ko'nikmasi orqali tafakkurni faollashtirishga xizmat qiladi. Mental arifmetika — bu bolalar va kattalarda aqliy hisoblash qobiliyatini rivojlantirishga qaratilgan metodika bo'lib, u insonning miyasi va fikrlash salohiyatini kengaytiradi.

Ushbu maqolada mental arifmetikaning mazkur jarayondagi oʻrni, uning afzalliklari va amaliy samarasi yoritiladi.

ASOSIY QISM

Mental arifmetikaning nazariy asoslari. Bugungi kunda raqamli savodxonlik va STEAM yoʻnalishlari boʻyicha kompetensiyalarni rivojlantirish dolzarbligi ortib bormoqda. Boshlangʻich bosqichdan boshlab oʻquvchilarning mantiqiy tafakkurini, abstrakt fikrlashini va tez hisob-kitob koʻnikmalarini shakllantirish zarur. Mental arifmetika shu maqsadlarga xizmat qiluvchi samarali metod sifatida ilgari surilmoqda.

Mental arifmetika dastlab Yaponiya va Xitoyda soroban va abak usullariga asoslanib rivojlangan boʻlib, hozirda xalqaro miqyosda oʻquvchilarning hisoblash tezligi va tafakkurini kuchaytirish maqsadida keng qoʻllanilmoqda. U. Paivio tomonidan ishlab chiqilgan "ikki kodli" nazariya (dual-coding theory) [1] va Baddeley ishchi xotira modeli [2] bilan ilmiy asoslangan.

Oʻquvchilarda kuzatilgan oʻzgarishlar. Tadqiqotlar shuni koʻrsatadiki, 3–4-sinf oʻquvchilari oʻrtasida 12 haftalik mental arifmetika mashgʻulotlari natijasida quyidagi ijobiy oʻzgarishlar qayd etilgan:

-	arifmetik	aniqlik	10–15	%	ga	oshgan;
-	masala	yechish		tezligi		yaxshilangan;

- ishchi xotira va mantiqiy fikrlash salohiyati ortgan.

Uning foydali tomonlari:

- Eʼtiborni rivojlantiradi — murakkab hisoblarni boshda bajarish orqali diqqat markazini ushlash oʻrganiladi.

- Xotirani mustahkamlaydi — miya doimiy mashq qiladi va eslab qolish qobiliyati kuchayadi.

- Ijodiy fikrlashni oshiradi — chap va oʻng miya yarim sharlari muvozanatli ishlay boshlaydi.

- Oʻziga ishonchni kuchaytiradi — bolalar va kattalar murakkab masalalarni tez va oson hal qilishni oʻrganib, oʻz kuchiga ishonch hosil qiladi [3].

Mental arifmetikada bolalar faqat hisoblamaydi — ular miyasini ikki tomondan rivojlantiradi. Aytish lozimki mental arifmetika barcha yoshdagi insonlar uchun birdek mos keladi. Bu kunlik hayotda, qiyin qarorlar qabul qilishda, hisob-kitob ishlarida oddiy odamlarga nisbatan yaxshi tanlov qilishda oʻng keladi. Odatda odamlar tarbiya va harakter jihatidan miya yarimsharini birini ikkinchisiga nisbatan koʻproq ishlatishadi. Mental arifmetika bilan shugʻullanuvchi insonlar esa bir vaqtni oʻzida ikki miya yarimsharini ishlata oladilar.

Chap miya yarim shari - mantiq, tahlil, til, matematika, tartib, detalga eʼtibor bilan ishlaydi.

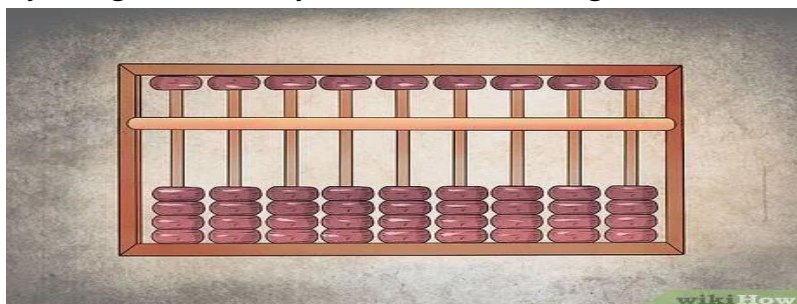
Oʻng miya yarim shari - tasavvur, ijodkorlik, his-tuygʻular, musiqiy va badiiy idrok, umumiy tasvir bilan shugʻullanadi.

Inson kim bo'lishidan, nima ish qilishidan qat'iy nazar, shaxs sifatida jamiyatdagi darajasini belgilab beruvchi asosiy omillar:

- tez va to'g'ri qaror chiqara olish;
 - har qanday vaziyatda o'zini mustaqil fikriga ega bo'lish;
 - fikrini boshqalarga aniq va qisqa qilib yetkazib bera olish kabi qobiliyatlari hisoblanadi.
- Mental arifmetikani vazifasi esa mana shunday qobiliyatlarni shakllantirishdir. Mental arifmetika - bu yuqori sifatli dastur bo'lib, matematik amalni miyada kalkulyatordan ham tezroq hisoblashni o'rgatadi. Mental arifmetika quyidagi malakalarni rivojlantirishga yordam beradi.

Mental arifmetikasi maxsus Abakus hisoblaridan foydalanib, og'zaki hisob tizimiga asoslangan. Abakus - qadimiy hisob taxtasi. Aritmetik hisob-kitoblar uchun Abakus miloddan avvalgi taxminan III asrdan Yunoniston, qadimgi Rim, shuningdek, Hindiston va Xitoy [4] da foydalanilgan. Bu zamonaviy texnika, miyaning ikkala yarim sharini rivojlantirishga asoslangan ajdodlarimizning takomillashgan merosi. U tez va samarali natija beradi.

Ma'lumki, miyaning chap yarim sharli ratsionallik, analitiklik, odamni butunlay boshqarishga moyil. Miyaning o'ng yarim sharasi hissiyotlar, sezgi, badiiy eskizlar va ijodkorlik manbai hisoblanadi. Prognozlar yordamida muammolarni hal qiladi, turli tuzilmalardagi o'xshashliklarni qidiradi, o'z-o'zidan, kutilmagan tarzda javob berishga intiladi. Barcha muhim yutuqlar uyg'unlik kasb etadi. Bu ikki yarim sharning o'zaro ta'siri ma'naviy yuksalishning natijasidir. To'garak mashg'uloti boshida Abakus hisobini jadal ishlatish ishning asosiy qismi hisoblanadi. O'qitishning barcha bosqichlarida o'quvchi ikkala barmog'ini abakusning yuqori va pastki qismlarida ishlatadi, bu miyaning har ikkala yarmi ham ishini rag'batlantiradi.



Miyaning ikkala yarmi ham teng ishtirokida, o'rganish va fikrlash jarayoni ancha samarali bo'ladi. Har bir mashg'ulotda, hisob-kitoblarga bog'lanish asta-sekin rivojlanadi va o'z tasavvurlarini kuchaytiradi. Bir necha mashg'ulotdan so'ng u faqatgina Abakusni (Sorobanni) oldida taqdim etadi va abakusdan tasavvur orqali foydalanadi ("hayoliy hisoblar bilan ishlash" deb nomlanadi). Dastur tomonidan tayyorlangan aqliy arifmetika (matematika) muammosini hal qilishni boshlaydi, bu raqamlarni rasm sifatida qabul qiladi, chunki har bir aniq raqam 0 ga tegishli tasvirni abakus qismlari bilan bog'lashiga olib keladi.

Amaliy metodik tavsiyalar.

1. Mental arifmetika mashg'ulotlarini 2-sinfdan boshlab haftasiga 2–3 marta tashkil etish;
2. Avval real abakus bilan, so'ng ichki tasavvurga o'tish;
3. Mental arifmetika topshiriqlarini matnli masalalar bilan uyg'unlashtirish;
4. Didaktik o'yinlar va vizual materiallardan foydalanish.

Mental arifmetikani o'yin orqali o'rganish - bolalar doimiy takrorlanuvchi bir xil mashg'ulotlardan juda tez zerikishadi. Mental arifmetika darslari ham bir xil bo'lishi o'quvchilarda unga bo'lgan qiziqish hissini kamaytiradi. Darsni qiziqarli va turli mashg'ulotlar bilan boyitish juda muhim

XULOSA

Mental arifmetika boshlang'ich sinf o'quvchilarining matematik tafakkurini kompleks rivojlantirishda samarali vosita hisoblanadi. Uning hisoblash, diqqat, tafakkur va xotira kabi ko'nikmalarni kuchaytirishdagi o'rni amaliy tajribalar bilan isbotlangan. Shu sababli mazkur metodikani umumta'lim maktablarining boshlang'ich sinf dasturiga bosqichma-bosqich integratsiya qilish tavsiya etiladi.

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Annotatsiya: Samarqand qadimdan Ipak yo‘lining eng muhim shahri sifatida dunyo sivilizatsiyasining markaziy nuqtalaridan biri bo‘lib kelgan. Ushbu maqolada Samarqandning tarixiy va madaniy o‘rni, uning Ipak yo‘li orqali xalqlar va madaniyatlar o‘rtasidagi aloqalarni mustahkamlashdagi roli hamda Turk dunyosining madaniy yuragi sifatida tutgan o‘rni keng yoritiladi. Zamonaviy turizm va madaniy merosning rivojlanishi kontekstida Samarqandning bugungi kundagi ahamiyati va istiqbollari ham tahlil qilinadi. Maqola orqali o‘quvchilar qadimiy va zamonaviy Samarqandning uyg‘unlashgan qiyofasini chuqur anglash imkoniga ega bo‘ladilar.

Аннотация. Самарканд на протяжении веков был одним из важнейших центров мировой цивилизации как ключевой город на Великом Шёлковом пути. В данной статье рассматривается историческое и культурное значение Самарканда, его роль в укреплении связей между народами и культурами через Шёлковый путь, а также его статус культурного сердца тюркского мира. Также анализируется современное значение Самарканда в контексте развития туризма и сохранения культурного наследия. Статья позволяет читателю глубже осознать гармоничное сочетание древнего и современного Самарканда.

Abstract. Samarkand has long been one of the central hubs of world civilization as a key city along the Silk Road. This article explores Samarkand’s historical and cultural significance, its role in strengthening connections between peoples and cultures through the Silk Road, and its position as the cultural heart of the Turkic world. The contemporary importance of Samarkand in the context of tourism development and cultural heritage preservation is also analyzed. Through this article, readers will gain a deep understanding of the harmonious image of ancient and modern Samarkand.

Kuchli kalit so‘zlar: Samarqand, Ipak yo‘li durdonasi, Turk dunyosining yuragi, tarixiy meros, madaniy integratsiya, transkontinental savdo, zamonaviy turizm rivoji, sivilizatsiyalar chorrahasi, qadimiy shaharlar, madaniy hamkorlik.

Keywords: Samarkand, Pearl of the Silk Road, Heart of the Turkic World, historical heritage, cultural integration, transcontinental trade, modern tourism development, crossroads of civilizations, ancient cities, cultural cooperation.

Ключевые слова: Самарканд, Жемчужина Шёлкового пути, Сердце тюркского мира, историческое наследие, культурная интеграция, трансконтинентальная торговля, развитие современного туризма, перекрёсток цивилизаций, древние города, культурное сотрудничество.

Kirish (Introduction)

Samarqand- bu ming yillik tarixi, o‘zining betakror go‘zal tabiatiyu qadimiy yuragi bilan butun dunyoni lol qoldirib kelayotgan shahardir. U nafaqat O‘zbekiston

uchun buyuk ahamiyatga ega, balki butun insoniyat uchun noyob meros hisoblanadi. Shu jumladan, Samarqandni Buyuk Ipak yo'lining qoq yuragida joylashganligi esa uning O'rta Osiyo, sharq va g'arb mamlakatlari orasida ahamiyatini yana bir bor isbotlab beradi. Buyuk ipak yo'lining markazida joylashgan bu shahar nafaqat tovarlar, balki g'oyalar, san'at va madaniyatlar almashilagan nuqta hisoblanadi. Samarqand orqali o'tgan savdo karvonlari uni turli sivilizatsiyalar chorrahsiga aylantirgan. Ayniqsa, u Turk dunyosi tarixida muhim o'rin egallaydi, zero bu zaminda turkiy xalqlarning madaniyati, ilmi va san'ati shakllangan.

Samarqandning madaniy merosi

Samarqand-qadimdan Sharq sivilizatsiyasining muhim qismi bo'lib kelgan. Bu shahar arslar davomida turli xalqlar, madaniyatlar va dinlar chorrahasida joylashganligi tufayli har xil xalqlarning xilma xilligini o'z ichiga olgan. Shu jumladan, Samarqandda joylashgan tarixiy obidalar- Registon majmuasi, Ulug'bek rasadxonasi va Go'ri Mir kabila noyob yodgorliklar nafaqat O'zbekiston uchun, balki umuman barcha turkiy xalqlar o'rtasida muhim ahamiyat kasb etadi

Sharhardagi bu obidalar UNESCOning Jahon merosi ro'yxatiga kiritilgan bo'lib, ular orqali biz o'tmishdagi ilm-fan, me'morchilik, diniy va estetik qarashlarni, shuningdek butun dunyoga qadrliligini anglaymiz. Shu bilan birgalikda, Samarqand buyuk allomalar- Imom Buxoriy, Mirzo Ulug'bek, Alisher Navoi kabi buyuk shaxslarning yashab o'tgan joylari bo'lganligi uchunam shaharning ilmiy va madaniy mavqei qadim-qadimdan yuksak baholanadi.

Samarqand Turk dunyosining yuragi sifatida ham kata ahamiyat kasb etadi. Chunki bu yerda turkiy xalqlarning tili, urf-odatlar va an'analari birgalikda shakllangan, saqlangan va hozirgacha o'z ahamiyatini yo'qotmasdan kelmoqda. Ayniqsa, turli xil an'analar "intangible heritage" sifatida qadrlanadi va davom ettirilib kelmoqda

Zamonaviy turizm rivoji Samarqandda

Bugungi kunda Samarqand qadimiylilik ahamiyati bilan, balki zamonaviy turizm turlari ham jadal rivojlanib kelmoqda va turizm markazi sifatida ham jahon e'tiborini qozonmoqda. Oxirgi yillarda shaharda yangi mehmonxonalar, restoranlar, gidlik xizmatlari, va turistik axborot markazlari tashkil etildi. Bu esa shaharga tashrif buyuruvchi sayyohlarga yanada qulay va zamonaviy sharoit yaratmoqda.

Shuningdek, MICE turizm (yig'ilishlar va konferensiyalar, kongresslar) ham bugungi kunda naqafat O'zbekiston Toshkentda, balki Samarqandda ham rivojlanib kelmoqda va Samarqand ko'plab nufuzli global anjumanlarga mezbonlik qilmoqda. 2022-yildan boshlab Samarqand yirik xalqaro tadbirlar, jumladan, ShHT sammiti, UNWTO anjumanlari va boshqalarga mezbonlik qilib kelmoqda. Samarqanddagi yangi kongress markazi va Silk Road majmuasi esa xalqaro darajada mehmonlarni kutib olmoqda va anjumanlarni, forumlarni, sammitlarni o'tkazmoqda. Bu esa shaharning nufuzi yanada oshirib go'zalligiga go'zallik qo'shmoqda.

Bundan tashqari rivojlanib kelayotgan gastronomik turizm ham, o'zbek oshxonasini, milliy taomlarini tayyorlanish jarayonlarini o'zgachaligini sayyohlarga namoish etib kelmoq. Ayniqsa kelayotgan mehmonlarni viloyatlararo turli xil palov turlari va ularning xilma xilligi o'ziga tortmoqda, shuningdek tandir somsa, choy marosimlariyu milliy holvalar kishini o'ziga jalb qilmay qo'lmayapti. Bu esa turizmni nafaqat ko'rish imkoniyatimi, balki uni his qilish imkonini ham beradi.

Muammolar va yechimlar

Shaharda turizm jadal rivojlanayotgani bilan bir qatorda, madaniy meros obidalarini asrsh bilan bog'liq turli muammolar ham yuzaga chiqmoqda. Sayyohlar ko'paygan sari ularga zarar yetmoqda, ular eskirishi yuzaga kelmoqda, ba'zida esa ular tijorat uchun shaxsiy hudud misolida duch kelmoqda.

Shuningdek, mahalliy aholini turizmga jalb qilish oqimi, ularning ichki turizmga ishtiroki judayam past. Turizm faqat tashqaridan emas, balki ichki qismdan ham qachon qadrlansa va etirof etilsa shuncha ko'plab yutuqlarga erishish mumkin. Zero, madaniy merosni chinakkam asrash va ularni asrash o'zimizdan boshlanadi. Butun dunyo bizni o'rganayotgan bir pallada o'zimizni anlay olmasak o'z tarixizga nazar solmasak aslo yuksaklikka erisha olmaymiz. O'zbekiston Respublikasining birinchi prezidenti Islom Karimov(ruhlari shod bo'lsin) aytganlaridek "Tarixni bilmagan millat-o'z kelajagini yo'qotadi"

Aynan shu nuqtada barqaror turizm(sustainable)ni rivojlantirish zarur bo'ladi. Barqaror turizm bu- tabiat, madaniyat va iqtisodiyot o'rtasidagi muvozanatni saqlagan holda turizmni rivojlantirish demakdir.

Yechim sifatida shularni aytishim mumkinki

Mahalliy ichki turizmni rivojlantirish: Mahalliy aholi o'rtasida ham ichki turizmni yanada rivojlantirish, ko'proq ichki ziyorat turizmini yo'lga qo'yish.

Mahalliy jamoalarni jalb qilish: Xizmat ko'rsatish va boshqa turizmdagi ish o'rinlariga taklif qilish.

Madaniy obidalarni raqamlashtirish va muhofaza qilish: muzeylarda 3D modellar yaratish, virtual aksesuarlar bilan taminlash, yodgorliklarni saqlab qolish uchun xafsizlik choralari.

Sayyohlarga ta'lim berish: har bir sayyohga madaniy joyda qanday hurmat bilan yondashish kerekligini tushuntirish va diniy ilmlarni va madaniy odatlarni hurmat qilishni tushuntirish kerak.

Davlat va xalqaro tashkilotlar bilan hamkorlik qilish: UNESCO, UN Tourism, ICOM, UNWTO kabi tashkilotlar yorfamida madaniy merosni himoya qilish va targ'ib etish.

Shu tarzda, Samarqandni madaniy merosini saqlagan holda turizmni rivojlantirish, Turk dunyosini ta'sirini va ahamiyatini yanada mustahkamlash va jahon hamjamiyatiga yanada yaqinlashtirish mumkin.

Xulosa

Samarqand – bu shunchaki qadimiy shahar emas, balki tarix, madaniyat va zamonaviylik uygʻunlashgan betakror maskandir. U Ipak yoʻli orqali Sharq va Gʻarbni bogʻlagan, Turk dunyosining ilmiy va madaniy yuragi boʻlgan, bugungi kunda esa jahon turizm xaritasida yuksak oʻrin egallab bormoqda.

Madaniy meros obidalari va boy anʼanalarning saqlanib qolishi, ulardan turizmda oqilona foydalanilishi, bu shaharni ham milliy, ham xalqaro miqyosda qadrlil qiladi. Albatta, bu yoʻlda muammolar mavjud, biroq barqaror turizm tamoyillari asosida ular yengilishi mumkin.

Shaxsan men ishonamanki, Samarqandning madaniy salohiyati nafaqat turizmni rivojlantiradi, balki yosh avlodga tarixiy ongni singdiradi, Turk dunyosini yanada birlashtiradi va Oʻzbekistonning jahon miqyosidagi obroʻsini oshiradi.

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THE IMPORTANCE OF THE 4K MODEL IN LANGUAGE EDUCATION

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Annotation. *In this article, methods of using 4K principles, newly introduced to Uzbekistan, in teaching the subject of the mother tongue, improving the quality of education, modern education, how a modern teacher should teach a student today, 4K skills, the issues of efficient use of modern methods were considered in classes.*

Key words: *Modern education, principles of 4K, modern trend, modern teacher, innovative methods, methods, forms of educational organization.*

The 21st Century – The Era of Developing Technologies and Continuous Education System in Uzbekistan

In the 21st century, the era of rapidly developing technologies, the continuous education system in our country is steadily improving day by day. In particular, the effective organization of continuous education and the introduction of modern approaches have a highly positive impact on the quality and efficiency of mastering educational materials by primary school students in general secondary schools. Modern education aims not only to transfer knowledge fully to students but also to ensure its comprehensive implementation. The future of Uzbekistan rests on the younger generation entrusted to the teachers. Therefore, every teacher must justify this great trust with a pure conscience and a strong sense of responsibility. To achieve this, the teacher must constantly engage in research, stay informed about ongoing innovations in society, and consistently apply new pedagogical technologies in their work. The main goal of modern education is not simply to equip students with knowledge but to teach them how to think critically.[1]

Currently, innovations and changes in the education sector have gained significant importance. At the same time, the introduction and utilization of foreign education systems in Uzbekistan are highly valued. One of these is the "4K" model. By applying the 4K model, students can develop critical thinking, creative thinking, communication, and cooperation skills.

The 4K model encompasses the concepts of critical thinking, creative thinking, communication, and collaboration:

Critical thinking – having an independent opinion and expressing it, approaching issues critically;

Creative thinking – an innovative approach aimed at achieving goals through novel solutions, unconventional decisions, and fostering inventive skills;

Communication – developing the ability to interact effectively with others;

Cooperation – forming the ability to work collaboratively within a team.[2]

Developing 4K skills in primary school students supports the formation of their foundational and subject-specific competencies, enhances their interest in various subjects, helps nurture a morally mature and healthy generation, and assists them in choosing professions. The recommended methods and techniques help clarify lesson content, increase student engagement, and improve lesson effectiveness. Before implementing this new innovative approach in Uzbekistan's schools, foreign experiences have been studied. Advanced educational countries such as Singapore, China, England, Finland, and Estonia incorporate the 4K principles into their curricula. These countries, which rank highly in international assessments like PISA and PIRLS, place special emphasis on communication, research, and creativity skills encompassed by the 4K model, which contributes to their success in international rankings.

In the teaching of the native language, the 4K principles can be applied through methods such as the “Cluster” method—which activates learners, encourages independent thinking, and involves both teacher and students actively in the educational process. During this process, students actively participate in learning, enhancing their initiative and responsibility in aligning acquired knowledge with their goals and needs, while developing reasoning skills through practice and support. The class is divided into three groups, each receiving a cluster to fill with vocabulary related to the topic. Groups must work collaboratively, utilizing their communicative and creative thinking skills. Upon completion, groups evaluate each other, which requires critical thinking.

Conscious reading cannot be separated from expressive reading. However, expressive reading is not possible in the first stage of analytical reading because children are unable to distinguish stressed syllables, intonation, questioning tones, or even correct pronunciation. Therefore, during the analytical reading stage, it is recommended to read words in a holistic, phonetically correct manner. Such reading not only trains proper intonation and expressiveness but also supports conscious reading.[3;4]

In conclusion, through the 4K model in native language education, students not only learn the language but also develop skills to express their thoughts clearly, fluently, and creatively, communicate effectively, and apply their knowledge practically. This approach makes the educational process more effective and engaging. Additionally, applying foreign education system methods benefits students, helping them adapt to modern approaches and fostering creative thinking. Keeping pace with developed countries is crucial for the development of our nation.

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BOSHLANG'ICH SINIF O'QUVCHILARIDA ESTETIK DIDNI SHAKLLANTIRISHDA HUSNIXAT MASHG'ULOTLARINING O'RNI

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Boshlang'ich ta'lim yo'nalishi 3 - bosqich talabasi

Annotatsiya: Mazkur maqolada boshlang'ich sinf o'quvchilarining estetik didini shakllantirishda husnixat mashg'ulotlarining o'rni, ta'siri va ahamiyati yoritilgan. Yozuv madaniyati va chiroyli yozish ko'nikmalari orqali bolalarda go'zallikka intilish, ichki estetik qarashlarni rivojlantirishning samarali metodlari tahlil qilingan. Shuningdek, dars jarayonida qo'llanilishi mumkin bo'lgan zamonaviy pedagogik yondashuvlar va amaliy misollar asosida husnixat mashg'ulotlarining tarbiyaviy imkoniyatlari ochib berilgan.

Kalit so'zlar: boshlang'ich ta'lim, estetik did, husnixat, yozuv madaniyati, pedagogik metodlar, go'zallik tarbiyasi, chiroyli yozish, tarbiyaviy ahamiyat.

Abstract: This article discusses the role, influence and importance of calligraphy classes in the formation of aesthetic taste of primary school students. Effective methods of developing children's desire for beauty and inner aesthetic views through writing culture and beautiful writing skills are analyzed. Also, the educational potential of calligraphy classes is revealed based on modern pedagogical approaches and practical examples that can be used in the lesson.

Keywords: primary education, aesthetic taste, calligraphy, writing culture, pedagogical methods, beauty education, beautiful writing, educational significance.

Аннотация: В статье рассматриваются роль, влияние и значение занятий каллиграфией в формировании эстетического вкуса учащихся начальной школы. Проанализированы эффективные методы развития у детей стремления к прекрасному и внутренних эстетических воззрений через культуру письма и навыки красивого письма. Также раскрывается образовательный потенциал занятий каллиграфией на основе современных педагогических подходов и практических примеров, которые можно использовать в процессе урока.

Ключевые слова: начальное образование, эстетический вкус, красивый почерк, культура письма, педагогические методы, воспитание красоты, красивое письмо, воспитательное значение.

“O'zbekiston-2030” strategiyasida belgilangan eng muhim vazifalardan biri boshlang'ich ta'lim sifat ko'rsatkichlarini yuksaltirish va mazkur ta'lim bosqichi mazmuniga tajribadan o'tgan hamda dunyo miqyosida e'tirof etilgan xalqaro ta'lim dasturlarini joriy etishdir. Shu sababli 2023-2024 o'quv yilidan boshlab mamlakatimiz boshlang'ich ta'lim jarayoniga yangi zamonaviy pedagogik texnologiyalarni joriy etish hamda o'quvchilarning bilim, ko'nikma va malakalarini bugungi kun talablari asosida tarkib toptirish vazifalari ijrosiga alohida e'tibor qaratilmoqda [1]. Hozirgi kunda ta'lim

jarayonida nafaqat akademik bilimlar, balki estetik va axloqiy tarbiya ham ahamiyat kasb etmoqda. O'quvchilarda estetik didni shakllantirish nafaqat san'atga, balki kundalik hayotga, uning go'zalligi va nafisligini anglashga ham yordam beradi. Estetik tarbiya orqali nafaqat vizual va estetik hissiyotlarni rivojlantirish, balki o'quvchilarning tashqi va ichki dunyosini tartibga solishga yordam berish mumkin. Ayniqsa, boshlang'ich sinf o'quvchilari uchun husnixat darslari estetik didni shakllantirishda muhim o'rin tutadi. Ushbu maqolada boshlang'ich ta'limda husnixat mashg'ulotlarining estetik didni shakllantirishdagi o'rni, metodik asoslari va amaliy yondashuvlari tahlil qilinadi.

XXI asrda ta'lim jarayoniga innovatsion yondashuvlar kirib kelishi bilan boshlang'ich sinfda o'quvchilarning estetik tafakkurini shakllantirishda zamonaviy pedagogik texnologiyalar muhim rol o'ynaydi. Ayniqsa, husnixat mashg'ulotlarida bu texnologiyalar orqali o'quvchining yozuv madaniyatini rivojlantirish bilan birga, uning go'zallikka, aniqlikka va estetik didga intilishi ta'minlanadi.

Estetik did tushunchasi va uning boshlang'ich yoshdagi rivojlanish xususiyatlari. Estetik did — bu insonning go'zallikni anglash, qadrlash va unga nisbatan munosabat bildirishi [2]. U go'zallikni tan olish va unga nisbatan ma'naviy-hissiy reaksiyalarni ifodalaydi. Estetik didning shakllanishi yosh bola uchun muhim jarayon bo'lib, uning bilim olishga bo'lgan munosabatini, estetik qiyofasini hamda madaniyatni anglashni o'zgartiradi. Boshlang'ich sinf o'quvchilari yosh jihatdan estetik sezgi va ko'rish xotirasining eng yuqori darajasida bo'ladi, bu esa ularda husnixatni o'rganishga qiziqishni oshiradi. O'quvchilarni chiroyli yozuvga o'rgatish, nafaqat yozma ko'nikmalarni rivojlantiradi, balki ularning estetik didini shakllantirishda ham muhim ahamiyatga ega.

Go'zal va tartibli yozilgan matn bolalarda:

- Go'zallikka ishtiyoq uyg'otadi;
- Ko'rkamlikni qadrlash hissini oshiradi;
- Ichki intizom va ta'limga ijobiy munosabatni shakllantiradi.

Husnixat mashg'ulotlarining psixologik va pedagogik asoslari. Husnixat mashg'ulotlari o'quvchilarga nafaqat chiroyli yozish ko'nikmasini, balki ular orasida estetik sezgilarni rivojlantirishga ham xizmat qiladi. Husnixat mashg'ulotlari – bu chiroyli yozuvni o'rgatish, balki o'quvchining ichki dunyosini boyitish, estetik tafakkurini rivojlantirish, go'zallikka ishtiyoq uyg'otish vositasi sifatida qaralishi zarur. O'qituvchi sifatida bu darslarda har bir harfning shakli, tartibi, qiyofasini go'zallik bilan bog'lab tushuntirish orqali bolada didsizlikka qarshi immunitet hosil qilinadi. Husnixat orqali bolalar bir-birlarining ishlarini qadrlash, ishlarini to'g'ri baholash, mehnatga hurmat ko'rsatish kabi ijtimoiy jihatlarni o'rganadilar. Pedagogik psixologiya bo'yicha olimlar husnixat mashg'ulotlarini yosh bolalarda tasavvur, diqqat, xotira va motorikani rivojlantirish uchun samarali vosita deb hisoblaydilar .

Boshlang'ich sinf o'quvchilarida o'z ijodidan zavqlanish ko'nikmasini tarkib toptirish bilan ular nafaqat ruhiy, balki jismoniy jihatdan rivojlantirilishini rag'batlantiradi. Jadid pedagoglari rahnamosi Mahmudxo'ja Behbudiy (1875-1919) "Katta jug'rofiya kitobi" darsligida boshlang'ich sinf o'quvchilarini o'zi yashab turgan tabiat, shaharlar va fasllarning go'zalligi bilan estetik ko'nikmasini shakllantirish, bunda o'qish va husnixat metodikalaridan amaliy foydalanish masalalarini birinchi bor milliy pedagogikamizda asoslab ko'rsatgan edi [3]. Chunki uning fikricha aynan estetik ko'nikmalar boshlang'ich sinf o'quvchilari uchun bilim va malakaning tayanchi hisoblanadi. Shu jihatdan mazkur o'quv fanlarining amaliy imkoniyatlaridan foydalangan holda boshlang'ich sinf o'quvchilarining estetik ko'nikmasini tarkib toptirish va bu ko'nikma vositasida ularni marifatli insonlar sifatida voyaga yetkazish muhim ahamiyatlidir.

Husnixat orqali estetik tarbiyani shakllantirish metodlari. Husnixat mashg'ulotlarining asosiy maqsadi o'quvchilarda estetik didni shakllantirish va ularning yozuv san'ati orqali badiiy ifodalash qobiliyatini rivojlantirishdir. O'quvchilarga chiroyli yozuvni o'rgatishdan tashqari, ular uchun estetik tartibni ham o'rgatish zarur. Yozuvni amaliy mashqlar orqali mukammallashtirish, ularni estetik did bilan tanishtirish, har bir harf va so'zni mukammal yozishga intilishni rivojlantirish kerak.

"Husnixat" o'quv fani asosida o'quvchilarda shakllantiriladigan ko'nikmalarning 4 K modeli ko'nikmalari vositasida tahlil qilib o'tish maqsadga muvofiq bo'ladi [4]. Bu ko'nikmalar quyidagilardan iborat:

- 1) kommunikatsiya ko'nikmasi- o'quvchilarning kommunikativ ko'nikmalarini rivojlantirish;
- 2) kollabaratsiya ko'nikmasi- o'quvchilarni guruhda jamoa bo'lib ishlash layoqatini shakllantirish;
- 3) kreativlik ko'nikmasi - o'quvchilarda o'z maqsadiga erishish uchun yangi xarakterlar, yangi g'oyalar va muammolarni hal etish ko'nikmasini shakllantirish;
- 4) kretisizm ko'nikmasi - o'quvchilarda o'zining mustaqil fikri va masalalarga nisbatan tanqidiy yondashuvini tarkib toptirish. Ushbu ko'nikmalar asosida o'quvchilarda nafaqat estetik tarbiya rivojlanadi, balki jamiyatda o'z o'rniga ega shaxs sifatida yashashga o'rganadi.

Quyidagi amaliy usullarni ko'rib chiqamiz:

- Yozuvni to'g'ri o'rganish - harf va so'zlarni shakllantirishda xato qilishni minimallashtirish;
- Qalam tutish texnikasi - yozish jarayonida motorikani rivojlantirish;
- Yozuvni ranglar yordamida bezash - estetik jihatdan go'zal natijalar olish.

Husnixat mashg'ulotlarida an'anaviy vositalar bilan bir qatorda, bugungi kunda texnologik yangiliklardan foydalangan holda estetik didni rivojlantirish mumkin. Shunday vositalardan biri — 3D ruchkalar hisoblanadi. Ushbu vosita orqali o'quvchilar

nafaqat harflarni yozishni o'rganadilar, balki harflarni hajmli shaklda tasvirlab, ularni ko'rish, ushlab ko'rish va ijodiy yondashish imkoniyatiga ega bo'ladilar. Misol sifatida dars jarayonida:

3D ruchkalarni qo'llash texnikasi. O'quvchilarga oddiy qog'ozda yozilgan harflar namunasi beriladi. So'ng ular ushbu harflarni 3D ruchka yordamida plastmassa modellastiruvchi material bilan hajmli ko'rinishda yasaydilar. Bu orqali o'quvchi harf shaklini chuqurroq tushunadi, murakkab elementlarni ko'ra oladi va chiroyli yozishga intiladi. 3D ruchkalar orqali hajmli harflar yasash. Yuqorida aytib o'tilganidek, 3D ruchkalar yordamida harflarni hajmda tasvirlash o'quvchilarda yozuv shakli, simmetriyasi va chiroyiga e'tibor qaratadi. Har bir harf o'ziga xos bezaklar bilan yaratiladi, bu esa ijodkorlikni rivojlantiradi.

"Harf mozaikasi" metodi. O'quvchilarga turli rangdagi kichik qog'oz bo'laklari beriladi. Ular ushbu bo'laklardan harflarni yaratadilar. Har bir harf oxirida estetik bezak bilan yakunlanadi (gul, yulduzcha, hayvoncha va h.k.). Bu metod husnixat va rasm chizish o'rtasida bog'liqlik yaratib, estetik did tarbiyasini mustahkamlaydi.

"Yozuv bilan hikoya" metodi. O'quvchi biror so'z yoki gapni chiroyli yozadi, so'ng shu so'z asosida kichik rasm chizadi yoki hikoya tuzadi. Masalan, "Baliq" so'zini husnixat asosida yozadi, so'ng baliq rasmi chiziladi va uni qanday ovlagani haqida 2-3 gapli hikoya tuziladi. Bu metod tasviriy fikrlash va matn orqali estetik ongini rivojlantiradi.

"Tabiatdan ilhom" metodi. O'quvchilar tabiatdagi shakllardan (gullar, barglar, hayvon izlari) ilhomlanib harflarni bezaydilar. Masalan, "A" harfi gul yaprog'i ko'rinishida yoziladi, "S" esa ilon shaklida. Dars davomida real tabiat namunalariidan foydalanish yanada qiziqarli muhit yaratadi.

Interaktiv doska orqali raqamli husnixat. Interaktiv doskada yoki planshetda harflarni animatsion tarzda yozib ko'rsatish. Har bir o'quvchi o'z uslubida yozishni mashq qiladi. Bu metod texnologiyaga qiziqishni ham uyg'otadi, didni esa vizual va harakatli tasvirlar orqali rivojlantiradi.

Tajriba: sinfda o'tkazilgan mashg'ulotlar asosida natijalar.

2-sinflar ona tili darslarida o'tkazilgan husnixat soatlarida, o'quvchilarga estetik didni shakllantirishda quyidagi metodlarni qo'lladik:

- O'quvchilarga so'zlarni chiroyli yozish uchun qalam tutish texnikasini o'rgatish;
- Harflarni tartibda va to'g'ri joylashtirishni tushuntirish;
- Estetik bezaklarni va yozuv shakllarini ishlatish.

Sinfda husnixatida muammosi bo'lganlar soni 45% ni tashkil etgan. Yuqorida sanab o'tilgan metodlarni qo'llash natijasida ushbu ko'rsatkich 15% ga tushdi. Darslar davomida sinfda o'quvchilarning yozuvlari yanada chiroyli, aniq bo'ldi va ular o'z yozuvlarini ko'proq qadrlay boshladilar.

Xulosa. Boshlang'ich sinf o'quvchilarida estetik didni shakllantirishda husnixat mashg'ulotlari juda muhim o'rin tutadi. Ular orqali nafaqat yozuv san'ati, balki nafosat, go'zallikni qadrlash kabi qadriyatlar ham shakllanadi. O'quvchilarga estetik didni rivojlantirishda qo'llaniladigan metodlar, ularni nafaqat o'qitish, balki ularning shaxsiy rivojlanishiga ham yordam beradi. Shu boisdan, husnixat mashg'ulotlarini boshlang'ich sinflarda yanada samarali qo'llash kerak. O'qituvchilar uchun maxsus metodik qo'llanmalar ishlab chiqish, o'quvchilarga badiiy yozuvni o'rganishda yordam beradi va ular uchun go'zallik va tartibni anglash imkonini yaratadi.

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SHAXS RIVOJLANISHIGA TA'SIR ETUVCHI OMILLAR

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Anotatsiya. Mazkur maqolada shaxs rivojlanishiga ta'sir etuvchi asosiy omillar pedagogik nuqtai nazardan tahlil qilinadi. Xususan, biologik, psixologik, ijtimoiy va pedagogik omillarning shaxs shakllanishidagi o'rni yoritilgan. Har bir omilning o'zaro bog'liqligi, shuningdek, o'qituvchi va ta'lim muhitining ahamiyati tushuntiriladi. Maqolada zamonaviy pedagogik yondashuvlar orqali shaxsning har tomonlama rivojlanishiga erishish yo'llari ko'rib chiqiladi.

Kalit so'zlar: shaxs, rivojlanish, pedagogika, ta'lim, tarbiya, ijtimoiy muhit, psixologik omillar, biologik omillar, o'qituvchi, shaxsga yo'naltirilgan ta'lim.

Abstract. This article analyzes the main factors affecting personality development from a pedagogical point of view. In particular, the role of biological, psychological, social and pedagogical factors in personality formation is highlighted. The interrelationship of each factor is explained, as well as the importance of the teacher and the educational environment. The article considers ways to achieve comprehensive personality development through modern pedagogical approaches.

Keywords: personality, development, pedagogy, education, upbringing, social environment, psychological factors, biological factors, teacher, person-centered education.

Аннотация. В статье анализируются основные факторы, влияющие на развитие личности с педагогической точки зрения. В частности, подчеркивается роль биологических, психологических, социальных и педагогических факторов в формировании личности. Объясняется взаимосвязь каждого фактора, а также важность учителя и среды обучения. В статье рассматриваются пути достижения всестороннего развития личности с использованием современных педагогических подходов.

Ключевые слова; личность, развитие, педагогика, образование, воспитание, социальная среда, психологические факторы, биологические факторы, учитель, личностно-ориентированное образование.

Shaxs – bu jamiyatda yashaydigan, o'z fikri, qarashlari, qobiliyatlari va xulq-atvori bilan ajralib turadigan individual mavjudotdir. Har bir inson o'ziga xos bo'lib, uning shakllanishi va rivojlanishiga turli omillar ta'sir ko'rsatadi. Ushbu maqolada shaxs rivojlanishiga ta'sir etuvchi asosiy omillar pedagogik nuqtai nazardan ko'rib chiqiladi. Jumladan, biologik, psixologik, ijtimoiy va pedagogik omillarning ahamiyati tahlil qilinadi.[1]

Avvalo, shaxs rivojlanishi tug'ma va orttirilgan xususiyatlar uyg'unligida shakllanadi. Bunda biologik omillar birinchi o'rinda turadi. Bola dunyoga kelganda

o'ziga xos genetik xususiyatlarga ega bo'ladi. Uning temperament turi, asab tizimi, sog'lig'i, jismoniy holati – bularning barchasi shaxsning dastlabki rivojlanishiga ta'sir qiladi. Masalan, kuchli temperamentga ega bolalar faol, harakatchan, tashabbuskor bo'lishi mumkin, bu esa ularning ijtimoiy muhitga moslashishini osonlashtiradi. Shu bilan birga, bu holat pedagog tomonidan to'g'ri yo'naltirilmasa, bola xulq-atvorida salbiy jihatlar paydo bo'lishi mumkin.[2]

Shaxs rivojlanishida muhim rol o'ynaydigan yana bir omil bu – psixologik omillardir. Har bir insonning o'ziga xos psixik holati, ehtiyojlari, motivatsiyasi, qiziqishlari va hissiy olami mavjud. Masalan, bolada o'rganishga bo'lgan ichki ehtiyoj (motiv) qanchalik yuqori bo'lsa, u o'qishda shunchalik muvaffaqiyatli bo'ladi. Bu jarayonda ota-onalar va o'qituvchilarning hissiy qo'llab-quvvatlovi katta ahamiyat kasb etadi. Psixologik muhit sog'lom bo'lmagan joyda bola o'zini erkin his qilmaydi, bu esa uning shaxs sifatida rivojlanishiga salbiy ta'sir ko'rsatadi.[3]

Shaxs rivojlanishida ijtimoiy omillar ham katta ahamiyatga ega. Inson jamiyatda yashaydi va shu muhitdan ko'plab ta'sirlarni qabul qiladi. Eng avvalo, bola oilada tarbiyalanadi. Oila – birinchi ijtimoiy muhit bo'lib, bolaga mehr, e'tibor, axloqiy me'yorlar va qadriyatlar singdiriladi. Oilada mehr-muhabbat yetarli bo'lsa, bola o'zini qadrlangan his qiladi va bu uning ijtimoiy faolligiga ijobiy ta'sir ko'rsatadi. Aksincha, e'tiborsizlik, qo'pollik, nazoratsizlik mavjud bo'lsa, bola ichki tortinchoqlik, ishonchsizlik kabi holatlarga duch keladi. Tengdoshlar guruhi, maktab muhiti, ommaviy axborot vositalari ham shaxsga ijtimoiy ta'sir etadi.[4]

Pedagogik omillar esa shaxs shakllanishida asosiy o'rin tutadi. Ayniqsa, ta'lim va tarbiya bu jarayonning poydevorini tashkil qiladi. Har bir o'qituvchi – nafaqat bilim beruvchi, balki tarbiyachi sifatida ham faoliyat yuritadi. O'qituvchining shaxsiy namunasi, uning o'quvchi bilan qilgan muloqoti, darsda qo'llagan metod va texnologiyalari bolaning shaxsiy fazilatlariga bevosita ta'sir ko'rsatadi. O'qituvchining bolaga individual yondashuvi, uning ehtiyoj va qiziqishlarini inobatga olishi bolaning o'ziga bo'lgan ishonchini oshiradi. Zamonaviy pedagogika fani shaxsga yo'naltirilgan ta'lim konsepsiyasiga asoslanmoqda. Bu yondashuvda o'quvchi faqat bilim oluvchi emas, balki faol ishtirokchi sifatida ko'riladi. O'qituvchi esa uning rivojlanishida yo'l-yo'riq ko'rsatuvchi, motivatsiya beruvchi shaxs sifatida namoyon bo'ladi. Bu jarayonda o'quvchilarning mustaqil fikrlashi, tanqidiy yondashuvi, o'zini baholay olish qobiliyati shakllanadi. Shu orqali shaxs jamiyatda faol ishtirok etuvchi, mas'uliyatli, ongli fuqaro sifatida yetishib chiqadi.[5]

Shuningdek, ta'lim jarayonida innovatsion pedagogik texnologiyalarning qo'llanilishi ham shaxs rivojlanishiga sezilarli ta'sir ko'rsatadi. Masalan, muammoli o'qitish, interfaol metodlar, shaxsiy rivojlanishga qaratilgan treninglar, kreativ topshiriqlar orqali o'quvchilar fikrlash, muloqot va hamkorlik ko'nikmalarini

rivojlantiradi. Bu esa ularning mustaqil fikrlovchi shaxs sifatida shakllanishiga xizmat qiladi.[6]

Xulosa qilib aytganda, shaxs rivojlanishi ko‘p qirrali va uzluksiz jarayondir. Unda biologik, psixologik, ijtimoiy va pedagogik omillar o‘zaro bog‘liq holda ta’sir ko‘rsatadi. Pedagog sifatida bizning asosiy vazifamiz – bu omillarni chuqur o‘rganish, har bir o‘quvchining individual imkoniyatlarini inobatga olib, uni barkamol inson sifatida tarbiyalashdir. Buning uchun o‘qituvchi nafaqat bilimdon, balki mehribon, talabchan va o‘z shaxsiy namunasi bilan ilhomlantiruvchi bo‘lishi kerak. Shundagina shaxsni har tomonlama rivojlantirishga erishish mumkin bo‘ladi.

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YENGIL ATLETIKANING RIVOJLANISHI, TURLARI

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Annotatsiya: Ushbu maqolada yengil atletika sport turining kelib chiqish tarixi va yurtimizda rivojlanishi haqida ma'lumotlar keltirilgan. Yengil atletika sport turining turlari va qo'laari haqida ham keng ko'lamda ma'lumotlarni maqolda keltirilgan.

Аннотация: В статье представлена информация об истории зарождения легкой атлетики и ее развития в нашей стране. В статье также представлена обширная информация о видах и правилах легкой атлетики.

Abstract: This article provides information about the history of the origin of the sport of athletics and its development in our country. The article also provides extensive information about the types and rules of the sport of athletics.

Kalit so'zlar: yugurish, sakrash, uloqtirish, yurish, IAAF, lappak, yadro, bosqon, nayza, o'ngkurash

Ключевые слова: бег, прыжки, метание, ходьба, ИААФ, толкание, ядра, копье, метание копья

Keywords: running, jumping, throwing, walking, IAAF, shot put, javelin, javelin throw

Yengil atletika— [sportning](#) eng ommaviy turlaridan biri; turli masofalarga yugurish, [sportcha yurish](#), balandlikka sakrash, uzunlikka, uch hatlab sakrash, langarcho'p bilan sakrash, nayza uloqtirish, lappak, bosqon, yadro iring'itish, [ko'pkurash](#) (o'ngkurash, yettikurash) mashqlarini o'z ichiga oladi. Yengil atletikada 50 dan ziyod mashq bor, ulardan 48 tasi [Olimpiada o'yinlari](#) dasturiga kiritilgan (2000-yilgi [Sidney Olimpiadasida](#) erkaklar Yengil atletikaning 23 turida, ayollar esa 20 turida musobaqalashishdi). Bundan tashqari, Yengil atletika zamonaviy beshkurash va [triatlon](#) sport turlarining bir mashqini tashkil etadi, barcha sport turlarining mashg'ulot, ta'lim muassasalarining o'quv, harbiy-tayyorgarlik, salomatlik mashqlari, o'quvchi-yoshlarning [„Alpomish“](#) va „Barchinoy“ sport sinovlari dasturidan joy olgan. [Gomerning „Iliada“](#), [Ibn Sinoning „Tib qonunlari“](#) va boshqa kitoblarda Yengil atletika mashqlariga oid ma'lumotlar uchraydi. Qadimiy [Olimpiada o'yinlarida](#) (mil. av. 776-yildan mil.avv. 394-yilgacha) asosan Yengil atletika bo'yicha musobaqalar uyushtirilgan. Zamonaviy Yengil atletikaning rivojlanishida 19-asrda [Angliyada](#) (1837-yildan) musobaqalar, [Afinada](#) (1859-yildan) umumgrek o'yinlari o'tkazilishi va olimpiada tiklanishi (1896-yildan)ning ahamiyati katta bo'ldi. 1912-yilda Xalqaro havaskor yengil atletika federatsiyasi (IAAF)

tuzilgan, unga 200 mamlakat a'zo O'zbekiston 2001 yil a'zo bo'lgan. IAAF 1977-yildan jahon kubogi (hozirgi kunda Gran-pri musobaqalari), 1983-yildan jahon birinchiligi musobaqalarini o'tkazib keladi. [O'zbekistonda](#) Yengil atletikaga qiziqish 1885-yilda [Marg'ilonda](#) shu turga moslashtirilgan o'yingoh barpo etilgandan keyin kuchaydi. [Toshkentda](#) 1902-yildan Yengil atletika musobaqalari, 1919-yildan mamlakat birinchiliklari, 1927-yildan spartakiada o'tkazila boshlagan. O'zbekistonda 135 mingdan ziyod kishi 140 dan ortiq murabbiy qo'l ostida Yengil atletika bilan shug'ullanadi, murabbiylardan 3 nafari [O'zbekistonda](#) xizmat ko'rsatgan sportchi, 10 nafari [O'zbekistonda](#) xizmat ko'rsatgan sport ustosi unvoniga ega. [O'zbekistonlik](#) Yengil atletikachilar 1952-yildan Olimpiada o'yinlarida qatnashadi. Olimpiadalarda Marina Shmonina (4x100 m ga [estafetali yugurish](#), 1992) oltin, [Rodion Gataulin](#) (langarcho'p bilan sakrash, 1988) kumush medalni qo'lga kiritgan, [Ramil G'aniyev](#) (o'nkurash, 1996) 8-o'rinni egallagan. Oleg Ryaxovskiy (uch xatlab sakrash), Roza Babich (200 m ga to'siqlar osha yugurish) va [Tatyana Biryulina](#) (nayza uloqtirish) jahon rekordini yangilagan. Ashur Normurodov (uzoq masofaga yugurish) uch marta sobiq Ittifoq chempioni bo'lgan (1967— 69). [Osiyo o'yinlarida](#) 1994-yilda [Svetlana Munkova](#) ([balandlikka sakrash](#)), [Ramil G'aniyev](#) (o'nkurash), [Oksana Yarigina](#) (nayza uloqtirish), 1998-yilda [Oleg Veretelnikov](#) (o'nkurash), [Sergey Voynov](#) (nayza uloqtirish) oltin medal bilan taqdirlangan Yengil [atletika AQSH](#), [Buyuk Britaniya](#), [Germaniya](#), [Kuba](#), [Xitoy](#) kabi mamlakatlarda yaxshi rivojlangan¹

Yengil atletika — yurish, yugurish, sakrash va uloqtirish mashqlaridan iborat sport turi. Maxsus jismoniy madaniyat o'quv muassasalarida esa, yengil atletika — mazkur sport turining nazariy bilimlari va amaliy ko'nikmalari hamda uni o'qitish metodlaridan iborat dars bo'lib, shu sohada ilmiy tadqiqotlar o'tkazadigan fandir. Qadimiy yunoncha “atletika” so'zi o'zbek tilida kurash, mashq degan ma'noni bildiradi. Qadimiy Yunonistonda tezkorlik kuchlilik va chaqqonlikda musobaqalasha oladigan kishilarni “atletlar” deb atar edilar. Qadimiy zaminimizda esa bunday kishilarni “Alp” deb ataganlar. Shuning uchun “Alp” “atlet” tushunchasiga muqobil bo'lishi mumkin degan fikrlar mavjud. Hozirda ham jismoniy sifatlari har tomonlama rivojlangan tezkor, kuchli, chaqqon odamlarni “atlet” deb ataydilar. O'zbek tilimizda bunday kishilarni “Alp” deb atash to'g'ri bo'lar edi. Bu sport turiga “yengil atletika” degan nom berilishi shartli bo'lib, sirtidan qaraganda, yengil atletika mashqlarining og'ir atletikaga nisbatan yengil bajarilishiga qarab olingan. Og'ir atletikada odam tashqaridan shtanganing og'irligini yengishga oid harakat bajaradi. Yengil atletikada esa tashqi muhitdan hech qanday og'irlik ta'sir etmasligi sababli og'ir atletika mashqlariga nisbatan yengil bajarilishiga asoslangan. Yengil atletikada mashq qilganda tashqi muhitdan hech qanday og'irlik ta'sir etmaydi. Uloqtirishlarda faqat snaryadni og'irligining ta'siri bo'ladi xolos. Qolgan turlarda esa tashqi og'irlik yo'q. Yugurish, sakrashlar og'ir atletikaga nisbatan yengil bajariladi. Ammo ichki a'zolar, yurak qon-tomir, nafas olish, asab tizimi va boshqa a'zolar

faoliyatidagi jismoniy ta'sirlarga nisbatan kechinmalar juda ham og'ir va davomli o'tadi. Masalan: marafon yugurishda, o'rta va uzoq masofalarga yugurishda va h.k. bunday holatlarning mavjudligi yengil atletikani og'ir atletikadan ham og'irroq sport turi ekanligi hartomonlama ilmiy asoslab isbotlangan. Ayrim mamlakatlarda yengil atletikani «atletika» (Fransiyada) yoki «yo'lka va maydondagi mashqlar» (AQSH, Angliyada) deb ataydilar. O'zbekistonda esa bu sport turini "yengil atletika" deb atash qabul qilingan.

Yengil atletika insonning tabiiy harakatlaridan iborat bo'lgan yurish, yugurish, sakrashlar, uloqtirishga oid harakat amallaridan iborat bo'lib, sport turi sifatida juda qadimdan, dunyo miqyosida keng tarqalgan. U barcha amaliy sport turlari tarkibida bo'lib, ularning samaradorligini oshirishda xizmat qiladi. Odamlarni hartomonlama ma'naviy va jismoniy rivojlanishiga, sog'ligini mustahkamlashda ham asosiy vositalardan biri bo'lib, barcha yoshdagi odamlarga mos keladigan ommaviy sog'lomlashtiruvchi sport turidir. Yengil atletika o'zining xilma-xil harakat amallari bilan odamlarda tezkorlik, kuchlilik, chaqqonlik, egiluvchanlik, chidamkorlik kabi jismoniy sifatlarini rivojlantirishda muhim o'rinlardan birida turadi.

Yengil atletika besh bo'limdan: yurish, yugurish, sakrash, uloqtirish va ko'p kurashlardan iborat bo'lib, ularning har qaysisi xilma-xil turlarga bulinadi:

Yurish — insonning joydan-joyga ko'chishidagi oddiy usul bo'lib, turli yoshdagi kishilar uchun ajoyib jismoniy mashq hisoblanadi. Uzoq va bir tekis yurganda a'zoyi badandagi qariyb barcha mushaklar ishlaydi, organizmdagi yurak-qon tomir, nafas olish va boshqa tizimlar faoliyati kuchayadi, natijada modda almashinishi ortadi. Jismoniy mashq sifatida odatdagi yurishning avvalo sog'lomlashtirish ahamiyati bor. Odamni ilk bolalik chog'idan yurishga o'rgatadilar. Lekin bu bilan kifoyalanib boimaydi. Hamma odamlar to'g'ri, chiroyli va tejamlil yura bilishlari zarur. Oddiy yurishdan tashqari, yurishning boshqacha xillari ham bo'ladi: sayyohat yurish, safda yurish va sportcha yurish. Musobaqalarda yurishning texnika jihatidan eng qiyin, lekin eng foydali xili sportcha yurish qo'llaniladi. Uning tezligi oddiy yurishga nisbatdan ikki marta ortiq. Ammo bunday yuqori tezlikka erishish uchun, sportcha yurish texnikasi asoslarini o'rganib olishning o'zigina kifoya qilmay, balki oddiy yurishga qaraganda anchagina jadalroq ish bajarish talab qilinadi, ya'ni energiya sarflash ortadi. Shu sababdan sportcha yurish bilan shug'ullanish sportchi organizmiga ancha ta'sir etib, uning ichki a'zolarini va tizimlarini mustahkamlaydi, ularning ish qobiliyatini oshiradi, kuchni va ayniqsa chidamlilikni rivojlantirishga ijobiy ta'sir ko'rsatadi, irodali bo'lishga o'rgatadi. Shuning uchun ham yetuk tez yuruvchilar juda chidamli bo'ladilar. Yurish musobaqalari stadion yo'lkalarida (soat strelkasi harakatiga teskari yo'nalishda) va oddiy yo'llarda (shoh va shahar ko'chalarida, so'qmoqlarda va hokazo) 3 dan 50 km gacha masofada o'tkaziladi.

Yurish musobaqasida qatnashuvchilar, qoidada belgilangan yurish texnikasi xususiyatlariga rioya qilishlari kerak. Bularning eng asosiysi bir lahza bo'lsa ham ikkala oyoq bir vaqtda yerdan uzilib qolishiga yo'l qo'ymaslikdan iborat. Oyoqlardan birontasi

yerga tegmay turgan fursat sodir bo'lgudek bo'lsa, sportchi yurishdan yugurishga o'tgan hisoblanadi. Bu qoidani buzgan sportchini maxsus hakamlar musobaqadan chetlatadilar.

Yurish musobaqasida qatnashuvchilar, qoidada belgilangan yurish texnikasi xususiyatlariga rioya qilishlari kerak. Bularning eng asosiysi bir lahza bo'lsa ham ikkala oyoq bir vaqtda yerdan uzilib qolishiga yoi qo'ymaslikdan iborat. Oyoqlardan birontasi yerga tegmay turgan fursat sodir bo'lgudek bo'lsa, sportchi yurishdan yugurishga o'tgan hisoblanadi. Bu qoidani buzgan sportchini maxsus hakamlar musobaqadan chetlatadilar.

Yugurganda butun organizmning ish qobiliyatiga qo'yilgan talab yurgandagiga nisbatan anchagina katta bo'ladi. Chunki yugurganda a'zoyi badandagi mushak guruhlarining deyarli hammasi ishga tushadi, yurakqon tomir, nafas olish va boshqa tizimlar faoliyati kuchayadi, modda almashinish ancha oshadi. Shug'ullanuvchilarning imkoniyatlariga qarab, masofa uzunligini va yugurish tezligini o'zgartirish bilan ish miqdorini har xil qilish, odamning chidamliligi, tezkorligi va boshqa fazilatlarini rivojlanishiga ta'sir o'tkazishi mumkin. Masalan, unchalik tez emas, lekin uzoq vaqt yugurish (ayniqsa o'rmon yoki istirohat va bog'larda) ning gigiyenik ahamiyati katta bo'lib, bu sog'lomlashtirishning eng yaxshi vositalaridan biri hisoblanadi. Yuqori tezlikda yugurish shug'ullanuvchilarga, xususan ularning yurak-qon tomir va nafas olish tizimlariga qo'yilgan talabni oshiradi va chidamlilikni rivojlantiradigan zo'r vosita bo'lib xizmat qiladi. Juda katta tezlikda yugurish esa, tezlikni rivojlantirish uchun o'tkaziladigan maxsus mashg'ulotlarga kiritiladi. Yugurish bilan shug'ullanish jarayonida kishi irodasi mustahkamlanadi, o'z kuchini taqsimlay olish, to'siqlardan o'ta bilish, ochiq joyda mo'ljal ola bilish qobiliyati hosil bo'ladi.

Yugurish — har tomonlama jismoniy rivojlanishning asosiy vositalaridan biri. Barcha mutaxassislikdagi yangi latetikachilarning ham, boshqa sport turlari bilan shug'ullanuvchilarning ham mashqlarida yugurishga ko'p e'tibor berilishi, shuningdek faol dam olish, sog'lomlashtirish va ish qobiliyatini saqlash vositasi sifatida yugurishning ulushi katta ekani ana shundan.

Yugurish — yengil atletikaning hamma turlari ichida eng ommabop jismoniy mashq. Yengil atletika musobaqalarida yugurish va estafetaning turli xillari yetakchi o'rin tutadi, ularga tamoshabin ham juda qiziqadi. Shuning uchun yugurish musobaqalari eng yaxshi tashviqot va targibot vositalaridan biri hisoblanadi.

Yengil atletikada yugurishning tekis yugurish, to'siqlar osha yugurish, estafetali yugurish va tabiiy sharoitlarda yugurish xillari boiadi. Yugurishning xillari va masofa uzoqligining variantlari jadvalda ko'rsatilgan.

Tekis yugurish malum masofaga yoki vaqtbay tarzda yugurish yo'lkasida (soat strelkasi harakatiga teskari yo'nalishda) o'tkaziladi. 400 metrga va undan qisqa masofaga yugurishda har bir yuguruvchi uchun alohida yo'lka ajratiladi. Qolgan masofalarga yugurish musobaqalari umumiy yo'lkada o'tkaziladi. Belgilangan masofani o'tish uchun

sarflangan vaqt soniya o'lchagich (sekundamer) bilan o'lchanadi. Bir soatlik va ikki soatlik yugurishda vaqt chegaralangan bo'lib, natija shu vaqt ichida bosib o'tilgan masofa tarzida metr hisobida aniqlanadi.

To'siqlar osha yugurishning ikkita xili bor: 1) g'ovlar osha yugurish — bunda yugurish yo'lkasida bir-biridan bir xil uzoqlikda masofadagi muayyan joylarga qo'yilgan bir tipdagi to'siqlardan oshib, 60 dan 400m gacha masofaga yuguriladi; har qaysi sportchi alohida-alohida yo'lkadan yuguradi; 2) 3000 metrga to'siqlar osha yugurish (stipl- chez) bunda yugurish yo'lkasida u yer-bu yerga mustahkam o'rnatilgan to'siqlar osha, stadion sektorlaridan birida kovlangan chuqurga to'ldirilgan suvdan kechib yuguriladi.

Estafetali yugurish — bunda jamoa-jamoa bo'lib yuguriladi; jamoada yuguruvchilar qancha bo'lsa, masofa ham shuncha bosqichlarga bo'lingan bo'ladi. Estafetali yugurishdan maqsad, estafeta tayoqchasini bir-biriga uzatib, uni mumkin qadar tez, startdan marragacha yetkazib borishdir.

Bosqichlar oraligi bir xil (qisqa va o'rta masofada) yoki (har xil aralash masofada) bo'lishi mumkin. Estafetali yugurish ko'proq stadion yo'lklarida, ba'zan esa shahar ko'chalarida (aylanma va yulduzsimon estafetalar) o'tkaziladi.

Tabiiy sharoitlarda yugurish bunda past-baland ochiq joylarda (kross) yugurilsa, 15 km va undan uzoq masofalarga esa yo'llarda (shoh ko'chada, so'qmoq yo'llarda) yuguriladi. Yengil atletikadagi eng uzoq, ya'ni marafon yugurish masofasi 42 km 195 m ga teng.

Sakrash — to'siqlardan o'tishning tabiiy usuli bo'lib, qisqa vaqt ichida asab mushak kuchiga maksimal zo'r berish bilan xarakterlidir. Yengil atletik sakrash mashg'ulotlarida sportchilarning o'z tanalarini idora qila bilish, kuchlarini yig'a bilish qobiliyatlari takomillashadi, kuch, tezlik, chaqqonlik va mardlik orta boradi. Sakrash — oyoq va tana mushaklarni kuchaytirish va sakrovchanlikni hosil qilish uchun eng yaxshi mashqlardan biri bo'lib, faqat yengil atletikachilargagina emas, balki boshqa sport turlarining vakillariga ham ayniqsa, basketbolchilarga, qo'lto'pichilarga va futbolchilarga zarurdir.

Yengil atletik sakrash ikki turga bo'linadi: 1) imkon boricha balandroq sakrash maqsadida tik (vertikal) to'siqlardan o'tish balandlikka sakrash va langarcho'p bilan sakrash; 2)imkon boricha uzoqqa sakrash maqsadida Yotiq (gorizontal) to'siqlardan o'tish - uzunlikka sakrash va uch hatlab sakrash. Sakrashda erishilgan natijalar metrva santimetr bilan o'lchanadi.

Sakrashlar turgan joydan va yugurib kelib ijro etiladi.

Uloqtirish — maxsus asboblarni uzoqlikka itqitish va uloqtirish mashqlaridir. Bularning natijalari metr va santimetr bilan aniqlanadi. Uloqtirish asab mushak kuchlanishi qisqa vaqtda yuqori (maksimal) bo'lishi bilan xarakterlidir. Bunda qo'l, yelka kamari va tana mushaklarigina emas, balki oyoq mushaklari ham faol qatnashadi. Yengil

atletika asboblari uzoqqa uloqtirish uchun kuch, tezlik, chaqqonlik yuqori darajada rivoj topgan bo'lishi va o'z kuchini yig'a bilmoq zarur.

Uloqtirish bilan shug'ullanish bu muhim fazilatlarni taraqqiy ettiribgina qolmasdan, butun tana mushaklarining ham garmonik rivojlanishiga ham yordam beradi.

Yengil atletik uloqtirishlar ijro usuliga qarab uch turga bo'linadi: 1) bosh ortidan boshlab uloqtirish (nayza va granat); 2) aylanib uloqtirish (lappak, bosqon); 3) itqitish (yadro).

Uloqtirish usullarining farqi asboblarning shakli va og'irligiga bog'liqdir. Yengil, ushlab o'ng'ay bo'lgan asboblarni to'g'ridan yugurib kelib, bosh ortidan boshlab uzoqqa uloqtirish mumkin: og'irroq asboblarni aylanib uloqtirish o'ng'ayroq; maxsus tutqichi bo'lmagan, og'ir asbob yadroni esa itqitish o'ng'ayroq. Yengil atletik uloqtirish turlari va xillari jadvalda berilgan. Ko'pkurash yugurish, sakrash va uloqtirishning har xil turlarini o'z ichiga oladi. Ko'pkurash tarkibidagi turlar miqdoriga qarab nomlanadi: uchkurash, to'rtkurash, beshkurash, oltikurash, sakkizkurash, o'nkurash. Ko'pkurash turlari jadvalda ko'rsatilgan. Ko'pkurash asosiy turlari: erkaklar uchun - o'nkurash va xotin-qizlar uchun - beshkurash va o'spirinlar uchun — oltikurash va sakkizkurash. Musobaqani yengillatish maqsadida yengil atletikaning bunday og'ir turlaridan musobaqalar ikki kun davomida o'tkaziladi.

Ko'pkurash shug'ullanuvchilar oldiga juda yuqori talablar qo'yadi. Ular texnik jihatdan yuqori mahoratli bo'lishlaridan tashqari, sprinterlardek tezkor, uloqtiruvchilardek kuchli, sakrovchilardek sakrovchan va chaqqon, g'ovoslardek dadil, o'rta masofalarga yuguruvchilardek chidamli bo'lishlari kerak. Ko'pkurash dasturini to'la bajarish esa, umuman a'lo darajada chidamli bo'lishni, yuqori daraja rivojlangan irodaviy fazilatlarni talab qiladi.

Ko'pkurash bilan shug'ullanish — yengil atletika bilan endigina shug'ullana boshlovchilar uchun ham har tomonlama jismoniy rivoj topishning eng yaxshi yo'lidir. Yosh sportchi ko'pkurash tamoyilida tuzilgan "Alpomish" va "Barchinoy" jismoniy tayyorgarlik testlari majmuasi me'yorlari talablarini bajargandan keyingina yengil atletik ko'pkurashning maxsus mashg'ulotlariga o'tadi.

Ko'pkurash bilan shug'ullanish sportchilar organizmiga har tomonlama ta'sir ko'rsatish bilan, yengil atletikaning alohida turidan maxsus mashq qilish uchun ham yaxshi zamin yaratib beradi. Ko'pkurash natijasi sportchining ko'pkurash tarkibidagi har bir turda ko'rsatilgan ochkolari yig'indisi bilan belgilanadi. Buning uchun maxsus ochkolar jadvalidan foydalaniladi.

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OLIMPIADA VA PARAOLIMPIADA

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Annotatsiya: Ushbu maqolada Olimpiada va paraolimpiadaning kelib chiqish tarixi uning ramzi, bayrog'i, shiori va olimpiadada necha hil o'yin turlari bo'lib o'tishi va nechta bosqichda bo'lib o'tishi haqida ma'lumotlar keltirib o'tilgan. Shuningdek maqola tarkibida paraolimpiadaning kelib chiqishi va tarixi va bosqichlari haqida ham fikr yuritilgan.

Аннотация: В статье представлена информация об истории Олимпийских и Паралимпийских игр, их символах, флагах, девизах, а также о том, сколько видов игр проводится на Олимпийских играх и на скольких этапах они проводятся. В статье также рассматриваются истоки, история и этапы Паралимпийских игр

Kalit so'zlar: Yunoniston, qo'mita, XOQ, grek, halqa, fediratsiya, olimpiada, paraolimpiada, Fransiya, London, tezroq, balandroq, kuchliroq, IPS, miflar, xartiya, xalqa.

Ключевые слова: Греция, комитет, МОК, греческий, кольцо, федерация, Олимпиада, Паралимпийские игры, Франция, Лондон, быстрее, выше, сильнее, ИПС, мифы, устав, кольцо.

Yunonistonning Olimpiya o'yinlarini eslatuvchi jahon sport musobaqalari. 1896-yil (Olimpiadaning 1-yili)dan boshlab o'tkaziladi. Olimpiya o'yinlarini o'tkazish tartibi, qoidalari [Olimpiya hartiya](#) belgilab berilgan. Bu hartiyani zamonaviy olimpiya harakati asoschisi, fransiyalik jamoat arbobi [Pyer de Kuberten](#) (1863—1937) ishlab chiqqan. 1894-yil [Parijda](#) Xalqaro sport kongressi hartiyani tasdiqlagan (yangi tahriri 1999-yil qabul qilingan). O'yinlar [Xalqaro Olimpiya Qo'mitasi](#) (XOQ) tomonidan tashkil qilinadi. O'yinlarda musobaqalar sportning faqat olimpiya turlari bo'yicha o'tkaziladi. Olimpiya sport turi hartiyaga binoan aniqlanib, u eng keng tarqalgan (yozgi o'yinlarning erkaklar uchun sport turi 4 qit'aning kamida 75 davlatida va ayollar uchun esa, 3 qit'aning kamida 40 davlatida tarqalgan) bo'lishi kerak. Dasturga [yengil atletika](#), [gimnastika](#), [suzish](#), [og'ir atletika](#), [kurash](#), [boks](#), [qilichbozlik](#), [eshkak eshish](#), [velosport](#), [futbol](#), [basketbol](#) musobaqalari kiritilgan. 1968-yildan Olimpiya o'yinlari tashkiliy qo'mitasi [XOQ](#) tomonidan tasdiqlangan madaniy dastur tadbirlarini o'tkazib keladi. Bu tadbirlar san'at vositasida olimpiadaning xalqlar o'rtasida tinchlik va totuvlik ideallarini targ'ib qilishga qaratilgandir. 1924-yildan Olimpiya o'yinlarining qishki qismi mustaqil musobaqalar sifatida o'tkazildi.

Olimpiya o'yinlari — har to'rt yilda o'tkaziluvchi yirik xalqaro sport musobaqalari. Olimpiya o'yinlari [Xalqaro Olimpiya Qo'mitasi](#) vasiyligi ostida 4 yilda bir marotaba o'tkaziladi. Olimpiya o'yinlarining Yozgi va [qishki o'yinlari](#) mavjud. Tarixiy ma'lumotlarga ko'ra, birinchi Olimpiya o'yinlari eramizdan avvalgi [776](#)-yilda o'tkazilgan. O'yinlar antik olimpiya xudolariga bag'ishlangan bo'lib, o'yin musobaqalari qadimgi Olimpiya maydonlarida o'tkazilgan. Asrlar o'tib eramizning [393](#)-yili Olimpiya o'yinlari imperator Feodosiya buyrug'i bilan to'xtatilgan. Antik Olimpiya o'yinlari Pelopones g'arbiy qismida joylashgan qadimgi Olimpiyada o'tkazilib kelingan. Grek mifologiyasiga ko'ra, Olimpik o'yinlar asosi [Pelopsa](#) orollarida vujudga kelgan. Qadimgi Olimpiya o'zining go'zal tabiati, maftunkorligi bilan, shuningdek, o'zining muhtasham ibodatxonalari va [sport](#) maydonlari bilan ajralib turadi. Eramizdan avvalgi 10-asrlarda Olimpiyada madaniy marosimlarni hamda boshqa diniy va siyosiy tadbirlarni o'tkazishga xizmat qilgan joy hisoblangan. Olimpiyaning markazi qismida hashamatli Zevsa, uning tog'risida esa Geri ibodatxonasi qad ko'targan. Olimpiya o'yinlari [Zevsga](#) sig'inish, diniy marosimlar bilan chambarchas bog'liq edi. So'zsiz o'yinlar yuqori saviyada o'tkazilib, grek shaharlari o'rtasida o'zaro munosabatlarni yaxshilashga yo'naltirilgan edi. Qadimgi miflarda aytilishicha, Olimpiya o'yinlarining tug'ilishi yarimxudo [Gerakl](#) nomi bilan bog'liq.

XII asrdan buyon qadimgi Olimpiya o'zining qadimiy o'yinlar o'tkaziladigan maydoni va otchoparlarida muxlislar qalbidan joy olgan chaqqon hamda baquvvat sportchilarni namoyon qildi. Sportchilarning nomlari ularning Olimpiya g'alabalari tarix varoqlarida muxrladi. Qadimgi Olimpiada o'yinlarida barcha ozod erkaklar — [Gretsiyada](#) yashovchilar qatnashish huquqiga ega bo'lgan. Megardan general Orsip, cho'pon Polimnist, Rodos orolidan qirol oilasi a'zosi Diagor, [Makedoniya](#) qirol Aleksandr I, faylasuf Demokrit — bularning barchasi qadimgi Olimpiya o'yinlari ishtirokchilari bo'lishgan.

Olimpiada bayrog'i — Olimpiada timsoli (5 halqa) tushirilgan oq mato barcha Olimpiya o'yinlarida ko'tariladi. Olimpiya o'yinlarining an'anaviy atributa Olimpiada mash'alasidir. U [Alfey daryosi](#) vodiysidagi [Kronos](#) tog' yon bag'rida quyosh nurlaridan yondirilib, o'yinlarning tantanali ochilishiga [estafeta](#) bilan olib kelinadi va olimpiada stadionidagi maxsus mehrobda o'yinlar yopilguncha (16 kun) yonib turadi.

Olimpiya o'yinlarining ramzi - besh qit'ani ifoda etuvchi beshta birikkan xalqadan iborat. 5 halqa — olimpiada harakatiga birlashgan 5 ta qit'a ramzi. Yuqori qatordagi ranglar: havorang - [Yevropa](#), qora - [Afrika](#), qizil - [Amerika](#), pastki qatorda: sariq - [Osiyo](#), yashil - [Avstraliya](#).

Olimpiada shiori „Tezroq, balandroq, kuchliroq“ ([lotincha](#): „Citius, altius, Fortius“) [1920-yildan](#) olimpiada emblemasiga kiradi.

1948 yil Angliyaning Stok-Mandevil reabilitatsiya gospitali vrachi Lyudvig Guttman Ikkinchi jahon urushida orqa miyasidan jarohat olib qaytgan ingliz jangchilarini

sport musobaqalarida ishtirok etish uchun to'plagan. U nogiron bo'lib qolganlarning hayotini yaxshilash uchun sportdan foydalanish tarafdori edi. Shu bois Guttman "imkoniyat cheklangan sportchilarning otasi" deb ham ataladi. Zamonaviy Paralimpiya o'yinlarining prototipiga aylangan ilk musobaqa 1948 yilda "Stok Mandevil nogironlar aravachasi o'yinlari" deb nomlangan va u Londonda o'tkazilgan XIV yozgi Olimpiada o'yinlari bilan bir vaqtiga to'g'ri kelib qolgan.

Shundan so'ng Guttman o'z oldiga imkoniyati cheklangan sportchilar uchun ham Olimpiada o'yinlari tashkil etish masalasini asosiy maqsad qilib qo'ydi. Ta'kidlash kerakki, "Stok Mandevil nogironlar aravachasi o'yinlari" 1948 yildan boshlab har yili o'tkazilib kelindi. 1952 yilga kelib esa ushbu musobaqada Gollandiyadan ham sportchilar ishtirok etishdi va u shundan so'ng xalqaro musobaqa nomini oldi. Shu yili turnirda 130 nafar sportchi qatnashdi. 1960 yil Rimda o'tkazilgan IX "Stok Mandevil nogironlar aravachasi o'yinlari"dan boshlab esa urush fahriylaridan tashqari boshqa nogiron sportchilar ham ishtirok eta boshladi. Shu bois aynan Italiya poytaxtidagi musobaqa tarixdagi ilk Paralimpiya o'yinlari sifatida qayd etilgan.

Rimdagi yozgi Paralimpiya o'yinlarida jami 23 ta davlatdan 400 ga yaqin sportchi ishtirok etgan. Shu vaqtdan boshlab dunyoda Paralimpiya harakati rivojlana boshlagan. 1976 yil Shvetsiyaning Ernshyoldsvik shahrida ilk qishki Paralimpiya o'yinlari o'tkazildi. Unda nafaqat aravachadagi, balki, boshqa toifadagi nogiron sportchilar ham qatnashishdi. Shu yilning o'zida Torontoda bo'lib o'tgan yozgi Paralimpiya o'yinlarida rekord darajada sportchilar ishtirok etdi. 40 ta mamlakatdan 1600 nafarga yaqin sportchi qatnashgan ushbu Paralimpiya o'yinlarida ko'r va ko'rish qobiliyati past bo'lgan, paraplegiya, umurtqa pog'onasida jiddiy nogironligi bor hamda boshqa jismoniy kasalliklarga uchragan sportchilar o'zaro bahs olib borishgan.

Shunday qilib, dastlab nogironlarni davolash va reabilitatsiya qilishga qaratilgan musobaqa yuqori darajadagi sport tadbiriga aylandi. 1989 yilga kelib esa Xalqaro Paralimpiya qo'mitasi (IPC) tashkil etildi. Paralimpiya o'yinlaridagi yana bir tarixiy burilish 1988 yilda Seul Olimpiadasida sodir bo'ldi. Aniqrog'i, shu yildan boshlab Paralimpiya o'yinlari sog'lom sportchilar o'rtasida o'tkaziladigan Olimpiada o'yinlarida foydalanilgan sport inshootlarida o'tkazilishi belgilab qo'yildi. Bu 1992 yildan boshlab qishki Olimpiada o'yinlarida ham qo'llanila boshlandi. 2001 yilga kelib esa Xalqaro Olimpiya qo'mitasi va Xalqaro Paralimpiya qo'mitasi o'rtasida bitm imzolandi. Unga ko'ra 2008 yildan boshlab Paralimpiya o'yinlari ham xuddi Olimpiada bo'ladigan yilda o'tkazilishi va unda ham xuddi Olimpiada o'yinlari kabi birdek imkoniyatlardan foydalanilishi belgilab qo'yildi. Shu bilan birga Paralimpiya o'yinlari ham Olimpiya o'yinlari bilan bitta tashkiliy qo'mita tomonidan tashkil etiladi va bir hil manbaalardan moliyalashtiriladi.

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PEDAGOGIKA VA PSIXALOGIYANING HAR JABXADA BIR-BIRI BILAN O‘ZARO BOG‘LIQLIGI HAQIDA MULOHAZALAR

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Tarix yo‘nalishi 2-bosqich talabasi

Annotatsiya: Ushbu maqolada pedagogika va psixologiyaning o‘zaro bog‘liqligi, ularning ta’lim-tarbiya jarayonidagi bir-birini to‘ldiruvchi roli haqida tahliliy fikrlar bayon etiladi. Shuningdek, o‘qituvchi faoliyatida pedagogik yondashuvlar bilan bir qatorda psixologik tamoyillardan foydalanish zaruriyati asoslab beriladi. Pedagogik jarayonda o‘quvchi shaxsini chuqur tushunish, individual yondashuv, motivatsiya, emotsional muhit yaratish kabi psixologik jihatlar ta’lim samaradorligini oshirishda muhim o‘rin tutishi ko‘rsatiladi

Kalit so‘zlar

Pedagogika va psixologiya inson tafakkuri, o‘rganish jarayoni va ta’lim samaradorligi o‘rtasidagi chuqur aloqalarni o‘rganadigan uzviy bog‘langan fanlardir. Ta’lim jarayoni nafaqat bilim berish, balki shaxsni tarbiyalash va uning intellektual hamda emosional rivojlanishini ta’minlashga qaratilgan bo‘lishi kerak. Shuning uchun pedagogika va psixologiyaning uyg‘unligi hozirgi kunda ta’lim sifatini oshirishning muhim sharti hisoblanadi. Mashhur rus psixologi L.S. Vigotskiy o‘z tadqiqotlarida ta’lim va psixologiyaning o‘zaro ta’siriga alohida e’tibor qaratgan. U inson ongining rivojlanishi atrof-muhit bilan doimiy o‘zaro aloqada ekanligini ta’kidlab, shunday yozadi: “Ta’lim rivojlanishning tabiiy jarayoni emas, balki uni shakllantiruvchi asosiy omillardan biridir”

Bugungi kunda ushbu g‘oya pedagogik innovatsiyalar bilan boyitilib, shaxsga yo‘naltirilgan ta’lim yondashuvi asosida amalga oshirilmoqda. Psixologik tadqiqotlar shuni ko‘rsatadiki, insonning o‘rganish jarayoni nafaqat bilim olish, balki hissiy holat, motivatsiya va kognitiv jarayonlar bilan chambarchas bog‘liq. J. Piaget kognitiv rivojlanish nazariyasida shunday deydi: “Bola o‘z tajribasi va faol harakatlari orqali bilimni o‘zlashtiradi, bu jarayonda atrof-muhit va ijtimoiy muloqot muhim rol o‘ynaydi”[1].

Bugungi innovatsion ta’lim tizimida konstruktivistik yondashuv asosida o‘quvchilarni faol ishtirok etishga undash ushbu nazariyaning amaliy tasdig‘idir. Zamonaviy ta’lim texnologiyalari, ayniqsa, raqamli innovatsiyalar pedagogika va psixologiyaning uyg‘unligini yangi bosqichga olib chiqmoqda. Hovard Gardner o‘zining ko‘p intellekt

nazariyasida shunday deydi: "Har bir insonning o'rganish uslubi va intellektual qobiliyati o'ziga xos bo'lib, ta'lim jarayoni shunga mos ravishda individualizatsiyalangan bo'lishi kerak" Bugungi kunda ta'limning shaxsiylashtirilgan modellari, adaptive o'qitish tizimlari va sun'iy intellekt asosida ishlab chiqilgan platformalar Gardnerning g'oyalarini real hayotga tadbiiq etmoqda. O'quv jarayonida motivatsiyaning o'rni ham beqiyos. A. Maslov o'zining ehtiyojlar ierarxiyasi nazariyasida ta'kidlaganidek: "O'quvchilarning o'zini anglash va intellektual qoniqish hissi yuqori bo'lsa, ta'lim jarayonida samaradorlik oshadi[4].

Fan haqida, Jon Bernol - "Fan dunyoni kishilar tomonidan tubdan o'zgartirish omilidir" degan bo'lsa, Albert Eynshteyn uni "Fan - tafakkurning dunyodagi bilish mumkin bo'lgan barcha hodisalarni muayyan bir tizim asosida bog'lash uchun bir necha asr davomida toliqmay qilgan mehnatidir" deb yanada keng ma'noda ta'riflaydi. P'er Baust fan obyektining behadligini "Fanning chegarasi ufqqa o'xshaydi: unga qanchalik yaqinlashaverilsa, u shunchalik uzoqlashaveradi" deya izohlagan edi Garchi "psixologiya" dastlabki omil sifatida "fan" va "pedagogika"dan oldin paydo bo'lgan bo'lsada, "pedagogika"ning uni boshqarib borishi obyektiv zaruratga aylanadi. Buni quyidagicha izohlash o'rinli. Ko'p sonli antropologlarning ilmiy tadqiqotlariga qaraganda "odam"ni hayvon kabi biologik tur sifatidan ajratib "inson" deb atash huquqi o'zining tabiatdan olgan yoki uni o'zgartirgan bilim va ko'nikmalarini avlodlariga o'rgatish ya'ni "pedagogika"dan boshlangan. Buni quyidagi oddiy faraz orqali isbotlash ham mumkin Hech bir pedagog (ustoz, murabbiy)lar mehnatisiz, umuman maktab ko'rmagan o'rta yashar kishidan oddiy Pifagor teoremasini aytib berishni talab qilish behuda urinish bo'lar edi. Agar u ona qornidan M.S.Kyuri kabi ikki karra Nobel mukofoti sovrundori bo'lish qobiliyatiga ega bo'lib tug'ilgan shaxs bo'lganda ham pedagogikasiz, ya'ni ustoz va murabbiylar mehnatisiz Pifagor teoremasini aytib beraolmaydi. Aytilganlar "psixologiya", "pedagogika" va "fan" orasidagi uzviy bog'liqlik ijtimoiy taraqqiyot mahsuli sifatida o'ziga xos tahlilga muhtojligidan dalolat beradi. Tahlilga kirishishdan oldin "pedagogika" va "fan"larni shartli ravishda ajratib qaraymiz. Pedagogika o'qitish metodikasi haqidagi fan ekanligi oldin aytiladi. Biz nazarda tutayotgan "fan" esa olam manzarasini obyektiv tavsiflashga xizmat qiluvchi ko'plab: ijtimoiy, gumanitar, texnik, texnologik, tabiiy, maxsus va hokazo fanlarga taalluqlidir. So'z yuritilgan shartlar va tushunchalardan foydalanib, zamonaviy psixologiya, zamonaviy pedagogika va fan uzviyligini quyidagi sxemadagidek tasavvur qilamiz. [4. 11].

Bu yo'nalishda quyidagi masalalar faol o'rganilmoqda: O'qitishning neyrodidaktik asoslari; Bilish jarayonlarining yosh xususiyatlari; Ta'lim jarayonida kognitiv yuklamani optimallashtirish; Intellektual rivojlanish va uning diagnostikasi; Kognitiv buzilishlarni korreksiyalash metodikalari. Emotsional intellekt va ijtimoiy kompetensiyalar Zamonaviy jamiyatda muvaffaqiyatga erishish uchun nafaqat kognitiv, balki emotsional

intellekt va ijtimoiy kompetensiyalar ham muhim ahamiyat kasb etadi. Shu munosabat bilan, pedagogika va psixologiya sohasidagi tadqiqotlarda emotsional va ijtimoiy intellektni rivojlantirish masalalari dolzarb bo'lib qolmoqda. Bu yo'nalishdagi asosiy tadqiqot va amaliy masalalar: Emotsional intellektni baholash va rivojlantirish metodikalari; Ijtimoiy kompetensiyalarni shakllantirish; Shaxslararo munosabatlar psixologiyasi; Konfliktlarni hal qilish ko'nikmalari; Stressga bardoshlilik va psixologik barqarorlik. O'zbekistonda pedagogika va psixologiya fanlarining rivojlanish tendensiyalari

O'zbekistonda so'nggi yillarda ta'lim tizimida amalga oshirilayotgan islohotlar pedagogika va psixologiya

fanlarining rivojlanishiga ham sezilarli ta'sir ko'rsatmoqda. Milliy ta'lim tizimini modernizatsiya qilish, xalqaro standartlarga moslashtirish va zamonaviy tendensiyalarni joriy etish borasida qator muhim qarorlar qabul qilinmoqda [5].

O'zbekistonda pedagogika va psixologiya sohasidagi ustuvor yo'nalishlar: Ta'lim sifatini baholash tizimini takomillashtirish; O'qituvchilar malakasini oshirish tizimini modernizatsiya qilish; Raqamli ta'lim muhitini yaratish; Ilg'or xorijiy tajribalarni milliy ta'lim tizimiga adaptatsiya qilish; Psixologik xizmat tizimini rivojlantirish. Pedagogika va psixologiya ilmining zamonaviy tendensiyalari shuni ko'rsatadiki, bu ikki soha tobora integrallashib, bir-birini to'ldiruvchi bilimlar tizimiga aylanmoqda. Raqamlashtirish, individual yondashuv, neyropsixologik tadqiqotlar va emotsional intellektga e'tibor ta'lim tizimini yangilash va takomillashtirishning asosiy yo'nalishlari hisoblanadi. O'zbekistonda pedagogika va psixologiya fanlarini rivojlantirish uchun quyidagi chora-tadbirlar tavsiya etiladi: Pedagogika va psixologiya sohalarida xalqaro hamkorlikni kengaytirish; Ilmiy-tadqiqot institutlari va universitetlarda zamonaviy tadqiqot yo'nalishlarini rivojlantirish; Ta'lim jarayoniga raqamli texnologiyalarni joriy etish; O'qituvchilar va psixologlarni zamonaviy metodikalar bilan tanishtirishni ta'minlash; Ta'lim muassasalarida psixologik xizmat tizimini takomillashtirish

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QUALITY CRITERIA FOR PROFESSIONAL GUIDANCE OF STUDENTS IN THE CONTINUING EDUCATION SYSTEM

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Abstract: The article analyzes the quality criteria for vocational guidance of students in the system of continuing education and presents the author's approaches.

Keywords: continuing education, system, students, profession, guidance, quality criteria, experience, qualification.

The "Uzbekistan-2030" strategy sets and implements the tasks of achieving quality education and summarizing national experience in this regard[1,17]. In this regard, it would be appropriate to establish quality criteria for directing students to a profession in the continuing education system. Here, we draw your attention to the analysis of this issue.

Qualitative criteria for vocational guidance. In the continuing education system, students are guided to a vocational path at each grade level. This takes into account the developmental characteristics of students and ensures that students are guided to a vocational path at the end of general secondary education[2,470]. In this regard, it is urgent to determine the qualitative criteria for guiding students to a vocational path in the continuing education system.

Our approach to the issue of qualitative criteria for directing students to a profession is as follows:

1. The criterion of providing students with complete information about existing and current professions;

2. The criterion of fully explaining the content of professions to students;
3. The criterion of natural direction of students to a profession.

Based on these quality criteria, it is appropriate to direct students to professions. The main quality criterion in this regard is to provide students with complete information about existing and current professions. According to data, today there are more than five thousand professions in our country, which are constantly being enriched with new types [3,7]. In this sense, when providing students with information about professions, it is appropriate to pay attention to professions that are modern and suitable for their capabilities. For example, today, providing students with information about new professions such as robotics and IT information technology is the most important basis of the quality criterion. Also, activities are carried out in each academic year to provide students with information about professions.

The next qualitative criterion for guiding students to a profession is to give them a complete understanding of the content of professions. A primary school student or a high school student should have complete knowledge of the content of popular professions within their capabilities. For example, professional activities carried out on the basis of computer programs require a full understanding of the basics of technology. In this sense, a harmonious explanation of the content of professions and technical safety rules to students ensures the effectiveness of their guidance to a profession. Therefore, the main attention should be paid to practical actions.

One of the next quality criteria for directing students to professions is naturalness. According to it, it is required to direct students to real opportunities, existing conditions and promising professions. On the contrary, students can be directed to promising professions in grades 10-11. In this regard, it would be appropriate to proceed from the principle of naturalness when directing students in grades 1-9 to professions. For example, there are plans to engage in the profession of nanotechnology in the future. It would be appropriate for such promising professions to be presented to senior students. The main issue is to direct students to real conditions and specific professions.

It should be noted that the quality criteria for directing students to a profession in the continuing education system are natural and precise. Therefore, teachers are required to act purposefully in this matter.

The system of using quality criteria for vocational guidance of students. In the system of continuous education, it is necessary to apply the system of using quality criteria for vocational guidance of students. The foundations of such a system are as follows:

- a system of vocational guidance using quality criteria in the process of teaching academic subjects;
- a system of vocational guidance using quality criteria in the process of group classes;
- a system of vocational guidance using quality criteria through the demonstration of various audio and video films;
- a system of vocational guidance using quality criteria directly at production sites;
- a system of vocational guidance using quality criteria based on the individual initiatives of students.

Using these systems to guide students to a profession in the continuing education system will yield the expected results. For this, quality criteria must be known first and it would be advisable to establish joint action between teachers and class leaders.

Exchange of experience in directing students to professions based on quality criteria. Experiences in directing students to professions based on quality criteria should be popularized in the continuing education system. For this, it is advisable to pay attention to the following:

- A) exchange of experience between classes;
- B) exchange of experience between schools;
- C) exchange of experience between districts and cities;
- D) exchange of experience at the republican level.

In this case, the experience of directing students to a profession based on the quality criteria of each educational institution is disseminated. As a result, a unique typical system of directing students to a profession will be formed in the continuous education system of our country. Because mutual exchange of experience is one of the main factors in finding solutions to problems arising in the field of vocational guidance [4,18].

Thus, the orientation of students to a profession in the continuing education system based on quality criteria is notable for its practical orientation. The main focus is on achieving the effectiveness of orientation of students to a profession, and quality criteria serve as a basis for this.

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**BOSHLANG‘ICH TA‘LIMDA MILLIY QADRIYATLAR ASOSIDA
TARBIYAVIY ISHLARNI TASHKIL ETISH**

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Annotatsiya: Ushbu maqolada boshlang‘ich ta‘lim tizimida milliy qadriyatlar asosida tarbiyaviy ishlarni tashkil etishning ahamiyati, shakl va usullari tahlil qilingan. Milliy qadriyatlar o‘quvchilarda vatanparvarlik, hurmat, odob-axloq, halollik kabi fazilatlarni shakllantirishda muhim vosita ekanligi asoslab berilgan. Shuningdek, maqolada suhbat, dramatizatsiya, qadriyatli daftar kabi metodlar orqali tarbiyaviy jarayonni qanday samarali tashkil etish mumkinligi bo‘yicha tavsiyalar berilgan. Boshlang‘ich sinf o‘quvchilari bilan ishlashda qadriyatlarni bolalarga mos tarzda yondashgan holda berish zarurligi takidlangan. Maqola amaliy tavsiyalar va ilmiy qarashlarga asoslangan holda yozilgan.

Kalit so‘zlar: boshlang‘ich ta‘lim, milliy qadriyatlar, tarbiya, vatanparvarlik, metodika, suhbat metodi, odob-axloq, halollik, tarbiyaviy ishlar, qadriyatlar asosida ta‘lim.

Абстрактный: В статье анализируются значение, формы и методы организации воспитательной работы на основе национальных ценностей в системе начального образования. Утверждается, что национальные ценности являются важным инструментом формирования у учащихся таких качеств, как патриотизм, уважение, порядочность и честность. В статье также даются рекомендации по эффективной организации образовательного процесса с использованием таких методов, как беседа, драматизация и дневники ценностей. При работе с учениками начальной школы особое внимание уделяется тому, что ценности следует преподавать в доступной для ребенка форме. Статья написана на основе практических рекомендаций и научных взглядов.

Ключевые слова: начальное образование, национальные ценности, воспитание, патриотизм, методика, метод беседы, этикет, честность, воспитательная работа, воспитание на основе ценностей.

Abstract: This article analyzes the importance, forms and methods of organizing educational work based on national values in the primary education system. It is substantiated that national values are an important tool in forming qualities such as patriotism, respect, decency, and honesty in students. The article also provides recommendations on how to effectively organize the educational process through methods such as conversation, dramatization, and a value notebook. The need to convey values in a child-friendly manner when working with primary school students is emphasized. The article is written based on practical recommendations and scientific views.

Keywords: primary education, national values, upbringing, patriotism, methodology, conversation method, decency, honesty, educational work, education based on values.

Kirish

Bugungi kunda globallashuv jarayonida milliy qadriyatlarimizni asrab-avaylash va yosh avlod ongiga singdirish muhim ahamiyat kasb etmoqda. Ayniqsa, ta'lim tizimining boshlang'ich bosqichida tarbiyaviy ishlarni milliy qadriyatlar asosida yo'lga qo'yish – nafaqat o'quvchilarning ma'naviy dunyosini boyitadi, balki ularni chinakam insoniy fazilatlar ruhida tarbiyalashga xizmat qiladi [1]. Ushbu maqolada boshlang'ich ta'lim tizimida milliy qadriyatlar asosida tarbiyaviy ishlarni tashkil etishning ahamiyati, shakl va usullari, amaliy yondashuvlar tahlil qilinadi.

Asosiy qism

Boshlang'ich ta'lim – bu bola hayotida eng muhim bosqich bo'lib, aynan shu davrda shaxsning xarakteri, dunyoqarashi va ijtimoiy ko'nikmalari shakllanadi. Shu bois, bu bosqichda milliy qadriyatlarni singdirish orqali o'quvchilarda vatanparvarlik, hurmat, halollik, mehnatsevarlik kabi fazilatlar rivojlantiriladi.

Milliy qadriyatlar deganda xalqimizning asrlar davomida shakllangan urf-odatlar, an'analar, diniy va ma'naviy qarashlari, axloqiy mezonlari tushuniladi. Bularni ta'lim jarayonida singdirish orqali o'quvchining shaxsiy va ijtimoiy taraqqiyoti ta'minlanadi [2].

Boshlang'ich sinf o'quvchilari bilan olib boriladigan tarbiyaviy ishlarni quyidagi shakllarda amalga oshirish mumkin:

- Sinf soatlari – “Vatan himoyasi muqaddas burch”, “Ajdodlar merosi – bebaho boylik” kabi mavzularda;
- Madaniy-ma’naviy tadbirlar – Navro‘z, Mustaqillik kuni, Konstitutsiya kuni tadbirlari;
- Ekskursiyalar – tarixiy obidalar, muzeylar, adiblar uy-muzeylariga tashrif;
- Darsda o‘zbek xalq ertaklari, maqol va matallaridan foydalanish;
- Milliy kiyimlar va taomlar bayramlari [3];

Bundan tashqari, ota-onalar va mahalla bilan hamkorlikda o‘tkaziladigan tadbirlar tarbiyaviy ishlarning samaradorligini yanada oshiradi. Masalan, ota-onalar ishtirokidagi suhbatlar, ustoz-shogird uchrashuvlari, mahalla yettiligi bilan hamkorlikdagi ma’naviy darslar bunga misol bo‘la oladi [4].

Boshlang‘ich ta’limda milliy qadriyatlar asosida tarbiyaviy ishlarni tashkil etish bo‘yicha samarali bir qancha metodlarni ko‘rib chiqamiz:

1. Suhbat (interaktiv muloqot) metodi.

◆ Maqsad: O‘quvchida mustaqil fikrlash, mulohaza yuritish, qadriyatlarga nisbatan shaxsiy munosabatni shakllantirish.

◆ Qo‘llanilishi: Dars boshida yoki tarbiyaviy tadbirlar oldidan “Vatan nima?”, “Odob nima?”, “Sen qaysi qadriyatlarni qadrlaysan?” kabi savollar asosida. Bu usulda o‘qituvchi va o‘quvchi o‘rtasidagi muloqot tarzida fikrlar beriladi. Bu yondashuv, ayniqsa, dars jarayonida o‘quvchilarning faol ishtirokini ta’minlashga xizmat qiladi. Suhbat metodining afzalliklari:

- 1) O‘quvchini faollashtiradi – u o‘z fikrini erkin bayon qiladi.
- 2) Tarbiyaviy ahamiyatga ega – milliy qadriyatlarni muhokama qilish orqali shaxsiy fazilatlar mustahkamlanadi.
- 3) Kollektiv fikrlashni rivojlantiradi – bolalar bir-birining fikrini tinglashga o‘rganadi.
- 4) Muloqot madaniyati shakllanadi.

2. Rolga kirish (dramatizatsiya) metodi

◆ Maqsad: O‘quvchilarni milliy ertaklar, rivoyatlar, xalq o‘yinlari orqali qadriyatlarga ruhiy yaqinlashtirish.

◆ Qo‘llanilishi: "Alpomish", "Toshbaqa bilan qumursqa", "Sadoqatli farzand" kabi sahna ko‘rinishlari orqali.

3. “Odob do‘koni” metodi

◆ Maqsad: Har bir yaxshi xulq, qadriyat – bu bebaho boylik degan g‘oyani singdirish.

◆ Qo‘llanilishi: Sinfxonada “odob do‘koni” burchagi yaratiladi. Har bir bola “halollik”, “vatanparvarlik”, “mehr-oqibat” kabi qadriyatlarni tanlaydi va nima uchun tanlaganini tushuntiradi.

4. Qadriyatlar xaritasi

◆ Maqsad: Milliy qadriyatlarni vizual tarzda tushuntirish.

◆ Qo‘llanilishi: Dars davomida xarita shaklida taxtaga qadriyatlar yoziladi: "hurmat", "sadoqat", "vatanparvarlik" va ularning har biriga misollar keltiriladi.

Ushbu usullardan samarali foydalanish har bir o‘qituvchining pedagogik mahoratiga bog‘liq albatta.

Xulosa

Xulosa qilib aytganda, boshlang‘ich ta’limda milliy qadriyatlar asosida olib boriladigan tarbiyaviy ishlar bolalarning ma’naviy kamolotini ta’minlaydi. Ularning vatanparvar, odobli, halol va insofli bo‘lib voyaga yetishiga xizmat qiladi. Quyidagi takliflarni ilgari surish mumkin:

1. Darslik va o‘quv qo‘llanmalarga milliy qadriyatlarni aks ettiruvchi materiallarni ko‘proq kiritish;
2. Tarbiyaviy ishlar rejasini mahalla va ota-onalar bilan hamkorlikda tuzish;
3. Tarbiya jarayoniga innovatsion metodlarni joriy etish – rolli o‘yinlar, videodarslar, muammoli vaziyatlar asosida ishlash.

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Ta'limda sun'iy intellekt texnologiyalarining eng ilg'or amaliyotlari

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Annotatsiya:

Ushbu annotatsiya ta'lim sohasida qo'llanilayotgan sun'iy intellekt texnologiyalarining eng ilg'or amaliyotlarini tahlil qiladi. Sun'iy intellekt ta'lim sohasida o'quv jarayonini individuallashtirish, o'quv materiallarining samaradorligini oshirish, avtomatlashtirilgan baholashni joriy etish, o'qituvchilarga ko'maklashish hamda inklyuzivlikni (ta'limning hamma uchun ochiqqligini) ta'minlash kabi yo'nalishlarda keng imkoniyatlar yaratadi. Annotatsiyada adaptiv o'quv tizimlari, nutqni tahlil qilishga asoslangan baholash vositalari, virtual yordamchilar va o'quvchilarni qo'llab-quvvatlash chatbotlari kabi texnologiyalarning samaradorligi, afzalliklari va kamchiliklari ko'rib chiqiladi. Shuningdek, sun'iy intellekt texnologiyalarini ta'limda qo'llash bilan bog'liq axloqiy masalalar, ma'lumotlar xavfsizligi va o'quvchilarning shaxsiy hayotiga daxlsizlik kabi jihatlariga ham e'tibor qaratiladi. Mazkur annotatsiya ta'lim sohasidagi mutaxassislar, siyosatchilar va tadqiqotchilarga sun'iy intellekt texnologiyalarining ta'limdagi potentsialini to'liq anglash va ularni samarali joriy etish bo'yicha yo'l-yo'riqlar beradi.

Kalit so'zlar: Sun'iy intellekt, ta'lim, adaptiv o'quv tizimlari, avtomatlashtirilgan baholash, virtual yordamchilar, inklyuziv ta'lim, axloqiy masalalar, ma'lumotlar xavfsizligi.

Abstract:

This abstract analyzes cutting-edge applications of artificial intelligence (AI) technologies within the education sector. AI presents significant opportunities for personalizing learning experiences, optimizing the effectiveness of educational materials, implementing automated assessment methods, supporting educators, and ensuring inclusivity (equal access to education for all). The abstract examines the efficacy, advantages, and disadvantages of technologies such as adaptive learning systems, speech recognition-based assessment tools, virtual assistants, and student support chatbots. Furthermore, it addresses ethical considerations associated with the application of AI in education, including data security and the privacy of student information. This abstract

aims to provide guidance to education professionals, policymakers, and researchers in order to fully understand the potential of AI technologies in education and to facilitate their effective implementation.

Keywords: Artificial intelligence, education, adaptive learning systems, automated assessment, virtual assistants, inclusive education, ethical considerations, data security.

Аннотация:

Данная аннотация анализирует передовые методы применения технологий искусственного интеллекта (ИИ) в сфере образования. Искусственный интеллект предоставляет широкие возможности для индивидуализации учебного процесса, повышения эффективности учебных материалов, внедрения автоматизированной оценки, оказания помощи преподавателям и обеспечения инклюзивности (открытости образования для всех). В аннотации рассматриваются эффективность, преимущества и недостатки таких технологий, как адаптивные системы обучения, инструменты оценки на основе анализа речи, виртуальные помощники и чат-боты поддержки учащихся. Также уделяется внимание этическим вопросам, связанным с применением технологий ИИ в образовании, таким аспектам, как безопасность данных и неприкосновенность частной жизни учащихся. Данная аннотация предоставляет специалистам в области образования, политикам и исследователям руководство для полного понимания потенциала технологий ИИ в образовании и их эффективного внедрения.

Ключевые слова: Искусственный интеллект, образование, адаптивные системы обучения, автоматизированная оценка, виртуальные помощники, инклюзивное образование, этические вопросы, безопасность данных.

Kirish:

XXI asr ta'lim sohasida inqilobiy o'zgarishlarning boshlanishini ta'minlamoqda. Sun'iy intellekt texnologiyalari o'quv jarayonini o'zgartirish, shaxsiylashtirish va optimallashtirish orqali ta'lim samaradorligini oshirishda muhim ahamiyat kasb etmoqda. Dunyo bo'yicha sun'iy intellekt texnologiyalariga qilingan investitsiyalar oxirgi yillarda keskin oshib bormoqda. "MarketsandMarkets" tadqiqot firmasining ma'lumotlariga ko'ra, ta'lim sohasida sun'iy intellekt texnologiyalari bozorining hajmi 2023-yilda taxminan 6,9 milliard dollarni tashkil etgan bo'lsa, 2028-yilga kelib 20,0 milliard dollarga yetishi taxmin qilinmoqda [MarketsandMarkets, 2023]. Bu esa sun'iy intellekt texnologiyalarining ta'lim sohasida qanchalik dolzarbligini va istiqbolli ekanligini ko'rsatadi.

Ta'lim sohasida sun'iy intellekt texnologiyalarining joriy etilishi adaptiv o'quv tizimlari, avtomatlashtirilgan baholash vositalari, virtual yordamchilar, talabalarga qo'llab-quvvatlovchi chatbotlar va intellektual kontent yaratuvchi platformalar kabi yangi imkoniyatlarni taqdim etmoqda. Adaptiv o'quv tizimlari esa har bir o'quvchining individual talablariga, bilim darajasiga va o'rganish sur'atlariga mos keladigan materiallarni taqdim etish orqali ta'lim jarayonini shaxsiylashtirishga yordam beradi [Hwang et al., 2020]. Avtomatlashtirilgan baholash vositalari esa o'qituvchilarning vaqtini qisqartirish, baholash jarayonini obyektivlashtirish va talabalarga tezkor fikr-mulohazalar taqdim etishda muhim ahamiyatga ega [Williamson et al., 2012].

ADABIYOTLAR TAHLILI VA METODOLOGIYA

So'nggi yillarda generativ sun'iy intellekt modellari (ChatGPT, Bard kabi) ta'lim sohasida keng qo'llanilish doirasiga ega bo'lmoqda. Ushbu modellar o'quv materiallarini yaratish, savollarga javob berish, insholar yozish va o'quvchilarga individual yordam ko'rsatish kabi vazifalarni bajarishi mumkin [OpenAI, 2023]. Biroq, generativ sun'iy intellekt modellaridan foydalanish bilan bog'liq plagiat, noto'g'ri ma'lumotlar tarqalishi va sun'iy intellektga haddan tashqari bog'lanib qolish kabi xavflarni ham inobatga olish zarur.

O'zbekiston Respublikasida ham ta'lim sohasiga sun'iy intellekt texnologiyalarini joriy etishga katta e'tibor qaratilmoqda. Yangi O'zbekistonning 2022-2026-yillarga mo'ljallangan taraqqiyot strategiyasida ta'lim sifatini yaxshilash, raqamli texnologiyalarni keng miqyosda joriy etish hamda ta'lim jarayonini modernizatsiya qilish kabi maqsadlar ko'rsatib o'tilgan [Taraqqiyot strategiyasi, 2022]. Bu borada O'zbekiston maktablarida "Kundalik" platformasi, "Khan Academy" onlayn resurslari va boshqa raqamli ta'lim vositalaridan foydalanish tajribasi to'plangan.

Muhokama

Ushbu tadqiqot natijalari shuni ko'rsatdiki, ta'limda sun'iy intellekt texnologiyalarini qo'llash o'quvchilarning bilim olish samaradorligini oshirish, ta'lim jarayonini shaxsiylashtirish va o'qituvchilarning ish yukini kamaytirish imkonini beradi. Xususan, adaptiv o'quv tizimlari o'quvchilarning individual ehtiyojlariga moslashtirilgan o'quv materiallarini taqdim etish orqali ularning bilim darajasini sezilarli darajada oshirishga yordam berdi [Hwang et al., 2020]. Avtomatlashtirilgan baholash vositalari esa o'qituvchilarga test natijalarini tezkor tahlil qilish, o'quvchilarning kamchiliklarini aniqlash va individual yordam ko'rsatishga ko'proq vaqt ajratish imkonini berdi [Williamson et al., 2012].

Biroq, sun'iy intellekt texnologiyalarini ta'limda qo'llash bilan bog'liq bir qator muammolar ham mavjud. Birinchidan, sun'iy intellekt tizimlarining samaradorligi ularning sifati, ma'lumotlar to'plamining hajmi va algoritmlarning aniqligiga bog'liq. Agar sun'iy intellekt tizimi noto'g'ri ma'lumotlar bilan o'qitilsa yoki sifatsiz algoritmlarga asoslangan bo'lsa, u noto'g'ri tavsiyalar berishi va o'quvchilarning bilim olishiga zarar yetkazishi mumkin [O'Neil, 2016].

Qolaversa, sun'iy intellekt texnologiyalarining ta'lim sohasiga integratsiya qilinishi o'qituvchilarning vazifalarini ham o'zgartiradi. O'qituvchilar endilikda faqat bilim manbai bo'lib qolmasdan, balki sun'iy intellekt tizimlaridan samarali foydalana oladigan, ta'lim jarayonini boshqara oladigan va har bir o'quvchining individual talablarini qondira oladigan ekspertga aylanishlari lozim. Bu esa o'qituvchilarning malakasini oshirish va ularni sun'iy intellekt texnologiyalari bilan ishlashga o'rgatishni talab etadi.

Uchinchidan, sun'iy intellekt texnologiyalarini ta'limda qo'llash bilan bog'liq axloqiy masalalar mavjud. sun'iy intellekt tizimlari o'quvchilarning ma'lumotlarini to'plash, tahlil qilish va ulardan foydalanishi mumkin. Biroq, bu holatda o'quvchilarning shaxsiy ma'lumotlari himoyasi, ularning xavfsizligi va kamsitish holatlarining yuzaga kelishi kabi xavflar ham mavjud [Crawford, 2021]. Shuning uchun, sun'iy intellekt texnologiyalarini ta'limda qo'llashda axloqiy tamoyillarga rioya qilish, ma'lumotlarni himoya qilish va adolatni ta'minlash muhim ahamiyatga ega.

To'rtinchidan, raqamli tengsizlik muammosi sun'iy intellekt texnologiyalarining ta'limda qo'llanilishini cheklashi mumkin. Qishloq joylarda yashovchi, kam ta'minlangan oilalardan bo'lgan o'quvchilar va imkoniyati cheklangan bolalar sun'iy intellekt texnologiyalaridan foydalanish imkoniyatiga ega bo'lmasligi mumkin. Bu esa ta'limda tenglikni ta'minlashga to'sqinlik qiladi [van Dijk, 2020].

Shunday qilib, ta'limda sun'iy intellekt texnologiyalarini qo'llash katta imkoniyatlarni taqdim etish bilan birga, bir qator muammolarni ham keltirib chiqaradi. sun'iy intellekt texnologiyalaridan samarali va axloqiy foydalanish uchun quyidagi choralarni ko'rish zarur:

- sun'iy intellekt tizimlarining sifati ta'minlash.
- O'qituvchilarning malakasini oshirish.
- Axloqiy tamoyillarga rioya qilish.
- Ma'lumotlarni himoya qilish.
- Raqamli tengsizlikni bartaraf etish.

Kelgusida ushbu tadqiqotni davom ettirish, sun'iy intellekt texnologiyalarining ta'limga uzoq muddatli ta'sirini o'rganish va sun'iy intellekt texnologiyalaridan foydalanishning eng yaxshi amaliyotlarini aniqlash muhim ahamiyatga ega.

Metodologiya

Ushbu tadqiqotda ta'limda sun'iy intellekt texnologiyalarining eng ilg'or amaliyotlarini o'rganish uchun aralash metodlar qo'llaniladi. Tadqiqot davomida quyidagi metodlar qo'llaniladi:

Tadqiqot metodi	Maqsadi	Ishtirokchilar	Format	Tahlil obyekti
Adabiyotlar tahlili	Ta'limda sun'iy intellekt texnologiyalarining joriy holati, eng ilg'or amaliyotlari va muammolarini aniqlash.	Yo'q	Yo'q	Ilmiy maqolalar, tadqiqot hisobotlari, konferensiyalar materiallari (AI texnologiyalari, adaptiv o'quv tizimlari, avtomatlash tirilgan baholash, virtual yordamchilar, o'quvchilarni qo'llab-quvvatlash chatbotlari va generativ AI modellari).

Tadqiqot metodi	Maqsadi	Ishtirok chilar	Format	Tahlil obyekti
So‘rovno ma	sun’iy intellekt texnologiyalarinin g ta’limdagi roli, ularning samaradorligi, afzalliklari, kamchiliklari va axloqiy masalalari bo‘yicha ma’lumot to‘plash.	O‘qituvchilar, o‘quvchilar va ta’lim sohasidagi mutaxassislar	Ochiq va yopiq savollar	Yo‘q
Intervyu	sun’iy intellekt texnologiyalarinin g ta’limdagi roli, ularning joriy etilishi, foydalanishi va kelajakdagi istiqbollari bo‘yicha chuqur ma’lumot to‘plash.	Maktab direktorlari, o‘qituvchilar, sun’iy intellekt texnologiyalar i ishlab chiquvchilari va ta’lim sohasidagi siyosatchilar	Struktur allashtir ilgan va yarim struktur allashtir ilgan format	Yo‘q
Kuzatuv	Adaptiv o‘quv tizimlari, avtomatlashtirilga n baholash vositalari va virtual yordamchilarning o‘quvchilarning bilim olishiga ta’sirini baholash.	O‘quvchilar, o‘qituvchilar	Struktur allashtir ilgan va qatnash uvchi kuzatuv	O‘quv jarayoni

Tadqiqot metodi	Maqsadi	Ishtirokchilar	Format	Tahlil obyekti
Hujjatlarni tahlil qilish	sun'iy intellekt texnologiyalarining o'quv jarayoniga integratsiyasi, o'quv materiallarining sifati va o'quvchilarning bilim olishiga ta'sirini baholash.	Yo'q	Yo'q	O'quv dasturlari, dars ishlanmalar i, o'quvchilarning ijodiy ishlar namunalari

Ushbu tadqiqotda O'zbekistonning turli hududlaridagi maktablar, oliy ta'lim muassasalari va ta'lim sohasidagi tashkilotlar ishtirok etadi. Tadqiqot natijalari O'zbekistonda ta'lim sohasiga sun'iy intellekt texnologiyalarini joriy etish bo'yicha tavsiyalar ishlab chiqishga yordam beradi.

Gipoteza: Adaptiv o'quv tizimini qo'llash o'quvchilarning bilim darajasini nazorat guruhidagi o'quvchilarga nisbatan sezilarli darajada oshiradi.

Guruh nomi	Maktab	Sinf	O'quvchilar soni	Qo'shimcha ma'lumot
Tajriba guruhi	Bitta maktab	7-sinf	30 nafar	sun'iy intellekt texnologiyalari qo'llanilgan yangi metodika bo'yicha o'qitiladi
Nazorat guruhi	Bitta maktab	7-sinf	30 nafar	An'anaviy metodika bo'yicha o'qitiladi, o'qituvchi va o'quv

Guruh nomi	Maktab	Sinf	O'quvchilar soni	Qo'shimcha ma'lumot
				dasturi tajriba guruhi bilan bir xil

Materiallar va uskunalar:

Matematika faniga oid adaptiv o'quv tizimi, har bir o'quvchi uchun shaxsiy kompyuter yoki planshet, ikki guruh uchun ham bir xil bo'lgan boshlang'ich va yakuniy bilimni aniqlash test savollari, kuzatuv varaqalari hamda SPSS kabi statistik tahlil dasturi.

Tayyorgarlik bosqichi (1 hafta):

Tajriba va nazorat guruhlarini ajratib olindi, o'qituvchilar eksperimentning maqsadi va vazifalari bilan tanishtirildi. Tajriba guruhidagi o'quvchilar uchun adaptiv o'quv tizimi platformasi tayyorlanib, shaxsiy akkauntlar yaratildi. Adaptiv o'quv tizimi platformasidan foydalanish bo'yicha yo'riqnoma ishlab chiqildi.

Boshlang'ich baholash (1 kun):

Ikkala guruhga ham matematika fanidan kirish testi o'tkazildi. Test natijalari har bir o'quvchining boshlang'ich bilim darajasini belgilash uchun ishlatildi.

Tajriba (4 hafta):

Tajriba guruhidagi talabalar matematika fanidan saboqlarni AOT platformasi orqali oladilar. AOT tizimi har bir o'quvchining bilim darajasiga moslashtirilgan materiallarni taqdim etadi. Talabalar platformada topshiriqlarni bajaradilar, testlarni yechadilar va o'z bilimlarini mustahkamlaydilar. Nazorat guruhidagi talabalar matematika fanidan darslarni an'anaviy tarzda (darsliklar, doska va o'qituvchi ko'magida) o'qiydilar. O'qituvchi tajriba guruhidagi o'quvchilarning AOT bilan ishlash tartibini kuzatib boradi va kuzatuv varaqlariga ma'lumotlarni kiritadi. Kuzatuv varaqalarida talabalarning platformada sarflagan vaqti, bajarilgan vazifalar soni, test natijalari va boshqa muhim ma'lumotlar qayd etiladi.

Yakuniy baholash (1 kun):

Ikkala guruhga ham matematika fanidan yakuniy test o'tkazildi. Test savollari boshlang'ich test savollari bilan bir xil yoki ularga teng qiyinlikda bo'lishi kerak.

Ma'lumotlarni tahlil qilish (1 hafta):

Boshlang'ich va yakuniy test natijalari statistik tahlil dasturi (masalan, SPSS) yordamida ko'rib chiqiladi. Tajriba va nazorat guruhlarining o'rtacha ballari hisoblab chiqiladi. "t-test" yoki ANOVA kabi statistik testlar yordamida tajriba va nazorat guruhlarining natijalari o'rtasidagi tafovutning statistik ahamiyati aniqlanadi. Kuzatuv varaqalaridagi ma'lumotlar tahlil qilinadi va AOTning o'quvchilarning bilim olishiga ta'siri belgilanadi.

Tadqiqot natijalari:

Ushbu izlanishdan ko'zlangan maqsad - ta'lim sohasida sun'iy intellekt texnologiyalarini qo'llashning eng zamonaviy usullarini aniqlash, ularning samaradorligini baholash hamda ta'lim sohasiga ushbu texnologiyalarni tatbiq etish bo'yicha tegishli tavsiyalar tayyorlashdan iborat.

Xulosa:

Ushbu tajriba-sinov natijalari shuni ko'rsatdiki, ta'lim jarayoniga adaptiv o'quv tizimini joriy etish o'quvchilarning o'zlashtirish darajasini sezilarli darajada oshirish imkonini beradi. Tajriba guruhidagi o'quvchilar nazorat guruhidagi o'quvchilarga nisbatan yakuniy test natijalarida yuqori ball to'plashdi, bu AOTning o'quvchilarning individual ehtiyojlariga moslashuvi va shaxsiylashtirilgan ta'limni ta'minlash qobiliyati bilan izohlanadi.

Tajriba jarayonida AOTning talabalarning rag'batlantirilishi va o'z-o'zini baholash mahoratini rivojlantirishga ijobiy ta'siri aniqlandi. O'quvchilar AOTning interaktiv va qiziqarli formatini yuqori baholadilar, bu esa ularning darsga bo'lgan qiziqishini oshirdi.

Shu bilan birga, AOTni amaliyotga tadbiq etishda bir qator qiyinchiliklar ham yuzaga keldi. Xususan, AOTning sifati, ma'lumotlar xavfsizligi va o'qituvchilarning AOTdan foydalanish bo'yicha tayyorgarligi muhim ahamiyatga ega. Shu sababli, AOTni maktablarda keng miqyosda qo'llashdan avval, uning sifatini va xavfsizligini kafolatlash, o'qituvchilarni o'qitish hamda texnik jihatdan qo'llab-quvvatlash muhim ahamiyatga ega.

Umuman olganda, ushbu tajriba-sinov natijalari ta'limda sun'iy intellekt texnologiyalarining katta potentsialini ko'rsatdi. AOTni to'g'ri qo'llash o'quvchilarning bilim olish samaradorligini oshirish, ta'lim jarayonini shaxsiylashtirish va o'qituvchilarning ish yukini kamaytirish imkonini beradi. Kelgusida sun'iy intellekt texnologiyalarini ta'limda yanada kengroq qo'llash orqali ta'lim sifatini sezilarli darajada oshirish mumkin.

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4. O‘zbekiston Innovatsion Rivojlanish Vazirligi. (2022). Sun’iy intellekt va ta’lim: rivojlanish yo‘llari.

Yoshlarning o'qish madaniyati va tafakkurini rivojlantirishda o'qituvchining roli

Anvarova Saodat Sayfulla qizi

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Boshlang'ich ta'lim fakulteti 3-kurs talabasi

ANOTATSIYA:

Maqola yoshlarning o'qish madaniyati va tafakkurini rivojlantirishda o'qituvchining roli aksiyologik yondashuvlar hamda zamonaviy pedagogik uslublar asosida yoritiladi. Unda o'qituvchining kitobxonlikka bo'lgan qiziqishni shakllantirish, analitik va tanqidiy tafakkurni rivojlantirishdagi o'rni tahlil qilinadi. Shuningdek, interaktiv metodlar, munozarali darslar va loyiha asosidagi ta'lim vositasida o'quvchilarda o'qishga motivatsiya oshirilishi ko'rsatiladi. Mavzuga doir dolzarb muammolar – resurslar yetishmovchiligi va pedagoglar malakasini oshirish zarurati tahlil qilinadi hamda raqamli platformalardan foydalanish bo'yicha amaliy takliflar beriladi.

KALIT SO'ZLAR: o'qish madaniyati, tafakkur, o'qituvchi, aksiyologik yondashuv, gumanistik ta'lim, ijodiy fikrlash, tanqidiy fikrlash, interaktiv darslar, loyihaga asoslangan ta'lim, ijtimoiy mas'uliyat

АННОТАЦИЯ:

В статье рассматривается роль учителя в развитии культуры чтения и мышления у молодежи на основе аксиологических подходов и современных педагогических методов. Анализируется значимость учителя в формировании интереса к чтению, развитии аналитического и критического мышления. Также показано, как с помощью интерактивных методов, дискуссионных занятий и проектного обучения повышается мотивация учащихся к чтению. В статье рассматриваются актуальные проблемы в данной сфере — нехватка ресурсов и необходимость повышения квалификации педагогов, а также предлагаются практические решения, включая использование цифровых образовательных платформ.

КЛЮЧЕВЫЕ СЛОВА: культура чтения, мышление, учитель, аксиологический подход, гуманистическое образование, творческое мышление, критическое мышление, интерактивные занятия, проектное обучение, социальная ответственность.

ANNOTATION:

The article explores the role of the teacher in developing youth's reading culture and thinking through axiological approaches and modern pedagogical methods. It analyzes

the teacher's role in fostering interest in reading and enhancing students' analytical and critical thinking skills. The use of interactive methods, discussion-based lessons, and project-based learning is shown to increase students' motivation to read. The article also discusses current challenges such as the lack of educational resources and the need to improve teachers' qualifications. Practical recommendations are provided, including the integration of digital learning platforms to enhance educational outcomes.

KEYWORDS: reading culture, thinking, teacher, axiological approach, humanistic education, creative thinking, critical thinking, interactive lessons, project-based learning, social responsibility.

KIRISH

Yoshlarning o'qish madaniyati va tafakkurini rivojlantirish zamonaviy ta'lim paradigmasining markaziy masalalaridan biridir. Aksiologik yondashuvlar asosida ta'lim jarayonida o'qituvchining roli nafaqat bilimlarni uzatish, balki shaxsning kognitiv, ijtimoiy va axloqiy rivojlanishini rag'batlantirish sifatida qaralmoqda. O'qish madaniyati kognitiv kompetensiyalarni shakllantirish, tanqidiy va ijodiy fikrlashni rivojlantirish orqali yoshlarni zamonaviy jamiyat talablariga tayyorlaydi. UNESCOning 2021 yilgi hisobotida ta'kidlanishicha, o'qish madaniyati global miqyosda yoshlarning intellektual salohiyatini oshirishda muhim omil sifatida e'tirof etilmoqda. O'zbekiston ta'lim tizimida esa bu jarayon ijtimoiy-madaniy o'zgarishlar va milliy qadriyatlar kontekstida muhim ahamiyat kasb etadi.

ADABIYOTLAR TAHLILI

O'qish madaniyati va tafakkurni rivojlantirish jarayoni - murakkab psixologik-pedagogik tizim bo'lib, u nafaqat o'quv faoliyati samaradorligi, balki shaxsiy kamolot va ijtimoiy adaptatsiyaning mezon sifatida ko'riladi. Mazkur jarayonda o'qituvchining kommunikativ, metodik, aksiologik va reflektiv kompetensiyalari hal qiluvchi omil hisoblanadi¹.

Adabiyotlar tahlili shuni ko'rsatadiki, o'qish madaniyatini shakllantirishga doir bir qator tadqiqotlar mavjud. Jumladan, A. Juraev (O'zbekiston) yoshlar tafakkurini rivojlantirishda ma'naviy-ma'rifiy omillarning ahamiyatini o'rgangan². M. Vygotskiy (Rossiya) o'quvchilarning tafakkur bosqichlarini sotsiomadaniy muhit bilan bog'lab,

¹ Durdona Naimova (2022). PEDAGOGIK TEXNOLOGIYANING O'ZIGA XOS XUSUSIYATLARI, TA'LIM VA TARBIYA TEXNOLOGIYALARINING QONUNIYATLARI. Academic research in educational sciences, 3 (9), 166-172..

² Ergashbayev, S. 2025. Yoshlarning ma'naviyat dunyoqarashini rivojlantirishda uzluksiz ta'lim jarayonlarining o'rni (rivojlangan davlatlar tajribasi misolida). *Universal Xalqaro Ilmiy Jurnal*. 2, 2 (Feb. 2025), 3–9..

fikrlashning yuqori shakllari muloqot orqali rivojlanishini asoslab bergan³. Ingliz tadqiqotchisi L. Rosenblatt esa "transactional theory of reading" orqali o'qish jarayonini interaktiv jarayon deb ta'riflagan⁴.

O'quvchilarda o'qish madaniyatini shakllantirishda asosiy e'tibor behavioristik yondashuvlarga qaratilgan bo'lsa-da, so'nggi yillarda konstruktivistik va aksiologik yondashuvlar muhimlik kasb etmoqda⁵. Ko'pgina tadqiqotlarda o'qituvchining faolligi, shaxsiy namunasi, mulohaza yuritishga yo'naltiruvchi savollar tizimi (Socratic questioning) orqali fikrlashni faollashtirish uslublari ilgari surilgan.

O'zbekistonda o'qish madaniyati muammosi ko'proq ma'naviy-ma'rifiy kontekstda o'rganilgan. Biroq, zamonaviy o'qituvchining tafakkurga ta'sir ko'rsatish metodlari (masalan, kognitiv strategiyalar, tafakkurni o'stirish texnikalari) yetarlicha tahlil qilinmagan. Ayniqsa, metakognitiv yondashuvlar, reflektiv tahlil metodlari amaliyotda kam qo'llaniladi.

Rossiya va G'arb adabiyotlarida o'qituvchi faoliyatini baholashda tafakkurga ta'sir darajasiga alohida urg'u berilgan bo'lsa-da, bu boradagi yondashuvlar o'rtasida zidliklar mavjud. Masalan, G'arbda o'qituvchi — facilitator, Rossiyada esa — yo'naltiruvchi sifatida talqin etiladi. Ushbu yondashuvlar orasidagi muvozanatni topish dolzarb masala sifatida e'tirof etiladi.

Mazkur tadqiqot o'qituvchining didaktik va psixologik vositalar orqali yoshlarning o'qish madaniyati va tafakkur darajasiga ko'rsatadigan ta'sirini aniqlashni maqsad qiladi. Tadqiqotda aksiologik, konstruktivistik, sotsiomadaniy va metakognitiv yondashuvlar asos qilib olinadi.

TADQIQOT MAQSADI VA VAZIFALARI

Ushbu tadqiqot o'qituvchining yoshlarning o'qish madaniyati va tafakkurini aksiologik yondashuvlar orqali rivojlantirishdagi rolini tahlil qilishga qaratilgan. Maqsad — o'qituvchining pedagogik strategiyalarini qadriyatlar tizimi asosida takomillashtirish yo'llarini aniqlash. Vazifalar:

1) O'qish madaniyatini rivojlantirishda o'qituvchining aksiologik yondashuvlarini tahlil qilish;

³ Vygotsky, L. S. (1978). *Mind in Society*. Harvard University Press.

⁴ Rosenblatt, L. (1994). *The Reader, the Text, the Poem: The Transactional Theory of the Literary Work*. Southern Illinois University Press.

⁵ Dewey, J. (1938). *Experience and Education*. Macmillan.

- 2) Interaktiv va loyihaga asoslangan metodlarning samaradorligini baholash;
- 3) Mahalliy ta'lim tizimidagi muammolarni aniqlash va yechimlar taklif qilish;
- 4) O'quvchilarning tanqidiy va ijodiy fikrlashini oshirishda o'qituvchining mediatorlik rolini tadqiq qilish. Tadqiqot O'zbekiston ta'lim tizimida o'qish madaniyatini rivojlantirishga hissa qo'shadi va yoshlarni global talablarga tayyorlashga xizmat qiladi.

MUHOKAMA

O'qish madaniyati va tafakkur salohiyatining shakllanishida pedagog shaxsining determinativ roli zamonaviy ta'lim konsepsiyalarida asosiy omil sifatida e'tirof etiladi. O'zbekiston Respublikasining 2020-yilda qabul qilingan "Ta'lim to'g'risida"gi Qonuni va 2021–2030-yillarga mo'ljallangan "Ilmiy salohiyatni oshirish strategiyasi"da o'qituvchining metodik kompetensiyasi, akseleratsion fikrlashga yo'naltirish qobiliyati muhim mezon sifatida belgilangan. Tadqiqot natijalari shuni ko'rsatadiki, o'qituvchining aksiologik va metodologik yondashuvlarga asoslangan faoliyati nafaqat o'quvchining o'qish motivatsiyasini rag'batlantiradi, balki uning tafakkur strukturasi va reflektiv idrok darajasiga ham ijobiy ta'sir ko'rsatadi. Biroq, mavjud muammolardan biri — o'qituvchilarning aksariyati o'quvchilarda metakognitiv strategiyalarni rivojlantirishga yo'naltirilgan metodlardan yetarlicha foydalanmayotganidir. Ushbu holat, o'z navbatida, tanqidiy va mustaqil fikrlash ko'nikmalarining yetarlicha shakllanmasligiga olib kelmoqda. Shunday ekan, kelgusidagi tadqiqotlarda interaktiv o'qitish texnologiyalarining samaradorligini amaliy jihatdan o'rganish va ularni milliy ta'lim tizimiga moslashtirish dolzarb ahamiyat kasb etadi.

XULOSA

Tadqiqot davomida aniqlanishicha, yoshlarning o'qish madaniyati va tafakkur darajasi ko'p jihatdan o'qituvchining metodik yondashuvi, kommunikativ uslubi va shaxsiy namunasi bilan chambarchas bog'liqdir. Aksariyat hollarda an'anaviy metodlar bilan cheklanib qolish o'quvchilarda analitik va tanqidiy fikrlashning shakllanishini susaytiradi. Konstruktivistik va aksiologik tamoyillarga asoslangan ta'lim jarayonida esa o'qish faoliyati shaxsiy intellektual rivojlanishning asosi sifatida namoyon bo'ladi. Shuningdek, xalqaro tajriba (Rosenblatt, Vygotsky, Dewey) bilan milliy yondashuvlarni uyg'unlashtirish orqali o'qituvchining tafakkurga ta'sirchanligini oshirish mumkin. Tadqiqot shuni ko'rsatadiki, mustaqil fikrlashga undovchi savollar, matnli muloqot metodikasi, refleksiya va metakognitiv yondashuvlar yoshlarning o'qish madaniyatini chuqurlashtiradi.

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	CONTENTS	
1.	Qudratov Javohir Jahongir o'g'li MAKTABDA KIMYO FANINI O'QITISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNING ROLI	5
2.	Qudratov Javohir Jahongir o'g'li KIMYO FANINI O'QITISHDA TAJRIBALAR VA LABORATORIYA ISHLARINING O'QUVCHILARGA TA'SIRI	9
3.	Qudratov Javohir Jahongir o'g'li KIMYOVIY REAKSIYALAR VA ULARNING TENGLAMALARINI MUVOZANATLASHNING ASOSIY PRINSIPLARI VA AMALIYOTI	14
4.	Abdurahmonov Bobir Bahrom o'g'li DIDAKTIKA. TA'LIM NAZARIYASI	19
5.	Кулдошева Шахризода Нурали кизи, Тоштемирова .С. А НЕКОТОРЫЕ РАЗМЫШЛЕНИЯ О ЖИЗНИ ЗАХИРИДДИНА МУХАММАДА БАБУРА	22
6.	Userbayeva Feruza, Abdumutalipova Zebo, Babadjanova N.X AYOL OBRAZLARI MIFOLOGIYADA: ONA, SEHRGAR VA MA'BUDALAR	27
7.	Oblaqulov Shermuhammad, Keldiyorov Diyorbek OLIMLARNING MIFOLOGIYANI TALQIN QILISH USLUBLARI (FREYD, YUNG, ELIADE)	31
8.	Artikova Nargiz Shuxratovna Aksiologik yondashuvlar orqali boshlang'ich ta'limda kommunikativ kompetensiyani shakllantirish metodikasi	34
9.	Ubaydullaeva Gulzoda Gaybulla qizi THE INFLUENCE OF PHILOSOPHY ON MODERN LINGUISTIC THEORY	42
10.	Ubaydullaeva Gulzoda Gaybulla qizi THE REPRESENTATION OF WAR IN 20 th CENTURY POETRY	45
11.	Zaynieva Shakhinabonu THE INFLUENCE OF FAMILY INVOLVEMENT IN EARLY ENGLISH LANGUAGE ACQUISITION.	48
12.	Ubaydullaeva Gulzoda Gaybulla qizi A STYLISTIC ANALYSIS OF MODERNIST POETRY	53
13.	Davlatboyeva Adiba Maxmud qizi LEXICAL COMPARISON OF GENDERLECTS IN ENGLISH AND UZBEK LANGUAGES	57
14.	Axrorova Munisaxon Nodirxon qizi	61

	EXPLORING THE RELATIONSHIP BETWEEN READING COMPREHENSION AND COHERENT WRITING PRODUCTION IN EFL STUDENTS	
15.	Axrorova Munisaxon Nodirxon qizi USING STORYBOOKS AND ROLE-PLAY TO TEACH READING AND SPEAKING SKILLS IN PRIMARY EFL CLASSROOMS	71
16.	Axrorova Munisaxon Nodirxon qizi THE IMPACT OF DIGITAL TOOLS AND AI APPLICATIONS ON WRITING PRACTICES AND ASSESSMENT IN EFL LEARNING	81
17.	Ubaydullaeva Gulzoda Gaybulla qizi ERROR ANALYSIS AND ITS ROLE IN IMPROVING STUDENTS' WRITING SKILLS	89
18.	Ergashaliyev Dostonbek Numonjon ugli DETERMINING THE LEVEL OF SPECIAL PHYSICAL TRAINING OF HANDBALL PLAYERS	94
19.	Rakhmatullaeva Nozimakhon Nodirbek kizi EFFECTIVE STRATEGIES FOR TEACHING SPEAKING SKILLS IN SECONDARY SCHOOLS	98
20.	Xasanova Saida Xasanovna BOSHLANG'ICH SINFI O'QUVCHILARINING JISMONIY TAYYORGARLIGINI OSHIRISHNING SAMARALI USULLARI	102
21.	Ergashov Asadbek TARIX FANINI O'QITISHDA ZAMONAVIY TEXNOLOGIYALARNI QO'LLASH (RAQAMLI TARIX MISOLIDA)	107
22.	Quldosheva Shahrizoda Nurali qizi KARIM SHONIYOZOV HAYOTI VA SHAXSIYATIGA TASNIF	111
23.	Karimova Aziza Alisher qizi GAMIFICATION IN FOREIGN LANGUAGE TEACHING: MOTIVATING LEARNERS THROUGH PLAY-BASED TECHNIQUES	114
24.	Bazarova Ko'rkem SUN'IY INTELLEKT TA'LIM TA'LIMDAGI AHAMIYATI	121
25.	Karimova Aziza Alisher kizi BLENDED LEARNING IN FOREIGN LANGUAGE EDUCATION: COMBINING ONLINE AND OFFLINE APPROACHES	126
26.	Jumanova Shodiyona Asqar qizi PEDAGOGIKADA TEXNOLOGIK TA'LIM VA UNDAGI ZAMONAVIY METOD VA USULLAR	132
27.	Sayliyeva Mashkura Muxtorkuli qizi, Jumanazarova Guli Otabek qizi INDIVIDUAL YONDASHUVNING BOSHLANG'ICH TA'LIMDAGI O'RNI	136
28.	Yo'ldashova Marjona Bahodir qizi	139

	EMOTSIONAL INTELLEKT VA UNING SHAXSLARARO MUNOSABATLARDAGI O'RNI	
29.	Sultonmurodov Islom Ruslan o'g'li PEDAGOGIK MAHORAT, KOMPETENSIYA VA KOMPETENTLIK HAQIDA MULOHAZLAR	144
30.	Bobojonova Gulchehra Xushnudbek kizi REFLECTIONS ON THE EMERGENCE AND HISTORICAL DEVELOPMENT OF THE TURKIC LANGUAGES	148
31.	Yo'ldashova Marjona Bahodir qizi GURUHDAGI IJTIMOIIY ROLLAR VA LIDERLIK PSIXOLOGIYASI	155
32.	To'rayeva Gulhayo Temirqul qizi BOSHLANG'ICH SINF O'QUVCHILARINING MATEMATIK FIKRLASHINI RIVOJLANTIRISHDA MENTAL ARIFMETIKANING O'RNI	159
33.	Khusenova Shakhzoda Farruxjanovna SAMARQAND:IPAK YO'LI DURDONASI VA TURK DUNYOSINING MADANIYY YURAGI	163
34.	Marjona Mirzaolimova THE IMPORTANCE OF THE 4K MODEL IN LANGUAGE EDUCATION	167
35.	To'rayeva Gulhayo Temirqul qizi BOSHLANG'ICH SINF O'QUVCHILARIDA ESTETIK DIDNI SHAKLLANTIRISHDA HUSNIXAT MASHG'ULOTLARINING O'RNI	170
36.	Soatov Suxrob Abdiburi o'g'li, SHAXS RIVOJLANISHIGA TA'SIR ETUVCHI OMILLAR	175
37.	Maxmanazarova Sabina Shuhrat qizi YENGIL ATLETIKANING RIVOJLANISHI, TURLARI	178
38.	Maxmanazarova Sabina OLIMPIADA VA PARAOLIMPIADA	185
39.	<u>Yuldasheva Indira</u> PEDAGOGIKA VA PSIXALOGIYANING HAR JABXADA BIR-BIRI BILAN O'ZARO BOG'LIQLIGI HAQIDA MULOHAZALAR	189
40.	Onakhon Jabborova, Gulhayo Torayeva QUALITY CRITERIA FOR PROFESSIONAL GUIDANCE OF STUDENTS IN THE CONTINUING EDUCATION SYSTEM	193
41.	To'rayeva Gulhayo Temirqul qizi, Ibodullayeva Lobar Ergash qizi BOSHLANG'ICH TA'LIMDA MILLIY QADRIYATLAR ASOSIDA TARBIYAVIY ISHLARNI TASHKIL ETISH	197
42.	Artikova Nargiz Shuxratovna	202

	Ta'limda sun'iy intellekt texnologiyalarining eng ilg'or amaliyotlari	
43.	Anvarova Saodat Sayfulla qizi Yoshlarning o'qish madaniyati va tafakkurini rivojlantirishda o'qituvchining roli	212



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