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**MODERN EDUCATIONAL SYSTEM AND  
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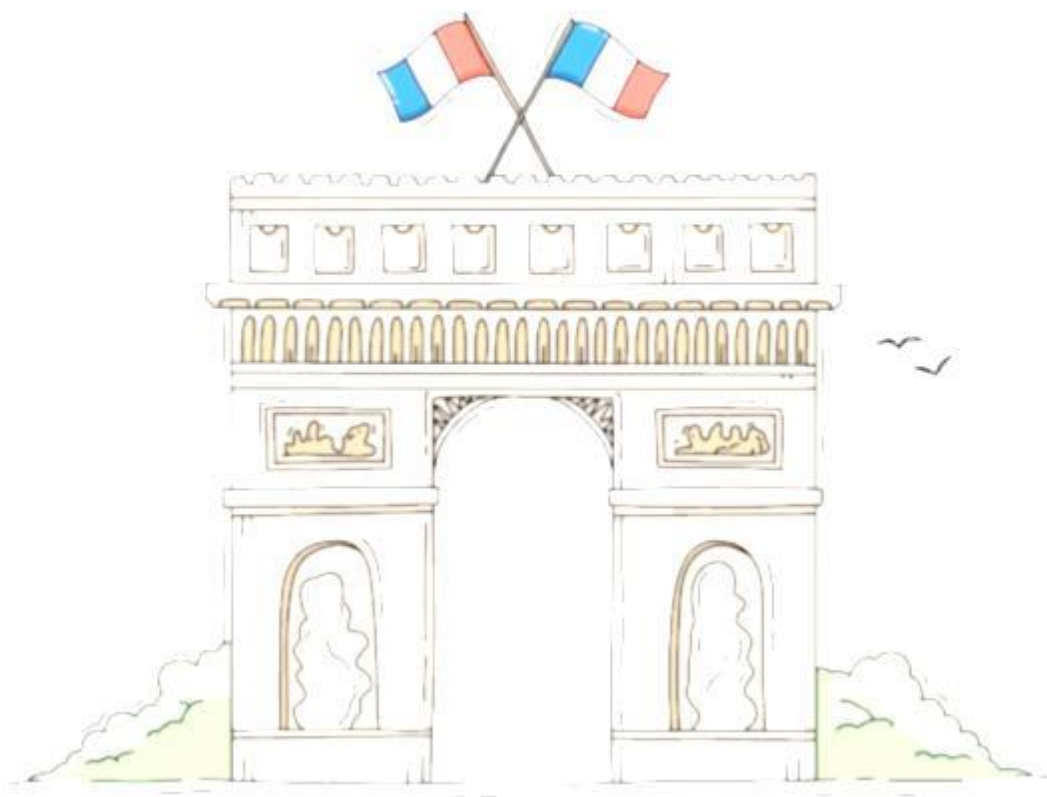


**MODERN EDUCATIONAL SYSTEM AND  
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SOLUTIONS**

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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

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**"MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS"**. Which took place in Paris on September 1st, 2024.

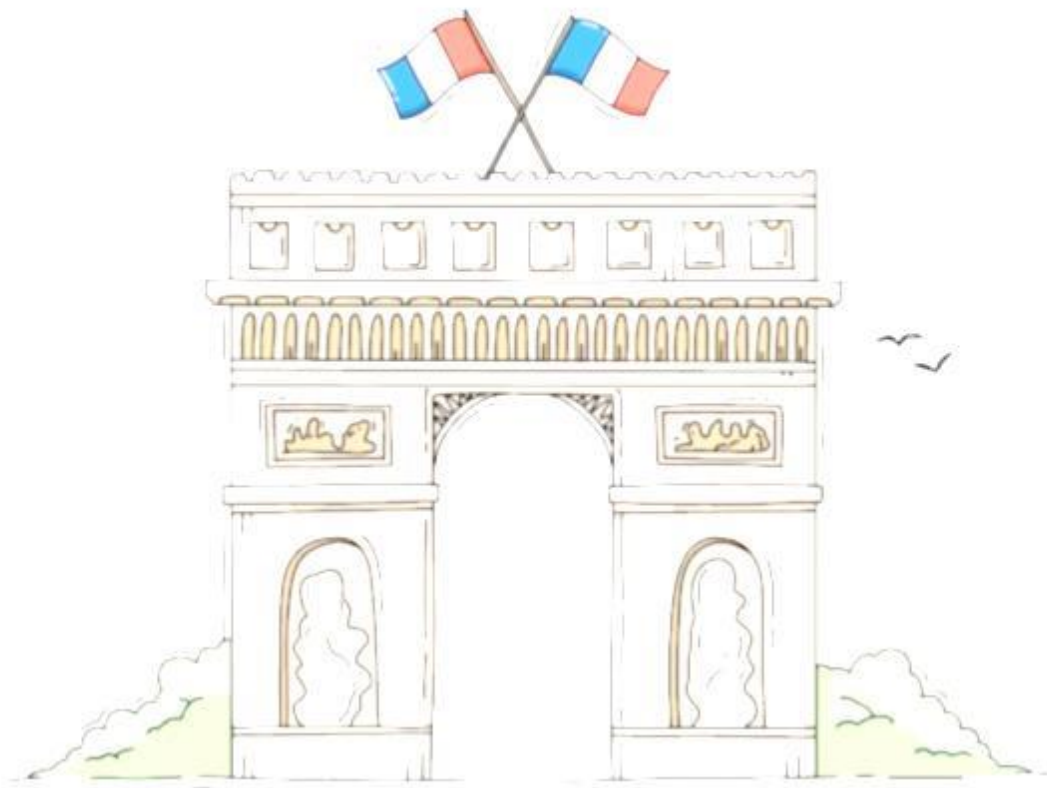
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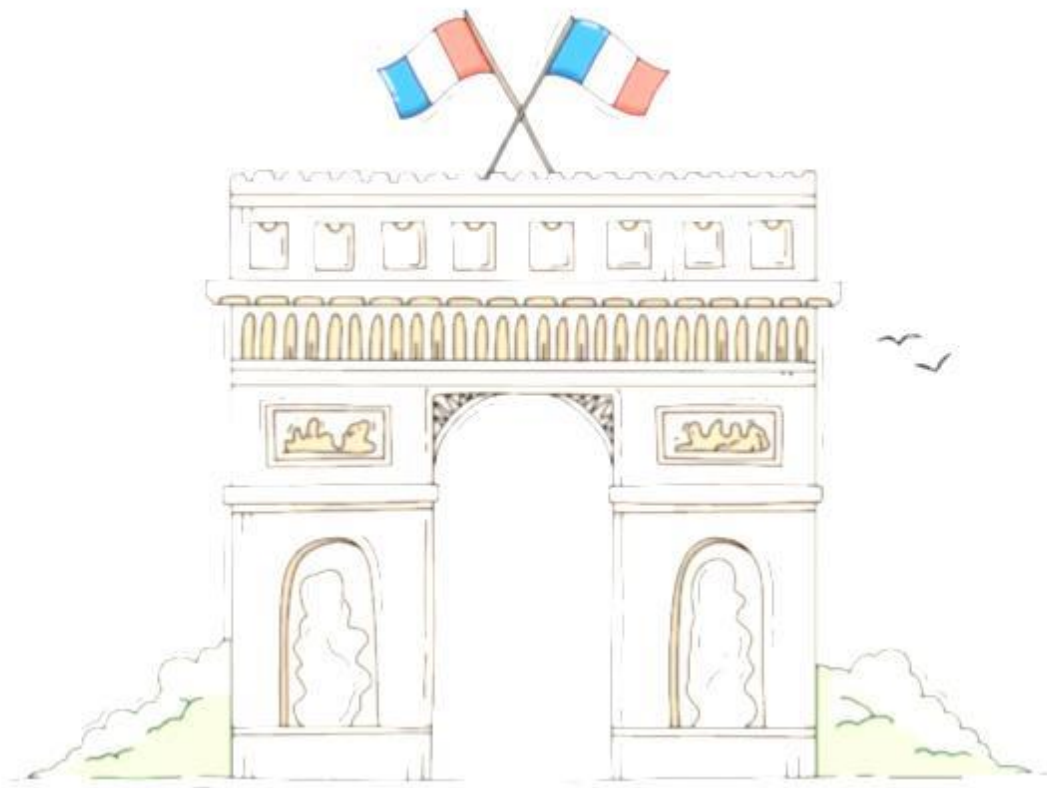
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## FACTORS FOR INCREASING PROFITABILITY IN THE HOTEL INDUSTRY IN THE REGION.

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**Abstract:** *In this article, the main characteristics of the opportunities for increasing profitability in the hotel industry of the region are justified, the internal opportunities for increasing profitability in the hotel industry and ways to identify them are also studied. In this case, the interrelationship of net profit, sold products and profitability indicators in hotel enterprises was determined using economic-mathematical methods, and the methods of forecasting this indicator were shown to determine the relationship between them and to develop appropriate recommendations to increase it based on this.*

**Key words:** *region, hotel industry, profitability in hotel industry, influencing factors of profitability, efficiency in hotel industry, financial and economic indicators*

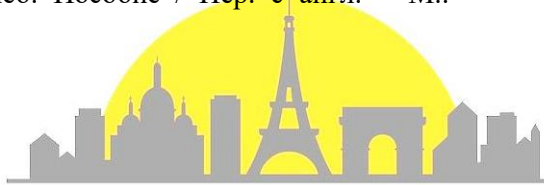
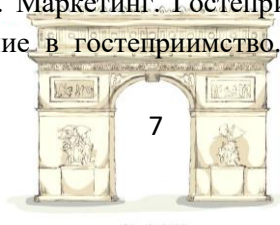
**Introduction.** Profitability indicators in economic entities are among the important financial and economic indicators that determine their development. Because in a competitive environment, every economic entity, including small businesses and private entrepreneurship, must ensure its economic and financial stability. It is precisely in this case that it is necessary to constantly increase or maintain profitability indicators at a stable level. This requires the use of many ways to multiply it. One of them is the identification of internal capabilities and the development of ways to use them.

Therefore, it is currently necessary to develop theoretical and practical measures aimed at ensuring the effective functioning of each economic entity, including small businesses and private entrepreneurship, and to widely use them in practice.

Based on this objective necessity, we deemed it expedient to consider the state of profitability indicators and ways to increase them in part of small businesses and private entrepreneurship located in the city of Kashkadarya. Because all activities are reflected in this indicator. Specifically, they encompass an increase in sales volume, the implementation of a savings regime in the entity, the fact that costs do not exceed the norm, and the need for efficient use of all assets.

**Review of the literature on the topic.** The issues of increasing profitability in the hotel industry in the region have been studied by many foreign scientists, in particular, the scientific-theoretical, methodological, and practical problems of this problem have been studied by foreign scholars such as F. Kotler, J. Bowen, J. Meikens, D.S. Ushakov, V.G. Fedtsov, and others<sup>1</sup> the study was conducted by.

<sup>1</sup>Котлер Ф., Боуэн Дж., Мейкенс Дж. Маркетинг. Гостеприимство и туризм. / Пер. с англ. – М.: ЮНИТИ, 1998., Уокер Дж. Введение в гостеприимство. Учеб. Пособие / Пер. с англ. – М.:



Research on the problems of increasing profitability in the tourism sector of our country, as well as in the hotel industry, which is an integral part of it economists such as N. Tuxhliev, I.S. Tuxhliev, M.K. Pardayev, and A.N. Khalikulov are engaged in this field<sup>2</sup>.

The scientific research of these economists reflects the organizational and economic mechanisms for the development of tourism and hospitality, their specific features in our country and regions, the problems of introducing innovations into the industry and increasing its efficiency.

In these studies, issues related to the activities of the hotel industry are considered as the infrastructure of tourism. The issues of improving the quality and efficiency of services in the industry, methods of their evaluation and analysis, have been poorly studied as a separate object of research. This situation served as the basis for defining the goals and objectives of this dissertation.

**Research methodology.** To justify the main characteristics of opportunities to increase profitability in the hotel industry in the region. In the analysis of increasing its economic efficiency, methods of induction and deduction, systematic analysis, comparative analysis, tables and graphs were used, and the development of proposals and recommendations is one of the pressing issues of today.

It is necessary to identify trends and patterns in profitability indicators in small businesses and private entrepreneurship. For this purpose, we deemed it expedient to conduct a comparative analysis of the results achieved in 2023 of profitability indicators for 10 small businesses and private entrepreneurship entities located in the city of Karshi, Kashkadarya region. For this purpose, we would like to emphasize the feasibility of using the following table (Table 1).

**Table 1**

**Comparative analysis of profitability indicators for 10 hotels located in the city of Karshi, Kashkadarya region, based on the results of 2023**

Hotel name	Net revenue, million soums	Annual net profit, million soums	Profitability rate, percent
"FAMELY HOUSE"	445,3	29,2	6,56
"KARSHI HOTEL AFROSIYOB" LLC	752,5	87,1	11,58

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<sup>2</sup>Тухлиев Н., Абдуллаева Т. Экологический туризм: сущность, тенденция и стратегия развития. «Ўзбекистон миллий энциклопедияси». –Т.: – 2006. – С. 415, Пардаев М.К., ва бошқалар. Экологик туризм асослари. – Т.: “Наврўз” нашриёти, 2015. – 96 б. Пардаев М.К., Атабоев Р. Туризм асослари. – Самарқанд: СамИСИ – 2006. – 78 б. Хамидов О.Х. Ўзбекистонда экологик туризмни ривожлантиришни бошқариш механизмини такомиллаштириш. Докт. дисс.автореф. – Самарқанд, 2017. – 68 б.

"ERIS CONFORT" PE	324,6	23,5	7,24
"ROSSIVIK TASHKENT" LLC	457,2	41,0	8,96
HARS HOTEL LLC	689,7	59,0	8,56
"SHARQ DIL XAS SHIFO" PE	854,4	96,1	11,25
"MAQOM PLAZA" LLC	975,2	102,1	10,47
PE "ISAEVA NARGIZA ZAFAROVNA"	235,4	17,4	7,41
"OKSHOM PLAZA HOTEL" LLC	225,1	15,5	6,88
"SULTAN FF GROUP" LLC	558,4	49,0	8,78
Total	<b>5517,8</b>	<b>519,9</b>	<b>9,42</b>

As can be seen from the data in this table, small businesses and private entrepreneurship of various sizes were taken for analysis. KARSHI HOTEL AFROSIYOB LLC, which provides the largest revenue, has an annual revenue of 975.2 million soums for small businesses and private entrepreneurs, while "Kutamiz" LLC, which operates with the lowest turnover, has an annual revenue of 225.1 million soums. The difference between them is 4.3 times (975.2:225.1). This information serves as the basis for searching for internal opportunities to increase profitability in this system. To do this, it is necessary to determine a number of indicators.

Now let's focus on finding inner possibilities. The average profitability level in this system was 8.77 percent. Analysis shows that the profitability level in 5 small businesses and private entrepreneurship, which are part of the 10 studied small businesses and private entrepreneurship, is below average.

The study examined internal possibilities for improving labor productivity in the hotel industry through the evaluation and analysis of indicators reflecting labor productivity. Our research has shown that several factors influence the change in this indicator. We deemed it advisable to consider a group of factors related to changes in hotel efficiency, investments in hotels, the number of places in them, and changes in the number of employees employed in the industry.

It has been established that the following factors belong to this group: the effectiveness of investments in the hotel, the amount of investments per hotel, the availability of hotel



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guests, and the number of guests per employee. Methods for calculating the influence of these factors on changes in results have been developed for the first time.

**Conclusion.** The study also examined internal opportunities for increasing profitability in the hotel industry and ways to identify them. At the same time, the relationship between indicators of net profit, sold products, and profitability in hotel enterprises was determined using economic and mathematical methods, and the identification of the relationship between them and the development of appropriate recommendations for its improvement on this basis, especially the ways to forecast this indicator, were shown.

Based on the direct dependence of increasing the efficiency of hotel enterprises in the region on personnel, their potential for making qualified decisions, requirements for each, opportunities to increase labor efficiency through self-mobilization of personnel, ways to evaluate them and make effective management decisions are justified.

The research has proven that implementing the "All in One" concept is an important factor in increasing labor efficiency in tourism companies and hotels.

A person fluently mastered several languages at once: English, French, Japanese, Korean, Russian, Persian, Arabic, at least two or three of them, and possessed in-depth knowledge of our history, ancient monuments and national values.

As a result of the need to know the secrets of tourism or hotel service well, it has been shown that one person can work for two or three people, and this situation is very effective for modern small-sized hotels.

If the recommendations we developed are put into practice, ways to use the internal capabilities of increasing certain performance indicators in tourism and hospitality will be developed, and our scientific conclusions will lead to the improvement and enrichment of the content of the new generation of literature in this field.

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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
PSYCHOLOGICAL CHARACTERISTICS OF THE STUDENT DURING  
LEARNING A FOREIGN LANGUAGE

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**Abstract:** *In this article, understanding the psychological factors that drive students to learn a new language and their beliefs about their own abilities is crucial for educators to tailor their teaching methods to meet the individual needs of their students. Recognizing how students process and retain new language information can help educators design effective learning strategies that align with the natural processes of the brain, while also addressing psychological barriers that may hinder language acquisition.*

**Keywords:** *strategy, psychological approach, motivation, method.*

Psychological characteristics of a student during learning a foreign language can have a complex and continuous process of learning. A part of this process should be supported by students, teachers and educational centers that aim to increase the student's level of knowledge. The other part is related to the student's personal character, motivation, patience, perspective and desire to succeed.

The learning process can be psychologically multi-layered. For example, in order to increase the student's self-confidence, he/she should be willing to learn independently, control himself/herself, keep his/her motivation high, find solutions to problems and be ready to help other students.

In addition, the environment is also important in the learning process. Learners and teachers should represent themselves well for students, encourage and support them. For this, a good structure of the learning environment should be provided to increase motivation and respond to the interests of students. There are more parts of these and each student can achieve success in the learning process depending on his personal characteristics and the characteristics of his environment.

Psychological characteristics of a student in learning a foreign language provides an important and continuous part of the learning process. There are several factors for the success of this process.

Importance of psychology and its features in learning foreign languages:

Learning a foreign language can be a difficult and complicated process, especially for university students. To ensure the success of this process, it is necessary to take into account the psychological aspects that can affect the student's ability to learn a new language effectively.

1. The role of motivation and thinking in language learning cannot be overestimated. Psychology plays a crucial role in understanding how students are motivated to learn a new language, as well as their attitudes and beliefs about language learning abilities. By

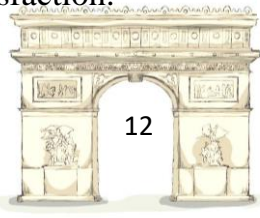
understanding these psychological factors, teachers and language teachers can adjust their teaching methods to individual students, can adapt to better meet their needs and motivations.

2. Psychological factors related to memory and cognitive processes are also important in language learning. Understanding how students remember, store, and acquire new language information can help teachers develop effective learning strategies that match the brain's natural processes. Additionally, understanding the psychological barriers to language acquisition, such as anxiety or self-doubt, can help teachers provide appropriate support and guidance to their students. Furthermore, the social and emotional aspects of language learning cannot be ignored. Psychology plays an important role in understanding how students interact with their peers, teachers, and the learning environment in general. By creating a positive and supportive learning environment, teachers can help students feel more comfortable and confident in their language learning journey.

Among the main psychological aspects of learning English, the most important are: motivation and interest in learning the language; language learning ability; the ratio of language and speech in learning; language barrier. Motivation is the main factor in language learning. As in any activity, if a person does not want to do something or does it under pressure, he will not achieve good results. The result in language learning can only bring motivation to achieve success. Motivation to avoid failure can be a one-off. For example, a student is afraid of failing an exam with a demanding English teacher. He will pass the exam, maybe not bad, but such a local success will not have a long-term effect. The fact is that foreign language skills should be gradually formed and developed, and then maintained throughout life, of course, this cannot be done by force. Demand in the labor market is an important motivating factor for people learning English.

Psychology denies that abilities are similar to knowledge, knowledge and habits, and at the same time emphasizes their unity. Activity is necessary for the manifestation of abilities, which, in turn, cannot be carried out without abilities. In the process of learning English, it can be clear whether a person has abilities or not. English language skills, as well as other areas of human activity, are interrelated with interest and motivation. The better a person does something, the more interesting it becomes, because he learns more and more new things and feels the practical benefit of the acquired skills. In modern world, practical benefit is one of the main factors of motivation, and motivation also increases due to the desire to achieve better and better results, a person understands that he is achieving a lot with relatively little effort depends on external factors, he can first develop language skills through regular and conscious practice.

The importance of psychology in learning foreign languages for university students cannot be overemphasized. Taking into account the psychological factors that affect language learning, teachers can better support their students and create an effective learning experience. Understanding the dynamics can lead to more successful language acquisition and overall student satisfaction.



Generally speaking, the theory of psychology is widely used not only in language learning, but also in all areas. It is always effective to approach every person, student, all language learners, from a psychological point of view. Without studying human psychology, or if even a simple thing is not approached from a psychological point of view, it will definitely show ineffective results. Of course, in many cases, it depends on the types of methods. Do you know why the concept of methods and not methods is often used? The reason for this is psychology, that is, it is difficult to teach a thousand different types of students with one method. Different methods are used depending on the character and attitude of people. In this way, psychological aspects play a big role in teaching and learning and as a result it shows good results.

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## DEVELOPING CRITICAL THINKING SKILLS THROUGH SELF-STUDY

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**Abstract:** *This article explores the role of self-study in fostering critical thinking skills. Self-study, as an autonomous learning method, encourages learners to independently engage with material, analyze information, and form reasoned conclusions. The focus here is on how self-study provides a conducive environment for the development of critical thinking by promoting reflective thinking, problem-solving, and independent learning strategies. The article outlines key approaches and techniques within self-study that enhance critical thinking and explains the long-term benefits of mastering these skills.*

**Keywords:** *Critical thinking, self-study, autonomous learning, reflective thinking, problem solving, independent learning*

Today, critical thinking has emerged as one of the most valuable skills that learners must develop. Defined as the ability to analyze, interpret, evaluate, and synthesize information, critical thinking is essential for making informed decisions and solving complex problems. While formal education provides structured opportunities to cultivate this skill, self-study offers a unique and often overlooked avenue for developing critical thinking capabilities.

Self-study, or independent learning, will make the individual to engage with learning material without the immediate guidance of a teacher or instructor. This method encourages learners to actively reflect on content, evaluate various perspectives, and apply knowledge to practical scenarios. This article aims to show how self-study facilitates the growth of critical thinking skills and why it is integral to the lifelong learning process.

*The Interconnection Between Self-Study and Critical Thinking.* Self-study inherently fosters an environment where critical thinking thrives. In a self-directed learning model, learners are required to manage their time, assess their understanding, and seek additional resources independently. This autonomy pushes learners to ask more profound questions about the material they engage with, leading to a deeper understanding of the content. By not relying on immediate feedback from a teacher, students are more inclined to think critically about their sources of information, evaluate the credibility of their materials, and challenge their assumption.

*Reflective Thinking as a Core Component.* A fundamental aspect of critical thinking is reflective thinking, which involves examining one's thought processes and judgments. In self-study, reflection plays a significant role because learners must constantly assess what

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they know, identify knowledge gaps, and adjust their learning strategies accordingly. This self-awareness cultivates metacognitive skills—thinking about thinking—that are essential for critical thinking. For instance, after reading a complex article or watching an educational video, self-study encourages learners to reflect on the content, pose questions, and seek answers independently. Reflective thinking encourages critical analysis of information and experiences, leading to better reasoning, problem-solving, and decision-making skills. It allows learners to assess their learning strategies, recognize strengths and weaknesses, and adapt their approaches to enhance effectiveness. This thinking leads to improved academic performance as learners can adapt their strategies based on what works best for them. Reflecting on successes and progress can boost motivation and confidence, encouraging learners to continue their studies with enthusiasm.

*Problem-Solving and Independent Research.* Problem-solving is a key element of critical thinking that is naturally developed through self-study. Learners often encounter challenges during independent learning, such as not fully understanding a concept or struggling with the application of new knowledge. These moments of difficulty provide opportunities for students to employ problem-solving techniques, such as breaking down complex tasks into smaller, manageable parts or conducting independent research to clarify their understanding. In the absence of direct instructional support, students must use their critical thinking skills to identify solutions and seek out resources like academic papers, tutorials, or discussion forums.

*Evaluating Information Sources and Bias Detection.* One of the most crucial aspects of critical thinking is the ability to evaluate the reliability of information sources. In the digital age, learners are bombarded with vast amounts of data from varied sources, making it essential to distinguish between credible and unreliable information. Self-study encourages learners to critically analyze the sources they use, whether they are textbooks, online articles, or research papers. This evaluation process involves checking for bias, analyzing the author's perspective, and considering the accuracy and timeliness of the information presented. By engaging in this evaluative process, students sharpen their ability to think critically and make informed decisions.

*Long-Term Benefits of Critical Thinking in Self-Study.* Developing critical thinking skills through self-study has lasting benefits. First and foremost, it prepares learners for real-world decision-making, where quick and thoughtful evaluations are required in professional and personal contexts. Additionally, students who excel in critical thinking are more adept at engaging with complex issues, whether they are solving problems in their careers or interpreting new information in rapidly changing industries. Critical thinking skills also promote lifelong learning, as individuals who think critically are more likely to question assumptions, seek out new knowledge, and adapt to new situations.

*Cultivating a Growth Mindset.* Self-study encourages the development of a growth mindset, which is essential for critical thinking. By approaching learning with the belief that abilities and intelligence can be developed, learners are more likely to embrace challenges and persist in the face of setbacks. This mindset fosters resilience and

adaptability, allowing students to view mistakes as opportunities for growth rather than failures. A growth mindset also encourages learners to seek feedback and learn from others, enhancing their critical thinking skills through collaboration and shared insights.

*Creating an Inquiry-Based Learning Environment.* Self-study fosters an inquiry-based learning environment, where students are encouraged to ask questions and seek answers independently. This approach nurtures curiosity and promotes deeper engagement with the material. By formulating questions and seeking out information, learners develop their critical thinking skills as they analyze data, draw conclusions, and evaluate their findings. Inquiry-based learning also allows students to explore topics of personal interest, making the learning experience more relevant and motivating.

*Utilizing Technology for Self-Study.* The rise of technology has transformed self-study, providing learners with access to a wealth of information and resources. Online platforms, educational apps, and digital libraries offer diverse materials that facilitate independent learning. Utilizing technology effectively enhances critical thinking skills by allowing learners to access multiple viewpoints, analyze various formats of information, and engage in interactive learning experiences. This accessibility empowers students to take ownership of their learning, fostering critical thinking in a digital landscape.

*Building Effective Study Habits.* Self-study encourages the development of effective study habits that are conducive to critical thinking. Learners must develop strategies for organizing their time, setting goals, and monitoring their progress. These habits promote discipline and focus, which are essential for engaging with complex materials and thinking critically about them. Establishing routines and methods for self-assessment also helps learners identify areas for improvement, ultimately enhancing their ability to think critically and solve problems.

In conclusion we should note that the importance of developing critical thinking skills cannot be overstated, and self-study offers a flexible and effective method for honing these abilities. Through reflective thinking, problem-solving, independent research, and the critical evaluation of information sources, learners can cultivate a mindset that is analytical, inquisitive, and solution-oriented. As education continues to evolve, the capacity for self-directed learning combined with critical thinking will be key to success in both academic and professional spheres. Embracing self-study not only enhances knowledge acquisition but also fosters the critical thinking skills necessary for navigating an increasingly complex world.

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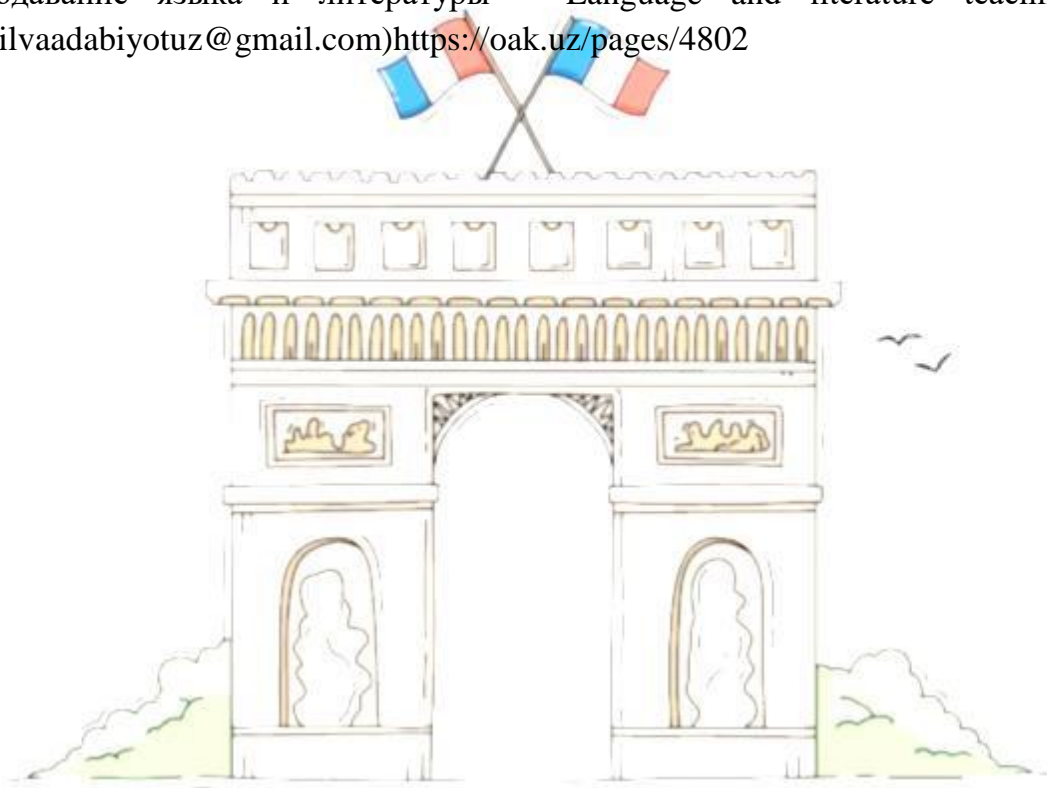
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**Abstract:** *This article highlights the importance of using modern interactive methods in the educational process, and elaborates comprehensive suggestions and recommendations. The article provides information on the use of innovative methods in teaching a foreign language, the science of teaching a foreign language, the method of studying the activity of the teacher and the student, the methodology of teaching a foreign language.*

**Keywords:** *modern methods, foreign languages, communication, interactive methods, brainstorming, activities, approach, practical aspects*

One of the important requirements for the organization of modern education is to achieve high results in a short time without spending too much mental and physical effort. It is the responsibility of the teacher to deliver specific theoretical knowledge to students in a short period of time, to create skills and competencies in them in relation to certain activities, as well as to control the activities of students, to assess the level of knowledge, skills and competencies acquired by them. It requires high pedagogical skills and a new approach to the educational process. Important tasks such as "continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" were defined. We can see the practical aspects of these tasks through the following decisions and decrees.

Perfect knowledge of foreign languages is very important for our people, who are trying to take a worthy place in the world community. In addition, it is important to use advanced pedagogical technologies in order to learn foreign languages quickly and easily. Currently, it is important to find new methods of teaching and teaching not only foreign languages, but also all subjects. Much work is being done to test it in practice. This is one of the most important problems that must be solved in order to improve the educational process today. If earlier, teaching a foreign language was considered to be the study of this language system, then in the following years, the main goal of teaching was to develop students' foreign language speech. It should be said that these goals in learning a foreign language are not set by themselves or by other people or individuals, but are closely related to the changes in linguistics and psychology and the social development of society. For example: let's take the audiolingual method. The emergence of this method was influenced by changes in the science of linguistics, i.e. structural flow. It includes the following factors: in modern society, foreign languages are becoming an important component of professional education. Due to the high rate of cooperation with foreign

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partners among specialists in various fields, there is a high demand for them to learn the language.

Currently, foreign languages are taught in schools, colleges, lyceums, and higher education institutions. There are innovative types of educational materials for those who want to have different levels of language knowledge. Perfect knowledge of a foreign language and obtaining a certain level also depends on the practical methods and qualifications of teachers. The ability to use information technology and modern teaching methods helps to quickly understand new materials. By combining different methods, the teacher is able to solve specific educational programs. In this regard, teachers and students should familiarize themselves with modern methods of teaching foreign languages. As a result, the ability to choose the most effective methods to achieve their goals is formed. Using several methods of teaching and learning can be effective in this regard. As time progresses, there is more and more innovation in every field. Active methods of education not only help to encourage students to think actively and do practical activities during the learning process, but also help to form positive teaching motivation, reveal and develop creative abilities, help to master the learning material with high efficiency. The answer can be given by the German Methodist E. Otto in 1924. He says: "If someone considers methodology to be an art, he confuses the theory of science with its practical application". Because every foreign language word in this process reflects foreign life and culture. The task for teachers is to develop pupils and students' ability to communicate. For this, it is necessary to learn new methods of education aimed at the development of four speech activities in a foreign language, teaching manuals that teach people to communicate effectively. Each discipline has its own set of concepts. Among the main concepts adopted in the foreign language teaching methodology, the following can be included: educational system, educational method, educational principle, educational tool, methodical method. A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are included in the curricula of educational institutions. The process of teaching all three languages is different. The mother tongue and the second language are learned in a natural situation, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the guidance of the teacher. Among the three languages, learning and teaching a foreign language differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. By carefully mastering the achievements of the methodical science, the foreign language teacher is able to clearly know the standard of language experience of the student and to improve it further. Effective teaching of foreign languages requires knowledge of its methodology. Learning and teaching foreign languages largely depends on the theoretical development of foreign language teaching methodology issues and the creative application of theory in practice. The main concepts of methodology are method, method, principle. Didactics - what do we teach? is the content of teaching. Methodology - how do we teach? means educational methods and methods. The concept of method - methodology is derived from the Greek-Latin word "methodos - methodus" and means the ways leading to a certain goal, the meaning of the method. In various literature, you can find the narrow and broad meaning of the term. "The term methodology in a narrow sense refers to the concept of education related to the concrete lesson process. It is interpreted as a controlled lesson process that

includes instructions related to the planning of lessons and the preparation of educational materials. The term method in a broad sense refers to the selection, classification and distribution of educational material. In the Federal Republic of Germany, since the 1960s, "didactics" and "methodology" have been used in a narrow sense. Accordingly, the content of didactic education What is taught? How are educational methods taught? is the process of formation of a person's personality by applying it to his cultural life. In Europe, foreign language learning has long been considered a privilege in higher education, and public schools are seen as educating the privileged few. A foreign language teaching method means a set of teacher and student activities that ensure achievement of practical, general educational, educational and developmental goals of foreign language teaching. The term method is used in the sense of "set of educational methods" and "direction of education". First, in the theory of education, the process is used in the sense of methods, and in the second sense, we can find it in works on the history of teaching methods. For example, the translation method, the correct method, the conscious-comparative method, the traditional method, the intensive method, etc. are considered as the translation method of teaching a foreign language.

Grammatical knowledge is considered to be the main goal of education. The main principles of this method are as follows:

1. Language learning is based on written speech.
2. Grammar was taken as the subject of study, and the lexicon was chosen accordingly. Grammar exercises were the main method of work.
3. First, the grammatical rules were memorized, and then it was recommended to make sentences based on the rules.
4. Grammatical forms and the meaning of words are revealed in the means of word-for-word translation.
5. The language material is mastered by literal translation and dry memorization.
6. Limited to individual memorization of words out of context.

*Method without translation.* Various forms of this method are known historically. They can be divided into two large groups: natural and correct methods. Learning a foreign language in a natural way should be similar to the conditions of acquiring the mother tongue. The main goal of the method is to create an opportunity to learn to read and write by learning to speak a foreign language. The most important of the principles included in the natural method is to create a language environment. Various approaches have appeared in the practical application of the advanced methodical principles. This can be clearly seen in the creative activity of the method's representatives. Pedagogical communication is a mutual cooperation between the teacher and the student, which is based on the exchange of information, first of all educational information, understanding of the pedagogical communication partner, as well as helps to implement mutual cooperation activities. In this case, information is conveyed both verbally, that is, through speech, and non-verbally - through means. In the process of pedagogical communication, the teacher should play the main role and be an example for students. This is evaluated by their communicative culture. The communicative culture of a teacher is a professional-pedagogical dialogue with the subjects of their educational process. As a necessary level of communicative culture, it can be defined that the teacher positively accepts their students and colleagues and can definitely ensure the achievement of educational goals. The social importance of communicative culture is that the teacher who possesses it can create a positive psychological climate in the interaction of all subjects of the educational

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process, implement the important principles of modernization of education - humanism and democratization. The personal significance is that a pedagogue with a communicative culture has high self-confidence, enjoys the communication built with their students. Teaching and learning a foreign language using modern technologies is one of the most effective ways:

- when using computers, the student can watch and listen to foreign language videos, demonstrations, dialogues, movies or cartoons;
- it is possible to listen and watch foreign language radio broadcasts and television programs;
- use of tape recorders and cassettes, which are considered a more traditional method;
- CD players can be used. The use of these technical tools makes the process of learning a foreign language more interesting and effective for students. Advanced methods serve as a composure in mastering a foreign language.

One of such methods is the use of role-playing games in the teaching process. Role playing is the application of different situations in our real life in the process of learning a foreign language. This method helps to create a language environment during the lesson.

The "When pictures speak" method is very convenient and helps to teach English and develop the oral speech of students, for this it is necessary to use pictures related to the topic; - Quiz cards are distributed according to the number of students and allows all students to participate in the lesson at the same time, which saves time. As we have seen, each innovative technology has its own advantages cooperation between students, the active movement of the student in the educational process is envisaged. In modern language, these methods are also called interactive or interactive methods. Interactive methods are those that encourage students to think independently and are at the center of the educational process. Learner-oriented methods are used when the teacher actively participates in the learning process. Benefits of a learner-centered approach include:

- study-learning with a higher educational effect;
- high motivation of the learner;
- consideration of previously acquired knowledge;
- adaptation of study intensity to the needs of the learner;
- support of the learner's initiative and responsibility;

In the written form, learners write their answers to the given question on paper cards in a short and visible way. Answers are fixed on the board (using magnets) or on the board (using pins). In the written form of the "Brainstorming" method, there is an opportunity to group the answers by certain characters. This method, when used correctly and positively, teaches a person to think freely, creatively and non-standardsly. When using the "Brainstorming" method, there is an opportunity to involve all learners, including the formation of a culture of communication and discussion among learners. Learners develop the ability to express their thoughts not only verbally, but also in writing, logical and systematic thinking. The lack of evaluation of the expressed opinions leads to the formation of different ideas in the learners. This method serves to develop creative thinking in students. "Brainstorming" method is implemented depending on the goal set by the teacher. Through this method, students can express their knowledge on the given topic in a short and clear way.

In addition, this method creates an opportunity to evaluate learners on a specific subject. In this case, learners can evaluate the answers given by other learners in the

group to the questions they ask, and the teacher can objectively evaluate the learners. The main principle of the brainstorming method is to ensure the free participation of students in the training process depends on the teacher's pedagogical skills and breadth of thinking.

In short, as a result of using innovative methods in English lessons, students' logical thinking skills develop, their speech becomes fluent, and the ability to give quick and correct answers is formed. Such methods make students eager for knowledge. The student tries to prepare thoroughly for the lessons. This makes students active subjects of the educational process. As the educational system sets itself the task of educating a free-thinking, well-rounded, mature person, in the future, we, teachers will contribute by developing ways to effectively use innovative technologies possible.

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**Annotatsiya:** *Ushbu maqolada integratsiyalashgan ta'limda o'yin texnologiyalarining ahamiyati va qo'llanilishi haqida ma'lumotlar berilgan. O'yin texnologiyalari ta'lim jarayonini interaktiv va qiziqarli qilishda muhim rol o'ynaydi, bu esa o'quvchilarning motivatsiyasini oshiradi va ularning ijodkorlik, ijodiy fikrlash ko'nikmalarini rivojlantiradi.*

**Kalit so'zlar:** *Integratsiyalashgan ta'lim, interaktiv dasturlar, o'quv jarayoni, ta'lim, diktatik vazifa, o'yin texnologiyalari.*

Integratsiyalashgan ta'lim — bu o'quv jarayonida turli fanlar va mavzularni birlashtirib, o'quvchilarga keng qamrovli bilim va ko'nikmalar berishga qaratilgan yondashuvdir. Ushbu ta'lim modeli o'quvchilarning fikrlash qobiliyatini rivojlantirish, ijodkorlikni oshirish va amaliy ko'nikmalarni shakllantirishga yordam beradi. Integratsiyalashgan ta'limda o'yin texnologiyalari esa o'quv jarayonini yanada qiziqarli va samarali qilishda muhim rol o'ynaydi. O'yin texnologiyalari — bu o'yin elementlari va mexanizmlarini ta'lim jarayoniga kiritish orqali o'quvchilarning motivatsiyasini oshirish, o'rganish jarayonini qiziqarli va interaktiv qilishga qaratilgan yondashuvdir. O'yinlar orqali o'quvchilar o'z bilimlarini amaliyotda qo'llash, muammolarni hal qilish va jamoaviy ish ko'nikmalarini rivojlantirish imkoniyatiga ega bo'ladilar. O'yin texnologiyalarining ta'lim jarayonida qo'llanilishi, o'quvchilarning o'zaro muloqotini, fikr almashishini va bir-biridan o'rganishini ta'minlaydi. Bu jarayon, o'quvchilarning o'z bilimlarini mustahkamlash va yangi ko'nikmalarni o'zlashtirishda muhim ahamiyatga ega. O'yinlar, shuningdek, o'quvchilarning o'z-o'zini baholash va o'z bilimlarini sinab ko'rish imkoniyatini yaratadi, bu esa ularning o'ziga bo'lgan ishonchini oshiradi. Integratsiyalashgan ta'limda o'yin texnologiyalarining qo'llanilishi, o'quvchilarning o'rganish jarayonida faol ishtirok etishlarini ta'minlaydi. O'quvchilar o'yinlar orqali o'zaro raqobatlashish, jamoaviy ish olib borish va muammolarni hal qilish ko'nikmalarini rivojlantiradilar. Bu, o'quvchilarning ijodkorlik va analitik fikrlash qobiliyatlarini oshirishga yordam beradi. Shuningdek, o'yin texnologiyalari ta'lim jarayonida o'quvchilarning individual ehtiyojlarini inobatga olish imkonini beradi.[4]

Har bir o'quvchi o'z qiziqishlari va qobiliyatlariga mos ravishda o'yinlarni tanlashi va o'z bilimlarini rivojlantirishi mumkin. Bu, o'quvchilarning o'z-o'zini rivojlantirish va o'z bilimlarini mustahkamlashda muhim ahamiyatga ega. Integratsiyalashgan ta'limda o'yin texnologiyalarining qo'llanilishi, o'quvchilarning o'rganish jarayonini yanada qiziqarli va samarali qilishga yordam beradi. O'yinlar orqali o'quvchilar o'z bilimlarini amaliyotda

qo'llash, muammolarni hal qilish va jamoaviy ish ko'nikmalarini rivojlantirish imkoniyatiga ega bo'ladilar. Ushbu yondashuv ta'lim jarayonini interaktiv va qiziqarli qilishga yordam beradi, shuningdek, o'quvchilarning motivatsiyasini oshiradi. Integratsiyalashgan ta'limda o'yin texnologiyalari ta'lim jarayonini yanada samarali va qiziqarli qilishda muhim rol o'ynaydi. Ushbu yondashuv o'quvchilarning motivatsiyasini oshirish, ijodkorlik va analitik fikrlash qobiliyatlarini rivojlantirishga yordam beradi. O'yinlar orqali o'quvchilar o'z bilimlarini amaliyotda qo'llash, muammolarni hal qilish va jamoaviy ish ko'nikmalarini shakllantirish imkoniyatiga ega bo'ladilar. O'yin texnologiyalarining ta'lim jarayonida qo'llanilishi, o'quvchilarning o'zaro muloqotini va fikr almashishini ta'minlaydi, bu esa o'z navbatida o'quvchilarning o'z-o'zini baholash va o'z bilimlarini sinab ko'rish imkoniyatlarini yaratadi. Integratsiyalashgan ta'limda o'yin texnologiyalarining qo'llanilishi, o'quvchilarning individual ehtiyojlarini inobatga olishga imkon beradi, bu esa ta'lim jarayonini yanada shaxsiylashtiradi.[1]

O'yin texnologiyalaridan foydalangan holda, ular ma'lum bir mavzuga, o'rganish mavzusiga tegishli yoki yo'qligini hal qilish va ko'ngilochar komponent va haqiqiy o'rganish balansini kuzatish muhimdir. Mashg'ulotlarning dars shaklida o'yin texnikasi va vaziyatlarni amalga oshirish quyidagi asosiy yo'nalishlarda sodir bo'ladi: o'yin topshirig'i shaklida o'quvchilar oldiga didaktik maqsad qo'yiladi; o'quv faoliyati o'yin qoidalariga bo'ysunadi; o'quv materialining vositasi sifatida ishlatiladi, o'quv faoliyatiga didaktik vazifani o'yinga aylantiradigan raqobat elementi kiritiladi; didaktik vazifaning muvaffaqiyatli bajarilishi o'yin natijasi bilan bog'liq. O'yin - bu shaxsning tasavvuridagi erkinligi, "amalga oshirib bo'lmaydigan manfaatlarni xayoliy tarzda amalga oshirish" (A.N. Leontyev).

O'yinlar - bu o'zaro ta'sir, fikrlash, o'rganish va muammolarni rivojlantirishga yordam beradigan qiziqarli mashg'ulotlar jamlamasidir. Ko'pincha o'yinlar o'yinchilarga qisqa vaqt ichida natija ishlab chiqarish imkonini beradigan jihatga ega ma'lumot. Ba'zi o'yinlar o'yinchilardan aql bilan shug'ullanishni talab qiladi. Har bir o'yin texnologiyasi alohida texnikalardan - ya'ni o'yinlardan iborat.[4]

**Xulosa:** Xulosa qilib aytganda, integratsiyalashgan ta'limda o'yin texnologiyalari o'quvchilarning o'rganish jarayonini interaktiv va qiziqarli qilishga yordam beradi. Ushbu yondashuv, kelajak avlodni zamonaviy bilim va ko'nikmalar bilan ta'minlashda muhim ahamiyatga ega bo'lib, ta'lim sifatini oshirishga xizmat qiladi. O'yin texnologiyalarining ta'lim jarayonida qo'llanilishi, o'quvchilarning o'z-o'zini rivojlantirish va o'z bilimlarini mustahkamlashda muhim vosita sifatida qaraladi.

### FOYDALANILGAN ADABIYOTLAR:

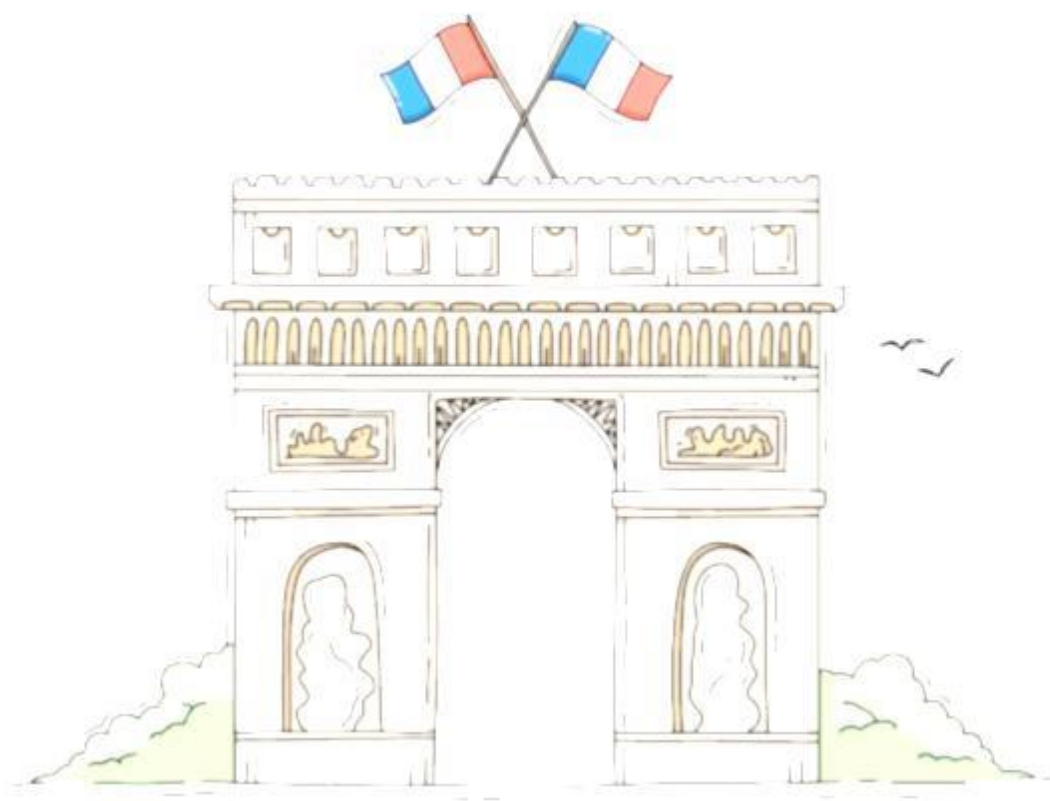
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**THE WAYS OF TEACHING LISTENING AND SPEAKING  
IN SCHOOLS**

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**Abstract:** *This article explores various effective methods for teaching listening and speaking skills in schools, which are crucial for students' overall communication development. The ability to listen attentively and speak confidently is essential for academic success and personal interactions. The article outlines a range of strategies, including interactive listening exercises, role-playing, group discussions, and the use of technology, all aimed at improving these core language skills. The importance of feedback, collaborative learning, and real-world application is also emphasized. By employing these techniques, teachers can create a dynamic learning environment that enhances students' listening comprehension and speaking fluency.*

**Keywords:** *Listening skills, speaking skills, language teaching, role-playing, group discussions, technology in education, pronunciation practice, feedback, communication development.*

### **Introduction**

In today's globalized world, strong communication skills are fundamental to success. Among these, listening and speaking are the key language skills that form the basis for meaningful interactions. In schools, teaching these skills effectively is critical, as they influence not only academic performance but also personal development. This article examines various teaching methods that can help students improve their listening and speaking abilities, highlighting the role of interactive activities, real-life simulations, and the use of technology in fostering better communication.

#### **1. Interactive Listening Activities**

Listening is a fundamental skill that needs to be nurtured from an early age. Teachers can enhance students' listening skills through:

**Listening Comprehension Exercises:** Using audio clips, stories, or dialogues followed by questions to test understanding.

**Dictation:** Teachers dictate passages, and students write them down, helping with attention and retention.

**Listening for Specific Information:** Involves listening tasks where students must extract key details from conversations or lectures.

#### **2. Role-Playing and Simulations**

Role-playing is an interactive way to teach speaking by putting students in real-life scenarios:



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Role-plays: Students act out specific situations (e.g., job interviews or making a purchase), promoting spontaneous speaking.

Simulations: Creating scenarios such as travel experiences where students must communicate and solve problems using the language being taught

3. Group Discussions and Debates

Collaborative speaking activities develop critical thinking and encourage student participation:

Class Discussions: Encourages students to express their ideas on various topics, building confidence.

Debates: Structured debates improve both listening and speaking as students defend their positions and respond to opposing arguments.

4. Collaborative Activities and Peer Learning

Learning with peers offers a comfortable space for students to practice speaking:

Pair Work: Students engage in interviews or exchange information, promoting interactive speaking.

Group Projects: Collaborative activities requiring communication in small groups help develop both listening and speaking skills.

5. Incorporating Technology

Technology offers a variety of tools to support language learning:

Language Learning Apps: Apps like Duolingo allow students to practice listening and speaking through interactive exercises.

Podcast Creation: Students create their own podcasts, improving their speaking fluency and confidence.

Video Recordings: Recording and playing back student conversations allows them to assess their own speaking progress.

6. Pronunciation and Phonetics Practice

Clear pronunciation is key to effective speaking:

Phonetic Exercises: Teachers can introduce sound drills, tongue twisters, and minimal pair exercises to refine pronunciation.

Choral Repetition: Repeating words or sentences as a class helps students learn correct pronunciation and intonation.

7. Storytelling and Narratives

Storytelling fosters creativity while improving speaking fluency:

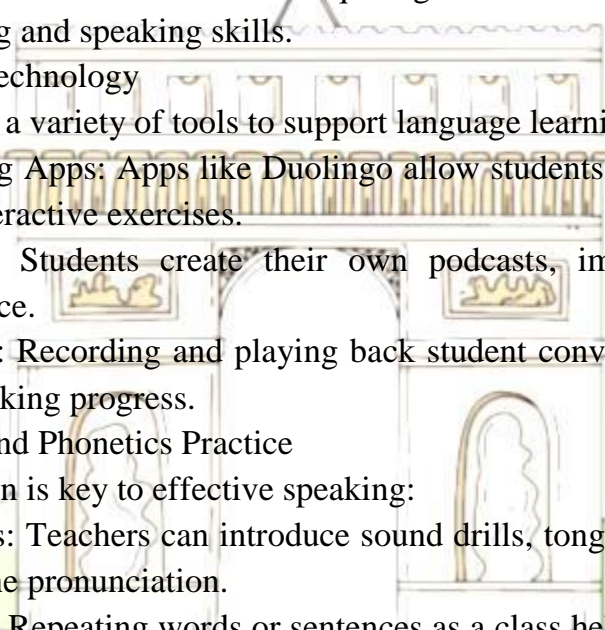
Student Storytelling: Encourages students to narrate personal experiences or create fictional stories, helping them practice sentence structure and vocabulary.

Picture Descriptions: Students describe a picture, promoting descriptive language and spontaneous speaking.

8. Games and Interactive Speaking Activities

Games make learning enjoyable and less formal:

Speaking Games: Games like "20 Questions" or "Guess Who" prompt students to ask and answer questions in a relaxed setting.



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Board Games: Games designed to prompt conversation are effective in encouraging shy students to speak.

9. Feedback and Reflection

Constructive feedback is essential for growth:

Teacher and Peer Feedback: After speaking activities, feedback helps students identify strengths and areas for improvement.

Self-Assessment: Encouraging students to reflect on their performance fosters self-awareness in their communication abilities.

**Conclusion**

Listening and speaking are critical skills that require focused instruction and practice in schools. By incorporating diverse methods such as role-playing, group discussions, interactive listening, and the use of technology, teachers can create an engaging learning environment. This approach not only enhances students' linguistic abilities but also prepares them for real-world communication challenges. Effective feedback and reflection processes further support their growth, making listening and speaking skills integral to their overall language development.

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## MASOFAVIY TA'LIMDA TALABALARNING TEXNIK IJODKORLIK FAOLIYATLARINI BAHOLASH

**To'raqulova Marjona qiyom qizi**  
**Asadova Zarina Axmadovna**

Masofaviy ta'limda talabalarning texnik ijodkorlik faoliyatini baholash va uning ahamiyati shundan iboratki, ta'lim oluvchilar tomonidan o'quv materiallari o'zlashtirilganligini, ko'nikma va malakalar hosil bo'lganligini tekshirish hamda baholash ta'lim jarayonining zarur tarkibiy qismi hisoblanadi. Bu faqat o'qitish natijalarini nazorat qilish emas, balki o'quv jarayonining turli bosqichlarida ta'lim oluvchilarning bilish faoliyatiga rahbarlik qilish hamdir.

Baholash-ta'lim jarayonining ma'lum bosqichida o'quv maqsadlariga erishilganlik darajasini oldindan belgilangan mezonlar asosida o'lchash, natijalarni aniqlash va tahlil qilishdan iborat jarayondir.

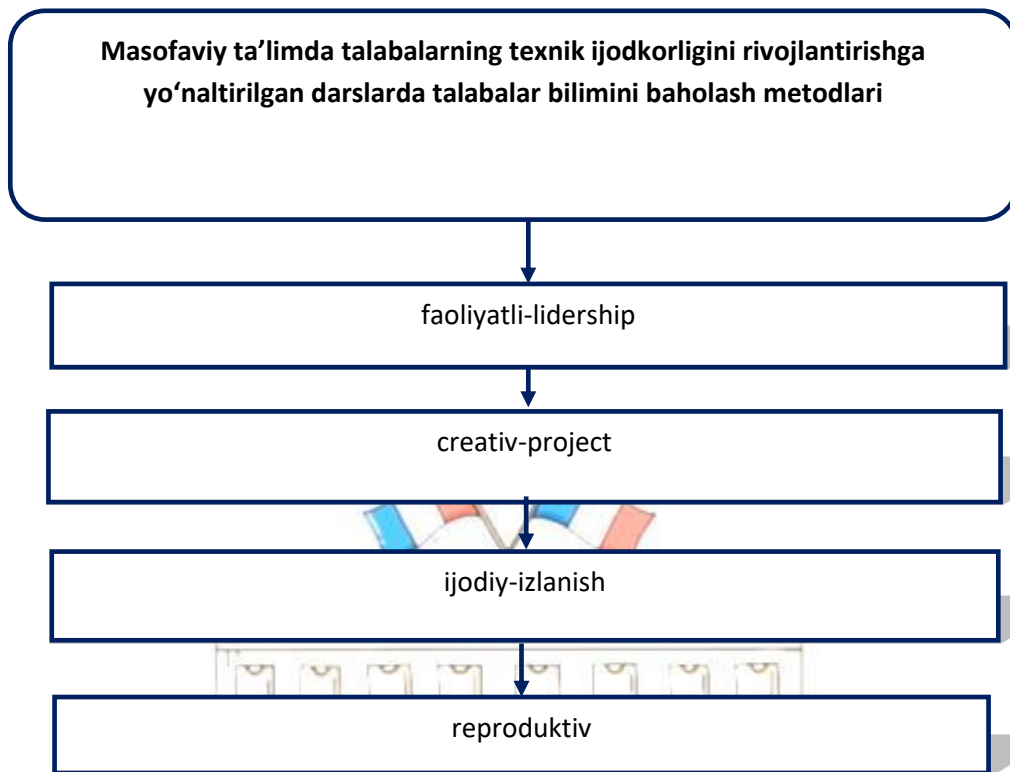
Bilimlarni tekshirish va baholashning ta'limiy ahamiyati shundan iboratki, bunda o'quv materialining o'zlashtirilganligi haqida ta'lim beruvchi ham, ta'lim oluvchi ham muayyan ma'lumotga ega bo'ladi. Baholash natijasida tushuncha va qonun-qoidalarning qaysi biri qiyin, qaysi biri esa oson o'zlashtirilishi aniq-ravshan bo'ladi. Bu ta'lim oluvchining ijodiy tarzda darsga tayyorgarlik ko'rishi va o'quv mashg'ulotini o'tkazishi uchun asos bo'lib xizmat qiladi. Bilimlarni, ko'nikma va malakalarni nazorat qilish hamda baholashning tarbiyaviy ahamiyati shundaki, bunda ta'lim oluvchilarning o'qishga, o'z yutuqlari va muvaffaqiyatsizliklariga nisbatan munosabati shakllanadi, qiyinchiliklarni yengish istagi tug'iladi.

Ba'zan baholash jarayonida ta'lim oluvchi qo'shimcha bilim, ko'nikma va malakalarga ega bo'ladi. Ta'lim jarayonida o'zlashtirmagan tushunchalarning mohiyatini tushunib yetadi. Shu bois, baholashni ta'lim olish jarayonining davomi, deb ham aytish mumkin. Natijalarni baholash orqali bir paytning o'zida butun ta'lim tizimi va uning komponentlari tekshirilib ko'rilishi kerak. Bu bilan ta'lim tizimida kutilayotgan natijaga erishilayotganlik darajasi tekshirilib o'lchanadi. Ta'lim berish davomidagi nazorat natijalarini o'lchab borish, bilim, ko'nikma va malakalarni baholash talabaning o'zligini anglashi uchun bir imkoniyatdir.

Har qanday baholash natijalari o'zaro taqqoslanishi, ya'ni o'lchanishi lozim bo'ladi. Ularni taqqoslash baholashdan oldin yoki keyin ishlab chiqilgan mezonlar asosida amalga oshirilishi mumkin. Baholash mezonlari o'quv maqsadlariga qay darajada erishilganlikni anglatuvchi ko'rsatkichdir. Bu ko'rsatkichlar sonlar («besh», «to'rt», «uch» va hokazo) so'zlar («a'lo», «yaxshi», «qoniqarli» va hokazo) yordamida tavsiflanishi mumkin. Boshqacha qilib aytadigan bo'lsak, baholash mezonlari ta'lim oluvchining qaysi o'zlashtirish darajasini namoyish qilishiga qarab mos qo'yiladigan baho ko'rsatkichining tavsifidan iborat.

Texnik ijodkorlikni shakllantiruvchi va rivojlantiruvchi dars ishlanmalari vositasida o'tkazilgan tajriba sinov ishlari natijasida talabalar bilimini baholashning quyidagi

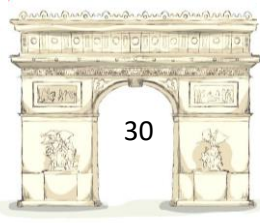
metodlaridan foydalandik: reproduktiv, ijodiy izlanish, creativ-project hamda faoliyatli-lidership. Mazkur baholash metodlarining qisqacha mazmuniga to'xtalib o'tamiz (1-rasmga qarang).



### 1- rasm. Talabalar texnik ijodkorligini rivojlanganligini baholash metodlari

Reproduktiv mezon — baholanayotgan talabalar bu jarayonda ma'lumotlarni, qoidalarni, algoritmlarni turli birikmalar sifatida qayta esga oladi, berilgan topshiriq shakliga ko'ra ularning individual texnik qobiliyatlariga qarab belgilanishi mumkin, bunda materialni aynan o'zgarishsiz takrorlash yoki erkin ravishda so'zlab berishi, texnologik sxemalarni to'g'ri chizishi, jadval va raqamli topshiriqlarni bajarish ko'rsatkichlari bilan izohlanishi, talabalar o'quv faoliyati natijalari taqqoslanishi mumkin. Talabalar bilimni baholashda baholash mezonlari tabaqalashtirilgan holda belgilanadi. Baholashning ijodiy- izlanish metodida talabaning berilgan topshiriq yuzasidan jamoaviy yondashuvi, faolligi, ijodkorligi, izlanuvchanligi, qat'iyatligi, kichik guruhlarda ishlash jarayonida o'zining mustaqil qaror qabul qilishi kabi qobiliyatlari majmui tushuniladi. Talabalar nazariy bilim va amaliy ko'nikmalarini kreativ-project (ijodiy-loyihalash) jihatdan baholashda ularning axborot texnologiyalaridan hamda internet tarmog'idan o'rinli foydalana olish, yangi g'oyalarni loyihalash va qayta ishlash hamda natijani oldindan taxmin qila olish va taqqoslash qobiliyatlarini egallaganlik darajasi bilan belgilanadi.

Faoliyatli-lidership metodi esa talabalar nazariy va amaliy faoliyatlarini baholash jarayonida qo'llanilib, ko'pincha, tajriba ishlarini bajarishda, berilgan o'quv topshirig'ini qisqa muddatda ijodkorona hamda mahorat bilan bajarish, turli yangi g'oyalarni ishlab chiqarish va natijaga erishishni to'g'ri baholashda aks etadi.



Ijodiy izlanishda talabanning berilgan topshiriq yuzasidan jamoaviy yondashuvi, faolligi, ijodkorligi, izlanuvchanligi, qat'iyatligi, kichik guruhlarda ishlash jarayonida o'zining mustaqil qaror qabul qilishi kabi qobiliyatlari majmui tushuniladi.

Biz yuqoridagi mulohazalarga tayangan holda aynan oliy ta'limda masofaviy ta'lim bosqichlari professor-o'qituvchilari faoliyatida faol o'qitish metodlaridan foydalanish, ular faoliyatini optimallashtirish imkonini beruvchi bir qator omillarni belgilaydi.

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## THE WAYS OF TEACHING SPEAKING SKILL

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**Abstract:** *Teaching speaking skills in a foreign or second language classroom is essential for fostering communicative competence. This article examines various approaches and techniques that educators can use to enhance speaking abilities among learners. It discusses the traditional grammar-translation and audio-lingual methods, along with modern communicative and task-based approaches that emphasize real-world interaction. The role of authentic materials, peer interaction, and error correction is also explored, alongside the integration of technology such as language learning applications and digital media. Furthermore, the article emphasizes the importance of creating a low-stress, student-centered environment where learners feel comfortable experimenting with language and engaging in meaningful communication. By adopting a variety of strategies, teachers can cater to different learner needs, enabling more effective development of speaking skills.*

**Keywords:** *speaking skills, communicative competence, language teaching methods, task-based learning, grammar-translation method, audio-lingual method, authentic materials, error correction, peer interaction, technology in language teaching.*

### Introduction

The ability to communicate effectively in a second language is one of the primary goals for language learners, making speaking skills a key focus in language education. Traditionally, teaching speaking was approached with methods that focused on accuracy and memorization, such as the grammar-translation and audio-lingual methods. However, with the rise of communicative language teaching (CLT), the emphasis has shifted to fostering fluency and real-life communication.

Speaking is one of the most fundamental skills in language acquisition, often considered the most direct form of communication. As language learners seek to express their thoughts, ideas, and emotions in the target language, the development of speaking skills becomes a primary focus of language instruction. Unlike receptive skills such as listening and reading, speaking requires immediate and real-time language production, making it one of the most challenging skills for learners to master.

Effective teaching of speaking skills is essential for learners to achieve communicative competence, enabling them to use the language in various social contexts. Over the years, language teaching methodologies have evolved, shifting from accuracy-based approaches like grammar-translation to fluency-driven methods such as communicative language teaching (CLT) and task-based learning (TBL). This evolution reflects a growing

understanding of the need for learners to practice speaking in realistic, interactive settings rather than solely focusing on linguistic correctness.

In today's classrooms, teachers employ a wide range of strategies to support speaking development, from traditional drills to modern communicative tasks. Moreover, advancements in technology have provided additional tools, such as language learning apps and online conversation platforms, which allow learners to engage in meaningful speaking practice beyond the classroom.

This article explores the various methods used to teach speaking skills, examining their benefits and challenges. It also highlights the role of authentic materials, peer interaction, and a supportive learning environment in fostering language production. By understanding these approaches, teachers can better facilitate the development of speaking proficiency in their students, preparing them for real-world communication.

#### Traditional Approaches to Teaching Speaking

1. **Grammar-Translation Method:** This approach focuses on the accuracy of language use, primarily through reading and writing. While speaking is not the central focus, it often involves translating spoken texts and repeating grammatical structures.

2. **Audio-Lingual Method:** Rooted in behaviorism, this method relies on repetition, drills, and memorization of dialogues to teach speaking. Learners practice speaking through structured dialogues, reinforcing language patterns.

#### Communicative and Task-Based Approaches:

1. **Communicative Language Teaching (CLT):** CLT focuses on interaction as the core of language learning. Speaking activities like role-play, debates, and group discussions encourage learners to use language spontaneously in real-life contexts. The emphasis is on fluency over accuracy, allowing learners to communicate effectively even when making mistakes.

2. **Task-Based Learning (TBL):** This approach uses tasks such as problem-solving, interviews, or collaborative projects to engage students in meaningful language use. Speaking tasks are designed to replicate real-world activities, helping learners use the target language for specific purposes.

**Role of Authentic Materials** Incorporating authentic materials, such as news broadcasts, podcasts, interviews, and dialogues from native speakers, allows learners to experience how the language is used in real contexts. Authentic materials not only expose learners to natural language use but also motivate them by showing the practical value of their learning.

**Technology in Teaching Speaking** With advancements in technology, new tools have emerged to support speaking practice. Language learning applications, online conversation platforms, and video-conferencing tools connect learners with native speakers or conversation partners worldwide. These tools offer opportunities for learners to practice speaking in diverse, real-world contexts outside the classroom.



## MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

Creating a Supportive Classroom Environment A supportive, low-anxiety classroom environment is vital for successful speaking skill development. Teachers should encourage a culture where making mistakes is seen as part of the learning process.

Collaborative activities and peer feedback sessions can create a safe space for learners to experiment with the language, leading to greater speaking confidence.

Error Correction in Speaking Activities Effective error correction is a delicate balance between maintaining fluency and addressing linguistic inaccuracies. In the early stages of speaking practice, it is often best to prioritize fluency and delay correction until learners are comfortable. Later, targeted feedback on common errors can be provided, helping learners refine their language skills without inhibiting their willingness to speak.

### Conclusion

Developing speaking skills requires a blend of methods that cater to different learning styles and objectives. While traditional methods focus on structure and accuracy, communicative and task-based approaches emphasize real-world interaction and fluency. Incorporating authentic materials, leveraging technology, and fostering a supportive classroom environment further enhance speaking skill development. Teachers should adopt a flexible approach, integrating various techniques to meet the diverse needs of language learners and guide them toward confident, effective communication.

Teaching speaking skills is a complex but crucial component of language education, as it equips learners with the ability to communicate effectively in real-life situations. Over time, language teaching methods have evolved from accuracy-focused approaches, such as the grammar-translation method, to more fluency-oriented approaches like communicative language teaching and task-based learning. Each method offers unique benefits, whether emphasizing structured practice or fostering spontaneous communication.

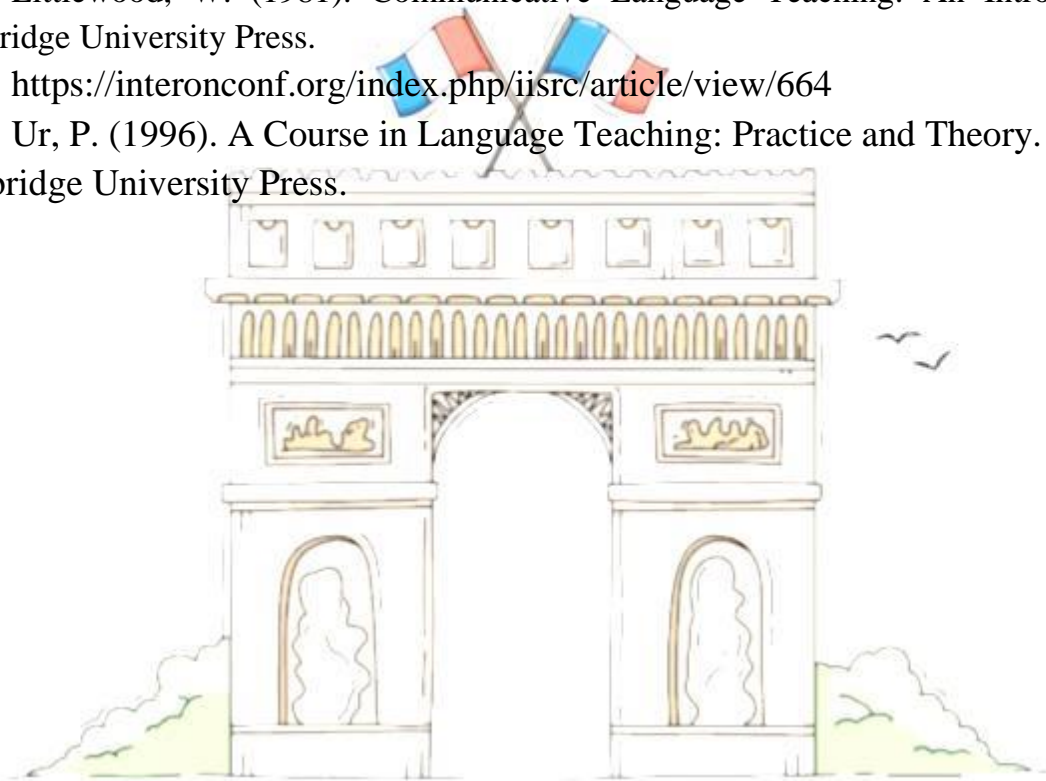
Incorporating authentic materials, promoting peer interaction, and utilizing technology are essential strategies for creating an engaging, interactive learning environment. Additionally, a supportive classroom atmosphere that encourages risk-taking and views mistakes as learning opportunities is critical for building learners' speaking confidence.

Ultimately, a balanced approach, integrating various techniques tailored to learners' needs, enables teachers to cultivate speaking proficiency effectively. By combining these diverse strategies, educators can guide students toward fluency, helping them become confident, competent speakers in the target language.



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## KLINIK PATOLOGIYA HOLATIDA BIRINCHI TEZ TIBBIY YORDAM BERISH

**Iskandarova Zumrad Dilmurod qizi**

*Olmaliq Abu Ali ibn Sino nomidagi Jamoat salomatligi texnikumi  
Klinik patologiyada birinchi yordam fani o'qituvchisi*

**ANNOTATSIYA:** *Ushbu maqola klinik patologiya holatlarida birinchi tez tibbiy yordam ko'rsatishning asosiy tamoyillari va usullarini yoritadi. Klinik patologiya holatlari — bu bemorlarning hayotini xavf ostiga qo'yadigan, tezkor va samarali yordam talab qiladigan vaziyatlardir. Maqolada yurak to'xtashi, nafas olish muammolari, qon ketishi kabi holatlar bo'yicha birinchi yordam ko'rsatish tartiblari, bemorni baholash va tez yordam chaqirish jarayonlari, shuningdek, asosiy yordam ko'rsatish usullari batafsil keltiriladi. Bemorni quvvatlash, dori-darmonlar bilan ta'minlash va psixologik yordam ko'rsatishning ahamiyati ham ta'kidlanadi. Ushbu ma'lumotlar tibbiyot mutaxassislari va oddiy fuqarolar uchun zarur bo'lib, klinik patologiya holatlarida samarali va tezkor yordam ko'rsatishga yordam beradi.*

**Kalit so'zlar:** *klinik patologiya, birinchi yordam, tez tibbiy yordam, qon ketishi, tez yordam chaqirish, yurak to'xtashi, dori-darmonlar, tibbiy usullar, qon aylanishi, favqulodda vaziyatlar.*

**АННОТАЦИЯ:** *Эта статья посвящена случаям клинической патологии освещены основные принципы и методы оказания первой помощи. Случаи клинической патологии представляют собой опасные для жизни ситуации, требующие оперативной и эффективной помощи. В статье подробно описаны процедуры оказания первой помощи при таких состояниях, как остановка сердца, проблемы с дыханием, кровотечение, оценка состояния пациента и процедуры вызова службы экстренной помощи, а также основные методы оказания первой помощи. Также подчеркивается важность ухода за пациентами, медикаментозного лечения и психологической поддержки. Эта информация необходима медицинским работникам и рядовым гражданам и помогает оказать эффективную и оперативную помощь при клинической патологии.*

**Ключевые слова:** *клиническая патология, первая помощь, неотложная медицинская помощь, кровотечение, вызов скорой помощи, остановка сердца, лекарственные средства, медицинские методы, кровообращение, неотложные ситуации.*

**ABSTRACT:** *This article is in clinical pathology cases covers the basic principles and methods of providing first aid. Clinical pathology cases are life-threatening situations that require prompt and effective assistance. The article details first aid procedures for conditions such as cardiac arrest, respiratory problems, bleeding, patient assessment and emergency call procedures, and basic first aid techniques. The importance of patient care, medication and psychological support is also emphasized. This information is necessary for medical professionals and ordinary citizens, and helps to provide effective and prompt care in cases of clinical pathology.*

**Key words:** *clinical pathology, first aid, emergency medical aid, bleeding, calling an ambulance, cardiac arrest, drugs, medical methods, blood circulation, emergency situations.*

Sog'liq inson organizmi uchun berilgan eng buyuk ne'mat- laridan biri. Doim sog'- salomat bo'lib yurish, eng avvalo, insonning o'ziga bog'liq bo'lib, unga atrof-muhit, tabiat, turli shart-sharoitlar ham ta'sir etishi mumkin. Har qanday sabablar natijasida organizmda patologik holat, ya'ni kasallik kelib chiqadi.

Kasallik organizm va eng muhim ichki organlar normal funksiyasining buzilishi. Hozirgi vaqtda kasallik tushunchasi quyidagicha ta'riflanadi. Kasallik tashqi va ichki muhitning salbiy ta'silari tufayli organizm faoliyatining buzilishi bo'lib, organizm himoya kuchlarini safarbar etishiga qaramasdan, moslanuv- chanligining susayib ketishi bilan tavsiflanadi. Xastalik odamzod organizmining umumiy dardi bo'lib, unga yemiruvchi va moslash- tiruvchi hodisalarning birgalikda davom etib borishi, lekin moslashtiruvchi hodisalarning kamlik qilib qolishi natijasida ko'pincha mehnat qobiliyati pasayib ketishi bilan belgilanadi. Kasallik paydo bo'lishiga yo'l qo'ymaslik yoki uning xarakterini aniqlash va bemorga yordam berish uchun biror kasallikning yuzaga kelish sabablari va bunda kishi organizmida ro'y beradigan o'zgarishlar haqida aniq tasavvurga ega bo'lish lozim. Kasallik qanday oqibatlariga olib kelishi mumkinligini bilish zarur. **Patologiya** (yunon. pathos kasallik, logos fan so'zlaridan olingan) kasallik, uning mohiyati va rivojlanish qonuniyatlarini o'rganuvchi fan. Ammo buning uchun bemorni kuzatib, orttirilgan birgina klinik tajribaning o'ziga kamlik qiladi. Tibbiyot xodimlari kasalliklar mohiyatini bemorning to'shagida o'rganish mumkin bo'lgan chegaradan tashqari chuqurroq anglashlari lozim. Bunda ularga xususiy patologiya asoslari yordam beradi. Klinik patologiya va birinchi tibbiy yordam quyidagi guruhlariga ajratiladi:

1. Patologiya haqida umumiy tushuncha.
2. Antiseptika va aseptika haqida asosiy tushuncha.
3. Bog'lash texnikasi (Desmurgiya).
4. Birinchi tibbiy yordam haqida umumiy tushuncha.
5. Birinchi tibbiy yordam ko'rsatishning umumiy tamoyillari.
6. Reanimatsiya tamoyillari va usullari.
7. Shok.
8. Shikastlanishlarda birinchi tibbiy yordam ko'rsatish:
  - a) jarohatlar: yumshoq to'qimalar shikastlanishi, qon ketishi;
  - b) suyaklar va bo'g'imlar shikastlanganda birinchi yordam;
  - d) kuyish, sovuq urishi.
9. Baxtsiz hodisalarda va to'satdan bo'ladigan kasalliklarda birinchi tibbiy yordam ko'rsatish.
10. Mutaxassis amaliyotida uchraydigan baxtsiz hodisalarda birinchi tibbiy yordam ko'rsatish.

Klinik patologiyaning boshqa tibbiyot fanlari bilan bog'liqligi. Patologiya yaxlit holda biologiya bilan uzviy bog'langan. Jonli tabiat taraqqiyotining asosiy qonunlarini to'g'ri tushunmasdan turib, patologik holatlarni anglash mumkin emas. Patologiya, ayniqsa, patologik fiziologiya normal fiziologiya bilan chambarchas bog'langan. Fiziologik

qonuniyatlarni bilish patologik jarayonlarni tushunishning zarur shartidir. Buning ustiga bu fanlar o'rtasidan ko'pincha chegara bo'lmaydi. Ba'zan tashqi muhitning turli-tuman zararli ta'sirlariga qarshi fiziologik jarayonlar I.P. Pavlov ta'biri bilan aytganda, «fiziologik himoya tadbirlari» qayerda tugab, kasallik belgilari, ya'ni patologik jarayonlar qayerdan boshlanishini aniqlash qiyin bo'lib qoladi. Patologik anatomiya ham xuddi patologik fiziologiya bilan normal fiziologiya kabi normal anatomiya, gistologiya va embriologiya bilan chambarchas bog'langan. Amalda patologik anatomiya hamma klinik tibbiyot fanlari bilan chambarchas bog'langandir. Jarrohlar, ginekologlar, aku- sherlar, dermatologlar, urologlar biopsiya vaqtida olingan material bilan gistologik tekshirishga juda ko'p murojaat qilishadi. Klinik- anatomik taqqoslashda tibbiyotning turli-tuman sohalari vakillari ishtirok etishadi. Birinchi tez yordam ko'rsatish qoidalari: **Holatni Baholash**. Birinchi navbatda, bemorning holatini baholash zarur. Bu jarayonda:

1. Bemorning shikoyatlari va simptomlarini eshitish.
2. Hayotiy belgilarni (nafas olish, yurak urishi, qon bosimi) o'lchash.

**Tez yordam chaqirish:** agar bemor og'ir holatda bo'lsa, darhol tez yordam xizmatini chaqirish zarur. Bemorning holati haqida aniq va to'g'ri ma'lumot berish muhimdir.

**Bemorni quvvatlash:** bemorni qulay holatga keltirish va tinchlantirish kerak. Agar bemor hushidan ketgan bo'lsa, uni yonboshiga yotqizish va nafas olish yo'llarini ochiq tutish lozim.

**Asosiy yordam ko'rsatish:** har bir klinik patologiya holati uchun o'ziga xos yordam ko'rsatish usullari mavjud:

1. Yurak to'xtashi: Agar yurak urishi to'xtasa, darhol reanimatsiya (CPR) boshlanishi kerak. Bu jarayonni davom ettirish uchun tez yordam kelguniga qadar davom ettiring.
2. Nafas olish muammolari: Nafas olishda qiyinchilik bo'lsa, sun'iy nafas berishni amalga oshirish zarur.
3. Qon ketishi: Qon ketayotgan joyni bosib turish va zarur bo'lsa, yara ustiga to'g'ri bandaj qo'yish lozim.

**Dori-darmonlar:** bemor oldinroq dori-darmonlar qabul qilgan bo'lsa, ularni aniqlang va kerakli dori-darmonlarni berishga tayyorlaning. Bu, ayniqsa, allergik reaksiya yoki yurak muammolari bo'lgan bemorlarda muhimdir. **Bemorni kuzatish:** bemorning holatini doimiy ravishda kuzatib boring. Har qanday o'zgarishlarga tezda javob berish zarur. Klinik patologiya holatlarida birinchi tez tibbiy yordam ko'rsatish — bu bemorning hayotini saqlash va sog'lig'ini tiklashda muhim rol o'ynaydi. Har bir kishi ushbu qoidalarga amal qilib, zarur hollarda yordam berishga tayyor bo'lishi lozim. Tibbiy yordamga murojaat qilish har doim eng yaxshi yechimdir.

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## INTERACTIVE METHODS IN PRIMARY CLASSES OF NUMBER WORDS

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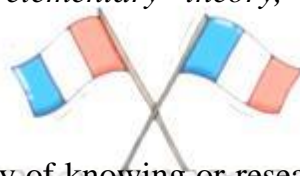
**Abstract:** *in this article, creative ideas of methods for working on number vocabulary among primary school students are expressed. This article is relevant in that it consists of practical application guidelines as well as giving theoretical methods about the theoretically used methods. Methods are developed within 4 classes.*

**Key words:** *number, lexical meaning, method, “charkhpalak”, spelling, program, linguistic basis, consistency, elementary theory, genetics, explanatory dictionary, spelling, pronunciation.*

### INTRODUCTION

A method is considered a way of knowing or research, and it is a set of guidelines for acquiring, mastering, learning a certain reality. In many cases, it arises as a means of practical activity. It helps to spend very little effort to do something. It is the most effective tool for imparting knowledge, skills and abilities. Dynamic images are an important factor in the development of education, and they serve to provide students with quick and convenient knowledge. The educational experience of countries in the developing world shows that there are many types of methods, but not all of them give effective results. One of the main conditions that should be paid attention to in the application is that the methods are suitable for the opportunity, age and physiology of the students, and the essence of the subject being taught. The topic that we want to cover based on scientific experience and knowledge is related to this. As elementary school students learn each word group based on the program, all the knowledge taught requires a certain period and defined stages. Number vocabulary is not taught as deeply as other independent vocabulary. Knowledge specific to the age and mastery abilities of primary school students is given. The stages of learning a number of words are organized as follows:

According to the requirements of the educational program, although its teaching is organized from the first grade, the process of assimilation of information about it is somewhat complicated, and it is divided into four stages in terms of methodological principles. In the first of these stages, only the practical learning process is organized and number is studied practically based on elementary theoretical concepts in primary education. After all, at this stage, the number is worked on without deepening the theoretical information. This important hands-on activity covers first grade literacy and the second half of first grade. At the above-mentioned stage, a solid foundation is prepared for information and knowledge that deepens depending on the stages of studying number [1]. Educational experiences based on scientific data show that during



the period of literacy education, the oral method is the main guide, and students often ask oral questions about conversations, pictures, and objects related to everyday activities. -are attracted to the answers. As an example, we can get “queue information” that the teacher touches on the organizational part of the lesson. In this process, we can see when we organize oral question and answer with questions such as “What day is it today?”, “How many people are participating in the lesson?” Or the use of “How many people are in your family?” and “How many children are you in the family” in the topic “My family” while integrating the topics given in the mother tongue and literacy textbooks provides a solid foundation for accepting the concepts of number. At the same time, when studying sounds and words formed on the basis of sounds in alphabet classes, students are interested in controversial questions such as “How many sounds are there in this word?”, “Tell me the number of vowel sounds” [2].

The second of the four stages highlighted on the basis of the above information corresponds to the second grade, and during the practical activity at this stage, the following two tasks are performed:

The information included in the first elementary theory specific to the number word group is presented. That is, how many words are there? How many? The answer to such questions is the enumeration of all persons and things in existence; how much when there is an answer to a question, it is said to indicate the order of all persons and things;

### LITERATURE ANALYSIS AND METHODOLOGY

On the basis of questioning the words of the number of words, the ability to clearly state the meaning of them and using this information to express the thought formed in the mind is formed.

The given knowledge, skills and simple skills will be solidified by performing exercises using the practical method. The exercises presented to the student for the first time look a bit simple, based on the ready-made materials, they are aimed at identifying words in a number of words and interpreting these words. Material options require creative thinking and some research. Exercises to be performed by the student must meet the following requirements:

Based on consistency in a certain order;

It is required to be organized in a systematic form, on the basis of dependence.

That is, ask a question about the highlighted word, explain what it means (if this is the first question), then use the questions to identify the words that mean count or order. Get, determine the words that express the meaning of count with the help of questions and make one sentence with the participation of the word of this number group of words, how many numbers mean the meaning of order? Find out with the help of questions. Then, the use of such words as “find the omitted word” with a word of the number word group in the omitted form will have a positive effect on the acquisition of information about this word group. In order to expand the scope of imaginative thinking and imagination of elementary school students, the use of methods such as creating a connected text based on a picture and using words related to the number of words in it (counting and counting) will give a positive result. Through the exercises offered to primary school students, not

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only they develop theoretical and practical skills, but also the orthoepic and orthographic (pronunciation and spelling rules) rules of words in the numerical vocabulary, including the explanatory dictionary. Work is also carried out on the The above information shows that the exercises are based on the principle of genetic (complexity process from simple to complex level).

The next third stage of learning the number vocabulary covers elementary grades and the third grade. As we mentioned on the basis of the principle of deepening from simple information to complex information, during this period the students' vocabulary, vocabulary of number words, and speech is enriched with new words of number words. Goes In the process of teaching this vocabulary, activities such as observation, identification, grouping, and generalization are the main services, and they are important in bringing the students' knowledge on this subject to a sufficient level. That is, it will be in the following form:

A text is provided;

Then it is said to identify the words related to the number of words in the presented text;

The found words related to the number word group are divided into two groups (count and order as) are separated;

After finding the total number, a conclusion is drawn.

Generalization (in the second stage), grouping (in the third stage), summarization (in the fourth stage) of the above exercise processes are shown. For example, seven students came to the library today. Four of them were elementary school students, two were ninth grade students, and the last seventh grader was an unknown student. The text contains words related to four numerical word groups, which are identified based on generalization. Then it is divided into groups by means of grouping questions, one order is number; there are two counts. Then it ends with a short summary, the text generally contains four number word groups, one of which belongs to the ordinal and three to the count number groups. Along with this, the lexical meanings and grammatical features of the number are also noted. They are as follows:

The first is related to words that mean a person or thing;

The second is that numbers with the meaning of order contain suffixes -th, -th, and numbers with the suffix -ta have calculation properties belonging to the group of odd numbers [3]. It indicates the number and order of persons and things, in the sentence, the noun is connected to the word in the word group, in the sentence it performs the function of the secondary clause. During this period, more attention is paid to the ability of primary school students to use them appropriately in written and oral speech, and in the context of small stories and texts. It is worth noting that together with this information, students are given simple information about the phenomenon of homonymy in linguistics, that is, the number word group and words from other word groups. In order to create basic skills, knowledge is given about the formative relationship between three (the verb means the meaning of the action)-three (how many word groups); face to face; It means an event that happened in words like forty-forty.

The last stage of teaching the number of words covers the period of the fourth grade, as the fourth stage is understood. In this period, the main issue that is focused on is the use of words in the number group based on orthographic rules, i.e. spelling. In this process, the spelling of each part of the numbers (each part of the composite number, simple numbers, Roman numerals) is worked on. In parallel with this process, the phonetic changes that occur in the structure of numbers are also taught.

After adding the suffix, it occurs in the word structure of the word group giving (for example, when adding the plural formative suffix -ov to the composition of two numbers, the vowel I is omitted in the composition of the number, and the word two is written in the form of two) changes, including numbers consisting of double consonants (eight, (such as two, seven, nine) is given more importance. Numerical words used together with numbers (this term itself is not known to the reader) mean spelling rules related to writing (such as double consonants in the words gram, kilogram). One of the four stages of learning the above-mentioned number vocabulary is consolidated in the fourth stage, the third stage covering the fourth grade. We think that organizing this process through the interactive method "Explain to a friend" by finding the missing numbers and filling in the text will give an effective result. "Explain to a friend" method not only allows students to gain high knowledge without much effort, but also has an effective effect on the psyche and attention of a young child. It provides an opportunity to quickly apply in problematic and random situations without requiring a perfect plan based on advance preparation and creative ideas from the teacher. In this case, the learner writes a word related to a number of words on a piece of paper. One student is selected from among the sitting students and placed on the blackboard. He will be unaware of the written number. After seeing the number, those who are sitting will have to explain this number by describing it. It is desirable for elementary school students to learn the number vocabulary in connection with the noun vocabulary. Based on the requirements of the educational program, each of the primary school students should acquire the following knowledge and information:

What kind of questions does the number phrase take;

Number meanings;

Connecting the number word group to the noun word group;

What is its role in the sentence;

Writing based on spelling rules;

It is required that they know such things as being able to distinguish a number of words from similar words belonging to another word group [4].

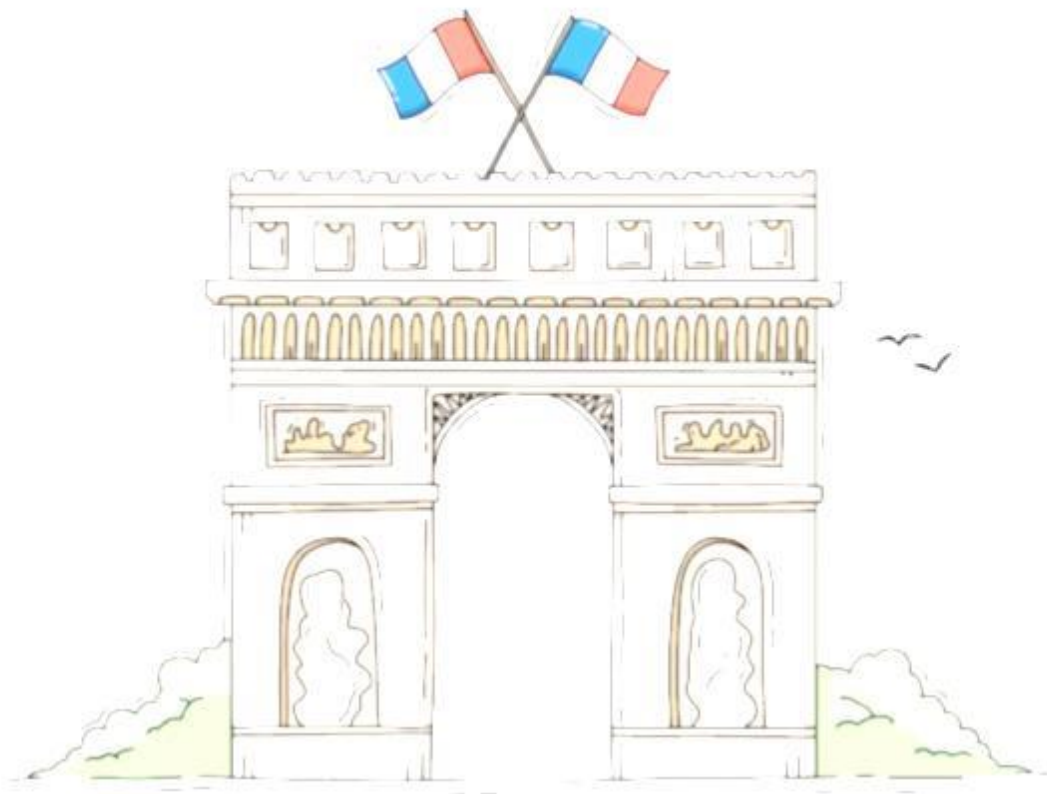
## CONCLUSION

In short, methods help us in any situation to improve the quality of education and provide quality education to students. Through it, we can achieve high results without spending much effort. One of them is the topic of number and sentence structure, which is a little difficult to teach students. This activity is a high ground for not only knowledge, but also creative thinking of the future growing young generation prepares.



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## YURAK QON TOMIR TIZIMI KASALLIKLARI

Yo'lchiyeva Dilnavoz Shavkatjon qizi

Olmaliq Abu Ali ibn Sino nomidagi Jamoat salomatligi texnikumi

Klinik patologiyada birinchi yordam fani o'qituvchisi

**Annotatsiya:** Ushbu maqolada yurak qon tomir tizimi kasalliklari (YQTK) haqida batafsil ma'lumot berilgan. YQTK ning asosiy turlari, sabablari, belgilarini va davolash usullari ko'rib chiqiladi. Maqola, yurak ishemik kasalliklari, yurak yetishmovchiligi, aritmiyalar va qon tomir kasalliklarining xususiyatlarini yoritadi. Shuningdek, kasalliklarning rivojlanishiga ta'sir etuvchi omillar, jumladan, genetik, hayot tarzi va atrof-muhit sharoitlari keltiriladi. Belgilar va simptomlar haqida ma'lumot berilib, davolash usullari, jumladan, dori-darmonlar, hayot tarzini o'zgartirish va jarrohlik aralashuvlari haqida fikr yuritiladi. Maqolaning oxirida YQTK ning oldini olish uchun tavsiyalar beriladi.

**Kalit so'zlar:** yurak kasalliklari, insult, qon bosimi, infarkt, qon aylanish, risk omillari, genetika, hayot tarzi, qon lipidlari, kardiologiya, davolash usullari, sport va jismoniy faoliyat, yurak yetishmovchiligi, genetika.

**Аннотация:** В данной статье представлена подробная информация о заболеваниях сердечно-сосудистой системы (ССЗ). Рассмотрены основные виды, причины, симптомы и методы лечения ЗППП. В статье освещена характеристика ишемической болезни сердца, сердечной недостаточности, аритмий и заболеваний сосудов. Также представлены факторы, влияющие на развитие заболеваний, включая генетику, образ жизни и условия окружающей среды. Предоставляется информация о признаках и симптомах, а также обсуждаются варианты лечения, включая лекарства, изменение образа жизни и хирургические вмешательства. В конце статьи даны рекомендации по профилактике ЗППП.

**Ключевые слова:** болезни сердца, инсульт, артериальное давление, инфаркт, кровообращение, факторы риска, генетика, образ жизни, липиды крови, кардиология, методы лечения, спорт и физическая активность, генетика сердечной недостаточности.

**Abstract:** This article provides detailed information about diseases of the cardiovascular system (CVD). The main types, causes, symptoms and methods of treatment of STD are considered. The article covers the characteristics of ischemic heart diseases, heart failure, arrhythmias and vascular diseases. Factors affecting the development of diseases, including genetics, lifestyle and environmental conditions, are also presented. Information on signs and symptoms is provided, and treatment options are discussed, including medications, lifestyle changes, and surgical interventions. At the end of the article, recommendations are given to prevent STD.

**Key words:** *heart disease, stroke, blood pressure, heart attack, blood circulation, risk factors, genetics, lifestyle, blood lipids, cardiology, treatment methods, sports and physical activity, heart failure genetics.*

**Yurak** maxsus yurak mushak to'qimasidan tuzilgan bo'lib, u yurakning qon aylanish tizimida nasos kabi ishlashiga imkon beradi. Inson yuragi to'rtta kameraga bo'lingan. Yurakning har ikkala tomonida bittadan bo'lmacha va qorincha joylashgan. Bo'lmachalar qonni qabul qiladi, qorinchalar esa qonni haydab chiqaradi. Odam qon aylanish tizimiga quyidagi doiralari kiradi: kichik qon aylanish doirasi yurak va o'pkalar orasidagi qon oqimini vujudga keltiradi. Katta qon aylanish doirasi odam tanasining barcha qismiga qonning borishini va yurakka qaytib kelishini ta'minlaydi. Koronar (tojsimon) doira qat'iy ravishda yurakni qon bilan ta'minlaydi (quyidagi chizmada ko'rsatilmagan). Yurakdan tananing turli qismlariga ketayotgan qon oqimini tasvirlovchi chizma. **Qon aylanish tizimi** – qon, qon tomirlar va yurakdan tashkil topgan tarmoq. Bu tarmoq tanadagi to'qimalarni kislorod va oziq moddalar bilan ta'minlaydi, gormonlarni tashiydi va keraksiz mahsulotlarni chiqarib tashlaydi. Qon va qon tomirlar. Yurakdan chiqqan qon butun tanaga qontomirlar orqali tarqatiladi. Arteriyalar qonni yurakdan olib chiqib, kapillyarlarga yetkazadi, shu yo'l bilan ular to'qima va hujayralarni kislorod (va boshqa oziq moddalar) bilan ta'minlaydi. Kislorodni yo'qotgandan so'ng, qon o'pkaga qaytadi, u yerda kislorodga to'yinadi va venalar orqali yurakka quyiladi. Yurak-qon tomir tizimi kasalliklari dunyo bo'yicha hozirgi kunga qadar nogironlik va o'limning asosiy sababi ekanligicha qolmoqda. Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, barcha o'lim holatlarining 56 foizi yurak-qon tomir tizimi kasalliklari oqibatida kelib chiqadi. Yevropa mamlakatlarida yurak-qon tomir kasalliklari yiliga 4,3 mln (48%) aholi o'limiga sababchi bo'ladi. Davlat statistika qo'mitasi xabariga ko'ra, O'zbekiston Respublikasida 2019 yilning yanvar-iyun oylarida vafot etgan fuqarolarning 62,1 foizi holatda aynan qon aylanish tizimi kasalliklari sabab qilib ko'rsatilgan. **Yurak qon-tomir sistemasini kasalliklari** — yurak, arteriyalar va venalar kasalliklari. Ular juda ko'p va xilma-xil. Bu kasalliklarning ba'zilar (revmatizm, miokardit va boshqalar) yurakni, ayrimlari arteriya (ateroskleroz) yoki venalarni (mas, tromboflebit), boshqalari butun yuraktomir sistemasini shikastlaydi (gipertoniya kasalligi). Yurak-qon tomir kasalliklari (YQTK)-yurak va qon tomirlari kasalliklarining umumiy nomidir. Hozirgi vaqtda ushbu kasalliklar butun dunyo bo'ylab aholining o'limi va nogironligining asosiy sabablaridan biri hisoblanadi. Klinik amaliyotda yurak muskullarining yallig'lanishi — miokardit va yallig'lanmay zararlanishi — miokardiodistrofiya ko'proq kuzatiladi. Endokardit (yurak ichki qavatining yallig'lanishi) revmatizm va boshqalar orttirilgan yurak poroklarita sabab bo'ladi. Perikardit kam uchraydi. Yurakning ishemik kasalligi, miokardit va miokardiodistrofiya, shuningdek, nevroitik holatlar natijasida yurak aritmiyalari vayurak blokadasini sodir bo'lishi mumkin. Yurak aritmiyalari yurak qisqarishlari (urishi)ning tezlashishi (taxikardiya) yoki sekinlashuvi (bradikardiya), yurakning navbatdan tashqari qo'shimcha qisqarishi (ekstrasistoliya); yurak urishining to'satdan tezlashuvi (paroksizmal taxikardiya); yurakning har xil vaqt oralig'ida noto'g'ri qisqarishi (tebranuvchi

aritmia) va boshqalarda namoyon bo'ladi. Yurak blokadasida yurakning o'tkazuvchi sistemasida nerv impulslari o'tishining buzilishi (mas, bo'lmalchalardan qorinchalarga yoki Gis tutami oyoqchalariga impuls o'tishining uzilishi)dan iborat.

### **Kasalliklarning sabablari**

YQT kasalliklari bir nechta sabablar tufayli yuzaga kelishi mumkin:

- **Ateroskleroz:** qon tomirlarida yog' va boshqa moddalar to'planishi natijasida tomirlarning torayishi.

- **Hipertoniya:** yuqori qon bosimi yurak va qon tomirlariga qo'shimcha yuk tushiradi.

- **Diabet:** qon shakarining yuqori darajasi qon tomirlariga zarar yetkazishi mumkin.

- **Genetika:** oila tarixida yurak kasalliklari bo'lgan insonlar xavf ostida.

- **Hayot tarzi:** sog'lom ovqatlanmaslik, jismoniy faoliyat etishmasligi va stress.

### **Belgilari**

1. YQT kasalliklarining belgilari turlicha bo'lishi mumkin, ammo eng ko'p uchraydiganlari:

2. Yurak og'rig'i: ko'pincha ko'krakda og'riq yoki siqilish hissi.

3. Qon bosimining oshishi: yuqori qon bosimi ko'pincha asimptomatik bo'lishi mumkin.

4. Nafas qisilishi: jismoniy faoliyat paytida yoki tinch holatda nafas olishda qiyinchilik.

5. Charchoq: oddiy faoliyatlar paytida tez charchash hissi.

### **Xavf omillari**

1. YQT kasalliklarini rivojlanishiga olib keladigan asosiy xavf omillari:

2. Yosh: yosh o'sishi bilan yurak kasalliklari xavfi oshadi.

3. Irsi omillar: oila tarixida yurak kasalliklari bo'lganlar.

4. Sog'lom bo'lmagan hayot tarzi: tamaki chekish, spirtli ichimliklarni iste'mol qilish, yog'li va shakarli ovqatlar iste'moli.

### **Davolash usullari**

YQT kasalliklarini davolashda bir nechta usullar mavjud:

- **Dori-darmonlar:** qon bosimini pasaytiruvchi, qon ivishini oldini oluvchi va boshqa dori vositalari.

- **Jarrohlik aralashuvi:** agar dori-darmonlar samarali bo'lmasa, jarrohlik usullari qo'llanilishi mumkin.

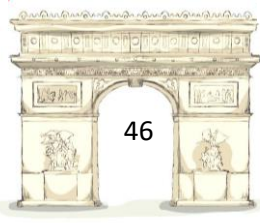
- **Reabilitatsiya:** yurak reabilitatsiyasi dasturlari orqali bemorlar sog'lom hayot tarziga qaytishi mumkin.

Yurak qon tomir tizimi kasalliklari jiddiy sog'liq muammosi bo'lib, ularni oldini olish va davolash muhimdir. Sog'lom hayot tarzi, muntazam tibbiy tekshiruvlar va zarur bo'lsa, davolash usullarini qo'llash orqali yurak salomatligini saqlash mumkin. Sog'lom yurak — sog'lom hayotning kalitidir!

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## OLIV TA'LIM MUASSASALARI VA MAHALLA HAMKORLIGI – OILA INSTITUTINI MUSTAHKAMLASHNING MUHIM SHAKLI

**Xayrixon Ashiralievna Raxmatova**

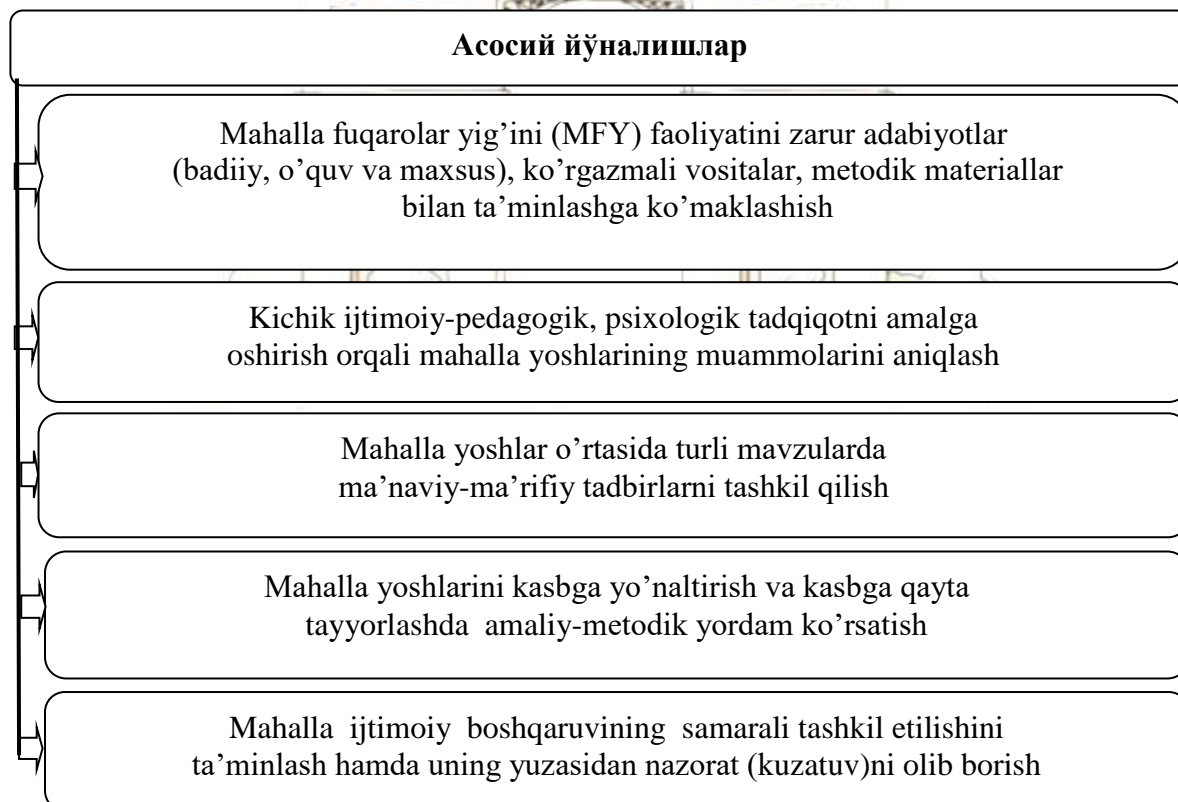
*Namangan DU, "Pedagogika nazariyasi va tarixi" kafedrasi dotsenti, p.f.n.*

**Yunusaliyeva Guljahon Araboy qizi**

*Toshkent Kimyo xalqaro universiteti magistranti*

OTM faoliyatining muhim yo'nalishlaridan biri – talabalar o'rtasida ma'naviy-ma'rifiy ishlarni yo'lga qo'yish sanaladi. Ma'naviy-ma'rifiy ishlar avvaldan puxta rejalashtirilganligi, tizimli va izchil tashkil etilganligi sababli kutilgan natija qo'lga kiritiladi. Tarbiya jarayonining samarali bo'lishida ma'naviy-ma'rifiy jarayon yo'nalishini to'g'ri tanlash, mazmunini asoslash, tarkibiy tuzilmasi hamda amaliy-metodik asoslarini oqilona belgilay olish muhim ahamiyatga ega. Zero, ana shu omillar inobatga olinganda ma'naviy-ma'rifiy jarayonning samarali kechishi ta'minlanadi. Bu esa o'z navbatida oilalarda tinchlik, osoyishtalik bo'lishiga, sog'lom psixologik muhitning shakllanishiga olib keladi.

Mahallalardagi oilalarning mustahkam bo'lishi, yoshlar tarbiyasini tashkil etishda OTM ishonchli hamkor bo'la oladi va bu hamkorlik mahallalardagi oilalarning mustahkamligi, tinchligi va osoyishtaligi uchun asos bo'lib xizmat qiladi. Bu boradagi hamkorlik quyidagi yo'nalishlarga asoslanadi:



### OTM va mahalla hamkorligining asosiy yo'nalishlari



1. Mahalla fuqarolar yig'ini (MFY) faoliyatini zarur adabiyotlar (badiiy, o'quv va maxsus), ko'rgazmali vositalar, metodik materiallar bilan ta'minlashga ko'maklashish. Bu borada OTMning ijtimoiy va gumanitar kafedralari MFYning rahbarlari va faollariga yaqindan yordam beradi. OTMning ijtimoiy va gumanitar kafedralari MFYda uch turdagi adabiyotlar: badiiy asarlar; yoshlarni kasbga yo'naltirish yoki ularni kasbiy qayta tayyorlashga oid adabiyotlar; oilalarni mustahkamlash, yosh oilalarni qo'llab-quvvatlash, yoshlar tarbiyasini samarali tashkil etishga doir adabiyotlardan iborat kichik fondni shakllantirishga ko'maklashadi.

OTMning "Amaliy san'at", "Dizayn" kafedralari ko'rgazmali vositalar – plakatlar, bannerlar, pannolar, kollajlar, bukletlar, yozuvli taxtalar va boshqalarni tayyorlashda amaliyo yordam ko'rsatadi.

2. Kichik ijtimoiy-pedagogik, psixologik tadqiqotni amalga oshirish orqali mahalla yoshlarining muammolarini aniqlash. Bunda tashxislovchi metodlardan foydalanish kutilgan natijani qo'lga kiritishga imkon beradi. "Anketa (ijtimoiy so'rov), suhbat, test, interv'yu, pedagogik kuzatish, pedagogik hujjatlar (dasturlar, o'quv-metodik majmualar, kasbiy faoliyat portfoliolari)ni o'rganish" [2, 17-b.], ekspert baholash, natijalarni statistik tahlil qilish kabi tashxislovchi metodlari asosida yoshlar muammolari aniqlanadi. OTMning mutaxassis-pedagoglari (sotsiolog, psixolog, pedagog, iqtisodchi) MFY rahbarlari va faollariga tashxislashda foydalaniladigan metodik ishlanmalarni tayyorlashga yordam beradi.

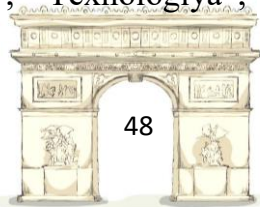
Pedagoglarning hamkorlik jarayonidagi vazifalarini quyidagilar tashkil qiladi: anketa (ijtimoiy so'rov) varaqalarini tayyorlash; suhbat, test va interv'yular uchun savollar turkumini ishlab chiqish; pedagogik kuzatish bosqichlarini belgilash hamda har bir bosqichda bajarilishi zarur bo'lgan aniq vazifalar doirasini aniqlash; ekspert baholash uchun ekspertiza mezonlarini belgilash va dalolatnomani tayyorlash; natijalarni statistik tahlil qilish asosida hisobotlarning ishonchli bo'lishiga erishish.

3. Mahalla yoshlar o'rtasida turli mavzularda ma'naviy-ma'rifiy tadbirlarni tashkil qilish. OTMning mutaxassis-pedagoglari (sotsiolog, psixolog, pedagog, iqtisodchi) MFY rahbarlari va faollariga tadbirni tashkil etish hamda o'tkazishda tashkiliy, nazariy va amaliy jihatdan ko'maklashadi.

Pedagoglar bu jarayonda quyidagi vazifalarni hal qiladi: tadbirning samarali shaklini belgilash; tadbirni tashkil qilishda qo'llaniladigan metod, vosita va texnologiyalarni tanlash; tadbirlar stsenariysi (loyihasi)ni tayyorlash; tadbirga uni o'tkazuvchi moderatorlarni taklif qilish, tadbir samaradorligini tahlil, shuningdek, u yuzasidan qarorni qabul qilish.

4. Mahalla yoshlarini kasbga yo'naltirish va kasbga qayta tayyorlashda amaliy-metodik yordam ko'rsatish. OTMning mutaxassis-pedagoglari (sotsiolog, psixolog, pedagog, iqtisodchi) MFY rahbarlari va faollariga mahalla yoshlarini kasbga yo'naltirish va kasbga qayta tayyorlashda ham amaliy-metodik yordam ko'rsatish imkoniyatiga ega.

Xususan, pedagogika yo'nalishida faoliyat olib boradigan OTMning tarkibida bo'lgan "Iqtisodiyot", "Texnologiya", "Dizayn", "Informatika



asoslari”, “Axborot texnologiyalari” kabi kafedralarining jamoasi mahalla yoshlarini kichik startaplarning biznes-rejasini ishlab chiqish; kichik va oilaviy tadbirkorlik uchun kredit mablag’larini olish jarayonini tashkil qilish; maishiy-texnika jihozlari, mobil qurilmalari, yumshoq va qattiq mebellarni ta’minlash; ikkilamchi materiallardan kreativ mahsulotlarni tayyorlash; lanshaft dizaynini yaratish; kompyuterda loyihalash yoki kompyuter dasturlarini ishlab chiqishga oid bilim va malakalarni o’zlashtirishda MFY rahbarlari va faollariga ko’maklashadi.

5. Mahalla ijtimoiy boshqaruvining samarali tashkil etilishini

ta’minlash hamda uning yuzasidan nazorat (kuzatuv)ni olib borish. OTMning “Davlat va huquq asoslari”, “Davlat va jamiyat qurilishi” kafedralarining pedagoglari mahalla ijtimoiy boshqaruvining samarali tashkil etilishini ta’minlash va uning yuzasidan nazorat (kuzatuv)ni olib borishda MFY rahbarlari va faollariga yaqindan yordam beradi.

Har qanday boshqaruv negizida muayyan faoliyatni tashkil qilishga ko’maklashish yotadi. SHu jihatdan olganda ijtimoiy faoliyatning o’ziga xos ko’rinishi bo’lgan boshqaruv mahalla, undagi oilalar hayotini tartibga solish, “istalgan murakkab ijtimoiy tuzumning butunligini ta’minlash, uning oqilona faoliyat ko’rsatishi va rivojlanishini qo’llab-quvvatlashga yo’naltiriladi” [1, s. 6].

Bu jarayonda ushbu kafedralarning asosiy vazifalarini quyidagilar tashkil qiladi: mavjud boshqaruv tizimi va mexanizmlarining axborotlashgan jamiyat talablari hamda ehtiyojlariga mosligini o’rganish; bordi-yu, mavjud boshqaruv tizimi va mexanizmlarining axborotlashgan jamiyat talablari hamda ehtiyojlariga mos emasligi aniqlansa, u holda boshqaruv mexanizmlarini takomillashtirish choralarini belgilash; MFY boshqaruv organidagi har bir xodimning xizmat kompetentsiyalariga egaligini mustaqil tahlil qilish va baholash, shuningdek, o’z-o’zini rivojlantirish yuzasidan amaliy tavsiyalar berish; mahalla faoliyatini boshqarishning yaqin (joriy) va uzoq (istiqbolli) maqsadlarini belgilash; mahalla faoliyatini boshqarishning puxta asoslangan strategik rejasini ishlab chiqish; mahalla faoliyatini boshqarishning mavjud holati yuzasidan aholiga vaqti-vaqti bilan hisobot berib turish; mahalla faoliyatini boshqarish yuzasidan jamoatchilik nazoratini yo’lga qo’yish; jamoatchilik nazorati asosida mahalla faoliyatini boshqarish yuzasidan tayyorlangan hisobotlarning haqqoniyligi va dalillarning to’g’riligini o’rganish; jamoatchilik nazorati natijalarini MFY rahbarlari va faollari, shuningdek, mahalla aholisi ishtirokida muhokama qilish; mahalla faoliyatini boshqarishda aniqlangan kamchilik va nuqsonlarni bartaraf etish, shuningdek, yutuqlarni boyitish choralarini belgilash; mahalla faoliyatini boshqarish borasidagi mahalliy tajribalarni o’rganish, umumlashtirish va ommalashtirish.

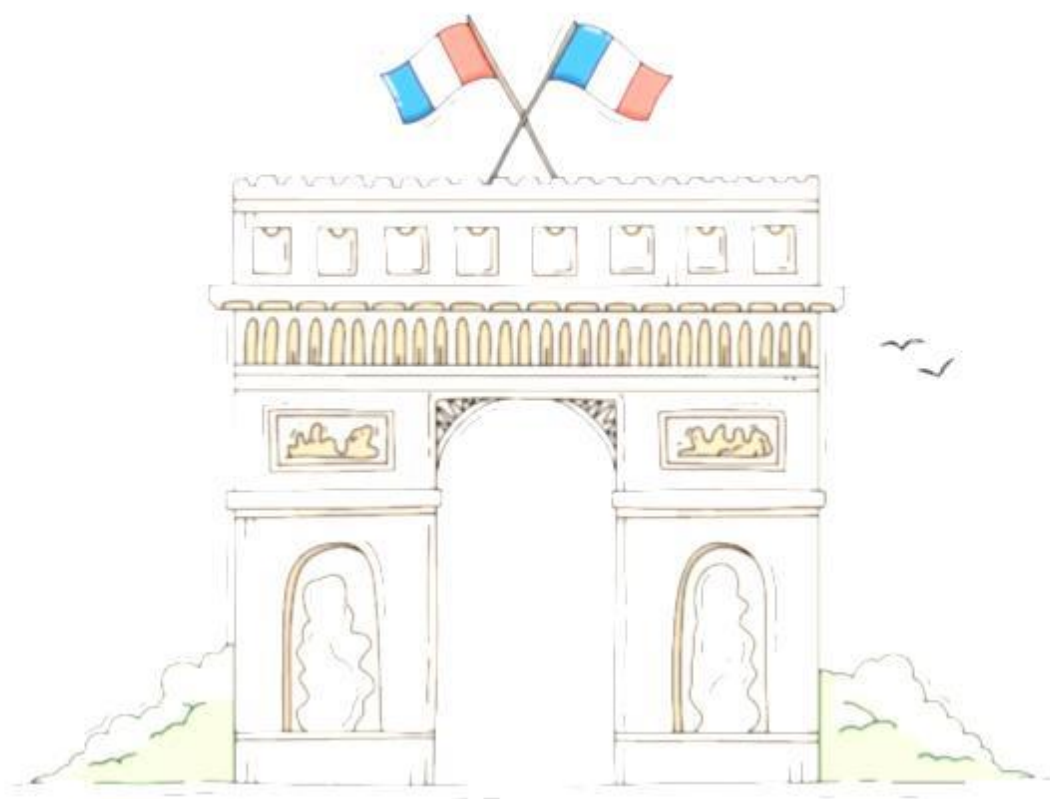
SHunday qilib, OTM va mahallalar o’rtasidagi o’zaro hamkorlik natijasida oilalarning mustahkam bo’lishiga erishish mumkin. OTM va mahallalar o’rtasidagi o’zaro hamkorlik doirasida aniq vazifalar hal qilinadiki, buning oqibatida MFY faoliyatining samaradorligiga erishish bilan birga oilalarning mustahkamligi ta’minlanadi, yoshlar tarbiyasida ijobiy natijalar qo’lga kiritiladi.



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**TEACHING GRAMMAR IN CONTEXT – FOCUSES ON CONTEXTUAL AND MEANINGFUL USE OF GRAMMAR BEYOND RULES.**

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**Annotation:** *Teaching grammar in context is an approach that integrates grammatical structures within meaningful communication rather than presenting them as isolated rules. This article explores the significance of contextualized grammar instruction in language education, highlighting effective strategies and pedagogical practices that enhance learners' understanding and application of grammar in real-life scenarios.*

**Keywords:** *Grammar instruction, contextual learning, communicative competence, meaningful use, language acquisition, teaching strategies.*

### **Introduction**

Traditionally, grammar instruction in language education often focuses on memorizing rules and performing exercises in isolation. This method can lead to a superficial understanding of grammatical concepts, limiting students' ability to apply their knowledge in real-world contexts. Teaching grammar in context emphasizes the integration of grammatical structures into meaningful communication, allowing learners to understand not only the rules but also the nuances of language use. This article examines the importance of contextualized grammar instruction and presents effective strategies for educators to implement in their classrooms.

### **The Importance of Teaching Grammar in Context**

#### **1.Enhances Understanding**

Teaching grammar within context helps students comprehend how grammatical structures function in real communication. This approach promotes deeper insights into how grammar contributes to meaning and clarity in language use.

#### **2.Promotes Retention**

Contextualized learning aids retention by anchoring grammatical concepts in relevant situations. Students are more likely to remember how to use grammar correctly when they see it applied in practical contexts.

#### **3.Facilitates Communicative Competence**

By embedding grammar instruction in communicative activities, students develop the skills needed to express themselves effectively. This focus on application enhances their overall communicative competence.

#### **4.Encourages Critical Thinking**

Analyzing grammar in context fosters critical thinking as students learn to evaluate how different structures can alter meaning, tone, and intent in various scenarios.

#### **5.Addresses Diverse Learning Needs**

Contextualized instruction accommodates various learning styles, engaging visual, auditory, and kinesthetic learners through dynamic activities that connect grammar to real-life contexts.

### **Effective Strategies for Teaching Grammar in Context**

#### **1.Task-Based Language Teaching (TBLT)**

TBLT focuses on meaningful tasks that require students to use specific grammatical structures. For example, a role-play activity where students must use past tense forms to describe past events encourages active engagement with grammar in context.

#### **2.Incorporating Authentic Materials**

Using authentic texts—such as news articles, podcasts, or dialogues—exposes students to grammar as it naturally occurs. Analyzing these materials can deepen their understanding of how grammar shapes meaning in real communication.

#### **3.Contextualized Practice**

Provide exercises that require students to apply grammar in context. For example, rather than simply completing grammar drills, students could write short stories or dialogues that incorporate the target structures.

#### **4.Collaborative Learning Activities**

Group work fosters interaction and allows students to practice grammar in meaningful exchanges. Collaborative tasks, such as creating a group presentation or discussing a topic, encourage the practical use of grammatical forms.

#### **5.Focus on Form within Meaningful Communication**

Integrate explicit grammar instruction into communicative activities. After a speaking exercise, teachers can highlight specific grammatical structures used during the discussion, connecting form to function.

#### **6.Use of Technology**

Digital tools and platforms can support contextualized grammar instruction through interactive exercises and games. Online resources allow students to practice grammar in engaging, real-world scenarios.

#### **7.Reflective Practices**

Encourage students to reflect on their language use and grammatical choices during writing and speaking activities. This reflection can help them recognize patterns and improve their understanding of grammar in context.

### **Challenges in Teaching Grammar in Context**

#### **1. Balancing Accuracy and Fluency**

Teachers must navigate the balance between emphasizing grammatical accuracy and encouraging fluent communication. Overemphasis on correctness can hinder students' willingness to speak or write.

#### **2. Varying Proficiency Levels**

Diverse classrooms often contain students with different levels of grammatical knowledge. Teachers need to adapt their instruction to meet these varying needs while maintaining a focus on contextualized learning.



### 3.Resource Limitations

Not all educational settings have access to authentic materials or technology, which can restrict opportunities for contextualized instruction. Teachers may need to develop creative resources and activities.

### 4. Time Constraints

Contextualized instruction can require more preparation and instructional time than traditional grammar teaching methods. Teachers must plan effectively to integrate grammar instruction into their curriculum.

### Conclusion

Teaching grammar in context is essential for developing students' ability to use language meaningfully and effectively. By integrating grammar instruction with real-world communication, educators can enhance students' understanding, retention, and application of grammatical structures. Strategies such as task-based learning, the use of authentic materials, and collaborative practices create engaging learning environments. Ultimately, contextualized grammar instruction not only prepares students for real-life communication but also fosters a deeper appreciation for the richness and complexity of language.

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## ПРИМЕНЕНИЕ РОЛИКОВ И РОЛИКОВЫХ ОПОР, ПРИМЕНЯЕМЫХ В ЛЕНТОЧНЫХ КОНВЕЙЕРАХ.

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**Аннотация:** *В работе рассматриваются особенности применения роликовых опор в ленточных конвейерах горнодобывающих предприятий. Проанализированы конструкции роликов и их влияние на производительность и надежность конвейерного оборудования.*

**Ключевые слова:** *роликовые опоры, ленточные конвейеры, конструкция роликов, поддерживающие опоры, конвейерный транспорт.*

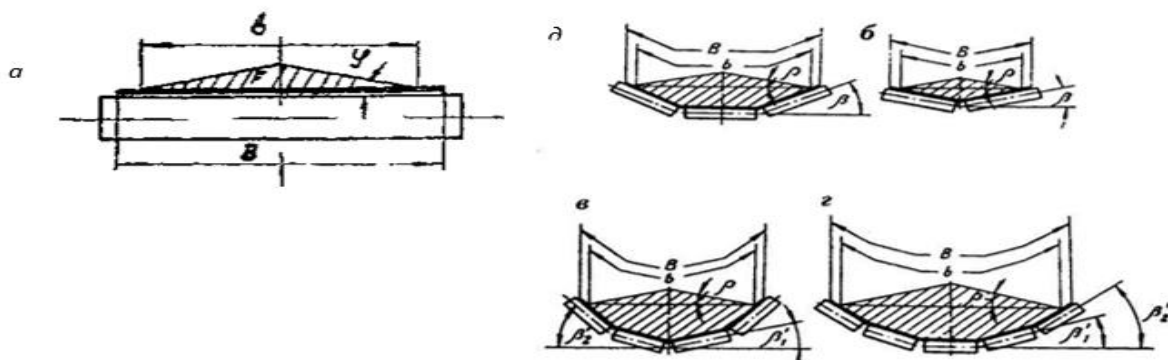
Одним из важнейших механических элементов линейной части конвейера является роликостроение. Конструкция роликостроения во многом определяет производительность конвейера, величины и характер нагрузок на ленту и ролики. [1,2,3]

Роликостроения должны быть достаточно прочными, долговечными, с возможно малой массой и создавать небольшое сопротивление движению ленты. Надежность конвейерного става определяется надежностью роликостроения, так как они являются наименее надежными элементами конвейера и обновляются за время его эксплуатации от двух до четырех - пяти раз. [4-9]

По назначению роликостроения подразделяют на следующие виды линейные - предназначенные только для поддержания ленты по всей длине става конвейера, и специальные, которые, выполняют ряд других функций: центрирующие, амортизирующие, очистные, контрольные, переходные. По числу роликов в роликостроении различают одно роликовые (для плоских лент) и двух-, трех- и много роликовые (для желобчатых лент) (рис.1). По способу крепления роликостроения к ставу их подразделяют на жестко устанавливаемые (рис. 2,а.) и подвесные (рис. 2,б), которые по способу соединения между собой осей роликов в роликостроении подразделяют на жесткие, шарнирные и с гибкой осью [10-15].

В ленточных конвейерах для горной промышленности в основном применяют трехроликовые опоры с роликами одинаковой длины и углом наклона боковых роликов 30 и 35°. В последнее время на зарубежных мощных ленточных конвейерах можно встретить роликостроения с укороченным средним роликом. Имеется также опыт использования роликостроения с вынесенным вперед по ходу движения ленты средним роликом, целесообразность чего считается недостаточно обоснованной [5.6.7.8].



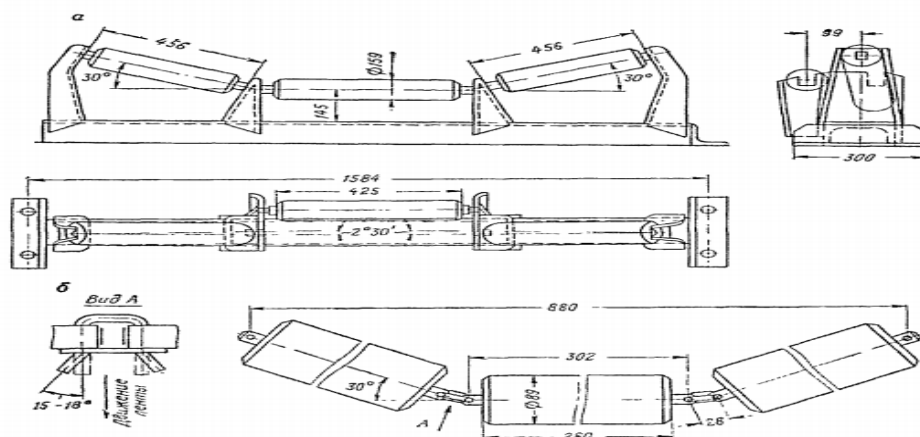


**Рис.1** Классификация поддерживающих линейных ролюкоопор по числу ролюков: а - одно ролюковые; б - двух ролюковые; в - трёх ролюковые; г - четырёхролюковая г - пяти ролюковые.

Обычно все ролюки в системе этих опор имеют одинаковую длину, а угол наклона боковых ролюков  $\gamma$  выбирают из ряда: 10; 15; 20; 25; 30; 35; 45; 60°. Для холостой ветви в двойной опоре ролюки устанавливаются под углом 10–15° [16-20].

Основой выбора шага ролюкоопор является условие соблюдения заданного провеса грузеной ленты в середине пролета между ними, а также ограничения, которые связаны с несущей способностью подшипников и допускауемым выполаживанием ленты, зависящим от её упругих свойств и насыпной плотности транспортируемого груза. [21-26].

При транспортировании угля, для лент шириной 0,8 - 1,6 м, шаг установки ролюкоопор составляет 1,0-1,4 м.



**Рис.2** Примеры крепления ролюкоопор к ставу: а - жёстко установленная ролюкоопера; б - шарнирная - подвесная ролюкоопера [9.10.11.12.13.20.19].

Согласно работе, для горизонтальных конвейеров длиной до 250 - 300 м, на грузеной ветви ленты, по мере приближения к приводному барабану (в зоне больших натяжений) шаг установки ролюкоопор можно увеличивать до 2,0 - 2,2 м. Исследования, проведенные в этом направлении, показали целесообразность осуществления этого мероприятия ступенчато по участкам длиной 20 м. Переменный шаг опор, равный в начале конвейера 1 м и увеличивающийся на каждом последующем участке на 0,1 м, позволяет сократить число

поддерживающих роликов для горизонтального конвейера длиной 250 м на 30 %, а его стоимость на 10 %. Изменяющий шаг роликкоопор, способствует улучшению прилегания ленты к роликам, повышает их взаимное сцепление и уменьшает поперечную жесткость желоба ленты, снижая тем самым стремление ленты к поперечному смещению. Благодаря повышенной устойчивости движения ленты устраняется необходимость использования [26-34].

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ADVANTAGES OF BILINGUAL EDUCATION

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**Abstract:** *This article provides information on the benefits of bilingual education. It describes the impact of bilingual education on students' language skills, intercultural communication, cognitive development, human memory and work performance.*

**Keywords:** *Bilingual education, intercultural communication, human memory, worldview.*

Bilingual education is an innovative educational model that ensures academic and personal development of students in accordance with the requirements of the times. Today, along with the processes of globalization, it is important for students to learn two or more languages. In this article, we have highlighted the benefits of bilingual education, its impact on students, and its role in the education system. Students not only learn new languages, but also develop cultural, social and economic skills that lay the foundation for their future success.

Learning two or more languages has a significant impact on the development of children's cognitive abilities. Strengthening intercultural relations: knowing several languages helps to establish and strengthen relations with representatives of different cultures, which is especially important in the context of globalization. Bilingual children easily get along with people from different countries, which helps them feel comfortable in an international environment and establish trusting relationships with representatives of different cultural communities.

*Enrichment of cultural experience:* learning languages is closely related to learning culture. It enriches children's cultural experience and helps them understand and respect the diversity of world cultures. Children who learn multiple languages are exposed to a variety of cultural traditions, holidays, literature, and art, which broadens their horizons and helps them understand the diversity of our world.

*Broadening the worldview:* bilingual children have access to literature, art, and science in different languages, which broadens their worldview and helps them understand global processes more deeply. The ability to read books, watch movies, and communicate in different languages allows them to immerse themselves in different cultural contexts. Have a more complete vision of work and the worldview allows to be. Improve memory: bilingual children often show higher scores on memory and concentration. Switching between languages activates brain activity, improves functions related to memory and attention. Mahmudhoja Behbudi insists that "four languages are needed, not two". For example, countries such as Finland and Canada have achieved significant increases in the achievement of their students through bilingual education. Speaking two or more

languages rather than one languages has clear practical benefits in a globalizing world. But in recent years, scientists have begun to show that the benefits of bilingualism are more important than simply talking to a wider range of people. For example, bilinguals appear to be more adept at solving certain types of mental puzzles than monolinguals.

In a 2004 a study by psychologists Ellen Bialystok and Michelle Martin-Rhi, bilingual and monolingual preschoolers were asked to sort blue circles and red squares displayed on a computer screen into two numerical boxes. Asked a red circle with one marked by a blue square and the other by a blue square. In the first task, children had to sort shapes by color, put blue circles in a box marked with a blue square, and red squares in a box marked with a red circle. Both groups did so relatively easily. Later, children were asked to sort by shape, which was more difficult because it required placing the contrasting color. Bilingualisms performed this task faster.

In a 2009 study led by Agnes Kovacs of the International school of advanced studies in Trieste, Italy, 7- month - old babies who were bilingual from birth were compared to their monolingual peers. In the first set of trials, infants were presented with an audio cue and then shown a doll on one side of the screen. Both groups of infants learned to look to that side of the screen to wait for the doll. But on subsequent trials, when the doll appeared on the opposite side of the bilingual environment quickly shifted their expected gaze to the new direction. Learned to change, while the other infants did not. There is another important aspect of bilingual education. According to J. Kamins, acquisition of a second language largely depends on the level of development of the first language. Learning a second language is relatively easy if the first language is developed in such a way that it can be used out of context. If the first language is poorly acquired or if there is a risk of losing the first language, second language acquisition can be significantly slowed down. Therefore, it proves that education in a second language is related to the perfect knowledge of one's mother tongue.

In conclusion, bilingual education provides not only new opportunities for students, but also social and economic development for the whole society. We hope that this educational system will develop and expand in the future.

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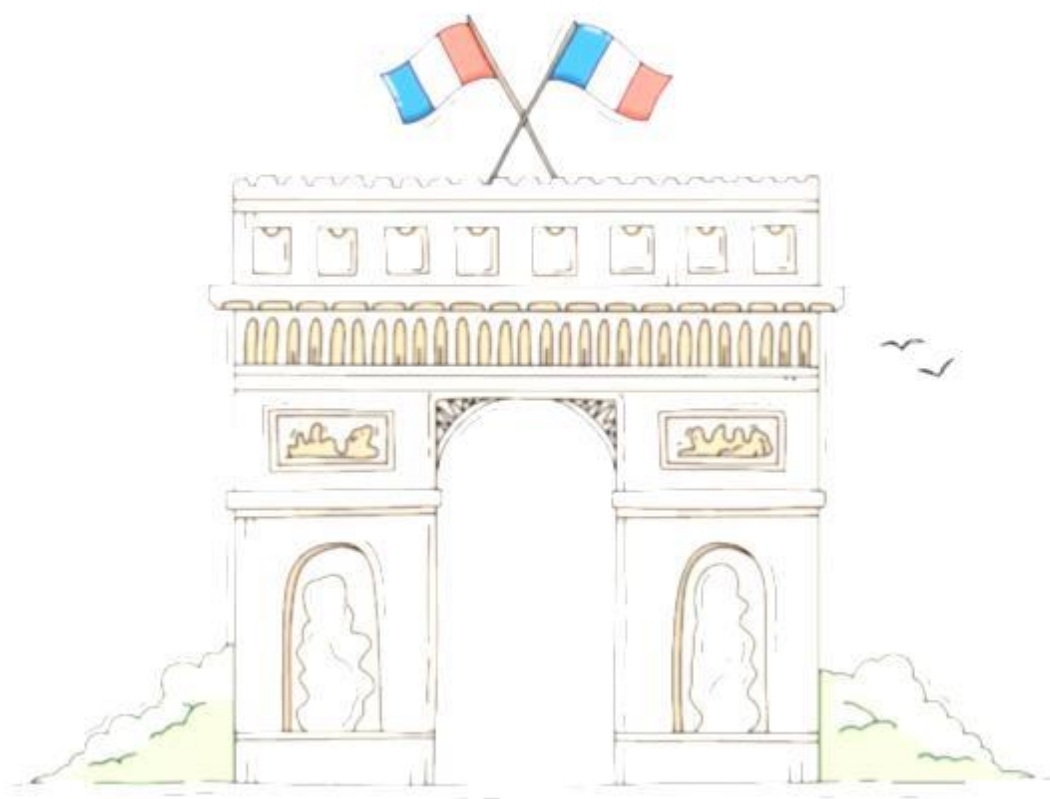
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TABIY FANLARNI O'QITISH VA BAHOLASHNING ZAMONAVIY SHAKLLARI, MEDODLARI VA TEXNOLOGIYALARI

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**Annotatsiya:** *Tabiiy fanlarni o'qitish va baholash jarayoni zamonaviy shakllar, metodlar va texnologiyalar yordamida yanada samarali va interaktiv bo'lib bormoqda. Ushbu jarayonda formativ va summativ baholash usullari, o'z-o'zini baholash va tengdoshlar baholash kabi zamonaviy shakllar qo'llaniladi. O'qituvchilar o'quvchilarning bilim va ko'nikmalarini doimiy ravishda kuzatib borish orqali ularning o'zlashtirish darajasini aniqlash imkoniyatiga ega bo'lishadi.*

**Kalit so'zlar:** *tabiiy fanlar, zamonaviy ta'lim metodlari, loyiha, texnologiyalar, o'quvchilar.*

**Abstract:** *The process of teaching and evaluating natural sciences is becoming more effective and interactive with the help of modern forms, methods and technologies. Modern forms such as formative and summative assessment methods, self-assessment and peer assessment are used in this process. By constantly monitoring the knowledge and skills of students, teachers have the opportunity to determine their level of mastery.*

**Key words:** *natural sciences, modern educational methods, project, technologies, students.*

Tabiiy fanlarni o'qitish va baholash zamonaviy ta'lim tizimida muhim o'rin tutadi. Ushbu fanlar, biologiya, kimyo, fizika va geologiya kabi sohalarni o'z ichiga oladi va ularning o'qitilishi o'quvchilarning ilmiy fikrlash qobiliyatini rivojlantirishda, tabiatni tushunishda va muammolarni hal qilishda muhim ahamiyatga ega. Zamonaviy ta'lim metodlari, texnologiyalari va baholash shakllari tabiiy fanlarni o'qitishda yangi imkoniyatlar yaratmoqda. Zamonaviy o'qitish metodlari o'quvchilarning faol ishtirokini ta'minlashga qaratilgan. Masalan, loyiha asosida o'qitish metodlari o'quvchilarga muayyan bir loyiha ustida ishlash imkonini beradi. Bu jarayonda o'quvchilar o'z bilimlarini amaliyotda qo'llash, jamoa bilan ishlash va muammolarni hal qilish ko'nikmalarini rivojlantiradilar. Loyiha asosida o'qitish, shuningdek, o'quvchilarning ijodkorlik va tanqidiy fikrlash qobiliyatlarini oshirishga yordam beradi. Interaktiv o'qitish metodlari ham tabiiy fanlarni o'qitishda keng qo'llanilmoqda. Bu metodlar o'quvchilarning dars jarayonida faol ishtirok etishlarini ta'minlaydi. Masalan, guruhli muhokama, rolli o'yinlar va simulyatsiyalar orqali o'quvchilar o'zaro fikr almashish, bir-biridan o'rganish va o'z bilimlarini mustahkamlash imkoniyatiga ega bo'lishadi. Interaktiv metodlar, shuningdek, o'quvchilarning motivatsiyasini oshirishga yordam beradi, chunki ular o'zlarini dars jarayonida faol ishtirok etayotganini his qilishadi. Zamonaviy texnologiyalar tabiiy fanlarni o'qitishda muhim rol o'ynaydi. Kompyuterlar, planshetlar

va interaktiv taxtalar kabi texnologiyalar o'qituvchilarga darslarni yanada qiziqarli va samarali o'tkazish imkonini beradi. Masalan, virtual laboratoriyalar orqali o'quvchilar kimyo yoki fizika tajribalarini xavfsiz va qulay sharoitda o'tkazishlari mumkin. Bu texnologiyalar o'quvchilarga nazariy bilimlarni amaliyotda qo'llash imkonini beradi va ularning o'zlashtirish darajasini oshiradi. Baholash jarayoni ham zamonaviy shakllarga ega. An'anaviy baholash usullari, masalan, testlar va imtihonlar, o'quvchilarning bilim darajasini aniqlashda muhim bo'lsa-da, zamonaviy baholash usullari o'quvchilarning ko'nikmalarini va ijodkorligini baholashga qaratilgan. Formativ baholash, masalan, o'quvchilarning dars davomida ko'rsatgan faoliyati, guruh ishlaridagi ishtiroki va loyiha natijalari asosida amalga oshiriladi. Bu usul o'quvchilarga o'z bilimlarini yanada rivojlantirish imkonini beradi va o'qituvchilarga o'quvchilarning o'zlashtirish darajasini kuzatish imkonini yaratadi. Shuningdek, o'z-o'zini baholash va tengdoshlar baholash usullari ham tabiiy fanlarni o'qitishda qo'llanilmoqda. O'quvchilar o'z bilim va ko'nikmalarini baholash orqali o'z-o'zini rivojlantirish imkoniyatiga ega bo'lishadi. Tengdoshlar baholash esa o'quvchilarga bir-birining ishini baholash va fikr bildirish orqali o'zaro o'rganish imkoniyatini yaratadi.

Baholash jarayonida zamonaviy shakllar o'quvchilarning bilim va ko'nikmalarini yanada samarali va to'liq baholashga qaratilgan.

Formativ baholash - bu baholash shakli o'quv jarayonida doimiy ravishda amalga oshiriladi. O'qituvchilar o'quvchilarning dars davomida ko'rsatgan faoliyatini, ishtirokini va natijalarini kuzatib boradilar. Formativ baholash o'quvchilarga o'z bilimlarini rivojlantirish va o'zlashtirish darajasini oshirish imkonini beradi.

Summativ baholash - bu baholash shakli o'quv jarayonining oxirida amalga oshiriladi va o'quvchilarning o'zlashtirgan bilimlarini baholashga qaratilgan. Summativ baholash ko'pincha imtihonlar, testlar yoki loyiha natijalari orqali amalga oshiriladi.

O'z-o'zini baholash - o'quvchilar o'z bilim va ko'nikmalarini baholash orqali o'z-o'zini rivojlantirish imkoniyatiga ega bo'lishadi. Bu jarayonda o'quvchilar o'zlarining kuchli va zaif tomonlarini aniqlashga yordam beradigan savollarga javob beradilar.

Tengdoshlar baholash - o'quvchilar bir-birining ishini baholash orqali o'zaro o'rganish imkoniyatiga ega bo'lishadi. Bu usul o'quvchilarga bir-birining fikrlarini tinglash, tahlil qilish va o'z bilimlarini mustahkamlash imkonini beradi.

Portfel baholash - o'quvchilarning ishlarini, loyihalarini va boshqa faoliyatlarini to'plab, ularni baholash jarayonidir. Portfel baholash o'quvchilarning o'zgarishini va rivojlanishini kuzatishga yordam beradi.

Interaktiv baholash - o'quvchilarning dars jarayonida faol ishtirok etishlarini ta'minlaydigan baholash shaklidir. Masalan, guruhli muhokamalar, rolli o'yinlar yoki simulyatsiyalar orqali o'quvchilar o'z bilimlarini amaliyotda qo'llash imkoniyatiga ega bo'lishadi.

Kengaytirilgan baholash - bu baholash shakli o'quvchilarning ijodkorlik, tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini baholashga qaratilgan. O'quvchilar loyihalar, taqdimotlar yoki boshqa ijodiy ishlar orqali o'z bilimlarini namoyish etadilar.



Onlayn baholash - zamonaviy texnologiyalar yordamida amalga oshiriladigan baholash shaklidir. Onlayn testlar, interaktiv platformalar va virtual laboratoriyalar orqali o'quchilar o'z bilimlarini baholash imkoniyatiga ega bo'lishadi.

Ushbu zamonaviy baholash shakllari o'quvchilarning bilim darajasini yanada to'liq va aniq baholashga yordam beradi, shuningdek, o'qituvchilarga o'quvchilarning ehtiyojlariga mos ravishda o'qitish imkoniyatini yaratadi.

Tabiiy fanlarni o'qitish va baholashda zamonaviy metodlar, texnologiyalar va baholash shakllarining qo'llanilishi o'quvchilarning bilim darajasini oshirish, ularning ijodkorlik va tanqidiy fikrlash qobiliyatlarini rivojlantirishga yordam beradi. Bu jarayon, shuningdek, o'qituvchilarga o'z darslarini yanada samarali tashkil etish va o'quvchilarning ehtiyojlariga mos ravishda o'qitish imkoniyatini yaratadi. Natijada, tabiiy fanlar o'qitilishi yanada qiziqarli va samarali bo'ladi, bu esa o'quvchilarning ilmiy fikrlash qobiliyatini rivojlantirishga xizmat qiladi.

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## TABLE OF ANATOMY

Tilavova Sarvina

**ANNOTATION:** *Comparative analysis of human bone and muscle system. The function of muscles and its effect of other body systems.*

**KAY WORDS:** *Cardiac muscles, smooth muscles, rhythmic way, skeletal muscles, intestines, blood, circulation system, cell.*

**INTRODUCTION.**

During our life there are many different events in our body. We know that it depends on our muscles, nerves and circulation system. Let's talk about muscles.

Cardiac muscles make up the walls of the heart. When cardiac muscle cells contract, they push blood out of the heart and into the arteries. There are over 600 major muscles in the human body, or which about 240 have particular names. These muscles are divided into two main types, skeletal muscles and smooth muscles. A third type, which shares characteristics with skeletal and smooth muscles, and is only to be found in the heart, is called a cardiac muscle. Holding the bones of the skeleton together, skeletal muscles enable the body to move as well as giving it its shape, and they form a large part of our face, neck, abdomen, arms and legs. The larger the job, the larger the muscle is generally the rule, so they can vary in size from the thigh muscles that have to be big and strong to the eye muscles that are small and fairly weak.

The smooth muscles work slowly and automatically in a natural, rhythmic way, contracting then relaxing, controlling our many body processes. For example, the steady action of these muscles in the stomach and intestines moves food along for digestion. Smooth muscles are to be found in the walls of the stomach, intestines, blood vessels and bladder, and because they are not consciously controlled by the brain, we also know them as involuntary muscles. They react instead to stimulus from particular nerves that are part of the autonomic nervous system, and also to the effect of certain body chemicals. Muscles cells are excitable because the membrane of each cell is electrically charged. Thus, a muscle cell is said to have electric potential.



## DRAMATURGIYA JANRLARI

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**Annotatsiya:** Ushbu maqolada "Dramaturgiya janrlari" va uning rivojlanishi haqida juda kerakli ma'lumotlar yoritilgan va ushbu maqulani o'qish orqali tanishib olishiz mumkin.

**Kalit so'zlar:** Dramaturgiya janrlari, yuzaga kelishi, rivojlanish bosqichlari, jahon miqyosida, teatr sana'ti

Dramatik asarlar yaratilishidagi bu kabi vaziyatlar haqida Usmon Azimning "So'ngso'zlar" asarida ham ijobiy munosabat bildiriladi. Usmon Azimning dramatik asarlari xususida so'z yuritar ekanmiz, uning 90-yillardan keyingi ijodida ushbu turdagi asarlarning yetakchi mavqega ega bo'lganligini, dramatik turga mansub xilma-xil janrlarda qalam tebratganligini kuzatishimiz mumkin. Uning "Bir qadam yo'l", „Kunduzsiz kechalar“, „Bozor“ (1997), „Alpomishning qaytishi“ (1998), „Jazava“ (2000), „Baxt qushi“ (2002), „O'tgan zamon hangomalari“ (2003), kabi pyesalar, „Baxtli bo'laylik“, „Hujjatfilm uchun sujet“, „Bahodir va Malika“ singari radiopyesalar yozganligi, „Alisher Navoiy“ kinoqissasi (1990), „Alpomish“ kinodostoni (1997), „Sevgi“ (1998, shu nomli hikoya asosida) va 2 seriyali „Alpomish“ (2000) filmlarining ssenariysiga mualliflik qilganligi ma'lum[2]. Shuningdek, uning "Tong otgan tarafdarda" (2013) [3], barcha janriy xususiyatlariga ko'ra fojia janriga to'g'ri keluvchi "Xalil Sulton" kabi asarlarini sanab o'tish mumkin.

Drama (qadimgi yunoncha: drama — „harakat“) — 1) badiiy adabiyotning 3 asosiy turidan biri (epos, lirika bilan bir qatorda). Drama teatrga ham taalluqli. Syujetlilik, harakatlarning ziddiyatga asoslanishi va ularning sahna, epizodlarga bo'linishi, bayonning yo'qligi, personajlar munosabatlarining o'zaro so'zlashuvga asoslanishi D.ning o'ziga xos xususiyatidir. Ijtimoiy (konkret tarixiy va umuminsoniy) muammolarni aks ettiruvchi dramatik ziddiyatlar qaxramonlarning xatti-harakatlarida, avvalo dialog va monologlarda ifodalanadi. Drama matni ko'rishga (imo-ishora, harakat), shuningdek, eshitishga mo'ljallanadi; u sahnaviy makon, zamon va teatr texnikasi (mizanssenalar qurilishi) imkoniyatlariga ham muvofiq keladi. Drama adabiy asar sifatida aktyor, rejissyor tomonidan sahnada o'z talqinini topadi. Drama tufayli teatr san'ati yuzaga kelgan va u kino san'ati uchun ham asos bo'lgan (qarang Kinodramaturgiya).

Drama janrlari: tragediya, komediya, drama (janr sifatida) va tragikomediyalardir. 2) Dramaturgiya janrlaridan biri. Ma'rifatparvarlik davri (Didro, Lessing)dan boshlab Drama badiiy adabiyotning yetakchi janrlaridan biriga aylangan. Unda insonning ziddiyatli hayoti ifodalanadi. Tarixiy Dramaga fojiaviylik xos. O'zbek dramaturgiyasi 20-asr boshlarigacha og'zaki shaklda mavjud edi. 20-asrning 1-yarmida dastlabki yozma milliy sahna asarlari yaratildi: „Padarkush yoki o'qimagan bolaning holi“ (Behbudiy),

„To‘y“ (Nusratulla Qudratulla va Hoji Mu‘in), „Boy ila xizmatkor“, „Ko‘knor“, „Mazluma xotin“ (Hoji Mu‘in), „Juvonmarg“, „Ahmoq“ (Abdulla Badriy), „Baxtsiz kuyov“ (Abdulla Qodiriy), „Zaharli hayot“, „Ilm hidoyati“ (Hamza), „Pinak“, „Advokatlik osonmi?“ (Avloniy) va b. Bular Drama janri imkoniyatlarini o‘zida to‘la ifodaladi. 20—30-yillarda o‘zbek dramaturgiyasi G‘ulom Zafariy, Fitrat, Cho‘lpon, Ziyod Said, Sobir Abdulla va b. dramaturglar ijodi tufayli yanada rivojlandi. 40-yillar dramaturgiyasi Ikkinchi jahon urushi va urushdan keyingi davr vazifalariga muvofiq taraqqiy etdi. Zamonaviy dramatik asarlarda o‘zbek xalqi tarixi, buyuk siymolar ko‘proq yoritildi. H. Olimjon, Izzat Sulton, Uyg‘un, Shayxzoda kabilar insonparvarlik va vatanparvarlik ruhi bilan sug‘orilgan „Muqanna“, „Jaloliddin“, „Alisher Navoiy“, „Mirzo Ulug‘bek“ kabi tragediya va dramalar yaratdilar. O‘zbek dramaturgiyasining yetuk namunalari bu janrning eng yaxshi an‘analari asosida yaratildi. D.da davr muammolari va hayotiy ziddiyatlarni ichki ruhiy kechinmalar asosida ifodalash o‘zbek sahna asarlarining yetakchi xususiyatiga aylandi. Abdulla Qahhorning „Shohi so‘zana“, „Tobutdan tovush“, I. Sultonning „Imon“, Uyg‘unning „Parvona“, O‘. Umarbekovning „Qiyomat qarz“ pyesalari shular jumlasidan.

Dramatik tur o‘rta va kichik formalarga bo‘linadi. O‘rta formaga tragediya, komediya, drama janrlari kirs, kichik forma intermediya, vodyevil, bir pardali p‘esa, kichik inetsenirovka, monodrama va diolog janrlarini o‘z ichiga oladi.

O‘rta forma.

1. Tragediya (yunoncha tragos—echki, taka, ode — qo‘shiq; — taka haqida qo‘shiq) — qahramonlarning ruhiy kolliziyasiga asoslanadigan, g‘oyatda jo‘shqin, ehtirosli, ta‘sirli va oqibati fojea bilan tugaydigan dramatik janr. Tragediya murossasiz kurash, o‘tkir ziddiyat, favqulodda keskin konflikt zaminiga quriladi. unda xarakterlar va ehtirosning hayot-mamot kurashi ifodalandi.

Kichik forma.

1. Intermediya (lotincha intermedius — o‘rtada turgan) — dramaturgiyaning kichik formasiga mansub bo‘lib, u p‘esaning asosiy aklari o‘rtasida o‘ynaladigan kichik sahna asari.

2. Insenirovka — dastlab dramaturgiya shaklida yozilmagan adabiy asarning sahna uchun qayta ishlangan variatnlari.

3. Vodyevil (frantsuzcha vaudyeville) — kelib chiqishi Frantsiya bilan bog‘liq. U engil komediya xarakteridagi p‘esa bo‘lib, undagi dialoglar, dramatik harakatlar qiziqarli intrigalar, kulgili syujetlar asosiga quriladi, muzika, qo‘shiq, raqs bilan aralash holda bo‘ladi. U Rossiyada XIX asrning boshlarida paydo bo‘ldi. Sovet davrida bu janr unchalik shuhrat qozonmadi. 6. Monodrama (grekcha monos - yolg‘iz) — bir aktyor ijrosi uchun mo‘ljallangan dramatik asarlarning bir turi. Monodramaga monolog-p‘esa, dramatik miniatyuralar kiradi. Shuningdek, ikki yoki necha qatnashuvchi shaxslari bo‘lgan, lekin bitta aktyor tomonidan ijro etiladigan dramatik asarlarni ham monodrama deb yuritiladi.

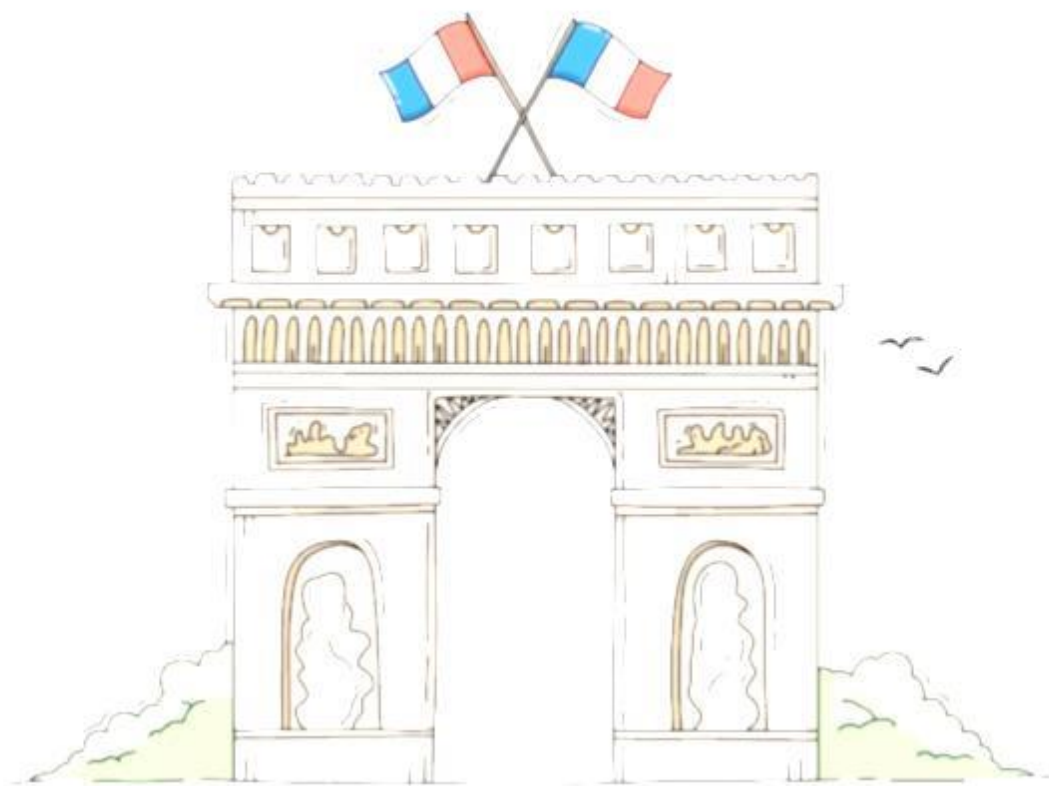
**FOYDALANILGAN ADABIYOTLAR:**

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4. ADABIYOTSHUNOSLIK NAZARIYASI FANIDAN. Guliston –  
2020. U.OʻLJABOYEV., I.SAYMURATOVA ADABIYOTSHUNOSLIK  
NAZARIYASI FANI BOʻYICHA.



**EFFECT OF THE MECHATRONIC SYSTEM ON THE SILKWORM  
FEEDING CYCLE**

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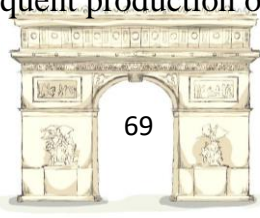
Silkworms are a major factor in the feed industry, as their healthy development and the efficiency of the silk production process depend on various environmental and biological factors.[1] modern scientific and technical achievements, including Mechatronic systems, allow us to radically change this process. Automatic monitoring of environmental conditions using mechatronic systems allows you to create ideal conditions for the growth of silkworms.[2,3] This not only optimizes the silk production process, but also significantly improves the quality and quantity of silk.

Along with the introduction of advanced technologies in the field of feeding silkworms, it is important to study the effectiveness of these technologies. Studies show that temperature, humidity, and CO<sub>2</sub> accurately control environmental factors such as silkworms at different stages of development.[4] thus, the use of mechatronic systems makes it possible to control these factors, ensuring healthy growth of the silkworm and, thus, achieving a high level of stability and economic efficiency in the silk industry.

As part of this study, tests were conducted to evaluate the effectiveness of silkworms in controlling environmental conditions by implementing mechatronic systems on multilayer succulents. Mechatronic system, various sensors (temperature, humidity, etc.)<sub>2</sub> sensors) and controls that allow you to collect and analyze data in real time.[5] The system is also designed to automatically adjust environmental conditions to a standard level, which helps optimize the silkworm growth process.

In the process of data collection, data from sensors is entered into the database and then analyzed. Temperature and humidity levels are measured every 15 minutes, CO<sub>2</sub> on the other hand, the level is recorded once per hour. This data is essential for understanding how the mechatronic system controls environmental factors and how they affect silkworm development. The analysis process is carried out using statistical programs that ensure the reliability of the results obtained and create a solid basis for drawing scientific conclusions.

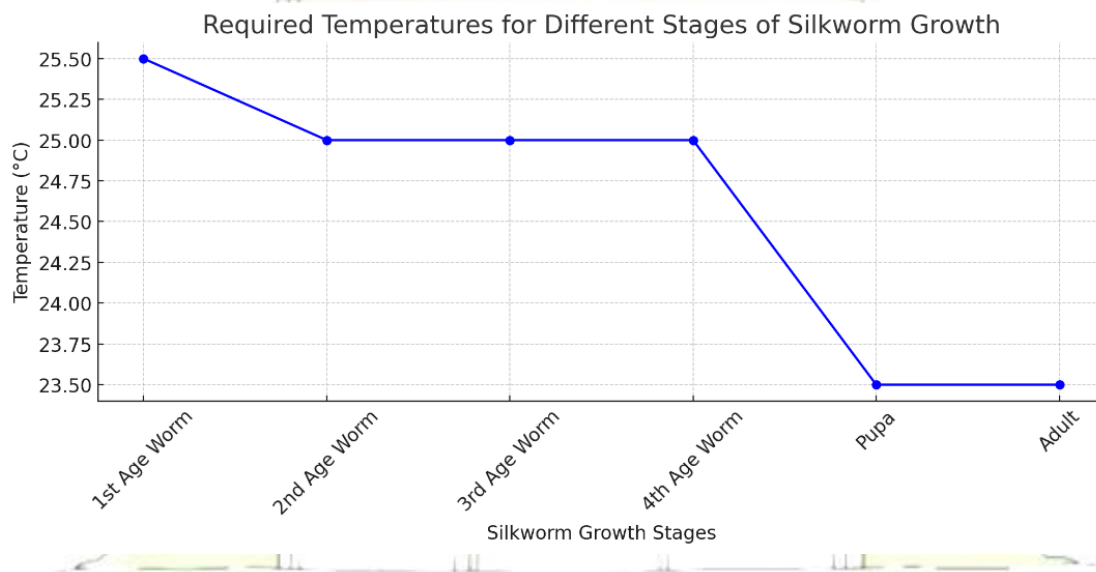
The results of the study clearly demonstrated the ability of the mechatronic system to automatically control environmental conditions. Sensor data confirmed that temperature, humidity, and CO<sub>2</sub> levels were under control. The temperature was maintained at an average of about 24.5 ° C, the humidity level did not exceed 75%, and the CO<sub>2</sub> level did not exceed the limit of 400 parts per million. These parameters play an important role in creating ideal conditions for healthy growth of silkworms, which increases their chances of physical development and subsequent production of high-quality silk.



**Table 1** temperature required for silkworms at different ages

Age stage	Temperature (°C)
1-young worm	25-27
2-young worm	24-26
3-young worm	24-26
4-young worm	24-26
Chrysalis (jug)	23-24
Adult (butterfly)	23-24

To further confirm the effectiveness of the mechatronic system, the growth rates of silkworms and the quality of silk were also analyzed. The experiment showed that the growth rate of silkworms in the group in which the system was used was 20% higher than that of worms fed using traditional methods. The length and strength of the produced silk are also improved, which clearly indicates the positive effect of the mechatronic system on the process of growing silkworms. These results open up practical potential for the development of the feed industry using advanced technologies.

**Figure 1.** Temperature required for silkworms at different ages

The results of the study demonstrated the effectiveness of mechatronic systems in the care of silkworms. The control of environmental factors had a great impact on the growth of silkworms, which significantly improved the speed and quality of their development. Such technologies help to optimize the silk production process, making the process more predictable and manageable. However, the increased use of mechatronic systems is also associated with important economic factors, such as the cost of initial installation and maintenance requirements, which can pose challenges for small and medium-sized farms.



## MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

However, the environmental impact of the system should also be discussed. Mechatronic systems support sustainable feeding practices, minimizing energy consumption and environmental impact. This is an important step towards ensuring the sustainability of the feed industry and promoting environmentally responsible production. Future research should focus on further improving the efficiency of the system, ensuring its cost-effectiveness, and exploring the possibilities of its wider application.

This study clearly demonstrated the effectiveness of mechatronic systems in controlling environmental conditions when keeping silkworms in multicellular succulents. Automatic settings of the system allowed maintaining the temperature, humidity and CO<sub>2</sub> levels in perfect condition, which improved the growing conditions of silkworms and ensured their healthy development. As a result, the quality and quantity of silk produced has significantly improved, which represents a significant advance in the feed industry.

In the future, feeding methods can be further improved with the help of mechatronic systems. Thanks to the use of these technologies, the feed industry can be cost-effective and environmentally friendly. In addition, the widespread use of these systems simplifies the maintenance and management of farms, which contributes to the further development of the industry. The study showed that the use of scientific approaches and modern technologies is a key factor in ensuring the sustainable development of the feeding industry in the future.

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**FRANSUZ VA O'ZBEK TILLARIDA PAZANDACHILIK  
TERMINOLOGIYASIDA MADANIY XUSUSIYATLARNING AKS ETISHI**

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**Annotasiya:** *Ushbu tezisda fransuz va o'zbek tillarida pazandachilik terminologiyasida madaniy xususiyatlarning aks etishi tahlil qilinadi. Ikki tildagi pazandachilik atamalarini taqqoslab o'rganish orqali o'zbek va fransuz xalqlarining oshxonasi, ovqatlanish madaniyati va kundalik hayotdagi farqli jihatlari aniqlanadi.*

**Kalit so'zlar:** *Pazandachilik terminologiyasi, madaniyat, fransuz tili, o'zbek tili, taqqoslama lingvistik, oshxona, ovqatlanish madaniyati.*

**REFLET DES CARACTÉRISTIQUES CULTURELLES DANS LA  
TERMINOLOGIE CULINAIRE EN LANGUES FRANÇAISE ET OUZBÈKE**

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**Résumé:** *Cette thèse analyse le reflet des caractéristiques culturelles dans la terminologie culinaire française et ouzbèke. En comparant et en étudiant les termes culinaires dans deux langues, différents aspects de la cuisine, de la culture alimentaire et de la vie quotidienne des peuples ouzbek et français sont identifiés.*

**Mots clés:** *Terminologie culinaire, culture, langue française, langue ouzbek, linguistique comparée, cuisine, culture alimentaire.*

**KIRISH**

Pazandachilik - bu faqat ovqat tayyorlash emas, balki har bir xalqning madaniyati, urf-odatlar va hayot tarzini aks ettiruvchi muhim jarayondir. Har bir tildagi pazandachilik atamalar o'sha xalqning ovqatlanish madaniyati, taomlarining xilma-xilligi, taom tayyorlash usullari va hatto tarixi haqida ma'lumot beradi. Tezisda fransuz va o'zbek tillaridagi pazandachilik terminologiyasini taqqoslab o'rganish orqali o'zbek va fransuz xalqlarining oshxonasi va ovqatlanish madaniyatidagi o'xshashlik va farqli jihatlarni aniqlash maqsad qilingan.

Asosiy qism

Fransuz va o'zbek tillaridagi pazandachilik atamalarini taqqoslab o'rganish orqali ikki xalqning oshxonasi va ovqatlanish madaniyatidagi o'xshashlik va farqli jihatlarni aniqlash mumkin.

1. O'xshashlik jihatlari. Ikki tildagi pazandachilik atamalarining aksariyati o'zbek va fransuz xalqlarining ovqatlanish madaniyatidagi umumiy jihatlarni ko'rsatadi. Masalan, "non" (pain) so'zi har ikki tildagi pazandachilik atamalarida qo'llaniladi.

2. Farqli tomonlari. Fransuz va o'zbek tillaridagi pazandachilik atamalarining ayrimlari ikki xalqning ovqatlanish madaniyatidagi farqlarni ko'rsatadi. Masalan, "bouillabaisse" (baliq sho'rva) so'zi faqat fransuz tilida mavjud bo'lib, bu fransuzlarning baliqqa bo'lgan mehri va o'zbek xalqining bunday taomga bo'lgan mehrining yo'qligini ko'rsatadi.

Fransuz pazandachiligi dunyoda o'ziga xos madaniyati va boy tarixi bilan mashhur. Fransuz tilidagi pazandachilik atamaları fransuzlarning ovqatga bo'lgan munosabati, taomlarining xilma-xilligi va ularning tayyorlanishi haqida ma'lumot beradi. Masalan, "cuisine" (oshxona) so'zi fransuz tilida "kulinar san'ati" degan ma'noni anglatadi. Bu so'z fransuzlarning ovqatga bo'lgan jiddiy munosabatini ko'rsatadi. "Bouillabaisse" (buyabes) - bu Marseli shahridagi baliq sho'rvasining nomi. "Bouillabaisse" degan so'z fransuzlarning baliqqa bo'lgan mehri va ularning dengiz mahsulotlariga bo'lgan ishtiyoqini ko'rsatadi. Fransuz pazandachiligida taomlarning nomlari ham o'ziga xos ma'nolarni anglatadi. "Crème brûlée" (krem bryule) - bu "yog'li krem" degan ma'noni anglatadi. "Crème brûlée" taomining nomi uning asosiy ingredientini - krem va tayyorlanish usulini ko'rsatadi.

Fransuz oshpazlik terminlarining kelib chiqishi juda xilma-xil. Ba'zilari lotin tilidan kelib chiqqan, boshqalari boshqa tillardan olingan, ba'zilari esa frantsuzlar tomonidan yaratilgan. Masalan, "gastronomiya" so'zi yunoncha "gastro" (oshqozon) va "nomos" (qonun) so'zlaridan kelib chiqqan bo'lib, "oshqozon qonuni" degan ma'noni anglatadi. Fransuz oshpazlik terminlarining o'ziga xosligi aniqligi va boyligida. Ular turli pazandachilik texnikalarini, taom turlarini, tarkibiy qismlarini, pishirish va taqdim etish usullarini, shuningdek, frantsuz oshpazligi bilan bog'liq tushunchalar va qadriyatlarni tavsiflash uchun ishlatiladi.

O'zbek pazandachiligi ham boy va xilma-xil, uning o'ziga xos xususiyatlari o'zbek tilidagi pazandachilik atamalarida aks etgan. "Palov" so'zi o'zbek tilidagi eng mashhur pazandachilik atamalaridan biridir. "Palov" so'zi o'zbek xalqining guruchli taomlarga bo'lgan munosabatini ko'rsatadi. "Qozon" so'zi ham o'zbek tilidagi muhim pazandachilik atamalaridan biridir. "Qozon" so'zi o'zbek xalqining an'anaviy pishirish usullariga bo'lgan mehrini ko'rsatadi. O'zbek pazandachiligida taomlarning nomlari ham o'ziga xos ma'nolarni anglatadi. "Manti" - bu "xamirli taom" degan ma'noni anglatadi. "Manti" taomining nomi uning asosiy ingredientini - xamir va uning shaklini ko'rsatadi.

Fransuz va o'zbek tillarida pazandachilik terminologiyasida madaniy xususiyatlarning aks etishi — bu ikki tilning pazandachilik san'atining madaniy tarixiy-tabiiy xususiyatlarini o'z ichiga olgan masofaviy va madaniy aloqalar shakllanish jarayonidir. Bu jarayon tarixi, qadimiy madaniy meros, milliy vatanparvarlik, madaniy axloq normalari, adabiy asarlar va boshqalarning ta'siri va g'oyalarining aks ettirilishidir. Pazandachi o'lkalar hayotining tarixiy, madaniy va geografik xususiyati o'rganilganda, madaniy xatolar o'xshashliklar topilishi mumkin.

Fransuz va o'zbek tillarida oshpazlik atamalarining ma'nosini chuqurroq tushunish uchun leksik-semantik tahlil usullari qo'llaniladi. Bu usullar tillararo semantik aloqalarni, madaniy konnotatsiyalarni va oshpazlik atamalarining o'ziga xos qo'llanilishini

o'rganishga qaratilgan. Shu bilan birga, bu atamalar retseptlar, taom tavsiflari va menyular kabi matnlarda qanday ishlatilishini ham tahlil qiladi. Maqsad oshpazlik atamalarining semantik boyligini va turli til madaniyatlaridagi qo'llanilishini to'liqroq tushunishdir.

Fransuz va o'zbek tillarida oshpazlik atamalaridan foydalanish uslublari sezilarli farq qiladi.

Fransuz tili

✓ Fransuz tilida oshpazlik lug'ati juda keng bo'lib, ko'plab taom nomlari, ingredientlar va pishirish usullari uchun alohida atamalar mavjud.

✓ Fransuz tili yuqori darajadagi oshpazlik va gastronomik durdonalarni tasvirlash uchun ko'pincha ixtisoslashgan atamalardan foydalanadi. Masalan, "sufle", "bruschetta", "fondyu" kabi atamalar dunyo bo'ylab tanilgan.

✓ Ovqatning ta'mi, xushbo'yligi va teksturasini tasvirlashda fransuz tili juda batafsil bo'lishi mumkin.

O'zbek tili

✓ O'zbek oshxonasi palov, shashlik, somsa va lag'mon kabi an'anaviy taomlari bilan mashhur bo'lib, ularning har biri o'ziga xos atamalar bilan belgilanadi.

✓ Ziravorlar va o'tlardan foydalanish: O'zbek oshpazligida ziravorlar va o'tlardan keng foydalaniladi va ularning turli xil birikmalarini ifodalash uchun ko'plab atamalar mavjud.

✓ Oilaviy retseptlar va an'analar: O'zbek madaniyatida pazandachilik ko'pincha oilaviy retseptlar va an'analar bilan bog'liq bo'lib, ularning o'ziga xos atama va iboralari mavjud.

Har ikkala til ham o'z mamlakatlarining madaniy xususiyatlarini oshpazlik atamalari orqali aks ettiradi va jahon oshpazligining rang-barangligi va boyligini namoyish etadi.

Fransuzlar mashhur oshpazlar: ular yaxshi ovqatni qadrlashadi va ularning ko'pchiligi pishirishni yaxshi ko'radilar. Ular ovqat kitoblaridan foydalanadilar va sevimli taomlari uchun retseptlar almashadilar. Yaxshi oshpaz haqiqiy "cordon bleu" hisoblanadi. Agar siz professional tarzda pishirsangiz, siz oshpazsiz. Quyida misollar:

Mirepoix - ko'plab taomlar uchun lazzat asosi sifatida ishlatiladigan piyoz, sabzi va selderey aralashmasi.

Sauté - skovorodkada yuqori olovda ovqatni tez pishirish.

Julienne - sabzavotlarni ingichka shaklda kesish texnikasi.

Xulosa

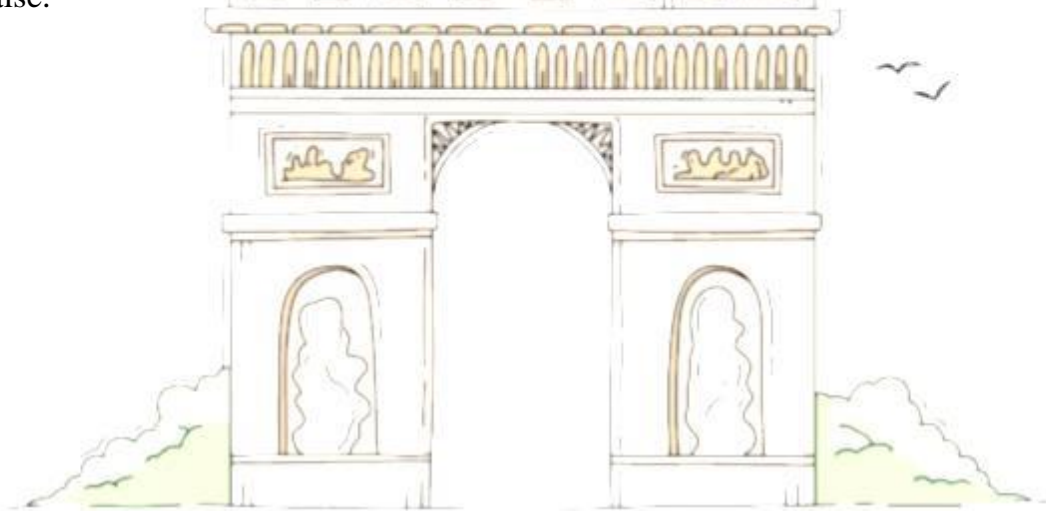
Xulosa qilib aytadigan bo'lsak, fransuz va o'zbek tillaridagi pazandachilik terminologiyasini taqqoslab o'rganish orqali ikki xalqning oshxonasi va ovqatlanish madaniyatidagi o'xshashlik va farqli jihatlarni aniqlash mumkin. Har bir tildagi pazandachilik atamalari mazkur xalqning tarixi, geografik joylashuvi, taomlari va ovqatlanish madaniyati haqida ma'lumot beradi.

Xalqaro pazandachilar ham mamlakat xususiyatidagi madaniy belgilarni o'zgartirish va yaxshilash imkoniyatiga ega. Shu bilan birga, madaniy axloq, milliy manzaralar, klassik she'riyot, madaniy atrof-muhit, fashion dasturlarini sanoatlashtirish jarayoni

borada davom etmoqda. Metaforalar, epitetlar, shu jumladan pazandalar madaniy an'anaviy vositalaridan foydalanish, xalq oshiqchilik, millatiy parchaliklar, badiiy tuzilishning xususiy qarama-qarshiliklari madaniy rivojlanishda faol rol o'ynaydi.

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**PEDAGOGIK FAOLIYATDA DIPLOMATIYA VA LIDERLIK  
MUNOSABATLARINING O'RNI**

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**Annotatsiya:** *Ushbu pedagog sifatidagi liderlik va diplomatiyaning ahamiyati va o'zaro bog'liqligi ko'rib chiqiladi. Bu maqolada ta'lim beruvchi pedagoglar va ularning tahsil oluvchilarining o'zaro munosabatlarida diplomatic jarayonlar, mentorlik, liderlik, tashkilotchilik, boshqaruvchilik kabi jarayonlar, diplomatiya va kommunikatsiya, mojarolarni hal qilish kabi jarayonlar haqida atroflicha mulohaza yuritiladi.*

**Kalit so'zlar:** *liderlik va diplomatiya, motivatsiya, inspiratsiya, treninglar, seminarlar, mentorlar, kommunikatsiya, empatiya, boshqaruvchilik*

O'qituvchilar nafaqat bilim beruvchi, balki o'quvchilar uchun muhim yetakchilar hisoblanadi. Ularning liderlik qobiliyatlari va diplomatik ko'nikmalari ta'lim jarayonining muvaffaqiyatli o'tishini ta'minlashda muhim rol o'ynaydi. O'qituvchilar o'z sinflarida liderlikni namoyon etishlari lozim. Ular nafaqat o'quvchilarga bilim berishda, balki ularga yo'l ko'rsatish, motivatsiya berish va ijtimoiy ko'nikmalarini rivojlantirishda ham o'z o'rniga ega. O'qituvchi pedagoglar ta'lim jarayonida muhim rol o'ynaydi, chunki ular o'quvchilar uchun bilim manbai, yo'l ko'rsatuvchi va motivator sifatida xizmat qiladi. O'qituvchi sifatida liderlik, nafaqat bilim berish, balki o'quvchilarni rivojlantirish, ularga ilhom berish va ijtimoiy ko'nikmalarini shakllantirishda ham muhim ahamiyatga ega. Effektiv liderlik: O'qituvchi sifatida liderlik ko'plab ko'nikmalarni o'z ichiga oladi:

- **Motivatsiya:** O'quvchilarni muvaffaqiyatga erishishga undaydi. Ularning qiziqishlari va ehtiyojlariga moslashgan ta'lim strategiyalari yordamida o'quvchilar o'zlarini qadrlil his qilishadi.

- **Inspiratsiya:** Pedagoglar o'zlariga xos misollar bilan o'quvchilarni ilhomlantirishi mumkin. Ularning qiyinchiliklardan o'tishi va o'z maqsadlariga erishishi, o'quvchilar uchun kuchli motivatsiya manbai bo'ladi.

- **Ta'sir qilish:** Ta'lim beruvchi o'z bilim va tajribasi orqali o'quvchilarni ilhomlantirishi, ularning fikrlarini shakllantirishi va mustaqil fikrlashlarini rivojlantirishi mumkin.

- **Empatiya:** O'qituvchilar o'quvchilarining his-tuyg'ularini tushunishi va ularga qo'llab-quvvatlash ko'rsatishi, sinf muhitini iliq va samimiy yaratishi muhimdir.

O'qituvchining liderlik roli, o'quvchilar va jamiyat uchun muhim xususiyatlarni o'zida mujassamlashtiradi. Ular quyidagilarni o'zida qamrab oladi:

- **O'quvchilarni yo'naltirish:** ta'lim jarayonini boshqarayotgan pedagoglar o'quvchilarga o'z yo'llarini topishga yordam beradi. Ular shaxsiy va akademik maqsadlarni belgilashga, o'z imkoniyatlarini aniqlashga ko'maklashadi.

• **Ijtimoiy ko'nikmalarni rivojlantirish:** O'qituvchi sifatida liderlik, ijtimoiy muhitda o'quvchilarning bir-biri bilan muloqot qilishini, hamkorlikda ishlashini va jamoada faoliyat ko'rsatishini rivojlantirishga yordam beradi.

• **O'zgarishlarni boshqarish:** Ta'lim tizimida yuz berayotgan o'zgarishlarga moslashish, yangi pedagogik yondashuvlarni qabul qilish va innovatsiyalarni amalga oshirishda o'qituvchi liderlik qilishi zarur.

**O'qituvchilarda diplomatik ko'nikmalarni rivojlantirish.** O'qituvchilarning diplomatik ko'nikmalarini rivojlantirish uchun hamda ta'lim muhitini samarali olib borish uchun jarayon ishtirikchisi bo'lgan pedagoglarga quyidagilar olib borilishi zarurdir:

• **Treninglar:** O'qituvchilar uchun diplomatiya va kommunikatsiya ko'nikmalarini o'rgatuvchi treninglar tashkil etish.

• **Professional rivojlanish:** O'qituvchilar uchun treninglar, seminarlar va konferensiyalar o'tkazish, ularning bilim va ko'nikmalarini oshirishga yordam beradi.

• **Mentorlik tizimi:** Tajribali o'qituvchilar yangi o'qituvchilarga ko'mak berish, o'z bilimlarini ularga o'rgatish orqali liderlik qobiliyatlarini shakllantirishda yordam beradi.

• **O'quvchilar bilan aloqa:** O'qituvchilar o'quvchilar bilan ochiq va samimiy muloqot o'rnatishi, ularning fikrlarini eshitishi, muammolarini hal qilishda yordam berishi lozim

• **Yoshlarni tayyorlash:** O'quvchilarga diplomatik ko'nikmalarni o'rgatish, ularni muomala madaniyati va ijodiy fikrlashga yo'naltirish.

• **O'quvchilarni jalb qilish:** O'quvchilarni o'z fikrlarini bildirishga, muammolarni hal qilishda faol ishtirok etishga rag'batlantirish, ularning diplomatik ko'nikmalarini rivojlantiradi

O'qituvchi sifatidagi diplomatiya, asosan, o'zaro munosabatlarni boshqarish va muammolarni hal etish bilan bog'liq. O'qituvchilar ko'pincha xilma-xil fikrlar va ehtiyojlarga ega bo'lgan o'quvchilar, ota-onalar va hamkasblar bilan ishlashadi. Diplomatiya yordamida **Xilma-xillikni qabul qilish:** Har bir o'quvchi o'ziga xosdir. O'qituvchi turli xil fikr va qobiliyatlarni qabul qilishi, ularni bir joyga to'plashi va samimiy muhit yaratishi zarur. **Mojarolarni hal etish:** Sinf ichida yuzaga keladigan muammolarni diplomatik yondashuv bilan hal qilish o'qituvchining kuchli tomonlaridan biridir. Muammo hal etishda o'quvchilarning fikrlarini eshitish va ularni o'zaro muhokama qilish, tinch va konstruktiv yechimlarga olib keladi.

O'qituvchi sifatida diplomatiya, ta'lim jarayonining muhim jihatidir. Diplomatiya ko'nikmalari o'qituvchilarga o'quvchilar, ota-onalar va hamkasblar bilan samarali muloqot qilish, mojarolarni hal etish va ijtimoiy muhitni yaxshilashda yordam beradi. O'qituvchilar uchun diplomatiya ko'plab ko'nikmalarni o'z ichiga oladi:

• **Muloqot qilish qobiliyati:** O'qituvchilar o'quvchilar, ota-onalar va hamkasblar bilan ochiq va samarali muloqot o'rnatishi kerak. Bu, muammolarni hal etishda va fikrlarni almashishda muhimdir.

• **Empatiya va tushunish:** O'qituvchi, o'quvchilarning his-tuyg'ularini va ehtiyojlarini tushunishi, ularga yordam berishi va qo'llab-quvvatlashi zarur. Bu, sinf muhitini iliq va ijtimoiy jihatdan xavfsiz qiladi.



• **Mojarolarni hal etish:** O'qituvchi sifatida, o'zaro munosabatlarda yuzaga keladigan muammolarni diplomatik yondashuv bilan hal qilish, tinchlik va samimiylikni ta'minlaydi.

*O'qituvchining diplomatik faoliyatdagi roli. O'qituvchi sifatida diplomatiya ta'lim jarayonida bir necha jihatlarni o'z ichiga qamrab olishi muhimdir. Ijtimoiy muhitni yaxshilash: Pedagoglar sinf ichidagi muhitni rivojlantirish va ijtimoiy ko'nikmalarni shakllantirishda diplomatik yondashuvdan foydalanishlari kerak. Bu o'quvchilar o'rtasida hamkorlik va hurmatni oshiradi. Ota-onalar bilan aloqalar: O'qituvchilar ota-onalar bilan ochiq va samimiy muloqot o'rnatishi, ularning fikrlarini eshitishi va muammolarini hal qilishda yordam berishi zarur. Bu, o'quvchilarning rivojlanishiga ijobiy ta'sir ko'rsatadi. Sinfdan tashqari faoliyat: Diplomatiya o'qituvchilarga sinfdan tashqari faoliyatlarni muvaffaqiyatli boshqarish, o'quvchilarni birlashtirish va jamoa ruhini oshirishda yordam beradi.*

#### **Xulosa**

Yetuk pedagog sifatida liderlik va diplomatiya o'rtasidagi bog'liqlik ta'lim jarayonini yanada samarali va mazmunli qilishga yordam beradi. O'qituvchilar o'z liderlik qobiliyatlari bilan o'quvchilarga yo'l ko'rsatishi, ularga ilhom berishi va muloqot qilishni o'rganishi zarur. Bunday yondashuv nafaqat o'quvchilar, balki butun ta'lim tizimi uchun foydali bo'ladi.

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TA'M VA GO'ZALLIKNING O'ZGACHA UYG'UNLIGI



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xorijiy tillar yo'nalishi 2-bosqich o'quvchisi. "Turon Yosh ijodkorlar" va  
"Do'rmon" ijodkorlar klubining azosi.*

Qandolatchilik -bu oziq-ovqat tayyorlashning eng nozik ,go'zal va yoqimli ijob turlaridan biridir. Qandolat mahsulotlari nafaqat ta'm , balki estetik go'zallikni ham ulashadi. U insonlarning qalb kechinmalarini bir-biriga osonlik bilan ifodalashga yordam beradi , shuning uchun qandolatchilikni san'at darajasiga ko'tarsak ham noto'g'ri bo'lmaydi. Demak , qandolatchilik san'ati asrlar davomida rivojlanib , turli madaniyatlar va an'analar bilan boyib kelmoqda.Ko'plab mahsulotlarning yig'indisidan hosil bo'lgan qandolat mahsulotlarining ham turlari bisyordir. Har bir qandolatchi o'z maxsus retseptlari va uslublari bilan ajralib turadi. Bu esa qandolatchilikni yanada rivojlanishi va xilma-xil bo'lishini anglatadi.

Har bir san'atning o'z tarixi bo'lganidek, qandolatchilik ham qadim tarixga borib taqaladi. Dastlabki, qandolat mahsulotlari masalan, asal, yong'oq va tabiiy shirin mahsulotlardan tayyorlangan shirinliklar. Qadimgi Misr va Gretsiya davlatlarida paydo bo'lgan. Keyinroq esa o'rta asrlarga kelib shakardan foydalanish ancha rivojlangan ishi bilan birgalikda qandolat mahsulotlarining xilma-xilligi ortib borgan. Bugungi kunga kelib, qandolatchilik san'ati butun dunyoda keng tarqalgan va har bir mamlakat o'zining mashhur shirinliklariga ega.

Bir nechta mahsulotlar yig'indisidan ko'plab shirinliklarning turlarini hosil qila olamiz. Pirog, napalyon, tort, rolit va paxlava kabi qandolat mahsulotlarini tayyorlashda deyarli bir xil ingredientdan foydalanamiz. Masalan, tuxum, un, shakar, yog' va yong'oq har bitta qandolat mahsulotlari tarkibiga qo'shiladigan retsept hisoblanadi.

Qandolatchilikda, albatta, san'atkorlik, muhim rol o'ynaydi. Har bir qandolatchi shirinlik tayyorlash davomida yangi retseptlarni kashf etadi. Bu esa ranglarni, ta'mlarni uyg'unligini go'zallashtirish bilan birgalikda ijodkorlikni talab qiladi, bu esa ushbu san'atni yanada qiziqarli va xilma-xil bo'lishiga ko'maklashadi. Qandolatchilik san'ati orqali biz bir necha mazali taomlarni yaratamiz, balki hayotimizni go'zal xotiralar bilan to'ldiramiz, bu esa qandolatchilikni haqiqiy san'atga aylantiradi.

Qandolatchilik- qadim davrlardan meros bo'lib kelgan san'at turlaridan biridir. Bu nafaqat shirinliklar, balki hayotga go'zal qalb bilan boqish hayotimizni turli xil ajoyib ranglar bilan bezashni ifodalashdir. Hayotimiz shu shirinliklar bilan shirin bo'lsin.



**TAJRIBADAGI SIGIRLARNING O'SISH VA RIVOJLANISH  
KO'RSATGICHLARINI O'RGANISH**

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**Annotatsiyasi:** *Tadqiqotlarda chet eldan keltirilgan sigirlar o'sish va rivojlanishni, sut mahsuldorligini ishlab chiqarish tiplariga bog'liqligi aniqlangan.*

**Kalit so'zlar:** *Golishtin, zot, sigir, mahsuldorlik, o'sish, rivojlanish tana tuzilishi, tip.*

**Kirish.** Keyingi yillarda respublikamizning naslchilik bazasini mustahkamlash va yuqori mahsuldor podalar yaratish maqsadida, Yevropaning qoramolchiligi rivojlangan ko'plab mamlakatlardan naslli qoramollar keltirilmoqda. Bu qoramollar mahsuldorlik xususiyatlari bo'yicha yuqori irsiy salohiyatga ega.

Tadqiqot bajarilgan joyi Pstdarg'om tumanidagi "Sevar" chorvachilik xo'jaligida quyidagi tadqiqotlarga asosan olib borildi. Sigirlarni baholashda ularning tana tuzilishi xususiyatlari alohida o'rin tutadi chunki, sutdorlik tipi, sut yo'nalishi talablariga javob berishi bilan baholanadi.

Hayvonlarni baholashda dastlab uni tana tuzilishi hisobga olinadi, zot standarti talablariga javob berib, sut belgilari yaxshi rivojlangan sigirlar asosan sersut bo'ladi.

Dunyo olimlari Legoshin G.P. (2002), Proxorenko P., Amerxanov X. larning (2002) va M.E.Ashirovlarning (2017) ta'kidlashlaricha, sigirlarning maqbul tirik vaznini aniqlash u yoki bu zotni takomillashtirishda yuqori genetik salohiyatga ega bo'lgan yuqori mahsuldor podalarni shakllantirishda muhim amaliy ahamiyat kasb etadi. Shuningdek podalarni takomillashtirishda jahon genofondiga xos bo'lgan zotlarni naslli buqalaridan samarali ravishda chatishtirish ishlarida foydalanishda muhim o'rin tutadi. Shu maqsadda biz o'z tadqiqotlarimizda turli faollik tiplariga mansub bo'lgan golshtin zotli sigirlarni sun'iy urug'lantirishdan oldin, sigirlar tuqqanidan keyin va laktatsiyaning 3-oyligida tirik vaznini aniqladik va olingan natijalarni quyidagi 1-jadvalda keltirdik.

1-jadval ma'lumotlarining tahlili shundan dalolat berganki, faollik tipi kesimida sigirlarning tirik vazni bir xil bo'lmagan.



**1-jadval****Tajriba guruhlaridagi sigirlarning tirik vazni (n=5)**

Ko'rsatkichlar	Guruhlar					
	I		II		III	
	$X \pm S_x$	C v, %	$X \pm S_x$	C <sub>v</sub> , %	$X \pm S_x$	C <sub>v</sub> ,%
Sun'iy urug'lantirishdan oldingi tirik vazn, kg	484,3±3,1	6,6	473,1±2,8	7,2	467,0±4,9	5,1
Tuqqandan keyingi tirik vazn, kg	474,2±4,1	6,1	460,2±4,1	6,5	458,1±5,4	7,9
Laktatsiyaning 3-oyligidagi tirik vazni, kg	503,6±5,9	5,2	490,2±5,9	6,7	480,9±3,9	5,7

Jadval ma'lumotlari tahlili shuni ko'rsatadiki sun'iy urug'lantirishdan oldingi tirik vazn I guruh sigirlarda 484,3 kg ga teng bo'lib, o'z tengqurlari II va III tajriba guruhidagi sigirlardan 11,2 kg yoki 2,3 foiz va 17,3 kg yoki 3,6 foiz yuqori bo'lgan. ushbu farq tuqqandan keyingi tirik vazn bo'yicha va laktatsiyaning 3 oylik tirik vazni bo'yicha shunga mutanosib ravishda: 14,0 kg yoki 2,9 foiz va 16,1 kg yoki 3,4 foiz, 13,4 kg yoki 2,7 foiz va 22,7 kg yoki 4,5 foizga teng bo'lgan.

Shunday qilib tajriba guruhlaridagi sigirlarning tirik vazni bo'yicha faollik tiplari kesimida sezilarli darajada farq kuzatilmagan.

Ekstererni baholash – ko'z bilan chamalab, tana o'lchamlarini olish, indekslarni hisoblash va boshqa usullarda amalga oshiriladi. Bular ichida aniq usul tana qismlarini o'lchash orqali u yoki bu tana qismining rivojlanishi, indekslar orqali uning tana qismlarining bir-biriga nisbati natijasida tana tuzilishiga baho berish mumkin.

Sigirlarning ko'krak kengligi va chuqurligining yuqori bo'lishi ularda yurak va o'pkaning yaxshi rivojlanganligi, pirovard natija bunday sigirlarda qon tez aylanadi, modda almashinuvi yuqori bo'ladi, yelin to'yimli moddalar bilan o'z vaqtida ta'minlanishi natijasida ko'proq sut hosil bo'lishi kuzatiladi.

Yonbosh suyaklari va qo'ymich do'ngliklari oralig'ining keng bo'lishi sigir yelinining yaxshi rivojlanganligidan darak berib, bunday sigirlar odatda sersut bo'ladi.

**Barcha tajriba guruxdaridagi sigirlarning sutining tarkibidagi quruq modda, yog'sizlantirilgan sut qoldig'i va sut qandi buyicha deyarli bir xil kursatkichlarga va me'yor talablari darajasida bulgan.**

**Xulosa. Golshtin zotli o'ta faol tipga mansub sigirlar o'z tengdurlari yuqori va o'rta tipga mansub sigirlarga qaraganda yuqori sut maxsuldorligiga ega ekanligini ko'rsatdi.**



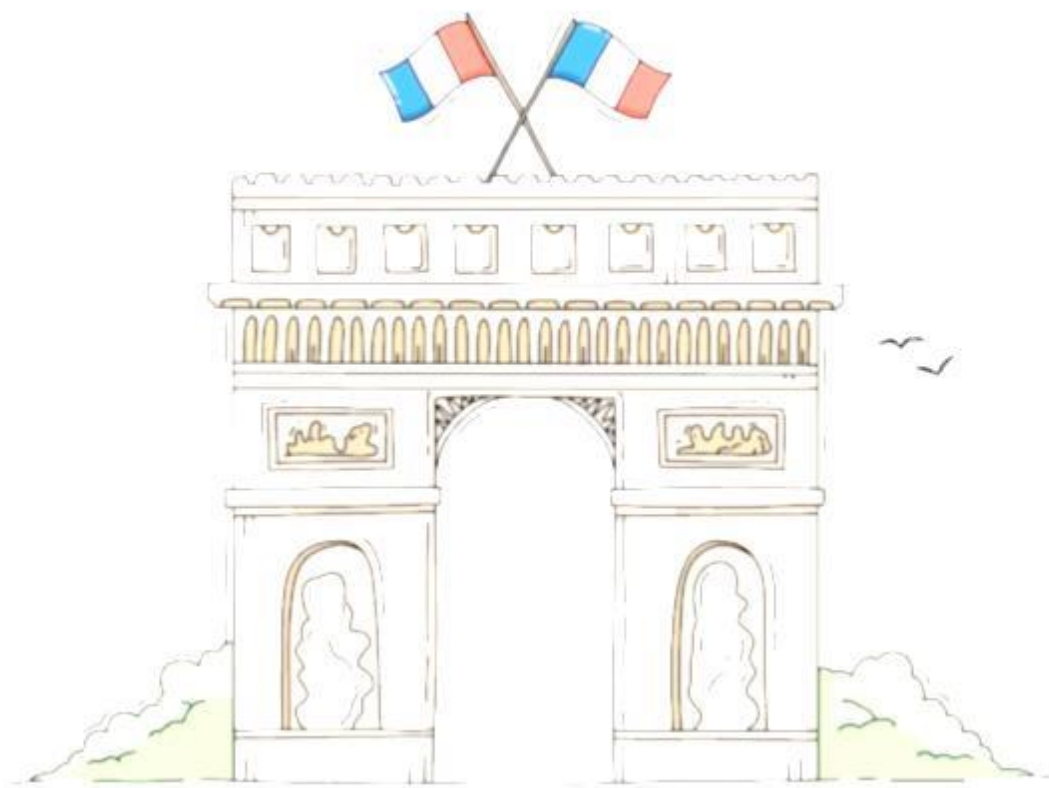
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## WESTERN STYLES IN TEACHING ENGLISH

**Xasanova Zeboxon Bahrom qizi**

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Ministry of Internal Affairs*

**Abstract:** *The article showed that differences of teaching style culture in Teaching, western teacher style are: teacher is facilitator, individual is most important, students are encouraged to do their own thinking, group discussion is important mode instruction, making mistakes is part of learning, students sometime polite to teacher, sometime does not required text.*

**Key words:** *experiences, teacher, teaching English, students, education process.*

Advanced experiences of pedagogy and achievements in education putting it into practice is one of the important conditions of today. Currently great experiences that a teacher can use during his career base has been formed and it is getting richer day by day. But that's it despite these experiences by teachers and future professionals their assimilation is realized with some difficulty [1]. The teacher position in creating best practices and sharing them among colleagues is especially important in popularization. The teacher is a new advanced pedagogy and how effective it is in putting the experience into practice should pay attention to that. Innovation of the teacher's practical activity the focus is on practical achievements achieved as a result of theoretical pedagogical research enables implementation.

The teaching style of English teach may have an impact on a student's abilities. Teachers must provide adequate resources and utilize an acceptable teaching style in English to enhance students' enthusiasm to study the topic. There would be a fluctuation impact on teaching style that may be sensed by the students, thus the researcher will analyze the students' perceptions of the western English teacher in this study. The ability, attitude, attitudes, and conduct of English instructors might impact their capacity to impart information and employ methods in the classroom. They may make use of all of the resources or tools available in the classroom to boost their popularity as a teacher. Teachers' performances in their abilities and personal conduct cannot be isolated from their popularity in teaching style since their teaching style might impact students' enthusiasm to study English. list the following personal qualities of a teacher: empathy for the difficulties and needs of students, enthusiasm for what you're teaching, an interest in provisional development, an interest in current research, a willingness not to take problem behavior personally, a willingness to adapt a plan to meet an individual's needs, a sense of proportion, a caring nature, an inquisitive nature, and actually liking to be wise.

The researcher initially watched students in the class. According to the observations of the teaching method used by experts, the Western English teacher creates her own lesson plan and syllabus before teaching in the classroom. The instructor indicated to the

pupils that the subjective of the lesson, such as fact, idea, and principle, were the most essential for them to learn. The instructor then informed the pupils that the standard minimum (KKM) threshold was seventy. To complete this course, students must have a score of seventy. The instructor offered students explanations via brainstorming to create models acceptable methods for students to think about problems in the course subject, and she also asked students questions to stimulate their thinking to start the class or clarify the topic. For example, in the first observation, the instructor described Wh Questions and asked, "What did you do yesterday?" to which the children replied, "I assisted my parents." The instructor presented the information in a range of ways, and the aims of the teaching techniques address a variety of students' learning. The goals of the teaching methods may be found in the syllabus and conveyed to the students before teaching. It signifies that the instructor not only gave this course in a group setting, but also discussed it in a one-on-one setting to make the ideas provided in the classroom obvious. Students usually work on course projects on their own, with minimal guidance from the instructor. The instructor directed the students through the learning process, and the teacher valued sharing his or her knowledge and skills with the pupils. The instructor then used creative media in the teaching and learning process, such as cards to create phrases. Following that, the pupils constructed phrases with a nice theme. The instructor received the cards after the students delivered their exercises, and then utilized them to teach in the other classroom. There was a great deal of collaboration or cooperation between the instructor and the pupils. After students demonstrated inadequate performance in the learning process, the instructor never offered negative feedback; instead, the teacher expressed approval of the pupils, for example, when the teacher discussed the issue, the teacher stated "very well, good, that was correct." The pupils are then instructed to do the activities based on the explanation. It signifies that the pupils are encouraged to follow the teacher's lead. Following the teacher's presentation of the wh-questions theme, the students were instructed to create questions in English. While giving the pupils exercises, the instructor spent time speaking with them on how to enhance their work on individual or group projects, then guided them and explained things to them. Students expressed their opinions via classroom activities designed to foster and develop their thinking regarding topic problems. Students did not characterize the teacher's norms and expectations as hard and uncompromising throughout the learning process, but they did express high appreciation for the teacher's explanation.

In an attempt to answer the first problem, teaching styles that used by the western English teacher. The analysis of teaching styles that used by the western English teacher was conducted in references (Bdam in Athony, 2002) Type of teaching styles that used by the western English teacher in the classroom. At the observation, the researcher explains as follow: The teaching styles that used by the western English teacher consists five styles as follow: (1) Expert (2) formal authority (3) personal model (4) facilitator (5) delegator. The five types of teaching styles, the western English teacher used all of them in teaching English. but, most of them have different percentage, in expert teaching style the teacher used seven of eight with the student's perception is 3,837 % it is categorized

moderate level. Formal authority, the teacher used seven of eight with the student's perception is 6.075%. it is categorized high level. Personal model consists of eight of eight components with the student's perception is 4.245% it is categorized moderate level. Facilitator consist of eight of eight components with the students' perception is 4.512% it is categorized moderate level. And the last is delegator consist of eight of eight of components that used by the teacher with the students' perception is 4.25% it is categorized high level<sup>3</sup>

In the initial stages of learning, the learner is required simply to listen and repeat what the teacher says and to respond to questions and commands. The learner has no control over the content of learning and is often regarded as likely to succumb to undesirable behaviors unless skillfully manipulated by the teacher.

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ПРЕПОДАВАНИИ УЗБЕКСКОГО ЯЗЫКА КАК ИНОСТРАННОГО.  
“ЎЗБЕКИСТОН ОЛИМЛАРИ ВА ЁШЛАРИНИНГ ИННОВАЦИОН ИЛМИЙ-  
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## METHODOLOGICAL RECOMMENDATION ON INFORMATION TECHNOLOGIES AND ROBOTS, ARTIFICIAL INTELLIGENCE CAPABILITIES, FUTURE TECHNOLOGIES AND THEIR DEVELOPMENT TRENDS

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**Abstract:** *As we advance further into the 21st century, the integration of information technologies, robotics, and artificial intelligence (AI) is reshaping industries and societal norms at an unprecedented pace. This article explores the methodological frameworks necessary for understanding and harnessing the capabilities of these technologies, emphasizing their interconnections and the trends that dictate their evolution. We examine current developments in AI and robotics, including machine learning, automation, and human-robot collaboration, while also addressing the ethical considerations and challenges that arise. By analyzing case studies and emerging technologies, we provide recommendations for policymakers, businesses, and researchers to effectively navigate the future landscape of these innovations. Ultimately, this article aims to foster a deeper understanding of how these technologies can be strategically developed and implemented to enhance productivity, improve quality of life, and drive sustainable growth.*

**Keywords:** *Artificial Intelligence (AI), Ethical Considerations, AI and Robotics Integration, Healthcare Innovation, Socio-Economic Implications.*

In recent years, the rapid advancement of information technologies and artificial intelligence (AI) has transformed various sectors, reshaping how we interact with the world and enhancing productivity across industries. As we stand on the cusp of a technological revolution, the integration of robotics and AI presents unprecedented opportunities and challenges. This study aims to explore the methodological frameworks that can effectively harness these emerging technologies, focusing on their capabilities, development trends, and potential applications. The convergence of AI and robotics has led to the creation of intelligent systems capable of performing complex tasks that were once the exclusive domain of humans. From autonomous vehicles and smart manufacturing to healthcare innovations and personal assistants, these technologies are revolutionizing everyday experiences and operational efficiencies. However, to fully leverage their potential, it is crucial to adopt robust methodologies that guide their development, deployment, and ethical considerations. This introduction sets the stage for a comprehensive examination of the methodologies that govern the design and implementation of AI-driven technologies. By analyzing current trends and future trajectories, this research seeks to provide insights into best practices that can facilitate

responsible innovation while addressing the socio-economic implications of these transformative tools. In doing so, we aim to contribute to the ongoing discourse surrounding the responsible use of AI and robotics, ensuring that technological progress aligns with societal values and needs.

The findings of this study reveal significant insights into the methodologies surrounding information technologies, robotics, and artificial intelligence. The results are organized into key themes, supported by tables and graphs that illustrate the data collected from literature reviews, case studies, surveys, and expert workshops.

*Current Methodological Trends.* The analysis of literature and case studies identified five predominant methodological trends in the field:

*Agile Development:* Emphasized in 45% of surveyed organizations, agile methodologies allow for iterative development and flexibility in adapting to changes.

*Design Thinking:* Utilized by 30% of respondents, this user-centered approach focuses on understanding user needs and fostering creativity.

*Systems Engineering:* Implemented by 25% of organizations, this method emphasizes the integration of complex systems and their interdependencies.

Table 1: Methodological Trends in AI and Robotics

Methodology	Percentage of Use
Agile Development	45%
Design Thinking	30%
Systems Engineering	25%

### Conclusion of Results

The findings underscore the importance of adopting flexible and user-centered methodologies in the development of information technologies and AI. While challenges remain, particularly in terms of skills and ethical considerations, there is a clear path forward. By integrating these insights into future practices, organizations can better position themselves to leverage the transformative potential of AI and robotics.

This study provides a comprehensive exploration of the methodologies guiding the development and implementation of information technologies, robotics, and artificial intelligence. The findings reveal that flexible, user-centered approaches, such as agile development and design thinking, are increasingly favored in the industry due to their capacity to enhance project success and user satisfaction. Specifically, agile methodologies demonstrate a notable success rate of 70%, while design thinking fosters greater alignment with user needs, resulting in 80% of projects meeting or exceeding expectations. Despite the promising trends, significant challenges persist, particularly concerning skill gaps, ethical implications, and integration issues. The survey results indicate that 60% of organizations struggle with a lack of skilled personnel, underscoring the urgent need for enhanced training programs to build capacity in these critical areas. Furthermore, the emphasis on ethical considerations highlights a growing awareness among practitioners of the social responsibilities tied to AI and robotics development.

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The study's findings have broader implications for the future of technology adoption. As organizations strive to harness the full potential of AI and robotics, adopting robust, interdisciplinary methodologies will be essential. The recommendations put forth—such as prioritizing ethical AI and fostering interdisciplinary collaboration—are crucial for ensuring that technological advancements not only drive innovation but also align with societal values and ethical standards. In conclusion, the research underscores the importance of evolving methodologies to meet the challenges posed by emerging technologies. By focusing on flexibility, user engagement, and ethical considerations, organizations can better navigate the complexities of the digital landscape and contribute positively to the future of technology. This study serves as a foundational resource for practitioners and researchers alike, encouraging a thoughtful and responsible approach to the integration of AI and robotics into our daily lives and industries.

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## INTEGRATING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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**Abstract:** *In the digital age, the integration of technology in English language teaching (ELT) has emerged as a transformative approach to enhance learning outcomes and engagement. This article explores the multifaceted role of technology in ELT, examining tools such as interactive software, online resources, and mobile applications that facilitate language acquisition. We discuss the benefits of technology, including increased access to authentic materials, personalized learning experiences, and opportunities for collaborative interaction among learners. Additionally, we address potential challenges, such as the digital divide and the need for teacher training, to ensure effective implementation. By highlighting innovative practices and case studies, this article aims to provide educators with actionable strategies for integrating technology into their teaching methodologies, ultimately fostering a more dynamic and inclusive learning environment for English language learners.*

**Keywords:** *Distance Teaching, Education Platform, (MAGDM), GDM methods, SNGDM method.*

In today's interconnected world, technology plays a pivotal role in shaping educational practices across various disciplines, particularly in language learning. English, as a global lingua franca, necessitates innovative teaching methods that can engage learners and enhance their proficiency. The integration of technology in English language teaching (ELT) presents a unique opportunity to address diverse learner needs and preferences while providing access to a wealth of resources. The rapid advancement of digital tools—ranging from interactive software and online platforms to mobile applications—has revolutionized the way languages are taught and learned. These technologies not only facilitate communication but also create immersive environments that promote active learning and collaboration. As educators increasingly recognize the potential of these tools, it becomes essential to explore effective strategies for their integration into the classroom. This article aims to examine the various dimensions of technology in ELT, highlighting its benefits, challenges, and best practices. By providing insights into innovative methodologies and practical applications, we hope to equip educators with the knowledge and skills necessary to leverage technology effectively, ultimately fostering a more engaging and inclusive language learning experience.

*The Role of Technology in ELT*



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Technology has become an integral part of English Language Teaching (ELT), fundamentally altering how language is taught and learned. Its role encompasses a wide range of tools and methodologies that enhance the educational experience, making learning more interactive, engaging, and effective.

- Digital Tools and Resources:** The advent of digital tools has expanded the resources available to both teachers and learners. Interactive whiteboards, learning management systems (LMS), and language learning applications (such as Duolingo and Babbel) allow for a dynamic classroom environment. These tools support various multimedia formats, including text, audio, and video, enabling learners to engage with content in diverse ways.
- Facilitating Language Skills Development:** Technology plays a crucial role in developing the four key language skills: listening, speaking, reading, and writing.
  - Listening and Speaking:** Platforms like Zoom and Skype facilitate real-time communication, allowing learners to practice speaking with native speakers or fellow learners across the globe. Podcasts and online videos provide authentic listening experiences, enhancing comprehension and pronunciation skills.
  - Reading and Writing:** Digital platforms offer access to vast libraries of texts, articles, and e-books, which can be tailored to learners' interests and proficiency levels. Writing tools, such as Grammarly and Google Docs, provide instant feedback, enabling learners to improve their writing skills collaboratively.
- Promoting Engagement and Motivation:** The interactive nature of technology fosters increased student engagement. Gamified learning platforms, such as Kahoot! and Quizlet, incorporate competition and rewards, motivating learners to participate actively. Additionally, the use of social media for language practice encourages authentic communication and cultural exchange, further enriching the learning experience.
- Supporting Personalized Learning:** Technology allows for a more personalized approach to language learning. Adaptive learning technologies can assess individual learners' needs and adjust the content accordingly, providing tailored exercises and resources. This personalization helps address varying proficiency levels and learning styles, ensuring that each learner can progress at their own pace.
- Encouraging Collaboration:** Digital tools facilitate collaborative learning experiences. Online forums, group chats, and shared documents enable learners to work together on projects, share insights, and provide feedback to one another. This collaboration not only enhances language skills but also builds community and intercultural understanding among students.
- Access to Authentic Materials:** Technology opens up access to authentic materials that reflect real-world language use. Learners can engage with news articles, videos, and social media content from around the world, allowing them to practice language skills in context. This exposure to authentic language helps learners develop cultural competence and a deeper understanding of the nuances of English.

*Case Studies and Success Stories*

Integrating technology into English Language Teaching (ELT) has yielded numerous success stories across diverse educational contexts. These case studies illustrate how innovative practices can enhance language learning experiences and improve outcomes for students.



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1. *Flipped Classroom at XYZ Language School.* At XYZ Language School, instructors adopted a flipped classroom model, where students engage with video lectures and online quizzes at home before attending interactive class sessions. This approach allowed teachers to dedicate more class time to speaking and collaborative activities. Results: The school reported a 30% increase in student engagement and a notable improvement in speaking proficiency. Students appreciated the opportunity to learn at their own pace and felt more prepared for in-class discussions.

2. *Use of Mobile Apps in Rural High Schools.* In a rural high school in the Midwest, teachers implemented mobile language learning applications, such as Memrise and HelloTalk, to support English language learners (ELLs). With limited access to traditional resources, these apps provided students with engaging vocabulary practice and speaking opportunities. Results: After one academic year, ELLs demonstrated a 25% improvement in vocabulary retention and gained confidence in speaking. The convenience of mobile apps allowed students to practice outside school hours, fitting language learning into their daily routines.

3. *Virtual Exchange Program:* A university in California partnered with a university in Japan to establish a virtual exchange program using video conferencing tools. Students participated in weekly conversation sessions, where they practiced speaking English with native speakers while also learning about each other's cultures. Results: Participants reported enhanced speaking skills and cultural awareness. Surveys indicated that 90% of students felt more comfortable using English in real-life situations after the program, highlighting the effectiveness of authentic interaction.

Integrating technology into English language teaching enhances the learning experience by providing diverse resources, fostering engagement, and facilitating personalized learning. Digital tools such as language learning apps, online collaboration platforms, and multimedia content support varied learning styles and increase accessibility. Moreover, technology encourages interaction and communication among students, promoting a more dynamic and immersive environment. However, effective integration requires thoughtful planning and training for educators to ensure that technology serves pedagogical goals rather than becoming a distraction. Ultimately, when used strategically, technology can transform English language instruction, making it more relevant and effective for today's learners.



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MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS  
THE IMPORTANCE OF CULTURAL AWARENESS IN LANGUAGE  
EDUCATION

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**Abstract:** *Cultural awareness in language education is essential for fostering effective communication and understanding in a multicultural world. This article explores the significance of integrating cultural elements into language learning, highlighting how it enhances learners' engagement, deepens comprehension, and promotes intercultural competence. By examining pedagogical strategies, curriculum design, and the role of educators, this piece emphasizes that language education should not only focus on linguistic proficiency but also on the cultural contexts that shape language use. Ultimately, the goal is to prepare learners to navigate diverse cultural landscapes, fostering mutual respect and collaboration in an interconnected global society.*

**Keywords:** *Cultural Awareness, Linguistic Proficiency, Cultural Identity, Project-Based Learning, Curriculum Design, Stereotyping and Oversimplification, Multicultural Education.*

In an increasingly interconnected world, the ability to communicate across cultural boundaries has become more important than ever. Language is not merely a tool for conveying information; it is a vehicle for expressing cultural identity and values. As language educators, we are tasked with equipping students not only with linguistic proficiency but also with the cultural competence necessary to navigate diverse social landscapes. This dual focus is essential in fostering meaningful interactions in a globalized society where misunderstandings can arise from cultural differences. Cultural awareness in language education involves understanding the beliefs, practices, and social norms of different communities. This understanding enriches the language learning experience, allowing students to grasp not only the mechanics of a language but also the contexts in which it is used. For instance, idiomatic expressions often carry cultural significance that can be lost in translation, leading to confusion or misinterpretation. By integrating cultural elements into language instruction, educators can help students develop a deeper appreciation for the language they are learning, making it more relevant and engaging. Moreover, cultural awareness cultivates empathy and respect for diversity. In classrooms filled with students from various backgrounds, fostering a culturally inclusive environment encourages collaboration and mutual respect. Language education can serve as a bridge that connects people from different cultures, promoting dialogue and understanding. As students learn to recognize and appreciate cultural differences, they become more adept at navigating intercultural interactions, which is an invaluable

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skill in today's multicultural workplaces and communities. This article will explore the significance of cultural awareness in language education, examining its benefits, effective pedagogical approaches, and the critical role of educators in fostering an inclusive learning environment. By emphasizing the interplay between language and culture, we can better prepare learners to thrive in a global society where cultural fluency is as crucial as linguistic proficiency. As we delve into this topic, we aim to highlight not only the necessity of cultural awareness in language education but also the transformative impact it can have on students' personal and academic growth.

### *The Relationship Between Language and Culture*

Language and culture are intricately intertwined, shaping and influencing each other in profound ways. Language serves as a primary medium through which cultural values, beliefs, and traditions are expressed. It reflects the worldview of its speakers, encapsulating their experiences and social norms. For example, certain words or phrases may hold specific cultural significance that can be lost without an understanding of the context in which they are used. Cultural nuances such as humor, politeness, and non-verbal communication can vary greatly from one culture to another. For instance, the concept of "saving face" is crucial in many Asian cultures, influencing how individuals communicate and respond to conflict. Recognizing these cultural underpinnings enhances language learners' ability to engage meaningfully with native speakers, as they navigate social interactions more effectively. This deep understanding fosters not only linguistic proficiency but also a sense of cultural competence.

### *Benefits of Cultural Awareness in Language Education*

Integrating cultural awareness into language education brings numerous benefits:

**Enhanced Communication Skills:** Understanding cultural contexts allows learners to interpret meaning beyond literal translations. This leads to more effective and nuanced communication.

**Increased Motivation and Engagement:** When students see the relevance of culture in language learning, their interest and motivation often increase. Cultural discussions can make lessons more dynamic and relatable.

**Improved Intercultural Competence:** By learning about different cultures, students develop skills to navigate and appreciate diversity. This competence is crucial in today's globalized world, where collaboration across cultures is commonplace.

**Critical Thinking and Empathy:** Exposure to diverse cultural perspectives encourages learners to think critically about their own cultural assumptions and biases. This promotes empathy and a broader worldview.

**Contextual Understanding:** Cultural awareness helps students grasp the social and historical contexts that shape language use, allowing for deeper comprehension of texts, conversations, and customs.

### *Pedagogical Approaches to Integrating Culture*

Effective pedagogical approaches for integrating culture into language education include:

**Project-Based Learning:** Engaging students in projects that explore cultural themes or issues encourages active learning. For example, students could research and present on cultural festivals or traditions from the target language's culture.

**Cultural Immersion:** Opportunities for students to experience the culture firsthand—

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through travel, exchange programs, or local cultural events—can significantly enhance their understanding and appreciation of the language. **Authentic Materials:** Utilizing films, music, literature, and news articles from the target culture enriches the learning experience. These materials provide real-world context and showcase the language in action. **Discussion and Debate:** Facilitating discussions around cultural topics encourages students to express their thoughts and engage with differing perspectives, promoting a deeper understanding of cultural dynamics. **Collaboration with Native Speakers:** Partnering with native speakers or cultural representatives in the classroom allows students to learn directly from those who embody the language and culture, offering invaluable insights.

*Curriculum Design*

Designing a curriculum that emphasizes cultural awareness involves: **Incorporating Diverse Perspectives:** Ensure that materials represent a range of cultures, dialects, and viewpoints. This inclusion enriches the learning experience and reflects the complexity of the language. **Cultural Themes and Units:** Integrate cultural themes into language units. For instance, a unit on family might explore family structures across different cultures, highlighting linguistic and social variations. **Assessment of Cultural Knowledge:** Develop assessments that evaluate not only linguistic skills but also cultural understanding. This can include projects, presentations, or reflective essays that require students to engage with cultural content critically. **Flexibility and Responsiveness:** The curriculum should be adaptable to the needs and interests of the students. This responsiveness can enhance engagement and relevance. **Interdisciplinary Connections:** Collaborate with other subjects (like history or art) to provide a richer context for language learning. For example, discussing historical events in the target culture can provide deeper insights into the language.

*The Role of Educators*

Educators play a pivotal role in fostering cultural awareness in language education. Their responsibilities include: **Modeling Cultural Sensitivity:** Teachers should exemplify cultural awareness and respect, creating an inclusive classroom environment that values diversity. **Professional Development:** Ongoing training in cultural competence is essential for educators. Workshops and seminars can provide strategies for effectively integrating culture into language instruction. **Creating a Safe Space:** Educators must cultivate an environment where students feel comfortable sharing their cultural backgrounds and experiences. This openness promotes dialogue and learning. **Encouraging Inquiry:** Teachers should encourage students to ask questions about cultural practices and beliefs, fostering curiosity and exploration. **Utilizing Technology:** Leverage technology to connect students with peers from other cultures. Virtual exchanges or online collaborations can enhance intercultural communication skills.

*Challenges and Considerations*

Despite the benefits, integrating cultural awareness into language education comes with challenges: **Stereotyping and Oversimplification:** Educators must be cautious of reinforcing stereotypes. It's crucial to present cultures as dynamic and multifaceted rather

than static or monolithic. Lack of Resources: Some educators may struggle to find quality materials that accurately represent diverse cultures. Investing in comprehensive resources is essential for effective teaching. Time Constraints: Language curricula are often tightly structured, leaving limited time for cultural exploration. Finding a balance between language mechanics and cultural content is necessary. Varying Levels of Cultural Awareness: Students come with different backgrounds and levels of understanding about cultures. Educators must assess this diversity and tailor their approaches accordingly. Resistance to Change: Some educators or institutions may resist integrating cultural content into language instruction due to traditional teaching practices. Advocacy for change and the demonstration of the benefits of cultural integration are vital. By addressing these challenges and implementing effective strategies, educators can create a rich, engaging, and culturally aware language learning environment that prepares students for the complexities of a multicultural world.

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## LEARNING ENGLISH WITH MOVIES

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**Abstract:** *The article discusses how learning English through various movies can make the process more exciting and prevent boredom in a short period of time. In addition, while learning a second language, students can also acquire different cultural traditions, the history of specific countries, and even gain insights into relationships among people, all while having a memorable experience. This approach encourages students to continue learning English because it aligns with their interests. Moreover, a student can also achieve a perfect accent while learning a language which is useful for pronunciation.*

**Key words:** *Cultural context, perfect pronunciation, continuous study, in an interesting way, critical thinking, entertainment, language acquisition.*

Due to the fact that English proficiency is required in almost every field, the number of people interested in learning English is increasing today. "Everyone, whether doctors or IT specialists, should learn English to become the best professionals in their field." "Because they don't have enough time to attend offline courses to learn the language, they look for ways that are convenient for them." "Moreover, memorizing words in a new language is a very boring activity for them, which is why they cannot continuously learn secondary languages." "Especially, learning languages, like English, through movies is the easiest way to solve their small problems." "First of all, English movies can help learners spend their time in an enjoyable way." "People don't even notice how quickly time passes." "If these films are watched in English, even the laziest language learner can watch at least 4-5 hours of English content or films." "Watching 4-5 hours of English content helps improve the learner's listening and comprehension skills." "Moreover, people never get bored of films. This, in turn, extends the duration of learning English. For example, if a TV series lasts for about 5-6 months, it ensures that the learner will study English for that time without getting bored. According to the Common European Framework of Reference for Languages, to improve listening skills in language learning, a total of 700-800 hours of listening is needed. If a language learner finishes watching two long, interesting series in English, their language level could reach at least C1. This can be considered one of the most modern and engaging methods of language learning, and it would not be an exaggeration to say so. Importantly, while watching English-language films, learners also improve their speaking accent. Different films feature various accents, which naturally helps students enhance their ability to understand and use different accents, allowing them to speak like native speakers. Some learners only listen to the same accent in specific podcasts, but when they encounter

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audio in a different accent, they may struggle to understand the context. However, if they watch a variety of films, they are much less likely to face such issues. Here's a list of the top 10 films with quality dialogue in various accents:

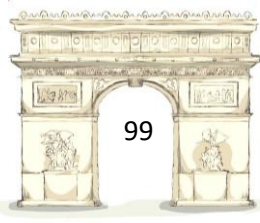
- 1 Forrest gump
- 2 When Harry marry Sally
- 3 Four weddings and a funeral
- 4 Little women
- 5 Great Gatsby
- 6 The social network
- 7 Juno
- 8 The Imitation Game
- 9 Frozen
- 10 The king's speech

In the list above, we see that the top accent films span various genres. This means that by watching such films, we not only learn the language but also gain insights into the history and customs of different cultures. Additionally, through some English-language romantic films, language learners can acquire essential life skills that are useful in real life. As the wise say, learning other languages is not just about learning different words, but also about learning to think differently about things. "English-language films are also adapted for learners at different levels. For example, Cast Away is suitable for B1 level, The Hangover for B2 level, and Pirates of the Caribbean for C1 level." "Today, the vocabulary memorization problem faced by many language learners can be effectively solved through watching English films. For example, a student who watches an average of 2-3 hours of film in a day encounters at least 50-60 new words. To fully understand the content of the film, they look up the meanings of these words. The words they find will stay in the learner's memory for a long time. Memorizing vocabulary through films is much more convenient and effective than traditional methods.

" Learning English can be a little difficult for some reasons. However, if learners have their own interests, this situation will be more enjoyable. That is why one of the best ways to learn English is by watching movies." "Importantly, students should not rely on social media when watching films."

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**Annotatsiya:** Mazkur maqola Buxoro matbuotining tarixiy ildizlari va jadid ma'rifatparvarlarning jurnalistik faoliyati bilan bog'liq jihatlar yoritilgan. SHuningdek, Buxoroda "Buxoro axbori", "Ozod Buxoro", "Buxoro proletari", "Buxoro haqiqati" singari turli nomlar bilan gazetalar chop etilganligi, unda Fayzulla Xo'jaev, Said Ahroriy, Abdurauf Fitrat, Abdulhamid Sulaymon o'g'li Cho'lpon, Abbas Aliev, Qori Yo'ldosh Po'latov, Mahmud Badaliy, Ziyosmoniy, Ostonaqul Abduqayum o'g'li kabi jadid ma'rifatparvarlari o'zlarining munosib hissalarini qo'shganliklari keltirib o'tilgan.

**Kalit so'zlar:** jadid, matbuot, gazeta, jurnal, sovet, bolshevik, mustabid tuzum, mustamlaka, "Turkrosta", "Buxoro axbori", "Ozod Buxoro", "Buxoro proletari", "Buxoro haqiqati", senzura.

Buxoro uch ming yillik qadim tarixga ega. Bu diyordavliyolar, mutafakkirlar, allomalar, ulamolar, olimlar, ziyolilar, davlat va jamoat arboblari hamda milliy ozodlik yo'lida kurashgan fidoyilarga beshik bo'lgan. Ushbu zaminda yashagan allomalar va mutafakkirlar tomonidan ko'plab nodir asarlar yozilgan. Rossiya imperiyasi mustamlakachilik davrida Buxoroda dastlabki matbachilik vujudga keldi.

Buxoro Xalq Sovet Respublikasi hukumati, Buxoro Kompartiyasi Markaziy komiteti va Fayzulla Xo'jaevning suroviga asosan RSFSR Butunittifoq Markaziy Ijroiya komiteti huzuridagi sentr pechat, 1919 yil 5 aprelda Toshkentda tashkil topgan Turksentropachat, Rossiya telegraf agentligining "Turkrosta" bo'limi Buxoroda ommaviy axborot organlari tashkil etishda qatnashdilar. 1920 yil oktyabr oyida BXSR matbuot apparati tashkil etildi. Bu matbuot organi Turkiston Markaziy Ijroiya Komiteti matbuot byurosi Nizomiga asosan ish yuritdi [1].

1920 yil oktyabrda Buxoro telegraf agentligiga asos solindi. Uning musulmon tilidagi "Jarchi", rus tilidagi "Kundalik" devoriy gazetalar BXSRda, Rossiya va Turkistonda yuz bergan yangiliklarni yoritib bordi. Fayzulla Xo'jaev mazkur gazetalar va "Buxrosta", "BuxTA" axborot organlarini tashkil etish ishlariga bevosita rahbarlik qildi. Ayniqsa, uning BXSR matbaa bazasini yaratishdagi xizmatlari alohida diqqatga sazovor. F.Xo'jaevning bevosita ishtirokida Eski Buxoro va Yangi Buxoro (Kogon) da 1,2-davlat bosmaxonalari tashkil etildi. Ularda gazeta, jurnal, varaqalar, kitob va plakatlar nashr etish yo'lga qo'yildi [1].

Keyinchalik Buxoroda "Buxoro axbori", "Ozod Buxoro", "Buxoro proletari", "Buxoro haqiqati" singari turli nomlar bilan gazetalar chop etildi. Buxoro matbuotining shakllanishiga o'zlarining ulkan hisasini qo'shganlar Fayzulla Xo'jaev, Said Ahroriy, Abdurauf Fitrat, Abdulhamid Sulaymon o'g'li Cho'lpon, Abbas Aliev, Qori Yo'ldosh



Po'latov, Mahmud Badaliy, Ziyo Usmoniy, Ostonaqul Abduqayum o'g'li, Abdusalom Niyozov, A'lo Kamolov va boshqalarni keltirib o'tish mumkin [3].

Buxoro jurnalistika maktabining to'ng'ich vakili Said Ahroriy sovet mustabid tuzumining o'sha murakkab va mashaqqatli yillarida mustaqil matbuot organiga asos solib, "Buxoro axbori"ni haftada 2-3 marta 3-5 ming nusxada muntazam chiqarib turgan [4].

1922 yil aprel oyida chiqa boshlagan "Bilim uchquni", birlashgan harbiy kursning o'zbek tilidagi "Qizil nayza", rus tilidagi nashr etilgan "SHkola i jizn" jurnallari, fors tilidagi "Najot" gazetasi, 1923 yilda chiqarilgan Buxoro maorif organi – "Uchqun", "Maorif va madaniyat" jurnallari shular jumlasidandir. BXSrning turli shahar va qishloqlarida chiqarilgan yoshlar matbuotini ko'rsatib o'tish mumkin. Masalan, 1922 yil YAngi Buxoro (Kogon) da komsomollarning "YOsh inqilobchi" gazetasi, Buxoroda esa "YOsh kuch", "YUniy proletariy" jurnallari, Kovshun qishlog'i yoshlarining "Kovshun yoshlari" gazetasi chiqarilgan. Buxoro telegraf agentligining "Jayhun axbori", "Turkestarskaya pravda"ning Buxorodagi bo'limi tomonidan nashr etilgan "Buxarskaya pravda" gazetalari, "Buxoro turmushi" jurnalining aholi orasida hukumat siyosatini tushuntirishda xizmati katta bo'lgan [5].

O'zbekiston SSRda XX asrning 20-30 yillarida nashr etilgan matbuot organisahifalarida Fayzulla Xo'jaev imzosini muharririyatning shtatli xodimlari faoliyatiga nisbatan ko'proq uchratish mumkin. Katta va mas'uliyatli lavozimlarda ishlagan publitsist o'zining jurnalistik kasbini bir lahza ham esdan chiqarmagan. U shu kasb bilan faxrlangan. VKP (b) XV s'ezdi delegatlari uchun berilgan va 1927 yil 1 dekabrda F.Xo'jaev o'z qo'li bilan to'ldirilgan anketada kasbini faxr bilan "jurnalist" deb yozganligi ham bejiz emas [6].

XX asrning 20-yillari oxirlarida O'zbekistonda erkin ijodkorlar faoliyati bolsheviklar tomonidan qattiq nazoratga oлина boshladi. Matbuotda qattiq senzura o'rnatildi. Ilgarigi milliy matbuot o'rnini kommunistik mafkurani targ'ib qiluvchi gazeta va jurnallar egalladi. Matbuotda bildirilgan har bir erkin fikr bolsheviklar tomonidan tahlil qilinar edi. Milliy ongini o'stirishga da'vat etuvchi har qanday maqola yoki asar bolsheviklarning qattiq qarshiligiga uchradi.

O'zbekiston Jurnalistlari ijodiy uyushmasi Buxoro viloyati bo'limi raisi Jahongir Ismoilov tomonidan "Buxoronoma" gazetasining 90 yilligiga bag'ishlab, kitob to'plam tayyorlandi. Kitobning dastlabki boblarida o'tgan asrning 20-yillarida amirlik istibdodiga qarshi kurashuvchilarning matbuot organi bo'lgan "Qutulish" va "Uchqun" gazetalari izdoshi sifatida dunyoga kelib, "Buxoro axbori", "Ozod Buxoro" va "Buxoro proletari" nomlari ostida chiqarilgan ushbu nashr tarixi bayon etilgan. Asar muallifi Said Ahroriy, Abdulhamid Cho'lpon, Ziyo Usmoniy, Ostonaqul Abduqayum o'g'li, Qori Yo'ldosh Po'latov, qosim sorokin, Abdusalom Niyozov kabi erkparvar ziyolilar muharrir bo'lgan bu gazeta tez orada voha ahlining sevimli nashriga, erkin fikr minbariga aylanganini aniq misollar vositasida ko'rsatishga harakat qilgan [7].

Stalin qatag'oni ayni avjiga chiqqan 1937 yilda ushbu kitob muallifi 5 yoshda bo'lgan. Aynan o'sha yili uning padari buzrukvorlari – Tilaymurod Niyozov "xalq dushmani"

sifatida NKVD qamoqxonasiga tashlanib, navqiron umri tikanli sim ortida xazon qilingan. Uning qachon va qacda dafn etilgani hozir ham noma'lum. Ahmadjon Niyozmurodov taqdiridagi ana shu dardli sahifani qalamga olar ekan, viloyat gazetasining qatag'on davrida qatl etilgan muharrirlari va jurnalistlari haqidagi ma'lumotlardan o'quvchilarni xabardor etib, shahidlar ruhini shod qildi. Muallif sobiq ittifoq parchalanishi arafasida "Markaz" ning Gdlyan, Ivanov singari tergovchilari o'ylab topgan "o'zbeklar ishi", "paxta ishi" degan yolg'on-yashiq va tuhmatlar bilan xalqimiz boshiga ko'pgina kulfaktlarni solganlarini, hatto Moskvadan turib, unga – viloyat gazetasi muharririga buyruq berishga harakat qilganlarini dalillar vositaksida ko'rsatgan [8].

Mazkur risolada "Buxoronoma" gazetasi tarixiga doir ayrim faktlarning takror ishlatilgani, ko'pgina boblar ehtiros bilan yozilgani baro-barida ayrim sahifalarda bayonchilikka o'rin berilgani, ba'zi sanalarning noaniq yozilgani kabi kamchiliklar mavjud. Biroq, bu kamchiliklarga tadqiqotning oldiga qo'ygan maqsadiga putur etkazmagan. Ahmadjon Niyozmurodovning "Buxoro" nashriyoti tomonidan "Viloyat bosmaxonasi" mas'uliyati cheklangan jamiyati homiyligida chiqarilgan risolasi viloyat matbuoti va matbaasining rivojlanish bosqichlarini tahlil qilish, milliy jurnalistika taraqqiyotiga munosib hissa qo'shganlar, tahririyatda ishlayotgan qalamkashlar mehnatini e'tirof etib, ularni yangi ijodiy muvaffaqiyatlarga chorlash niyatida bitilganligi tahsinga sazovordir [9].

Sovet boshqaruvi sharoitida O'zbekistonda ko'p hollarda, bo'lar-bo'lmasga katta komissiyalar yig'ilib, jurnalist xodimlarning faoliyati va tahririyatning barcha ishlari sinovdan, aniqrog'i tekshiruvdan o'tkazilgan. Ana shunday "komissiya"lar tarkibiga kiritilgan ayrim amalparastlarning tirnoq ichidan kir axtarishlari ijodiy ishga va sog'lom muhitga rahna solgan.

Xullas, jadidchilik g'oyalarning faol targ'ibotchisi bo'lgan ziyolilar o'zbek xalqining milliy uyg'onishi yo'lida jiddiy kurashgan edilar. Ularning asarlari va matbuotda e'lon qilgan maqolalari bolsheviklar tomonidan muttasil tanqid qilib turildi. Bolsheviklarning milliy ziyolilarga qarshi qaratilgan har qanday urinishlari ularni ona Vatan ozodligi yo'lidagi kurashidan qaytara olmadi.



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