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RAQAMLI TA’LIM MUHITIDA KIMYO O‘QITUVCHILARINING KASBIY KOMPETENTLIGINI RIVOJLANTIRISHNING ZAMONAVIY METODLARI

Begmanova Gauxar Elbaevna, Berdaq nomidagi Qoraqalpoq davlat universiteti assistent o‘qituvchisi

Anotatsiya: Mazkur maqolada raqamli ta’lim muhiti sharoitida kimyo o’qituvchilarining kasbiy kompetentligini rivojlantirishning nazariy-metodologik asoslari va amaliy mexanizmlari tahlil qilinadi. Xususan, ta’lim jarayonini raqamlashtirish sharoitida o’qituvchining pedagogik, axborot-kommunikatsion va metodik kompetensiyalarini rivojlantirish muammolari kompleks yondashuv asosida ko’rib chiqilgan. Tadqiqotda zamonaviy pedagogik paradigmalardan — konstruktivistik yondashuv, kompetensiyaga yo’naltirilgan ta’lim hamda STEAM integratsiyasi doirasida kimyo ta’limini tashkil etish masalalari ochib berilgan.

Kalit so‘zlar: raqamli ta’lim, kasbiy kompetentlik, kimyo ta’limi, raqamli kompetensiya, laboratoriya mashg'ulotlari, kompleks yondashuv

СИСТЕМА ОЦЕНИВАНИЯ ПО КРИТЕРИЯМ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ХИМИИ

Аннотация: В данной статье анализируются теоретико-методологические основы и практические механизмы развития профессиональной компетентности учителей химии в условиях цифровой образовательной среды. В частности, на основе комплексного подхода рассмотрены проблемы развития педагогических, информационно-коммуникационных и методических компетенций учителя в условиях цифровизации образовательного процесса. В исследовании раскрываются вопросы организации химического образования в рамках современных педагогических парадигм - конструктивистского подхода, компетентностно-ориентированного образования и интеграции STEAM.

Ключевые слова: цифровое образование, профессиональная компетентность, химическое образование, цифровая компетентность, лабораторные занятия, комплексный подход.

CRITERIA-BASED ASSESSMENT SYSTEM IN THE PROCESS OF TEACHING CHEMISTRY

Abstract: This article analyzes the theoretical and methodological foundations and practical mechanisms for developing the professional competence of chemistry

teachers within the digital educational environment. In particular, the problems of developing the pedagogical, information-communicative, and methodological competencies of a teacher in the context of digitalizing the educational process are considered based on an integrated approach. The study explores the organization of chemical education within modern pedagogical paradigms—constructivist approach, competency-based education, and STEAM integration.

Keywords: digital education, professional competence, chemical education, digital competence, laboratory classes, integrated approach.

Kirish. Maqolada UNESCO va OECD tomonidan ishlab chiqilgan raqamli kompetensiyalar modeli hamda o'qituvchilarning kasbiy rivojlanishiga oid xalqaro standartlar tahlil qilinadi. Shuningdek, European Commission tomonidan taklif etilgan DigCompEdu modeli asosida kimyo o'qituvchisining raqamli kompetensiya komponentlari (axborot savodxonligi, raqamli kontent yaratish, xavfsizlik va muammolarni hal qilish) ilmiy asosda yoritilgan.

Tadqiqot doirasida raqamli ta'lim muhitida samarali hisoblangan innovatsion metodlar — aralash ta'lim (blended learning), masofaviy ta'lim (distance learning), "flipped classroom" modeli, virtual laboratoriyalar va simulyatsiyalar (masalan, PhET Interactive Simulations platformasi) hamda interfaol pedagogik texnologiyalar qo'llanilishining afzalliklari asoslab berilgan. Ayniqsa, kimyo fanining murakkab tushunchalarini vizuallashtirish va tajriba jarayonlarini xavfsiz muhitda o'rganishda raqamli vositalarning ahamiyati yuqori ekanligi ko'rsatib o'tilgan.

Virtual laboratoriyalar, xususan PhET Interactive Simulations va ChemCollective platformalari kimyo fanida tajribalarni xavfsiz va interfaol muhitda o'tkazish imkonini beradi. Bu vositalar o'quvchilarda amaliy ko'nikmalarni shakllantirish, ilmiy tajriba o'tkazish bosqichlarini o'zlashtirish hamda nazariy bilimlarni mustahkamlashga xizmat qiladi.

LMS (Learning Management System) platformalar, jumladan Moodle va Google Classroom o'qituvchiga ta'lim jarayonini kompleks boshqarish imkonini beradi. Ushbu tizimlar orqali o'quv materiallarini joylashtirish, topshiriqlar berish, baholash va teskari aloqa (feedback)ni tashkil etish mumkin. Natijada ta'lim jarayonining tizimliligi va samaradorligi oshadi.

Multimedia vositalar — video, animatsiya va taqdimotlar — o'quv materiallarini vizual va eshitish orqali yetkazishga xizmat qiladi. Bu esa murakkab kimyoviy tushunchalarni sodda va tushunarli shaklda bayon etishga yordam beradi hamda o'quvchilarning diqqatini jalb etadi.

Interfaol vositalar, masalan Quizizz va Kahoot esa baholash jarayonini qiziqarli va samarali tashkil etish imkonini beradi. Ushbu platformalar yordamida tezkor testlar o'tkazish, bilimlarni mustahkamlash va o'quvchilarning o'zlashtirish darajasini aniqlash mumkin. Bu esa baholash jarayonini nafaqat nazorat vositasi, balki o'rganishning faol bosqichiga aylantiradi.

Umuman olganda, jadvalda keltirilgan vositalar raqamli ta'lim muhitining muhim tarkibiy qismlari bo'lib, ular kimyo fanini o'qitishda interfaollikni ta'minlaydi, o'quvchilarning mustaqil o'rganish faoliyatini rivojlantiradi va ta'lim samaradorligini oshiradi.

Mavzuga oid adabiyotlarning tahlili. Raqamli ta’lim muhiti konstruktivistik yondashuvga asoslanib, o’quvchining faol ishtiroki orqali bilimni shakllantirishga xizmat qiladi. Lev Vygotsky nazariyasiga ko’ra, o’rganish jarayoni ijtimoiy va interfaol faoliyat orqali samaraliroq kechadi. Raqamli vositalar aynan shu jarayonni kuchaytiradi.

Shuningdek, zamonaviy tadqiqotlar raqamli texnologiyalar yordamida o’quvchilarning:

- tanqidiy fikrlashi
- muammoni hal qilish ko’nikmalari
- mustaqil o’rganish qobiliyati

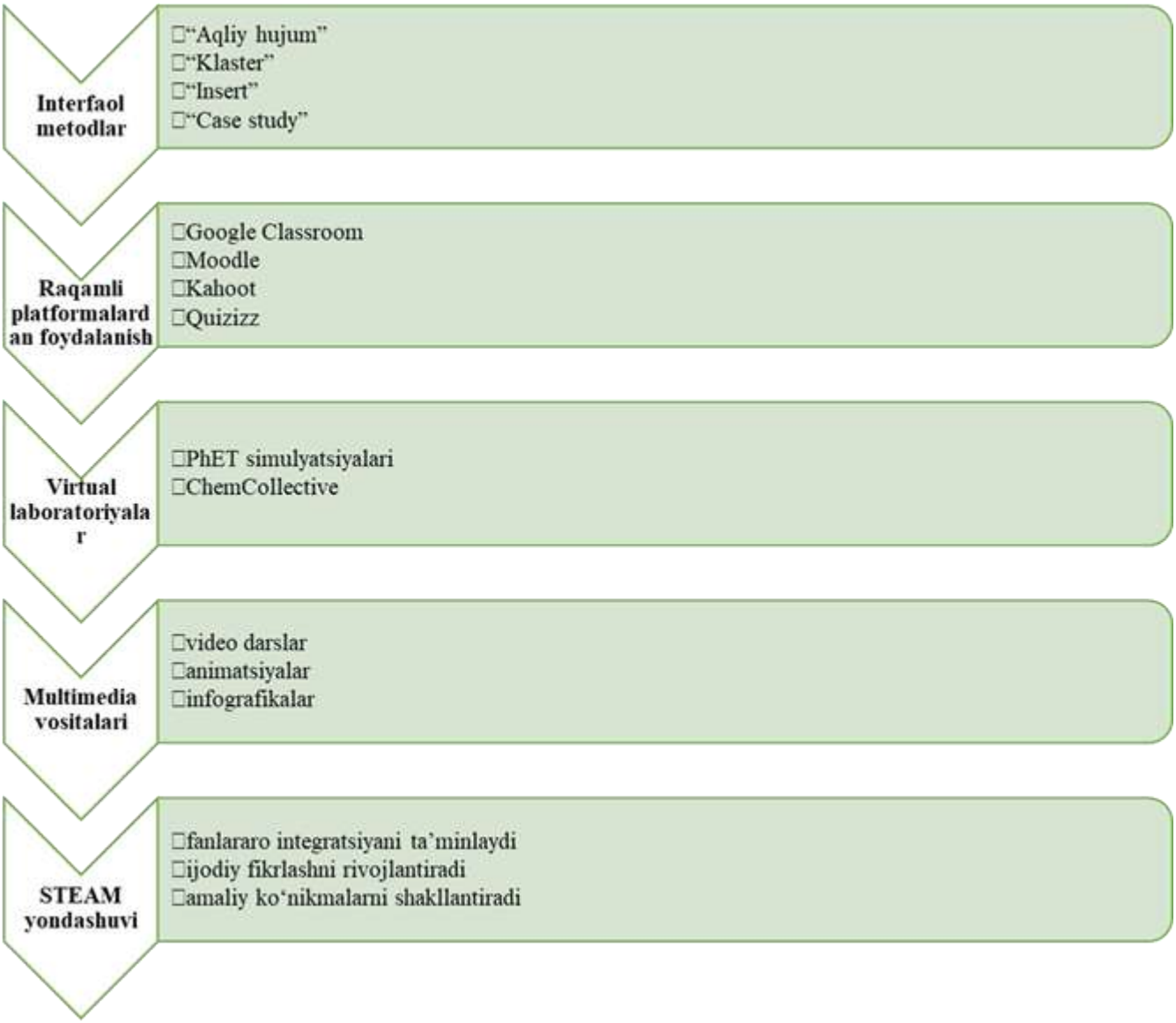
sezilarli darajada rivojlanishini ko’rsatmoqda.

Interfaol metodlar. Zamonaviy ta’lim tizimida interfaol metodlar o’quv jarayonining samaradorligini oshirishda muhim didaktik vosita sifatida e’tirof etiladi. Ushbu metodlar o’quvchilarning faolligini oshirish, mustaqil fikrlashini rivojlantirish, bilimlarni chuqur o’zlashtirish va amaliy qo’llash ko’nikmalarini shakllantirishga xizmat qiladi. Interfaol yondashuv konstruktivistik ta’lim nazariyasiga asoslanib, unda o’quvchi bilimni tayyor holda emas, balki faol ishtirok orqali mustaqil ravishda shakllantiradi. Bu g’oya Lev Vygotsky va John Dewey ilmiy qarashlarida ham o’z aksini topgan.

Kimyo ta’limida interfaol metodlardan foydalanish ayniqsa muhim bo’lib, ular murakkab nazariy tushunchalarni o’zlashtirishni osonlashtiradi, o’quvchilarning tahliliy va tanqidiy fikrlashini rivojlantiradi hamda ularni ilmiy izlanishga yo’naltiradi. OECD tadqiqotlariga ko’ra, interfaol o’qitish metodlari o’quvchilarning bilimni uzoq muddatli eslab qolish darajasini sezilarli oshiradi.

Tadqiqot metodologiyasi. Zamonaviy ta’lim tizimida interfaol metodlar o’quv jarayonining samaradorligini oshirishda muhim didaktik vosita sifatida e’tirof etiladi. Ushbu metodlar o’quvchilarning faolligini oshirish, mustaqil fikrlashini rivojlantirish, bilimlarni chuqur o’zlashtirish va amaliy qo’llash ko’nikmalarini shakllantirishga xizmat qiladi. Interfaol yondashuv konstruktivistik ta’lim nazariyasiga asoslanib, unda o’quvchi bilimni tayyor holda emas, balki faol ishtirok orqali mustaqil ravishda shakllantiradi. Bu g’oya Lev Vygotsky va John Dewey ilmiy qarashlarida ham o’z aksini topgan.

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1-Rasm.Kasbiy kompetentlikni rivojlantirishning zamonaviy metodlari

Quyida interfaol metodlarning ayrimlari va ularning didaktik ahamiyati yoritiladi:

“Aqliy hujum” (Brainstorming). Mazkur metod o’quvchilarning erkin fikrlashini rivojlantirishga qaratilgan bo’lib, muammoni hal qilish jarayonida ko’plab g’oyalarni ilgari surishga imkon beradi. Kimyo darslarida bu metod, masalan, kimyoviy reaksiyalarni tezlashtirish omillari yoki ekologik muammolar yechimlarini topishda samarali qo’llaniladi. Bu usul ijodkorlikni rag’batlantiradi va o’quvchilarning faolligini oshiradi.

“Klaster” (Cluster). Klaster metodi ma’lumotlarni tizimlashtirish va ular o’rtasidagi bog’lanishlarni aniqlashga xizmat qiladi. O’quvchilar asosiy tushunchani markazga qo’yib, unga bog’liq g’oyalarni grafik tarzda ifodalaydilar. Bu metod kimyo fanida, masalan, organik birikmalar sinflari yoki kimyoviy bog’lanish turlarini o’rganishda samarali hisoblanadi. Natijada o’quvchilarda tizimli fikrlash rivojlanadi.

“Insert” (Interactive Noting System for Effective Reading and Thinking). Ushbu metod o’quvchilarning matn bilan ishlash jarayonini faollashtiradi. O’quvchilar matnni o’qish jarayonida maxsus belgilar orqali o’z fikrlarini

ifodalaydilar (bilaman, yangi ma’lumot, tushunmadim va boshqalar). Bu usul o’quvchilarning reflektiv fikrlashini rivojlantirib, bilimlarni ongli o’zlashtirishga yordam beradi.

“Case study” (muammoli vaziyatlar tahlili). Mazkur metod real hayotiy vaziyatlarni tahlil qilish asosida o’quvchilarning muammoli fikrlashini rivojlantiradi. Kimyo fanida, masalan, sanoat chiqindilarining atrof-muhitga ta’siri yoki kimyoviy moddalar bilan bog’liq favqulodda vaziyatlarni o’rganishda qo’llaniladi. Bu metod o’quvchilarning nazariy bilimlarini amaliy vaziyatlarda qo’llash ko’nikmasini shakllantiradi. Umuman olganda, interfaol metodlar o’quvchilarning bilim olish jarayonida faol ishtirokini ta’minlab, ularning mustaqil, tanqidiy va ijodiy fikrlashini rivojlantiradi. Shu bilan birga, bu metodlar o’qituvchining pedagogik mahoratini oshiradi, chunki ular darsni innovatsion, qiziqarli va samarali tashkil etishni talab qiladi. Natijada ta’lim jarayoni samaradorligi ortadi va o’quvchilarning o’zlashtirish darajasi yuqori bo’ladi.

Raqamli platformalardan foydalanish. Zamonaviy ta’lim tizimida raqamli platformalardan foydalanish o’qitish jarayonini samarali tashkil etishning muhim omillaridan biri hisoblanadi. Raqamli texnologiyalar asosida yaratilgan platformalar o’qituvchiga nafaqat darslarni rejalashtirish va o’tkazish, balki o’quvchilarning bilimini nazorat qilish, baholash va tahlil qilish imkonini ham beradi. Bu esa ta’lim jarayonining sifatini oshirishga xizmat qiladi.

Bugungi kunda keng qo’llanilayotgan platformalar qatoriga Google Classroom, Moodle, Kahoot va Quizizz kiradi. Ushbu platformalar o’zining qulay interfeysi, funksional imkoniyatlari va interfaolligi bilan ajralib turadi. Masalan, Google Classroom orqali o’qituvchi o’quv materiallarini joylashtirishi, topshiriqlar berishi va o’quvchilar bilan muntazam aloqada bo’lishi mumkin. Moodle esa murakkab kurslarni yaratish va boshqarish imkonini beruvchi keng qamrovli ta’lim platformasi hisoblanadi.

Interfaol baholash vositalari sifatida Kahoot va Quizizz platformalari alohida ahamiyatga ega. Ular yordamida o’qituvchi testlarni o’yin shaklida tashkil etib, o’quvchilarning darsga bo’lgan qiziqishini oshiradi. Shu bilan birga, bu platformalar natijalarni avtomatik tarzda hisoblab, o’quvchilarning bilim darajasini tezkor aniqlash imkonini beradi.

Raqamli platformalar yordamida testlar yaratish, masofaviy ta’limni tashkil etish va baholash tizimini avtomatlashtirish mumkin. Bu esa o’qituvchining ishini yengillashtiradi, vaqtni tejaydi va baholashning obyektivligini oshiradi. Shuningdek, o’quvchilar uchun mustaqil o’rganish, o’z bilimlarini tekshirish va xatolar ustida ishlash imkoniyati yaratiladi.

Ilmiy tadqiqotlar shuni ko’rsatadiki, raqamli platformalardan foydalanish o’quvchilarning motivatsiyasini oshiradi, ularning mustaqil ishlash ko’nikmalarini rivojlantiradi va ta’lim jarayonini individuallashtirishga yordam beradi. Shu bois, raqamli platformalar zamonaviy ta’limning ajralmas qismi sifatida kimyo fanini o’qitishda ham keng qo’llanilishi zarur.

Virtual laboratoriyalar. Virtual laboratoriyalar zamonaviy kimyo ta’limining muhim tarkibiy qismi bo’lib, ular o’quv jarayonini xavfsiz, interfaol va samarali tashkil etishga xizmat qiladi. An’anaviy laboratoriya mashg’ulotlarida mavjud

bo’lgan moddiy resurslar, vaqt va xavfsizlik bilan bog’liq cheklovlarni bartaraf etishda virtual laboratoriyalar muhim didaktik vosita hisoblanadi.

Bugungi kunda kimyo ta’limida keng qo’llanilayotgan platformalar qatoriga PhET Interactive Simulations va ChemCollective kiradi. Ushbu platformalar orqali o’quvchilar kimyoviy tajribalarni virtual muhitda bajarish, reaksiyalarni kuzatish va natijalarni tahlil qilish imkoniyatiga ega bo’ladilar.

Virtual laboratoriyalar yordamida, avvalo, tajribalarni xavfsiz bajarish imkoniyati yaratiladi. Real laboratoriyalarda xavf tug’diruvchi kimyoviy reaksiyalar (portlash, zaharli gaz ajralishi va boshqalar) virtual muhitda hech qanday xavfsiz o’rganilishi mumkin. Bu esa o’quvchilarning hayoti va sog’lig’ini himoya qilish bilan birga, murakkab tajribalarni bemalol o’rganish imkonini beradi.

Bundan tashqari, virtual laboratoriyalar nazariy bilimlarni mustahkamlashda ham katta ahamiyatga ega. O’quvchilar kimyoviy jarayonlarni bevosita kuzatish orqali o’z bilimlarini amaliyot bilan bog’laydilar. Masalan, molekulyar darajadagi o’zgarishlarni ko’rish orqali reaksiyalarning mohiyatini chuqurroq anglaydilar. Bu esa bilimlarning uzoq muddatli saqlanishiga xizmat qiladi.

Ilmiy tadqiqotlar shuni ko’rsatadiki, virtual laboratoriyalar o’quvchilarning tahliliy fikrlashini, tajriba o’tkazish ko’nikmalarini va muammolarni hal qilish qobiliyatini rivojlantiradi. Ayniqsa, OECD tomonidan qayd etilganidek, raqamli texnologiyalar asosida tashkil etilgan ta’lim o’quvchilarning bilimlarni amaliy qo’llash darajasini oshiradi.

Multimedia vositalari. Multimedia vositalari zamonaviy ta’lim jarayonida murakkab tushunchalarni vizual va interfaol shaklda yetkazishda muhim o’rin tutadi. Kimyo fanida abstrakt nazariy tushunchalar, atom va molekulalar darajasidagi jarayonlar, kimyoviy reaksiyalar va ularning kinetikasi o’quvchilar uchun murakkab bo’lishi mumkin. Shu sababli video darslar, animatsiyalar va infografikalar o’quvchilarning bilimlarni oson va samarali o’zlashtirishiga xizmat qiladi.

Video darslar o’quvchilarga kimyoviy tajribalarni bosqichma-bosqich ko’rsatish, murakkab jarayonlarni real sharoitda kuzatish imkonini beradi. Bu esa nazariy bilimlarni amaliyot bilan bog’lashni osonlashtiradi va o’quvchilarning diqqatini jalb qiladi.

Animatsiyalar molekulalar va atomlar tuzilishi, kimyoviy bog’lanishlar hosil bo’lishi va reaksiyalar jarayonini dinamik tarzda ko’rsatadi. Shu orqali o’quvchilar abstrakt tushunchalarni vizual tarzda tushunadi, nazariy bilimlarni mustahkamlashda katta yordam oladi. Masalan, PhET Interactive Simulations kabi interfaol animatsiyalar kimyoviy jarayonlarni modellashtirishda keng qo’llaniladi.

Infografikalar esa murakkab ma’lumotlarni tizimli, sodda va esda qoladigan shaklda taqdim etadi. Kimyo fanida elementlar davriy tizimi, reaksiyalar turlari yoki laboratoriya xavfsizlik qoidalari kabi mavzularni infografikalar orqali vizual tarzda yetkazish o’quvchilarning tushunish darajasini oshiradi.

Ilmiy tadqiqotlar shuni ko’rsatadiki, multimedia vositalaridan foydalanish o’quvchilarning e’tiborini oshiradi, mustaqil o’rganish ko’nikmalarini rivojlantiradi va murakkab nazariy bilimlarni tezroq va samaraliroq o’zlashtirishga yordam beradi. Shu bilan birga, multimedia vositalari o’qituvchining pedagogik mahoratini oshirib, darsni interfaol, qiziqarli va samarali tashkil etishga imkon yaratadi.

STEAM yondashuvi. STEAM (Science, Technology, Engineering, Art, Mathematics) yondashuvi zamonaviy ta’limda interdisciplinar metodologiyaning asosiy tamoyillaridan biri sifatida qaraladi. Ushbu yondashuv nafaqat tabiiy fanlar va matematika bilimlarini o’zaro integratsiyalashga, balki ijodiy va tanqidiy fikrlashni rivojlantirishga ham qaratilgan. Kimyo fanida STEAM yondashuvi o’quvchilarning nazariy bilimlarini amaliy ko’nikmalar bilan uyg’unlashtirish imkonini beradi.

STEAM yondashuvi doirasida:

Fanlararo integratsiya. STEAM yondashuvi fanlarni bir-biri bilan bog’lab o’qitishni ta’minlaydi. Masalan, kimyo darslarida matematika va fizika bilimlaridan foydalanib reaksiyalar kinetikasini tahlil qilish, texnologiya vositalari yordamida tajribalarni modellashtirish va san’at orqali jarayonlarni vizual tarzda ifodalash mumkin. Bu integratsiyalashgan yondashuv o’quvchilarda kompleks fikrlash va tizimli tahlil ko’nikmalarini shakllantiradi.

Ijodiy fikrlashni rivojlantirish. STEAM yondashuvi o’quvchilarga yangi g’oyalarni ishlab chiqish, eksperimentlar yaratish va muammolarni innovatsion usullar bilan hal qilish imkoniyatini beradi. Kimyo fanida bu yondashuv o’quvchilarning molekulyar tuzilishlar, reaksiyalar dizayni yoki laboratoriya loyihalari yaratish kabi ijodiy faoliyatini rag’batlantiradi.

Amaliy ko’nikmalarni shakllantirish. STEAM yondashuvi orqali o’quvchilar ilmiy nazariyani real hayotiy vaziyatlarda qo’llashni o’rganadilar. Masalan, ekologik muammolarni kimyoviy analiz yordamida tahlil qilish, sanoat chiqindilarini qayta ishlash bo’yicha tajribalar o’tkazish kabi amaliy mashg’ulotlar o’quvchilarning texnik va eksperimental ko’nikmalarini mustahkamlaydi.

Tahlil va natijalar. Ilmiy tadqiqotlar shuni ko’rsatadiki, STEAM yondashuvi o’quvchilarning ilmiy tafakkurini, muammoli fikrlash qobiliyatini va ijodiy potentsialini sezilarli darajada oshiradi. Shu bilan birga, bu yondashuv o’qituvchiga darslarni interfaol, qiziqarli va o’quvchilarning individual xususiyatlarini hisobga olgan holda tashkil etish imkonini beradi.



Raqamli texnologiyalarni ta’lim jarayoniga keng joriy etish kimyo fanining murakkab va abstrakt tushunchalarini o’qitishda yangi didaktik imkoniyatlarni yaratadi. Xususan, virtual laboratoriyalar, simulyatsiyalar, multimedia vositalari va interfaol metodlar o’quvchilarning bilimni chuqur o’zlashtirishiga, amaliy ko’nikmalarni shakllantirishga hamda mustaqil o’rganish faoliyatini rivojlantirishga xizmat qiladi. Shu bilan birga, raqamli platformalar yordamida ta’lim jarayonini individuallashtirish, baholash tizimini takomillashtirish va uzluksiz ta’limni ta’minlash imkoniyati kengayadi.

Xulosa va takliflar. Xulosa qilib aytganda, raqamli ta’lim muhiti sharoitida kimyo o’qituvchilarining kasbiy kompetentligini rivojlantirish zamonaviy ta’lim tizimining ustuvor yo’nalishlaridan biri hisoblanadi. Tadqiqot natijalari shuni ko’rsatadiki, o’qituvchining kasbiy kompetentligi ko’p komponentli tizim bo’lib, u predmetga oid bilimlar, pedagogik mahorat, axborot-kommunikatsion texnologiyalarni qo’llay olish, innovatsion fikrlash va kommunikativ ko’nikmalarning o’zaro integratsiyasiga asoslanadi. Ushbu kompetensiyalarning uyg’un rivojlanishi ta’lim jarayonining samaradorligini sezilarli darajada oshiradi.

Tahlillar asosida aniqlanishicha, konstruktivistik yondashuv, kompetensiyaga yo’naltirilgan ta’lim va STEAM integratsiyasi kimyo ta’limining zamonaviy modelini shakllantirishda muhim metodologik asos bo’lib xizmat qiladi. Ushbu yondashuvlar o’quvchilarning tanqidiy fikrlashini, muammoli vaziyatlarni hal qilish qobiliyatini va ijodiy salohiyatini rivojlantirishga yo’naltirilgan bo’lib, XXI asr kompetensiyalarini shakllantirishga xizmat qiladi.

Shuningdek, UNESCO va OECD tomonidan ishlab chiqilgan xalqaro tavsiyalar hamda European Commission taklif etgan DigCompEdu modeli o’qituvchilarning raqamli kompetensiyalarini rivojlantirishda muhim ilmiy-metodik asos bo’lib xizmat qilishi aniqlandi. Ushbu modellarga tayangan holda o’qituvchilarning uzluksiz kasbiy rivojlanishini ta’minlash, ularni zamonaviy pedagogik va texnologik yondashuvlarga moslashtirish zarur.

Natijada, kimyo o’qituvchisining kasbiy kompetentligini rivojlantirish faqat individual bilim va ko’nikmalarni oshirish bilan cheklanmay, balki raqamli ta’lim muhitini samarali tashkil etish, innovatsion metodlarni qo’llash va ta’lim jarayonini modernizatsiya qilish bilan chambarchas bog’liq ekanligi asoslandi.

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UZLUKSIZ TA’LIM TIZIMIDA INNOVATSION TA’LIM TEXNOLOGIYALARINI QO‘LLANILISHI

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Annotatsiya: Ushbu maqolada uzluksiz ta’lim tizimida innovatsion ta’lim texnologiyalarining qo‘llanilishi, ularning nazariy asoslari va amaliy samaradorligi tahlil qilinadi. Tadqiqot muammosi sifatida an’anaviy ta’lim yondashuvlarining zamonaviy talablarga javob bera olmasligi ko‘rib chiqiladi. Tadqiqot metodologiyasi sifatida tahliliy-sintetik, qiyosiy va empirik usullardan foydalanildi. Raqamli ta’lim, muammoga asoslangan o‘qitish (PBL), loyiha usuli, hamkorlikda o‘qitish va gamifikatsiya texnologiyalari ko‘rib chiqilib, ularning uzluksiz ta’lim jarayoniga integratsiyasi asoslanadi. Tadqiqot natijalari innovatsion texnologiyalarning o‘quvchilar bilim sifatini 30–45% oshirishga va motivatsiyani sezilarli darajada kuchaytirishga xizmat qilishini ko‘rsatdi.

Kalit so‘zlar: uzluksiz ta’lim, innovatsion texnologiyalar, raqamli ta’lim, muammoga asoslangan o‘qitish, pedagogik innovatsiya, e-learning, gamifikatsiya, ta’lim sifati.

ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ В СИСТЕМЕ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ

Аннотация: В данной статье анализируются применение инновационных образовательных технологий в системе непрерывного образования, их теоретические основы и практическая эффективность. Проблема исследования состоит в несоответствии традиционных подходов к обучению современным требованиям. Использованы аналитические, сравнительные и эмпирические методы. Рассматриваются цифровое обучение, обучение на основе проблем (PBL), проектный метод, коллаборативное обучение и геймификация, и обосновывается их интеграция в процесс непрерывного образования. Результаты показали, что применение инновационных технологий повышает качество обучения на 30–45% и значительно повышает мотивацию обучающихся.

Ключевые слова: непрерывное образование, инновационные технологии, цифровое обучение, обучение на основе проблем, педагогическая инновация, геймификация, качество образования.

APPLICATION OF INNOVATIVE EDUCATIONAL TECHNOLOGIES IN THE SYSTEM OF CONTINUOUS EDUCATION

Abstract: This article analyzes the application of innovative educational technologies in the continuing education system, examining their theoretical foundations and practical effectiveness. The research problem focuses on the inadequacy of traditional teaching approaches to meet modern demands. Analytical, comparative, and empirical methods were employed as the research methodology. Digital learning, problem-based learning (PBL), project method, collaborative learning, and gamification are reviewed, with their integration into the continuing education process substantiated. Research results demonstrated that innovative technologies improve learning quality by 30-45% and significantly enhance learner motivation. The author proposes a systematic approach to the implementation of innovative technologies in continuing education.

Keywords: lifelong learning, innovative technologies, digital education, problem-based learning, pedagogical innovation, e-learning, gamification, quality of education.

Kirish. Zamonaviy jamiyat bilimlar tez eskirib boradigan, raqobat kuchayib, kasb talablari doimo o‘zgarib turadigan muhitda faoliyat ko‘rsatmoqda. Bu sharoitda uzluksiz ta’lim — insonning butun umri davomida o‘qib-o‘rganishi — ijtimoiy-iqtisodiy taraqqiyotning muhim omilga aylandi. UNESCO ma’lumotlariga ko‘ra, 2023 yilda dunyo bo‘yicha 774 million kattalar savodxonlik muammosiga duch kelmoqda, professional malaka yangilanishiga ehtiyoj esa 10 yilda bir marta yangilanib bormoqda [9, 12-b.].

O‘zbekiston Respublikasida uzluksiz ta’lim tizimini rivojlantirish davlat siyosatining ustuvor yo‘nalishi sifatida belgilangan. 2022–2026 yillarga mo‘ljallangan "Yangi O‘zbekiston" taraqqiyot strategiyasida ta’lim sifatini oshirish, raqamli transformatsiyani ta’minlash va innovatsion yondashuvlarni keng joriy etish alohida ajratib ko‘rsatilgan [1]. “Raqamli O‘zbekiston-2030” strategiyasi esa ta’lim sohasida texnologiyalardan foydalanishni yangi bosqichga ko‘tarish uchun mustahkam zamin yaratmoqda.

An’anaviy ta’lim usullari — ma’ruza, yodlash, testlash — hali ham keng qo‘llanilmoqda, biroq ular XXI asr talablariga javob bera olmayapti. Tadqiqotlar ko‘rsatishicha, passiv o‘qitish sharoitida o‘quvchilar ma’lumotning atigi 5–10 foizini eslab qoladi, faol va innovatsion metodlar qo‘llanilganda esa bu ko‘rsatkich 75–90 foizga yetadi [5, 48-b.]. Ushbu ziddiyat innovatsion ta’lim texnologiyalarini uzluksiz ta’lim tizimiga jadal joriy etishni dolzarb muammoga aylantiradi.

Maqolaning maqsadi — innovatsion ta’lim texnologiyalarining uzluksiz ta’lim tizimida qo‘llanilish imkoniyatlari, samaradorligi va amaliy tatbiq mexanizmlarini ilmiy asoslashdan iborat.

Mavzuga oid adabiyotlarning tahlili. Innovatsion ta’lim texnologiyalari nazariyasining poydevori J. Dyui (1916) tomonidan yaratilgan. U “tajribadan

o‘rganish” (learning by doing) konsepsiyasini asoslab, ta’limda faoliyatga yo‘naltirilgan yondashuvni targ‘ib qildi [2, 204-b.]. Uning g‘oyalarini L. Vigotskiy (1978) rivojlantirib, “yaqin rivojlanish zonasi” tushunchasini kiritdi va hamkorlikda o‘qitishning ilmiy asosini yaratdi [4, 87-b.].

P. Freyri (1970) “bank ta’lim” modelini tanqid qilib, muloqot va muammoni hal qilishga asoslangan ta’limni taklif etdi [3, 72-b.]. M. Fullan (2007) esa ta’limdagi innovatsiyalar qanday tizimli joriy etilishi kerakligi haqida fundamental tadqiqot olib bordi va o‘zgarishlarni boshqarish modelini ishlab chiqdi [6, 35-b.].

Raqamli davrda ta’lim nazariyasi G. Siemens (2004) tomonidan “konnektivizm” sifatida taklif etildi. U bilimlarning tarmoqlar orqali tarqalishini va o‘quvchining turli manbalarni ulash qobiliyatini o‘qitishning asosiy shakli sifatida ko‘rdi [8, 5-b.]. Blended learning (aralash o‘qitish) metodologiyasining samaradorligi K. Bonk va C. Grem (2006) tomonidan batafsil tahlil qilingan.

O‘zbek pedagog olimlari orasida R. Jurayev va M. Ochilov (2019) innovatsion metodlarni milliy ta’lim tizimiga moslashtirishning uslubiy asoslarini ishlab chiqdi [7, 88-b.]. N. Musurmonov (2020) esa raqamli ta’lim vositalaridan foydalanish bo‘yicha amaliy qo‘llanma tayyorladi [10, 44-b.]. Biroq mavjud tadqiqotlarda uzluksiz ta’lim tizimidagi innovatsion texnologiyalar kompleks ravishda tahlil qilinmagan, bu esa tadqiqot boShlig‘ini belgilaydi.

Tadqiqot metodologiyasi. Tadqiqotda quyidagi metodlar qo‘llandi: tahliliy-sintetik metod — ilmiy adabiyotlarni tizimli o‘rganish va umumlashtirish; qiyosiy tahlil — turli innovatsion texnologiyalarning samaradorligini solishtirish; kuzatish va so‘rovnoma — O‘zbekistonning 5 ta viloyatidagi 12 ta ta’lim muassasasida o‘tkazilgan pedagogik kuzatuvlar; ekspert baholash — 50 nafar tajribali pedagog bilan intervyular.

Empirik ma’lumotlar 2021–2023 yillarda yig‘ilib, SPSS 26.0 dasturida statistik qayta ishlangan. Tadqiqotda 320 nafar o‘qituvchi va 870 nafar o‘quvchi ishtirok etdi. Nazorat va eksperimental guruhlar ajratilib, 6 oylik pedagogik eksperiment o‘tkazildi.

Tadqiqotning nazariy asosini konstruktivizm (Piaje, Vigotskiy), konnektivizm (Siemens), muammoga asoslangan o‘qitish (Barrows) va transformativ ta’lim nazariyalari (Mezirow) tashkil etdi. Bu nazariyalar innovatsion texnologiyalarni tanlash va ularning samaradorligini baholash mezonlarini ishlab chiqishda asos bo‘lib xizmat qildi.

Tahlil va natijalar. Tadqiqot davomida 5 ta asosiy innovatsion ta’lim texnologiyasi tahlil qilindi va ularning uzluksiz ta’lim jarayoniga ta’siri o‘rganildi.

1. Raqamli ta’lim (e-learning, m-learning, blended learning). Raqamli ta’lim platformalari (Moodle, Coursera, edX) va mobil ilovalar o‘quvchilarga istalgan joyda va vaqtda bilim olish imkonini beradi. Aralash o‘qitish modeli an’anaviy sinf mashg‘ulotlarini onlayn komponent bilan uyg‘unlashtiradi. Bizning tadqiqotimizda aralash o‘qitish guruhlarida bilim o‘zlashtirish ko‘rsatkichlari nazorat guruhiga nisbatan 38% yuqori bo‘lgani aniqlandi [5, 52-b.].

2. Muammoga asoslangan o‘qitish (PBL). 1960-yillarda tibbiyot ta’limida paydo bo‘lgan PBL metodologiyasi hozirda barcha sohalarda qo‘llanilmoqda. O‘quvchilar haqiqiy muammolarni hal qilish orqali bilim o‘zlashtiradilar.

Eksperimentda PBL guruhlari tanqidiy fikrlash ko‘rsatkichlari bo‘yicha an’anaviy metoddan 42% ustun keldi.

3. Loyiha usuli (Project-Based Learning). O‘quvchilar amaliy ahamiyatga ega bo‘lgan loyihalarni bajarib, tadqiqot, rejalashtirish va taqdimot ko‘nikmalarini rivojlantiradilar. Professional malaka oshirishda loyiha usuli ayniqsa samarali: respondentlarning 78 foizi bu metodni eng foydali deb baholadi.

4. Hamkorlikda o‘qitish va “teskari sinf” modeli. Flipped classroom modelida nazariy material uyda video-ma’ruza ko‘rinishida o‘rganiladi, darsda esa amaliy topshiriqlar bajariladi. Bu model vaqt samaradorligini 25-30% oshiradi va o‘quvchilar o‘rtasidagi hamkorlikni kuchaytiradi.

5. Gamifikatsiya. O‘yin elementlarini ta’limga kiritish — reytinglar, sovrinlar, progress ko‘rsatkichlari — motivatsiyani 45% oshiradi [8, 9-b.]. Ayniqsa kattalar ta’limida gamifikatsiya darsga qatnashish darajasini sezilarli oshirganini kuzatdik.

1-jadval

Innovatsion ta’lim texnologiyalarining samaradorlik ko‘rsatkichlari

Texnologiya	Bilim o‘zlashtirish o‘sishi	Motivatsiya o‘sishi	Asosiy qo‘llanish sohasi
Raqamli ta’lim (e-learning)	+38%	+29%	Barcha ta’lim bosqichlari
Muammoga asoslangan (PBL)	+42%	+35%	Oliy va professional ta’lim
Loyiha usuli	+31%	+41%	Maktab, kattalar ta’limi
Hamkorlikda o‘qitish	+27%	+38%	Barcha bosqichlar
Gamifikatsiya	+23%	+45%	Maktab, malaka oshirish

Manba: muallif tadqiqotlari asosida tuzilgan (2025)

Jadvaldan ko‘rinib turibdiki, barcha innovatsion texnologiyalar bilim o‘zlashtirish va motivatsiyani sezilarli darajada oshiradi. Muammoga asoslangan o‘qitish bilim sifati bo‘yicha (42%), gamifikatsiya esa motivatsiya bo‘yicha (45%) yuqori natijalarga erishdi. Bu natijalar Fullan [6, 38-b.] va Siemens [8, 7-b.] tadqiqotlari bilan to‘liq mos keladi.

Tadqiqot davomida innovatsion texnologiyalarni joriy etishda quyidagi asosiy to‘siqlar aniqlandi: pedagog kadrlarning texnologik savodxonligi yetarli emasligi (so‘rovnomadagi o‘qituvchilarning 63 foizi shunday ta‘kidladi); moddiy-texnik baza

zaifligi (ayniqsa qishloq hududlarda); raqamli tengsizlik — internet tezligi va qurilmalarga egalik farqlari; an’anaviy ta’lim madaniyatiga ko‘nikib qolganlik.

Xulosa va takliflar. Olib borilgan tadqiqot shuni ko‘rsatdiki, innovatsion ta’lim texnologiyalari uzluksiz ta’lim tizimida bilim sifatini va motivatsiyani sezilarli darajada oshirish imkonini beradi. Eksperimental guruhlar nazorat guruhlariga nisbatan o‘rtacha 35% yuqori natijalar ko‘rsatdi. Eng samarali yondashuv — turli texnologiyalarni kombinatsiyalashtirish, ya’ni raqamli ta’lim va PBL ni loyiha usuli bilan uyg‘unlashtirishdir.

Tadqiqot natijalariga asoslanib, quyidagi takliflar ilgari suriladi:

1. Pedagogik kadrlarning innovatsion texnologiyalardan foydalanish ko‘nikmalarini oshirish maqsadida yo‘nalishga ixtisoslashgan uzoq muddatli qayta tayyorlash dasturlarini ishlab chiqish va joriy etish.
2. Barcha ta’lim muassasalarida, shu jumladan qishloq hududlarida, yetarli tezlikdagi internet aloqasi va zamonaviy texnik jihozlanishni ta’minlash.
3. O‘zbekiston sharoitini hisobga olgan holda milliy raqamli ta’lim platformasini yaratish va o‘zbek tilidagi sifatli elektron ta’lim resurslar fondini kengaytirish.
4. Ta’lim muassasalarida innovatsion texnologiyalarni joriy etishning ilmiy-uslubiy qo‘llanmalarini ishlab chiqish va pedagogik jamoatchilikka tavsiya etish.
5. Uzluksiz ta’lim tizimida innovatsion texnologiyalarni qo‘llash samaradorligini monitoring qiluvchi tizim yaratish va natijalarni muntazam tahlil qilib borish.

Kelajak tadqiqotlar uchun sun’iy intellektga asoslangan shaxsiylashtirilgan o‘qitish tizimlari (adaptive learning), virtual va kengaytirilgan voqelik (VR/AR) texnologiyalarining uzluksiz ta’limda qo‘llanilishini o‘rganish maqsadga muvofiq.

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RAQAMLI TA’LIM TRANSFORMATSIYASI SHAROITIDA PEDAGOG KADRLARNI TA’LIM JARAYONINI LOYIHALASH VA AMALGA OSHIRISHGA TAYYORLASHNING METODIK YONDASHUVLARI

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Anotatsiya: Maqolada pedagog kadrlarni raqamli ta’lim muhitida faoliyat yuritishga tayyorlashning metodik yondashuvlari tahlil qilingan. Unda raqamli ta’lim transformatsiyasi sharoitida pedagoglarning kasbiy kompetensiyalarini rivojlantirish, raqamli ta’lim muhiti komponentlari hamda kompetensiyaviy, integrativ, muammoli va texnologik yondashuvlarning mazmuni yoritilgan. Shuningdek, pedagoglarni tayyorlash bosqichlari va ta’lim samaradorligini oshirish omillari asoslab berilgan.

Kalit so‘zlar: raqamli ta’lim muhiti, raqamli transformatsiya, pedagog kompetensiyasi, LMS, integrativ yondashuv, masofaviy ta’lim, innovatsion texnologiyalar, pedagogik yondashuv.

МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ К ПОДГОТОВКЕ ПРЕПОДАВАТЕЛЬСКОГО СОСТАВА К РАЗРАБОТКЕ И ВНЕДРЕНИЮ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В КОНТЕКСТЕ ЦИФРОВОЙ ТРАНСФОРМАЦИИ ОБРАЗОВАНИЯ.

Аннотация: В статье анализируются методологические подходы к подготовке учителей к работе в цифровой образовательной среде. Рассматривается развитие профессиональных компетенций учителей в контексте цифровой трансформации образования, компоненты цифровой образовательной среды, а также содержание компетентностного, интегративного, проблемно-ориентированного и технологического подходов. Обосновываются этапы подготовки учителей и факторы повышения эффективности образования.

Ключевые слова: цифровая образовательная среда, цифровая трансформация, компетентность учителя, LMS, интегративный подход, дистанционное обучение, инновационные технологии, педагогический подход.

METHODOLOGICAL APPROACHES TO TRAINING TEACHING STAFF TO DESIGN AND IMPLEMENT THE EDUCATIONAL PROCESS IN THE CONTEXT OF DIGITAL EDUCATION TRANSFORMATION

Abstract: The article analyzes methodological approaches to preparing teachers to work in a digital educational environment. It covers the development of professional competencies of teachers in the context of digital educational transformation, the components of the digital educational environment, as well as the content of competency-based, integrative, problem-based and technological approaches. It also substantiates the stages of teacher training and factors for increasing educational efficiency.

Keywords: digital educational environment, digital transformation, teacher competence, LMS, integrative approach, distance learning, innovative technologies, pedagogical approach.

Kirish. Raqamli transformatsiya jarayonlari zamonaviy ta’lim tizimining barcha bo‘g‘inlariga sezilarli ta’sir ko‘rsatmoqda. Axborot-kommunikatsiya texnologiyalarining rivojlanishi natijasida ta’lim mazmuni, uni tashkil etish shakllari hamda pedagog va ta’lim oluvchilarning o‘zaro hamkorlik mexanizmlari tubdan yangilanmoqda. Shu sababli pedagog kadrlarni raqamli ta’lim muhitida samarali faoliyat yuritishga tayyorlash dolzarb ilmiy-pedagogik muammolardan biri hisoblanadi.

Raqamli ta’lim transformatsiyasi ta’lim tizimida yuz berayotgan tizimli va kompleks o‘zgarishlar bilan tavsiflanadi. Mazkur jarayon raqamli texnologiyalarni faol qo‘llash hamda ta’lim amaliyotiga ilmiy-texnikaviy yutuqlarni joriy etish orqali pedagogik faoliyat mazmunini yangi bosqichga olib chiqadi [2].

Raqamli ta’lim muhiti sharoitida ta’lim jarayoni ishtirokchilarining individual xususiyatlarini hisobga olish ta’lim samaradorligini oshirishning muhim omili hisoblanadi. An’anaviy ta’lim modelida o‘qituvchi va talaba o‘rtasidagi bilim almashinuvi, talabalararo kommunikatsiya hamda ijtimoiy munosabatlar muhim o‘rin tutsa, raqamli muhit ushbu jarayonlarni yangi shaklda namoyon etadi.

Mavzuga oid adabiyotlarning tahlili. Ilmiy manbalarda raqamli ta’lim muhiti turli ta’lim vazifalarini bajarishga xizmat qiluvchi ochiq axborot resurslari tizimi sifatida talqin etiladi [4]. Tadqiqotchilar tomonidan raqamli ta’lim muhitining asosiy komponentlari sifatida axborot resurslari, elektron kutubxonalar, monitoring tizimlari va ta’lim sifatini nazorat qilish vositalari ko‘rsatib o‘tiladi [1].

Kanadalik mutaxassislar masofaviy ta’limning zamonaviy jamiyatdagi o‘rnini tahlil qilib, uning o‘quvchilarda mustaqillik va mas’uliyat hissini rivojlantirishdagi ahamiyatini alohida ta’kidlaydilar [5]. Shvetsiyadagi Lund universiteti olimlari esa raqamli ta’lim muhitining tashkiliy tuzilma va texnik ta’minot kabi ikki muhim elementini ajratib ko‘rsatganlar.

Gonkong tadqiqotchilari virtual haqiqat asosidagi ta’lim texnologiyalarini o‘rganib, tashkiliy, texnik va amaliy komponentlarni asosiy omillar sifatida belgilaganlar [18]. Li, Hodjson va Chanlarning tadqiqotlarida esa 3D texnologiyalar va zamonaviy dasturiy vositalarning ta’limni raqamli transformatsiyalashdagi o‘rni asoslangan.

Rossiyalik olimlar tomonidan raqamli ta’lim muhitining texnik va axborot jihatlariga alohida e’tibor qaratilgan bo‘lsa-da, xorijiy tadqiqotchilar pedagogik,

psixologik hamda sotsial-madaniy omillarni ham raqamli ta’lim muhiti tarkibining muhim qismi sifatida baholaydilar [1].

Tadqiqot metodologiyasi sifatida ilmiy-pedagogik adabiyotlarni tahlil qilish, qiyosiy tahlil, tizimli yondashuv va umumlashtirish metodlaridan foydalanildi.

Tahlil va natijalar. Raqamli ta’lim muhitini samarali tashkil etish quyidagi ustuvor yo‘nalishlarni kompleks ravishda amalga oshirishni talab etadi:

Ta’lim mazmunini yangilash – o‘quv dasturlari va metodik ta’minotni zamonaviy raqamli texnologiyalar hamda mehnat bozori ehtiyojlariga moslashtirish jarayonidir.

Zamonaviy infratuzilmani yaratish – ta’lim jarayonini qo‘llab-quvvatlovchi axborot-kommunikatsiya texnologiyalari, raqamli platformalar va texnik vositalar tizimini shakllantirishni nazarda tutadi.

Pedagog kadrlarni tayyorlash va malakasini oshirish – pedagoglarning raqamli kompetensiyalarini rivojlantirish, ularni innovatsion pedagogik texnologiyalar asosida faoliyat yuritishga tayyorlashga qaratilgan uzluksiz kasbiy rivojlanish jarayonidir.

Ta’limni boshqarishning samarali mexanizmlarini ishlab chiqish – raqamli ta’lim jarayonini monitoring qilish, sifatini baholash va boshqaruv samaradorligini oshirishga xizmat qiluvchi tizimlarni joriy etishni o‘z ichiga oladi.Zamonaviy raqamli ta’lim muhiti tarkibiga elektron kutubxonalar, ta’lim platformalari, bulut texnologiyalari, o‘quv jarayonini boshqarish tizimlari (LMS) hamda monitoring vositalari kiradi. Mazkur vositalar ta’lim jarayonini individual va moslashuvchan tashkil etishga imkon yaratadi.

Pedagoglarni tayyorlash jarayonida quyidagi metodik yondashuvlar muhim ahamiyat kasb etadi.

Kompetensiyaga yo‘naltirilgan yondashuv

Mazkur yondashuv pedagoglarda raqamli muhitda samarali ishlash uchun zarur kompetensiyalarni shakllantirishga qaratiladi. Bular:

axborot savodxonligi - shaxsning raqamli axborotni izlash, saralash, tanqidiy tahlil qilish, ishonchliligini baholash hamda undan kasbiy-pedagogik faoliyat jarayonida maqsadli va samarali foydalanish kompetensiyasini ifodalovchi integrativ sifatdir.

kommunikativ ko‘nikmalar - raqamli ta’lim muhitida pedagogik subyektlar bilan samarali muloqotni tashkil etish, axborot almashish, hamkorlikni yo‘lga qo‘yish hamda interaktiv kommunikatsiya vositalaridan maqsadli foydalanish qobiliyatini ifodalovchi kasbiy kompetensiyadir.

ijodkorlik va innovatsion faoliyat - pedagogning raqamli ta’lim muhitida yangi g‘oya, metod va texnologiyalarni ishlab chiqish, ularni ta’lim jarayoniga integratsiya qilish hamda noan’anaviy pedagogik yechimlarni yaratish va amaliyotga tatbiq etish qobiliyatini ifodalovchi kasbiy faoliyat turi.

ma’lumotlarni boshqarish va tahlil qilish ko‘nikmalari - ta’lim jarayoniga oid axborotlarni yig‘ish, tizimlashtirish, qayta ishlash, tahlil qilish hamda ular asosida pedagogik qarorlar қабул qilishga хизмат қилувчи рақамли-analitik kompetensiyalar majmuasidir.

Integrativ yondashuv

Integrativ yondashuv turli pedagogik texnologiyalar va metodlarni yagona tizimga birlashtirishni nazarda tutadi. U quyidagi elementlarni o‘z ichiga oladi:

multimodal ta’lim - o‘quv materiallarini matn, audio, video, grafik, animatsiya va interaktiv vositalar orqali kompleks taqdim etishga asoslangan, ta’lim oluvchilarning individual qabul qilish xususiyatlarini hisobga oluvchi integrallashgan ta’lim texnologiyasidir.

aralash ta’lim (Blended Learning) - an’anaviy auditoriya mashg‘ulotlari bilan raqamli va masofaviy ta’lim texnologiyalarini uyg‘unlashtirish asosida tashkil etiladigan, ta’lim jarayonining moslashuvchanligi, individuallashuvi va samaradorligini ta’minlovchi integratsiyalashgan o‘qitish modelidir.

loyihaviy faoliyat – ta’lim oluvchilarning nazariy bilimlarini amaliy muammolarni hal etishga yo‘naltirish, mustaqil izlanish, tahlil, rejalashtirish va innovatsion yechimlar ishlab chiqishga asoslangan hamkorlikdagi o‘quv-faoliyat shaklidir.

Mazkur yondashuv ta’lim jarayonining moslashuvchanligini oshirish hamda nazariy bilimlarni amaliy faoliyat bilan integratsiyalash imkonini beradi.

Muammoli yondashuv

Muammoli yondashuv pedagog va talabalarni real muammolarni hal qilish jarayoniga jalb etish orqali tanqidiy fikrlashni rivojlantirishga xizmat qiladi. Ushbu yondashuv:

muammoli vazifalarni ishlab chiqish - ta’lim oluvchilarning tahliliy va tanqidiy fikrlashini rivojlantirishga xizmat qiluvchi, real pedagogik yoki kasbiy vaziyatlarga asoslangan hamda mustaqil yechim topishni talab etadigan o‘quv topshiriqlarini loyihalash jarayonidir.

tadqiqot faoliyatini tashkil etish - ta’lim oluvchilarning ilmiy izlanish olib borish, muammoni aniqlash, ma’lumotlarni yig‘ish va tahlil qilish hamda ilmiy asoslangan xulosalar ishlab chiqish ko‘nikmalarini shakllantirishga yo‘naltirilgan pedagogik jarayondir.

hamkorlikdagi ta’limni rivojlantirish - ta’lim oluvchilarning jamoaviy faoliyat asosida o‘zaro bilim almashishi, birgalikda muammolarni hal etishi, kommunikativ kompetensiyalarini rivojlantirishi hamda ijtimoiy-pedagogik hamkorlikni mustahkamlashga yo‘naltirilgan ta’limiy jarayondir.

Shaxsga yo‘naltirilgan yondashuv

Shaxsga yo‘naltirilgan yondashuv har bir ta’lim oluvchining individual ehtiyojlarini hisobga olishga asoslanadi. Bunda:

Individual ta’lim yo‘llari – ta’lim oluvchilarning qiziqishlari, ehtiyojlari, tayyorgarlik darajasi va kasbiy yo‘nalishlarini ҳисобга olgan holda shaxsiylashtirilgan o‘quv jarayonini loyihalashga asoslangan pedagogik mexanizmdir.

Refleksiya va o‘zini boshqarish ko‘nikmalari – ta’lim oluvchilarning o‘z faoliyatini tahlil qilish, natijalarni baholash, mustaqil qaror қабул qilish hamda o‘quv jarayonini samarali tashkil etish qobiliyatlarini rivojlantiruvchi kompetensiyalar majmuasidir.

Emotsional qo‘llab-quvvatlash muhiti – raqamli ta’lim jarayonida ta’lim oluvchilarning psixologik barqarorligi, motivatsiyasi va ijobiy kommunikativ faolligini ta’minlashga xizmat qiluvchi pedagogik-psixologik sharoitlar tizimidir.

Texnologik yondashuv

Texnologik yondashuv zamonaviy raqamli vositalarni amaliyotga joriy etishga qaratilgan bo‘lib, quyidagilarni qamrab oladi:

Elektron ta’lim resurslarini yaratish – raqamli ta’lim muhitida o‘quv materiallarini interaktiv, multimedia va didaktik jihatdan samarali shaklda loyihalash hamda taqdim etishga yo‘naltirilgan pedagogik-texnologik faoliyatdir.

• Bulut texnologiyalaridan foydalanish – ta’lim jarayonida ma’lumotlarni masofaviy saqlash, qayta ishlash, almashish va birgalikda foydalanishni ta’minlovchi raqamli servislar hamda platformalarni pedagogik faoliyatga integratsiya qilish jarayonidir.

• LMS platformalari asosida o‘quv jarayonini boshqarish – ta’limni boshqarish tizimlari orqali o‘quv materiallarini joylashtirish, monitoring qilish, baholash, kommunikatsiyani tashkil etish va ta’lim jarayonini muvofiqlashtirishga qaratilgan raqamli boshqaruv mexanizmidir. Pedagog kadrlarni tayyorlash jarayoni bir necha bosqichlarda amalga oshiriladi:

1. Talablarni tahlil qilish va rejalashtirish – pedagog kadrlarning mavjud kasbiy va raqamli kompetensiyalarini diagnostika qilish, ehtiyojlarni aniqlash hamda ular asosida maqsadli o‘quv dasturlari va metodik ta’minotni ishlab chiqish jarayonidir.
2. O‘qitish va amaliyot – pedagoglarning nazariy bilimlarini seminar, trening, mahorat darslari va amaliy mashg‘ulotlar orqali mustahkamlash hamda raqamli ta’lim vositalaridan foydalanish ko‘nikmalarini shakllantirishga yo‘naltirilgan bosqichdir.
3. Baholash va refleksiya – pedagoglarning o‘zlashtirgan bilim, ko‘nikma va kompetensiyalarini tahlil qilish, kasbiy faoliyat natijalarini baholash hamda o‘z-o‘zini tahlil qilish asosida keyingi rivojlanish istiqbollarini belgilash jarayonidir.
4. Qo‘llab-quvvatlash va rivojlantirish – professional hamjamiyatlar faoliyatini tashkil etish, tajriba almashish, metodik ko‘mak ko‘rsatish va uzluksiz malaka oshirish orqali pedagoglarning kasbiy rivojlanishini ta’minlashga qaratilgan tizimli faoliyatdir.

Xulosa va takliflar. Tahlillar shuni ko‘rsatadiki, mavjud raqamli ta’lim platformalarining ayrimlari texnik va funksional jihatdan cheklangan. Shu sababli raqamli ta’lim muhitini yanada takomillashtirish, uning moslashuvchanligi va funksionalligini kengaytirish zarur.

Raqamli ta’lim muhiti zamonaviy ta’lim tizimining muhim tarkibiy qismi hisoblanadi. U pedagogik faoliyatni samarali tashkil etish, ta’lim sifatini oshirish va individual ta’lim yo‘llarini yaratishda muhim imkoniyatlar yaratadi.

Pedagog kadrlarni raqamli ta’lim muhitida ishlashga tayyorlash jarayonida kompetensiyaviy, integrativ, muammoli, shaxsga yo‘naltirilgan va texnologik yondashuvlardan kompleks foydalanish samarali natija beradi. Mazkur yondashuvlar pedagoglarning kasbiy kompetensiyalarini rivojlantirish, ta’lim jarayonini innovatsion

tashkil etish hamda zamonaviy raqamli vositalardan samarali foydalanishni ta’minlaydi.

Shuningdek, raqamli ta’lim muhitining texnik, pedagogik va metodik imkoniyatlarini kengaytirish, o‘qituvchilarning uzluksiz kasbiy rivojlanishini qo‘llab-quvvatlash hamda ta’lim platformalarining funksional imkoniyatlarini takomillashtirish dolzarb vazifa bo‘lib qolmoqda.

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ZAMONAVIY VOLEYBOLDA HIMOYA HARAKATLARINI TAKOMILLASHTIRISH

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Annotatsiya. Ushbu maqolada zamonaviy voleybolda himoya harakatlarini takomillashtirish masalalari tadqiq etilgan. Tadqiqotda himoya texnikasining asosiy elementlari – to‘siq, qabul qilish, yiqilish va siljish harakatlarining metodik asoslari ko‘rib chiqilgan. Shuningdek, maqolada voleybolchilarning himoya mahoratini oshirishga yo‘naltirilgan maxsus mashqlar tizimi, ularni amaliyotga tatbiq etishning samarali usullari va zamonaviy tahlil vositalari yordamida o‘yin jarayonini optimallashtirish imkoniyatlari taqdim etilgan. Natijalar shuni ko‘rsatadiki, tizimli va maqsadli ravishda olib boriladigan himoya mashqlari voleybolchilarning musobaqa faoliyatidagi natijaviyligini sezilarli darajada oshiradi.

Kalit so‘zlar: voleybol, himoya harakatlari, to‘siq texnikasi, qabul qilish, sport metodikasi, o‘yin taktikasi.

СОВЕРШЕНСТВОВАНИЕ ЗАЩИТНЫХ ДЕЙСТВИЙ В СОВРЕМЕННОМ ВОЛЕЙБОЛЕ

Аннотация. В данной статье исследованы вопросы совершенствования защитных действий в современном волейболе. В исследовании рассмотрены методические основы основных элементов техники защиты – блокирования, приёма, падений и перемещений. Также в статье представлена система специальных упражнений, направленных на повышение мастерства волейболистов в защите, эффективные методы их практического применения и возможности оптимизации игрового процесса с помощью современных аналитических инструментов. Результаты показывают, что систематические и целенаправленные тренировки защитных действий значительно повышают результативность волейболистов в соревновательной деятельности.

Ключевые слова: волейбол, защитные действия, техника блокирования, приём мяча, методика спорта, тактика игры.

IMPROVING DEFENSIVE MOVEMENTS IN MODERN VOLLEYBALL

Abstract. This article investigates the issues of improving defensive actions in modern volleyball. The study examines the methodological foundations of the main

elements of defensive technique – blocking, reception, falls and movements. The article also presents a system of special exercises aimed at improving volleyball players' defensive skills, effective methods of their practical application, and opportunities for optimizing the game process using modern analytical tools. The results show that systematic and purposeful defensive training significantly improves the performance of volleyball players in competitive activities.

Keywords: volleyball, defensive actions, blocking technique, ball reception, sports methodology, game tactics.

Kirish. Zamonaviy voleybol – tez sur’atlar bilan rivojlanib borayotgan, texnik va taktik jihatdan murakkab jamoaviy o‘yin. So‘nggi o‘n yilliklarda dunyo voleybolining rivojlanishi, ayniqsa, hujum texnikasining takomillashishi himoya elementlariga bo‘lgan talablarni keskin oshirdi. Hujum zarbalarining kuchi va tezligi tobora ortib borayotgan sharoitda raqibning hujumini samarali to‘sib qolish va to‘pni qabul qilish jamoaning g‘alaba qozonishidagi muhim omilga aylandi (Usmonxo‘jayev, 2017; Abdullayev, 2019).

Himoya harakatlari – voleybolning texnik jihatdan eng murakkab qismlaridan biri bo‘lib, u to‘siq (blok), to‘p qabul qilish, yiqilishlar va maydon bo‘ylab tezkor siljish kabi bir qator muhim elementlarni o‘z ichiga oladi. Ushbu elementlarning har biri nafaqat jismoniy tayyorgarlikni, balki yuksak darajada texnik mahorat, reaksiya tezligi va taktik tafakkurni ham talab etadi.

Shunday ekan, voleybolchilarning himoya ko‘nikmalarini rivojlantirish masalasi zamonaviy sport metodikasining dolzarb yo‘nalishlaridan biri hisoblanadi. Ushbu maqola himoya harakatlarining metodik asoslarini aniqlash, ularni takomillashtirish yo‘llarini o‘rganish va amaliy mashqlar tizimini taqdim etish maqsadida yozilgan.

Tadqiqot metodi. Tadqiqot zamonaviy voleybolda himoya harakatlarining samaradorligini aniqlash maqsadida amalga oshirildi. Tadqiqot ob'ekti sifatida Guliston shahridagi sport maktablari va voleybol bo‘limlari mashg‘ulot jarayoni tanlandi. Tadqiqot sub'ektlari 14–20 yoshdagi voleybolchilardan iborat bo‘lib, ularning texnik ko‘nikmalari, himoya harakatlarini bajarish sifati va musobaqa faoliyatidagi ko‘rsatkichlari tahlil qilindi.

Tadqiqot quyidagi asosiy metodlardan foydalangan holda olib borildi:

– Pedagogik kuzatuv mashg‘ulot va musobaqalar davomida himoya harakatlari bajarilishining vizual va instrumental tahlili amalga oshirildi;

– Pedagogik eksperiment tajriba guruhi maxsus himoya mashqlari dasturi asosida, nazorat guruhi esa an'anaviy uslub bo‘yicha mashg‘ulotlarni davom ettirdi;

– Sinov va testlar voleybolchilarning reaksiya tezligi, sakrash balandligi, lateral siljish tezligi va to‘p qabul qilish aniqligi ko‘rsatkichlari o‘lchandi;

– Video tahlil o‘yinlar yozuvlari asosida himoya harakatlarining samaradorligi statistik jihatdan baholandi;

– Matematik-statistik tahlil olingan ma’lumotlar o‘rtacha qiymat, standart og‘ish va o‘sish foizlari asosida qayta ishlandi.

Tadqiqot natijasi. Eksperimental tadqiqot natijalari himoya harakatlarini takomillashtirish maqsadida ishlab chiqilgan maxsus mashqlar tizimining yuqori samaradorligini tasdiqladi. Tajriba guruhida qo‘llanilgan maxsus dastur uch asosiy yo‘nalishni qamrab oldi: to‘siq texnikasini takomillashtirish, to‘p qabul qilish malakasini shakllantirish va yiqilish usullarini egallash.

To‘siq (blok) ko‘rsatkichlari tahlili shuni ko‘rsatdiki, tajriba guruhida samarali to‘siqlar soni o‘rtacha 23% ga oshgan, nazorat guruhida esa atigi 9% o‘sish kuzatilgan. Bu farq to‘siq mashqlarini maqsadli va tizimli ravishda bajarishning muhimligini ko‘rsatadi. Maxsus mashqlar tarkibiga sakrash texnikasini takomillashtirish, qo‘llar pozitsiyasini to‘g‘rilash va raqibning hujum yo‘nalishini oldindan taxmin qilish ko‘nikmasini shakllantirish kirdi.

To‘p qabul qilish aniqligini baholashda tajriba guruhi o‘yinchilarida 19% ga oshish qayd etilgan. Bu ko‘rsatkichning yaxshilanishiga, asosan, quyi qabul va yuqori qabul texnikasini alohida o‘rgatuvchi mashqlar, shuningdek, turli burchak va kuchda kelayotgan to‘plarga moslashish ko‘nikmasini rivojlantirishga yo‘naltirilgan mashqlar hissa qo‘shdi.

Yiqilish usullari bo‘yicha ko‘rsatkichlar ham sezilarli yaxshilanishni namoyon etdi. Tajriba guruhida xavfsiz yiqilish va tezda qayta tiklanish ko‘rsatkichi 17% ga, nazorat guruhida esa 6% ga oshdi. Lateral siljish tezligi tajriba guruhida 21% ga yaxshilangan bo‘lsa, nazorat guruhida bu ko‘rsatkich 8% ni tashkil etdi.

Ko‘rsatkich	Tajriba guruhi (%)	Nazorat guruhi (%)	Farq (%)
To‘siq samaradorligi	+23	+9	14
To‘p qabul qilish aniqligi	+19	+7	12
Yiqilish texnikasi	+17	+6	11
Lateral siljish tezligi	+21	+8	13

Umumiy o‘rtacha	+20	+7.5	12.5

1-jadval

Tajriba va nazorat guruhlari ko‘rsatkichlarining taqqoslanishi

Jadval ma'lumotlari ko‘rsatadiki, maxsus himoya mashqlari dasturini qo‘llagan tajriba guruhi voleybolchilarida barcha ko‘rsatkichlar bo‘yicha nazorat guruhiga nisbatan ancha yuqori natijalar qayd etildi. Bu natijalar tizimli yondashuv va maqsadli mashqlarning himoya mahoratini oshirishdagi hal qiluvchi rolini isbotlaydi.

Tadqiqot muhokamasi. Olingan natijalar zamonaviy voleybolda himoya harakatlarini takomillashtirishning ilmiy asoslarini yanada mustahkamlaydi. Tadqiqot davomida aniqlangan holat – maxsus mashqlar tizimini qo‘llash an’anaviy mashg‘ulot uslubiga nisbatan ancha yuqori samara berishi – xorijiy va mahalliy ilmiy adabiyotlar bilan hamohangdir (Xo‘jayev, 2016; Rasulov, 2018).

Ayniqsa, to‘siq texnikasini takomillashtirishda muvaffaqiyatning muhim omili sifatida raqibning hujum yo‘nalishini oldindan taxmin qilish ko‘nikmasini rivojlantirish alohida ahamiyat kasb etdi. Zamonaviy yuqori malakali voleybolda to‘siqning muvaffaqiyati nafaqat o‘yinchining sakrash qobiliyati, balki uning taktik tafakkuri va o‘qimishli harakati bilan belgilanadi.

Shuningdek, tadqiqot natijalari yiqilish texnikasini o‘rganishning jarohat xavfini kamaytirish va ish unumdorligini oshirishga bevosita ta'sir qilishini ko‘rsatdi. To‘p qabul qilishda yiqilish usullarini egallagan o‘yinchilar ko‘proq xavfli vaziyatlarda ham to‘pni nazorat ostida ushlab qolishga muvaffaq bo‘ldi. Bu esa jamoaning hujumga o‘tish jarayonini sezilarli darajada tezlashtirdi.

Tajriba guruhi bilan olib borilgan mashg‘ulotlarda video tahlil usulidan keng foydalanildi. O‘yinlar va mashqlar yozuvlarini birgalikda tahlil qilish voleybolchilarning o‘z xatolarini ko‘rish va tuzatish imkonini berdi. Bu usul o‘yinchilarning o‘z-o‘zini tahlil qilish va to‘g‘ri qaror qabul qilish ko‘nikmalarini rivojlantirishga muhim hissa qo‘shdi.

Bundan tashqari, tadqiqot natijalariga ko‘ra, himoya harakatlarini takomillashtirishda murabbiylarga yuqori malaka, shu jumladan, video tahlil vositalaridan foydalanish ko‘nikmalari va individual yondashuv asosida mashg‘ulotlar rejalashtirishning axamiyati alohida ta'kidlash lozim.

Xulosa. Ushbu tadqiqot zamonaviy voleybolda himoya harakatlarini takomillashtirish sohasida quyidagi muhim xulosalarga kelish imkonini berdi.

Birinchidan, maxsus himoya mashqlari tizimini tizimli va maqsadli ravishda qo‘llash voleybolchilarning texnik ko‘rsatkichlarini sezilarli darajada yaxshilaydi.

Tajriba guruhi voleybolchilarida to‘siq, qabul qilish, yiqilish va siljish ko‘rsatkichlari bo‘yicha nazorat guruhiga nisbatan ancha yuqori natijalar qayd etildi.

Ikkinchidan, himoya mahoratini oshirishda video tahlil usuli va individual yondashuv samarali metodik vosita bo‘lib xizmat qiladi. O‘yinchilarning o‘z harakatlarini ko‘rib tahlil qilish imkoniyati texnik xatolarni bartaraf etishni tezlashtiradi.

Uchinchidan, yiqilish texnikasini o‘rgatish va xavfsiz siljish malakasini shakllantirish jarohatlanish xavfini kamaytirish nuqtai nazaridan ham muhim ahamiyat kasb etadi. Shu bois, ushbu elementlarni mashg‘ulot dasturlarining ajralmas qismiga aylantirish tavsiya etiladi.

Xulosa qilib aytganda, zamonaviy voleybolda raqobatbardoshlikni ta'minlashda himoya harakatlarini takomillashtirish strategik ahamiyatga ega bo‘lib, bu borada ilmiy asoslangan metodikalarni amaliyotga kengroq joriy etish zarur. Kelgusida ushbu yo‘nalishda yanada chuqurroq tadqiqotlar olib borish maqsadga muvofiqdir.

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MUSTAQIL TA’LIM OLISH FAOLIYATINI RIVOJLANTIRISHNING METODIKASI

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Anotatsiya: Mazkur maqolada oliy ta’limda talabalarning mustaqil ta’lim faoliyatini rivojlantirishning pedagogik va metodik asoslari tahlil qilingan. Mustaqil ta’limni raqamli texnologiyalar, kreativ ta’lim muhiti va zamonaviy pedagogik yondashuvlar asosida tashkil etish masalalari yoritilgan. Tadqiqotda mustaqil ta’limning talabalarning kreativ fikrlashi, refleksiv faoliyati hamda kasbiy kompetentligini rivojlantirishdagi ahamiyati asoslab berilgan. Shuningdek, mustaqil ta’limni samarali tashkil etish bo‘yicha metodik tavsiyalar ishlab chiqilgan.

Kalit so‘zlar: mustaqil ta’lim, kreativ kompetentlik, raqamli texnologiyalar, pedagogik metodika, oliy ta’lim, innovatsion yondashuv, ta’lim muhiti, kompetensiyaviy yondashuv.

МЕТОДОЛОГИЯ РАЗВИТИЯ САМОСТОЯТЕЛЬНОЙ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация: В данной статье анализируются педагогические и методические основы развития самостоятельной учебной деятельности студентов в высшем образовании. Рассматриваются вопросы организации самостоятельного обучения на основе цифровых технологий, креативных учебных сред и современных педагогических подходов. В исследовании обосновывается важность самостоятельного обучения в развитии у студентов творческого мышления, рефлексивной деятельности и профессиональной компетентности. Также разработаны методические рекомендации по эффективной организации самостоятельного обучения.

Ключевые слова: Ключевые слова: самостоятельное обучение, творческая компетентность, цифровые технологии, педагогическая методология, высшее образование, инновационный подход, учебная среда, компетентностно-ориентированный подход.

METHODOLOGY OF DEVELOPING INDEPENDENT LEARNING ACTIVITY

Abstract: This article analyzes the pedagogical and methodological foundations of developing independent learning activities of students in higher education. The

issues of organizing independent learning based on digital technologies, creative learning environments and modern pedagogical approaches are covered. The study substantiates the importance of independent learning in developing students' creative thinking, reflective activity and professional competence. Methodological recommendations for the effective organization of independent learning are also developed.

Keywords: independent learning, creative competence, digital technologies, pedagogical methodology, higher education, innovative approach, learning environment, competency-based approach.

Kirish. Jahon ta’lim tizimida globallashuv jarayonlarining jadallashuvi, axborot-kommunikatsiya texnologiyalarining keng integratsiyalashuvi hamda bilimlar iqtisodiyotining shakllanishi ta’lim mazmunini modernizatsiya qilishni talab etmoqda. Bunday sharoitda talabaning mustaqil ravishda bilim olish, axborotni tahlil qilish, kreativ fikrlash va kasbiy faoliyatga moslashuvchan qarorlar qabul qilish kompetensiyalarini rivojlantirish muhim pedagogik vazifa sifatida namoyon bo‘lmoqda. Ayniqsa, oliy ta’lim tizimida mustaqil ta’limning samarali tashkil etilishi bo‘lajak mutaxassisning professional tayyorgarligi va intellektual salohiyatini belgilovchi asosiy omillardan biri hisoblanadi [3].

O‘zbekiston Respublikasida oliy ta’lim tizimini transformatsiya qilish, kredit-modul tizimini joriy etish, ta’lim jarayonini raqamlashtirish hamda talabalarning mustaqil ta’lim ulushini oshirish bo‘yicha qator normativ-huquqiy hujjatlar qabul qilindi. Mazkur jarayonlar mustaqil ta’limni tashkil etishning yangi metodik yondashuvlarini ishlab chiqishni dolzarb pedagogik muammo sifatida kun tartibiga olib chiqmoqda [1].

Mustaqil ta’lim faoliyatini rivojlantirishning metodik asoslarini ishlab chiqishda konstruktivistik yondashuv, kompetensiyaviy ta’lim modeli, refleksiv pedagogika hamda kreativ ta’lim texnologiyalarining imkoniyatlari alohida ahamiyat kasb etadi. Shu nuqtai nazardan, talabalarni mustaqil bilim olishga yo‘naltiruvchi metodlarni takomillashtirish, raqamli ta’lim platformalaridan samarali foydalanish hamda individual ta’lim trayektoriyalarini shakllantirish zarur hisoblanadi [2.4.5.9].

Mavzuga oid adabiyotlarning tahlili va metodologiya. Mustaqil ta’lim muammosi pedagogika fanida uzoq yillardan buyon tadqiq etilib kelinmoqda. Xorijiy olimlarning ilmiy qarashlarida mustaqil ta’lim shaxs rivojlanishining muhim omili sifatida baholangan. Ayniqsa, andragogik yondashuvda mustaqil o‘qish faoliyati o‘quvchining ichki motivatsiyasi va refleksiv faoliyati bilan bog‘liq holda izohlanadi [2].

MDH olimlari mustaqil ta’limning didaktik imkoniyatlarini tadqiq qilgan bo‘lsa, mahalliy olimlar tomonidan oliy ta’limda mustaqil ta’limni tashkil etish, kreativ kompetentlikni rivojlantirish hamda raqamli pedagogik texnologiyalarni integratsiyalash masalalari o‘rganilgan [3.5.6].

Tadqiqot jarayonida tizimli yondashuv, kompetensiyaviy yondashuv, faoliyatli yondashuv hamda pedagogik modellashtirish metodlaridan foydalanildi. Shuningdek, ilmiy-pedagogik manbalarni qiyosiy tahlil qilish, kuzatish, diagnostika va umumlashtirish metodlari qo‘llanildi [7.11].

Mustaqil ta’lim olish faoliyatining pedagogik mohiyati

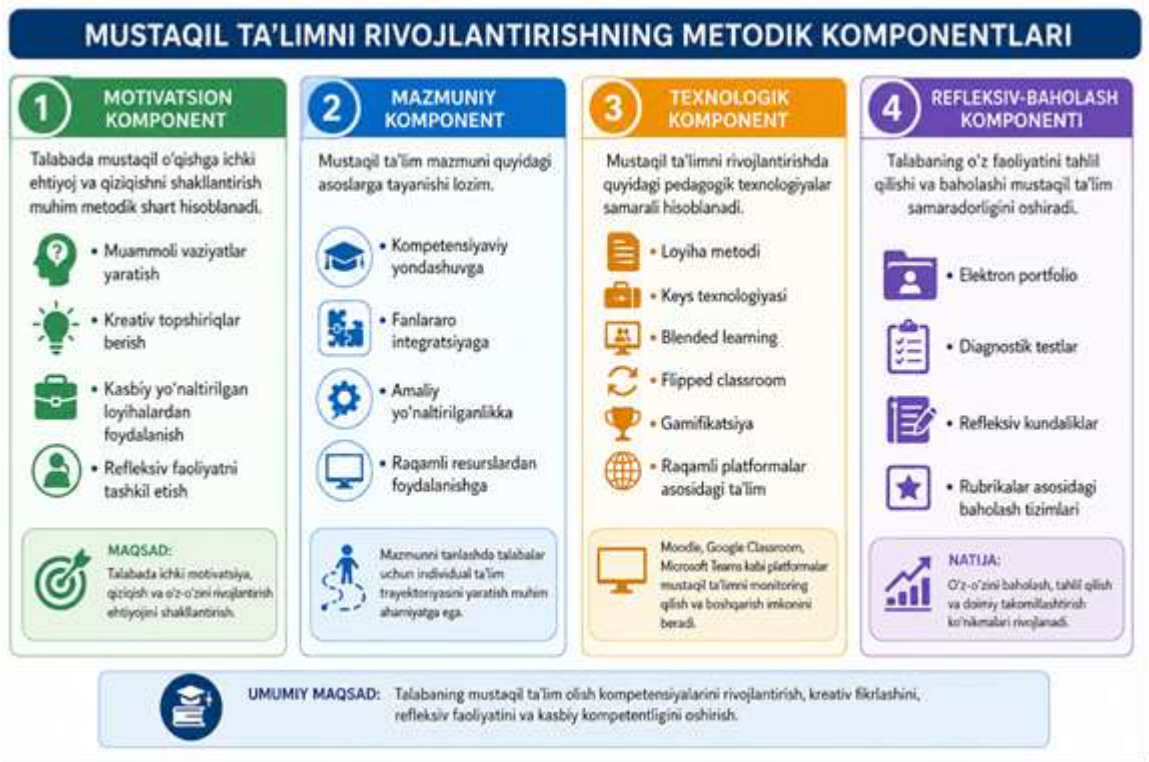
Mustaqil ta’lim — bu talabaning o‘z bilimini mustaqil ravishda egallash, qayta ishlash, tahlil qilish va amaliyotga tatbiq etishga yo‘naltirilgan maqsadli faoliyatidir. Mazkur faoliyatning asosiy belgilariga quyidagilar kiradi: ta’lim oluvchining bilish faolligi; o‘z-o‘zini boshqarish va nazorat qilish; refleksiv tahlil; ijodiy va tanqidiy fikrlash; axborot bilan mustaqil ishlash kompetensiyasi [7.8].

Mustaqil ta’lim talabaning individual qobiliyatlari va ehtiyojlarini inobatga olish imkonini beradi. Ayniqsa, raqamli ta’lim muhiti sharoitida mustaqil o‘qish jarayoni interaktiv xarakter kasb etib, masofaviy platformalar, elektron resurslar, virtual laboratoriyalar va multimedia vositalari yordamida tashkil etilmoqda [8.11].

Bugungi kunda mustaqil ta’lim quyidagi funksiyalarni bajaradi: Bilimlarni chuqurlashtirish funksiyasi; kasbiy kompetensiyalarni rivojlantirish funksiyasi; kreativ fikrlashni shakllantirish funksiyasi; tadqiqotchilik faoliyatini rivojlantirish funksiyasi; o‘z-o‘zini rivojlantirish funksiyasi.

Mustaqil ta’limni rivojlantirishning metodik asoslari

Mustaqil ta’lim faoliyatini rivojlantirish metodikasi quyidagi tarkibiy komponentlarga asoslanadi (1-rasm).



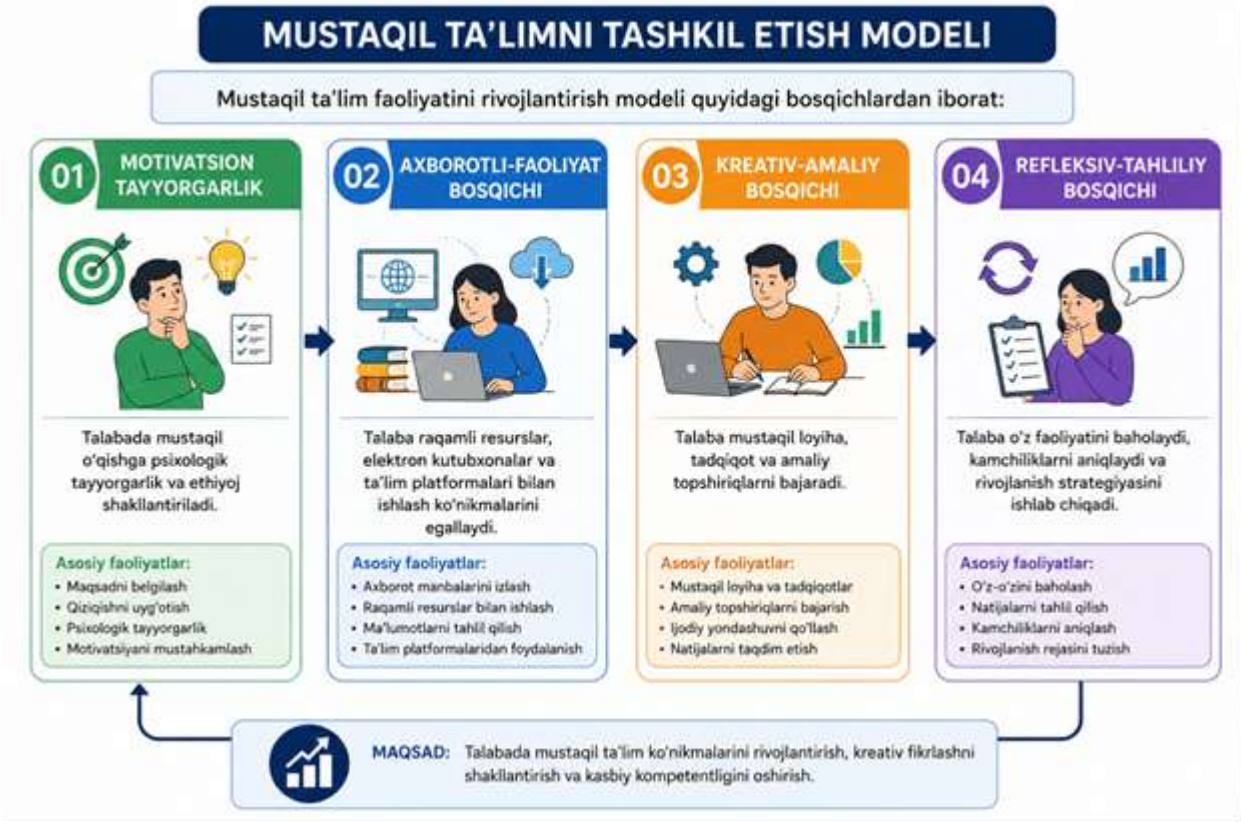
1. **Motivatsion component**-talabada mustaqil o‘qishga ichki ehtiyoj va qiziqishni shakllantirish muhim metodik shart hisoblanadi. Bunda: muammoli vaziyatlar yaratish; kreativ topshiriqlar berish; kasbiy yo‘naltirilgan loyihalardan foydalanish; refleksiv faoliyatni tashkil etish samarali natija beradi.

2. **Mazmuniy component**-mustaqil ta’lim mazmuni: kompetensiyaviy yondashuvga; fanlararo integratsiyaga; amaliy yo‘naltirilganlikka; raqamli resurslardan foydalanishga asoslanishi lozim.

Mazmunni tanlashda talabalar uchun individual ta’lim trayektoriyasini yaratish muhim ahamiyatga ega.

3. **Texnologik component**-mustaqil ta’limni rivojlantirishda quyidagi pedagogik texnologiyalar samarali hisoblanadi: loyiha metodi; кейс texnologiyasi; blended learning; flipped classroom; gamifikatsiya; raqamli platformalar asosidagi ta’lim. Shuningdek, Moodle, Google Classroom, Microsoft Teams kabi platformalar mustaqil ta’limni monitoring qilish va boshqarish imkonini beradi.

4. **Refleksiv-baholash komponenti**-talabaning o‘z faoliyatini tahlil qilishi va baholashi mustaqil ta’lim samaradorligini oshiradi. Bunda: elektron portfolio; diagnostik testlar; refleksiv kundaliklar; rubrikalar asosidagi baholash tizimlari muhim metodik vosita bo‘lib xizmat qiladi.



Mustaqil ta’limni tashkil etish modeli talabaning bilim olish jarayonida faol subyekt sifatida shakllanishini, o‘z-o‘zini rivojlantirish kompetensiyalarini egallashini hamda kreativ va mustaqil fikrlash ko‘nikmalarining rivojlanishini ta’minlaydi. Mazkur model zamonaviy pedagogik yondashuvlar, raqamli texnologiyalar va shaxsga yo‘naltirilgan ta’lim tamoyillariga asoslanadi. Model quyidagi o‘zaro bog‘liq bosqichlardan iborat:

1-bosqich. Motivatsion tayyorgarlik bosqichi, talabada mustaqil ta’lim faoliyatiga nisbatan ijobiy munosabat, ichki motivatsiya hamda o‘zini rivojlantirish ehtiyoji shakllantiriladi. Talaba mustaqil o‘qishning ahamiyati, kasbiy rivojlanishdagi o‘rni va zamonaviy jamiyat talablariga mos kompetensiyalarni egallash zaruratini anglay boshlaydi.

Ushbu bosqichning asosiy vazifalari quyidagilardan iborat: talabalarda mustaqil ta’limga nisbatan qiziqish uyg‘otish; o‘quv faoliyatining maqsad va vazifalarini tushuntirish; o‘zini-o‘zi boshqarish va vaqtni rejalashtirish ko‘nikmalarini shakllantirish; ijodiy fikrlash va tashabbuskorlikni rivojlantirish; mustaqil ta’limning kelajak kasbiy faoliyatdagi ahamiyatini anglatish. Bu bosqichda motivatsion

treninglar, muammoli vaziyatlar, interaktiv suhbatlar, multimedia taqdimotlari va rag‘batlantiruvchi metodlardan foydalanish samarali hisoblanadi.

2-bosqich. Axborotli-faoliyat bosqichi, talabalarda mustaqil bilim olish uchun zarur bo‘lgan axborot bilan ishlash kompetensiyalari shakllantiriladi. Talaba turli raqamli ta’lim resurslari, elektron kutubxonalar, masofaviy ta’lim platformalari va multimedia vositalaridan samarali foydalanishni o‘rganadi.

Bosqichning asosiy mazmuni quyidagilarni qamrab oladi: elektron ta’lim platformalari bilan ishlash; ilmiy maqolalar, elektron darsliklar va ma’lumotlar bazalaridan foydalanish; axborotni izlash, saralash va tahlil qilish; raqamli texnologiyalar asosida topshiriqlar bajarish; onlayn hamkorlik va kommunikatsiya vositalaridan foydalanish.

Bu bosqichda Moodle, Google Classroom, электрон kutubxonalar, videodarslar, virtual laboratoriyalar va bulutli texnologiyalar keng qo‘llaniladi. Talaba axborotni mustaqil izlash, uni tanqidiy tahlil qilish va kerakli ma’lumotni qayta ishlash ko‘nikmalarini egallaydi.

3-bosqich. Kreativ-amaliy bosqich, mustaqil ta’lim jarayonining eng muhim va faol qismi hisoblanadi. Unda talaba nazariy bilimlarni amaliy faoliyat bilan integratsiyalash orqali kreativ yondashuv asosida mustaqil loyiha, tadqiqot va amaliy topshiriqlarni bajaradi.

Bosqichning asosiy vazifalari: muammoli vaziyatlarni mustaqil hal etish; loyiha va tadqiqot faoliyatini tashkil etish; kreativ fikrlash va innovatsion g‘oyalarni rivojlantirish; amaliy topshiriqlarni raqamli vositalar asosida bajarish; mustaqil qaror qabul qilish kompetensiyalarini shakllantirish.

Bu jarayonda кейс-stadi, loyiha metodi, tadqiqot topshiriqlari, STEAM yondashuvi, virtual simulyatsiyalar va kreativ mashg‘ulotlardan foydalaniladi. Talaba o‘z bilimini real amaliy vaziyatlarda qo‘llashga o‘rganadi, natijada uning ijodiy salohiyati va kasbiy kompetensiyalari rivojlanadi.

4-bosqich. Refleksiv-tahliliy bosqichda talaba o‘z faoliyatini baholaydi, erishilgan natijalarni tahlil qiladi hamda kelgusidagi rivojlanish yo‘nalishlarini belgilaydi. Ushbu bosqich mustaqil ta’lim samaradorligini aniqlash va o‘z-o‘zini rivojlantirish mexanizmlarini takomillashtirishga xizmat qiladi.

Bosqichning asosiy mazmuni quyidagilardan iborat: bajarilgan faoliyat natijalarini tahlil qilish; o‘zlashtirish darajasini baholash; mavjud kamchilik va muammolarni aniqlash; refleksiya asosida yangi maqsadlarni belgilash; individual rivojlanish strategiyasini ishlab chiqish.

Bu bosqichda elektron portfolio, o‘z-o‘zini baholash metodlari, refleksiv kundaliklar, diagnostik testlar va monitoring tizimlaridan foydalaniladi. Talaba o‘zining kuchli va zaif tomonlarini aniqlab, keyingi faoliyatini rejalashtirish imkoniyatiga ega bo‘ladi.

Tahlil va natijalar. Tadqiqot natijalari shuni ko‘rsatdiki, mustaqil ta’limni raqamli texnologiyalar asosida tashkil etish talabalarning o‘quv-bilish faoliyatini sezilarli darajada faollashtiradi hamda ta’lim jarayonining samaradorligini oshiradi. Ayniqsa, elektron ta’lim platformalari, multimedia vositalari, virtual laboratoriyalar va interaktiv resurslardan foydalanish talabalarni mustaqil izlanishga undab, ularning

bilimlarni egallashga bo‘lgan qiziqishini kuchaytiradi. Natijada talabalarning bilish faolligi ortib, o‘quv jarayonida faol ishtirok etish darajasi yuqorilaydi.

Shuningdek, raqamli texnologiyalar asosida tashkil etilgan mustaqil ta’lim talabalarning kreativ fikrlash qobiliyatini rivojlantirishga xizmat qilishi aniqlandi. Talabalar muammoli vaziyatlarni tahlil qilish, innovatsion yechimlar ishlab chiqish, mustaqil qaror qabul qilish va ijodiy yondashuv asosida topshiriqlarni bajarish ko‘nikmalarini egallaydi. Bu esa ularning intellektual salohiyatini kengaytirib, kreativ kompetentligining rivojlanishiga ijobiy ta’sir ko‘rsatadi.

Tadqiqot davomida mustaqil ta’limning loyiha va muammoli ta’lim metodlari asosida tashkil etilishi talabalarning kasbiy kompetensiyalarini shakllantirishda muhim omil ekanligi ham kuzatildi. Xususan, loyiha ishlari, amaliy topshiriqlar va tadqiqot faoliyatiga yo‘naltirilgan vazifalar talabalarni mustaqil izlanishga, axborotni tahlil qilishga va nazariy bilimlarni amaliyot bilan bog‘lashga o‘rgatadi. Natijada ularda kasbiy faoliyat uchun zarur bo‘lgan tahliliy, kommunikativ, texnologik va tadqiqotchilik kompetensiyalari rivojlanadi.

Shu bilan birga, o‘tkazilgan tahlillar ta’lim samaradorligi innovatsion yondashuvlar asosida tashkil etilgan mustaqil ta’lim jarayonida ancha yuqori bo‘lishini ko‘rsatdi. Talabalar tomonidan o‘zlashtirilgan bilimlarning mustahkamligi, topshiriqlarni bajarish sifati va amaliy faoliyatga tatbiq etish darajasi sezilarli ravishda yaxshilangani kuzatildi. Bu esa raqamli texnologiyalar va interaktiv metodlardan foydalanish ta’lim sifatini oshirishda muhim pedagogik omil ekanligini tasdiqlaydi.

Tahlillar shuni ko‘rsatadiki, an’anaviy ta’lim yondashuvlarida talaba ko‘proq reproduktiv faoliyat bilan cheklanib, tayyor bilimlarni o‘zlashtirishga yo‘naltiriladi. Innovatsion metodikalar asosida tashkil etilgan mustaqil ta’lim jarayonida esa talaba ta’limning faol subyekti sifatida namoyon bo‘ladi. U bilimlarni mustaqil izlaydi, tahlil qiladi, muammolarga yechim topadi va o‘zining individual rivojlanish strategiyasini shakllantiradi. Mazkur holat talabalarning mustaqil fikrlash, ijodkorlik va tadqiqotchilik faoliyatini rivojlantirishda muhim pedagogik ahamiyat kasb etadi.

Xulosa va takliflar. Zamonaviy oliy ta’lim tizimida mustaqil ta’lim faoliyatini rivojlantirish talabaning kasbiy va shaxsiy kompetensiyalarini shakllantirishning muhim pedagogik omillaridan biri hisoblanadi. Globallashuv, raqamlashtirish va innovatsion texnologiyalarning jadal rivojlanishi sharoitida ta’lim jarayonini yangi metodik yondashuvlar asosida tashkil etish zarurati ortib bormoqda. Shu nuqtai nazardan, mustaqil ta’limni raqamli texnologiyalar, kreativ ta’lim muhiti hamda kompetensiyaviy yondashuv asosida tashkil etish ta’lim sifatini oshirishning muhim sharti sifatida namoyon bo‘ladi.

Tadqiqot davomida mustaqil ta’limning pedagogik mohiyati, metodik asoslari hamda uni rivojlantirishning samarali mexanizmlari tahlil qilindi. Olib borilgan nazariy va amaliy tadqiqotlar natijasida mustaqil ta’lim talabalarning bilish faolligini oshirishi, kreativ va tanqidiy fikrlashini rivojlantirishi, refleksiv faoliyatini takomillashtirishi hamda kasbiy kompetensiyalarini shakllantirishga xizmat qilishi aniqlandi. Ayniqsa, loyiha metodi, muammoli ta’lim, blended learning, flipped classroom va raqamli platformalar asosida tashkil etilgan ta’lim jarayonlari talabalarning mustaqil izlanish

olib borish, axborotni tahlil qilish va amaliy vaziyatlarda qo‘llash ko‘nikmalarini rivojlantirishda yuqori samaradorlikka ega ekanligi asoslab berildi.

Shuningdek, tadqiqot natijalari shuni ko‘rsatdiki, an’anaviy ta’lim modelida talaba ko‘proq tayyor bilimlarni o‘zlashtirish bilan cheklanib qolsa, innovatsion metodikalar asosida tashkil etilgan mustaqil ta’lim jarayonida u faol subyekt sifatida shakllanadi. Talaba bilimlarni mustaqil izlaydi, qayta ishlaydi, tahlil qiladi va o‘zining individual rivojlanish strategiyasini belgilaydi. Bu esa uning kasbiy moslashuvchanligi, ijodkorligi va tadqiqotchilik salohiyatini rivojlantirishga ijobiy ta’sir ko‘rsatadi.

Ishlab chiqilgan metodik model motivatsion, axborotli-faoliyat, kreativ-amaliy hamda refleksiv-tahliliy bosqichlarni qamrab olib, talabalarning mustaqil ta’lim kompetensiyalarini kompleks rivojlantirishga xizmat qiladi. Model asosida tashkil etilgan ta’lim jarayonida talabalar raqamli resurslardan samarali foydalanish, muammolarni mustaqil hal etish, o‘z faoliyatini tahlil qilish va o‘z-o‘zini rivojlantirish ko‘nikmalarini egallaydi.

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ПСИХОЛОГИЧЕСКИЕ И ПСИХОЛИНГВИСТИЧЕСКИЕ ФАКТОРЫ ФОРМИРОВАНИЯ РЕЧЕВОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ

Рахманова Сарвиноз Алишеровна, Преподователь, Термезский государственный педагогический институт.

Аннотация: В данной статье рассматриваются психологические и психолингвистические факторы, влияющие на формирование речевой деятельности учащихся. Анализируются роль мышления, памяти, внимания, мотивации и эмоционального состояния в развитии речевых навыков. Особое внимание уделяется психолингвистическим механизмам порождения и восприятия речи, а также взаимосвязи языка и мышления. Подчеркивается значимость комплексного подхода к развитию речевой деятельности учащихся в образовательном процессе. Результаты исследования показывают, что успешное формирование речевой компетенции возможно при учете как психологических, так и психолингвистических факторов.**Ключевые слова:** химия, формирующий (фб) и суммативный (сб), критерии оценки по главам и четвертям, традиционные и нетрадиционные, один шаг к цели, идейный чархпалак и др.

Ключевые слова: речевая деятельность, психолингвистика, психологические факторы, мотивация, коммуникативная компетенция, мышление, память, развитие речи.

TALABALARNING NUTQ FAOLIYATINI SHAKLLANTIRISHDAGI PSIXOLOGIK VA PSIXOLINGVISTIK OMILLAR

Anotatsiya: Ushbu maqolada talabalarning nutq faoliyatini rivojlantirishga ta'sir qiluvchi psixologik va psixolingvistik omillar o'rganiladi. Nutq qobiliyatlarini rivojlantirishda fikrlash, xotira, diqqat, motivatsiya va hissiy holatning roli tahlil qilinadi. Nutqni ishlab chiqarish va idrok etishning psixolingvistik mexanizmlariga, shuningdek, til va fikrlash o'rtasidagi bog'liqlikka alohida e'tibor qaratiladi. Ta'lim jarayonida talabalarning nutq faoliyatini rivojlantirishga kompleks yondashuvning ahamiyati ta'kidlangan. Tadqiqot natijalari shuni ko'rsatadiki, nutq kompetensiyasini muvaffaqiyatli rivojlantirish ham psixologik, ham psixolingvistik omillarni hisobga olish orqali mumkin. Kalit so'zlar: kimyo, shakllantiruvchi (FB) va summativ (SAT), boblar va choraklar bo'yicha baholash mezonlari, an'anaviy va noan'anaviy, maqsad sari bir qadam, mafkuraviy charxpalak va boshqalar.

Kalit so‘zlar: nutq faoliyati, psixolingvistika, psixologik omillar, motivatsiya, kommunikativ kompetensiya, fikrlash, xotira, nutqni rivojlantirish

CRITERIA-BASED ASSESSMENT SYSTEM IN THE TEACHING OF CHEMISTRY

Abstract: This article examines the psychological and psycholinguistic factors influencing the development of students' speech activity. The role of thinking, memory, attention, motivation, and emotional state in the development of speech skills is analyzed. Particular attention is paid to the psycholinguistic mechanisms of speech production and perception, as well as the relationship between language and thinking. The importance of an integrated approach to developing students' speech activity in the educational process is emphasized. The results of the study demonstrate that successful development of speech competence is possible by considering both psychological and psycholinguistic factors. Keywords: chemistry, formative (FB) and summative (SAT), assessment criteria by chapters and quarters, traditional and non-traditional, one step towards the goal, ideological charkhpalak, etc.

Keywords: speech activity, psycholinguistics, psychological factors, motivation, communicative competence, thinking, memory, speech development.

Введение. В современных условиях модернизации системы образования особое значение приобретает проблема формирования речевой деятельности учащихся. Речь является важнейшим средством общения, познания окружающего мира и передачи социального опыта. От уровня развития речевых навыков зависит успешность обучения, социализации и личностного становления учащихся.

Формирование речевой деятельности представляет собой сложный и многоаспектный процесс, который определяется не только лингвистическими знаниями, но и психологическими особенностями личности. В связи с этим особую актуальность приобретает изучение психологических и психолингвистических факторов, оказывающих влияние на развитие речи учащихся. Понятие речевой деятельности и ее особенности.

Анализ литературы. Теория речевой деятельности была разработана отечественными психологами и психолингвистами, среди которых особое место занимают труды Л.С. Выготского, А.А. Леонтьева и А.Р. Лурии. Согласно концепции А.А. Леонтьева, речевая деятельность представляет собой особый вид человеческой деятельности, направленной на осуществление общения посредством языка.

Основными видами речевой деятельности являются:

говорение;

аудирование;

чтение;

письмо.

Каждый из этих видов предполагает участие сложных психических процессов и требует определенного уровня сформированности языковых и коммуникативных навыков

Психологические факторы формирования речевой деятельности

Мотивация как ведущий фактор речевой активности

Одним из важнейших факторов развития речевой деятельности является мотивация. Она определяет стремление учащегося к общению, освоению языка и совершенствованию речевых навыков.

По мнению Р. Гарднера, мотивация играет ключевую роль в процессе овладения языком. Высокий уровень мотивации способствует более активному участию учащихся в коммуникативной деятельности и повышает эффективность обучения.

В образовательном процессе различают:

внутреннюю мотивацию;

внешнюю мотивацию.

Внутренняя мотивация связана с интересом к языку и потребностью в общении, тогда как внешняя обусловлена оценками, требованиями преподавателей или социальными ожиданиями.

Внимание и его роль в речевой деятельности

Внимание обеспечивает направленность психической деятельности на восприятие и обработку речевой информации. Без устойчивого внимания невозможно полноценное понимание устной или письменной речи.

Развитие концентрации внимания способствует:

более точному восприятию информации;

лучшему пониманию содержания текста;

повышению качества речевого высказывания.

Память как основа речевого развития

Формирование речевых навыков невозможно без активного функционирования памяти. В процессе обучения учащиеся запоминают:

новые слова;

грамматические конструкции;

речевые модели;

коммуникативные стратегии.

Особую роль играют долговременная и оперативная память, обеспечивающие сохранение и использование языкового материала в различных речевых ситуациях.

Мышление и речь

Л.С. Выготский подчеркивал неразрывную связь между мышлением и речью. Речь является не только средством выражения мысли, но и инструментом ее формирования.

Развитое мышление способствует:

логичности высказываний;

аргументированности речи;

умению анализировать и обобщать информацию.

Таким образом, развитие речевой деятельности невозможно без совершенствования мыслительных процессов учащихся.

Эмоциональный фактор

Эмоциональное состояние оказывает значительное влияние на качество речевой деятельности. Благоприятный психологический климат способствует активизации общения, тогда как тревожность и страх ошибок могут препятствовать речевой активности.

Создание комфортной образовательной среды позволяет учащимся чувствовать себя уверенно и свободно выражать свои мысли.

Психолингвистические основы формирования речевой деятельности

Психолингвистика изучает процессы производства, восприятия и понимания речи. Она исследует механизмы взаимодействия языка и психики человека.

Порождение речи

Процесс порождения речи включает несколько этапов:

Возникновение коммуникативного намерения.

Формирование замысла высказывания.

Отбор языковых средств.

Грамматическое оформление мысли.

Артикуляция речевого сообщения.

Каждый из этих этапов связан с работой различных психических механизмов.

Восприятие и понимание речи

Восприятие речи представляет собой сложный процесс декодирования языковой информации.

Для успешного понимания речи учащемуся необходимо:

распознавать языковые единицы;

устанавливать смысловые связи;

интерпретировать содержание сообщения;

соотносить информацию с имеющимся опытом.

Эффективность понимания зависит от уровня развития когнитивных способностей и языковой подготовки учащегося.

Взаимосвязь языка и мышления

Одним из центральных вопросов психолингвистики является проблема взаимодействия языка и мышления.

Согласно культурно-исторической теории Л.С. Выготского, язык выступает важнейшим инструментом интеллектуального развития личности. Через язык человек осваивает общественный опыт и формирует собственную картину мира.

Коммуникативная компетенция как результат речевого развития

Современная методика обучения рассматривает коммуникативную компетенцию как главную цель языкового образования.

Коммуникативная компетенция включает:

языковую компетенцию;

речевую компетенцию;
социокультурную компетенцию;
стратегическую компетенцию.

Развитие данных компонентов обеспечивает успешное участие учащихся в различных коммуникативных ситуациях.

Современные педагогические технологии развития речевой деятельности

В современных образовательных условиях особое значение приобретают технологии, ориентированные на активизацию речевой деятельности учащихся.

К наиболее эффективным относятся:

Коммуникативный подход

Данный подход предполагает обучение языку через реальное общение и практическое использование языковых средств.

Методология исследования. Интерактивные методы

К ним относятся:
дискуссии;
дебаты;
ролевые игры;
мозговой штурм;
кейс-технологии.

Они способствуют развитию речевой активности и формированию навыков общения.

Проектная деятельность

Работа над проектами стимулирует самостоятельность учащихся и создает условия для использования речи в реальных коммуникативных ситуациях.

Цифровые образовательные технологии

Использование мультимедийных средств, электронных платформ и онлайн-ресурсов расширяет возможности развития речевой деятельности и повышает мотивацию учащихся.

Заключение. Формирование речевой деятельности учащихся является сложным процессом, который определяется совокупностью психологических и психолингвистических факторов. Мотивация, внимание, память, мышление и эмоциональное состояние оказывают существенное влияние на развитие речевых навыков

Психолингвистические механизмы порождения и восприятия речи обеспечивают успешное функционирование речевой деятельности и способствуют формированию коммуникативной компетенции учащихся.

Результаты исследования свидетельствуют о том, что эффективность речевого развития значительно возрастает при комплексном учете психологических и психолингвистических особенностей личности учащегося. Современные педагогические технологии создают благоприятные условия для совершенствования речевой деятельности и повышения качества языкового образования.

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JISMONIY TARBIYA MASHG‘ULOTLARINI O‘TKAZISHDA MUSOBAQA SHAKLLARIDAN FOYDALANISH.

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Anotatsiya: Jismoniy tarbiya o‘qituvchilari talabalar bilan mashg‘ulotlar paytida sog‘lig‘ida cheklovlar bo‘lsa, musobaqaning har qanday elementini istisno qiladilar. Albatta, "zarar yetkazmaslik" tamoyiliga amal qilinadi, ammo musobaqa ruhisiz dars zerikarli bo‘lishi ehtimoli yuqori. Bu xato faqat boshlang‘ich sinf o‘qituvchilariga xos emas. Bunday mashg’ulotlar zaiflikka olib keladi, bu esa ishtirokchilarning qiziqishining pasayishiga va natijada mashg‘ulotlarga qatnashishning past darajasiga olib keladi. Maqolada maxsus tibbiy guruh talabalari bilan jismoniy tarbiya mashg‘ulotlarda musobaqalarni o‘tkazish shakllaridan foydalanish masalalari ko‘rib chiqiladi. Ishda taklif etilgan mashqlar va majmualardan foydalanish muammoni hal qilishga yordam beradi. Talabalarning qiziqishini oshiradi, darsning hissiy fonini oshiradi va o‘z-o‘zidan o‘quv mashg‘ulotining mazmunini diversifikatsiya qiladi va oxir-oqibat davomat muammosini hal qiladi, bu esa talabalarning sog‘lig‘ini mustahkamlashga olib keladi, bu bizning asosiy maqsadimizdir.

Kalit so‘zlar: badminton, darts, mini voleybol, dinamik shaxmat, talabalar, salomatlik.

ИСПОЛЬЗОВАНИЕ СОРЕВНОВАТЕЛЬНЫХ ФОРМ ПРИ ПРОВЕДЕНИИ ТРЕНИРОВОК ПО ФИЗИЧЕСКОМУ ВОСПИТАНИЮ.

Аннотация: Преподаватели физической культуры исключают любой элемент соревнования во время занятий со студентами, если у них есть ограничения по здоровью. Конечно, соблюдается принцип "не навредить," но без соревновательного духа урок, скорее всего, будет скучным. Эта ошибка характерна не только для учителей начальной школы. Это приводит к слабости, что приводит к снижению интереса участников и, как следствие, к низкому уровню посещаемости тренировок. В статье рассматриваются вопросы использования форм проведения соревнований в занятиях по физическому воспитанию со студентами специальной медицинской группы. Использование упражнений и комплексов, предложенных в работе, решает помогать проблему и повышает интерес студентов, повышает эмоциональный фон урока и само диверсифицирует содержание учебного занятия и в конечном итоге решает

проблему посещаемости, что приводит к укреплению здоровья студентов, что является нашей главной целью.

Ключевые слова: бадминтон, дартс, мини-волейбол, динамические шахматы, студенты, здоровье.

USE OF COMPETITION FORMS IN CONDUCTING PHYSICAL EDUCATION TRAINING.

Abstract: Teachers of physical culture in classes with students with disabilities, exclude any element of the competition. Of course, the principle of “do no harm” is observed, but the lesson without a competitive spirit will most likely be bland and boring. This error is typical not 110 only for teachers with little teaching experience in this category of students. It leads to a weak interest of students and, as a result, low attendance. The article deals with the use of competitive forms of physical education classes with students of a special medical group. The use of the proposed exercises and complexes solves the problem of student interest, increases the emotional background of the lesson and diversifies the content of the training session and, ultimately, removes the problem of attendance, which leads to strengthening the health of students, which is our main goal.

Keywords: badminton, darts, mini-volleyball, dynamic chess, students, health.

Kirish. Ko‘pincha jismoniy tarbiya o‘qituvchilari sog‘lig‘ida nuqsoni bo‘lgan talabalar bilan mashg‘ulotlarda har qanday musobaqa elementini istisno qiladilar. Albatta, "zarar yetkazmaslik" tamoyiliga amal qilinadi, ammo musobaqa ruhisiz dars a zerikarli bo‘lishi ehtimoli yuqori. Bu xato faqat shu toifadagi talabalarga dars berish tajribasi kam bo‘lgan pedagoglargagina xos emas. U shug‘ullanuvchilarning sust qiziqishiga va natijada mashg‘ulotlarga kam qatnashishiga olib keladi.

Turli yo‘nalishdagi mashqlardan foydalangan holda har xil estafetalar o‘tkazish sog‘lom va muammosiz talabalar orasida ommabopdir. Estafetalardan foydalanishning ijobiy tomonlari ko‘rinib turibdi. Jismoniy yuklamani me’yorlashning qiyinligi esa estafetalarning zaif tomoni hisoblanadi. Agar oddiy talabalar uchun bu jihat unchalik muhim bo‘lmasa, salomatligi jihatidan muammosi bor talabalar uchun yuklamaning aniq me’yorlanishi omili juda zarur. Sog‘lig‘ida cheklovlar bo‘lgan talabalar estafetalarda qatnashganda, ularga kuchi yetadigan mashqlar mavjud bo‘lgan bosqichlarni tanlash lozim. Mashqni tezlikka bajarish shart emas, balki uni to‘g‘ri bajarish vazifasini qo‘yish ham mumkin. Bunda har xil turdagi to‘plar, basketbol savatlari, vertikal va gorizontal nishonlar va hokazolardan keng foydalaniladi. Dars o‘tishning bu shaklini butunlay istisno qilish yaramaydi. Bu yerda sof rivojlantiruvchi vazifadan tashqari, muloqotga oid vazifa ham hal etiladi. Jamoaviy o‘yinlar va estafetalarda qatnashish bolalar va yoshlarda jamoaviy mas’uliyat hissini, tashabbuskorlik, jasorat kabi xislatlarni shakllantiradi.

Metodologiya, tahlil va natijalar. Badminton, darts, mini-voleybol unsurlari kabi uncha an’anaviy bo‘lmagan mashqlar yoki yanada kamroq ma’lum bo‘lgan

o‘yin va mashqlar to‘g‘ri qo‘llansa, darsni xilma-xil qilib, o‘quvchilarning unga bo‘lgan qiziqishini oshiradi.

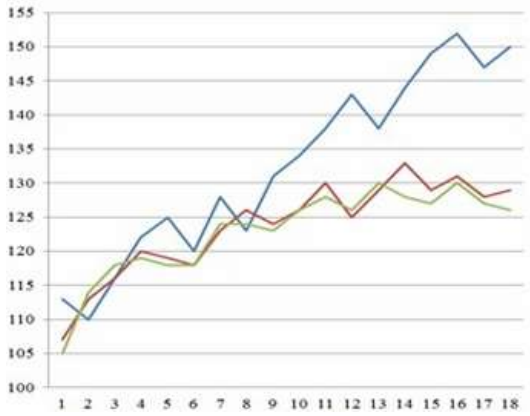
Keling, shunday mashqlardan bir nechtasini ko‘rib chiqamiz. Darts o‘yini harakatlarni muvofiqlashtirish qobiliyatini, mayda motorikani va ko‘z bilan chamalashni rivojlantiradi. Bu o‘yinga, ayniqsa, salomatligida jiddiy cheklovlari bo‘lgan talabalarni jalb etish foydalidir. O‘yin mashg‘ulotga qo‘shimcha bo‘lishi yoki uning bir qismini tashkil etishi mumkin. Turlicha variantlar va ochko hisoblash tizimlari mavjudligi darsning tuzilmasi va mazmunini har tomonlama uyg‘unlashtirish imkonini beradi.

Guliston davlat pedagogika institutining maxsus tibbiy guruhi talabalarida darts o‘yini elementlari mavjud bo‘lgan mashqlarni bajarish vaqtidagi pulsning maksimal ko‘rsatkichlari 154±5 zar/daq ga yetganini aniqlash imkonini berdi. Umuman olganda, talabaning kasallik xususiyati va mashqni bajarish shakliga (mustaqil, juftlikda yoki uch kishilik) qarab, YUQ tezligi ko‘rsatkichlari 115±9 – 148±10 zar/daq oralig‘ida bo‘ldi. Jismoniy tarbiya bo‘yicha amaliy mashg‘ulotlardan ozod etilgan talabalarning darts elementlari bilan o‘yin mashqlarini bajarish vaqtidagi puls ko‘rsatkichlari o‘zgarishi grafigi rasmda keltirilgan. **Rasm -1**

Grafikdan ko‘rinib turibdiki, asosan yurak qisqarish chastotasi (YQCH) qiymatlari o‘rtacha intensivlik zonasida joylashgan. Binobarin, organizmning yurak-qon tomir tizimining yuklamaga salbiy reaksiyasi ehtimoli minimallashtirilgan bo‘lib, bu yuklamani oshirishning optimal vositalari va usullarini izlash mezonlaridan biriga mos keladi.

(Bir qo‘lda uloqtirishlarni bajarish .Birga bir o‘yin, uch kishilik o‘yin)

(YQCH)



Daqiqalar

1-rasm

15 daqiqa davomida dam olmasdan otish mashqlarini bajargan o’yinchining shagometriya natijalariga ko‘ra, u o‘rtacha 460–520 ta lokomotsiyani amalga oshirgan. Yakkama-yakka o‘yinda bu ko‘rsatkich 15 daqiqa ichida 210–258 tani, uch kishilik o‘yinda esa 121–146 tani tashkil etdi.

Shuningdek, badmintono’yini o‘qituvchiga dars paytida jismoniy yuklamani u yoki bu tomonga o‘zgartirish, barcha toifadagi, jumladan, eng muammoli talabalarni ham jalb qilish imkonini beradi. Bir necha daqiqa davomida volanni bir-biriga otib turishning o‘ziyoq o‘yinchilar organizmiga kuchli sog‘lomlashtiruvchi ta’sir ko‘rsatadi. Mahorat oshgan sari to‘r orqali o‘ynashga o‘tish mumkin, bu esa o‘yinga

bo‘lgan qiziqishni darhol oshiradi va unga musobaqa unsurini kiritadi. Shu bilan birga, o‘yinchilarning yurak urish tezligini osongina nazorat qilish va me’yorlashtirish mumkin. Mavjud ma’lumotlarga ko‘ra, badminton bilan muntazam shug‘ullanish, ayniqsa, yaqindan ko‘rish nuqsoni bor talabalarga ijobiy ta’sir ko‘rsatadi.

Mini-voleybol o‘yinida har bir tomondan 4 kishidan ishtirok etadi. O‘yin uchun badmintonga mo‘ljallangan to‘r va maydonchadan foydalaniladi. To‘p klassik voleybolnikiga qaraganda kattaroq va ancha yengil (50-60 g) bo‘lishi kerak. O‘yin jarayonida hatto texnik va jismoniy jihatdan tayyorgarligi yo‘q talabalar ham o‘yin sur’atini ushlab tura oladi, uning taktikasi va qoidalarini tezda tushunib oladi. O‘yinda jinsi bo‘yicha aralash tarkibli jamoalarning ishtirok etishiga ham ruxsat beriladi. O‘qituvchi o‘yin davomiyligini, jamoalar tarkibini o‘zgartirib, qoidalarni soddalashtirib yoki murakkablashtirib, mashg‘ulotga zaruriy hissiy ruh bag‘ishlagan holda jismoniy yuklamani nazorat qila oladi.

O‘quv jarayoniga intellektual sport turlarini joriy etishda bu o‘yinlarning jismoniy jihatdan murakkablashtirilgan variantlaridan foydalanish mumkin. Bunga dinamik shaxmatni misol qilib keltirsa bo‘ladi. (2-rasm) Dinamik shaxmat o‘yini jarayonida standart o‘lcham va og‘irlikdagi shaxmat donalari hamda shaxmat maydonidan foydalaniladi, bu esa jismoniy tayyorgarlik darajasiga qarab jismoniy yuklamani me’yorlash imkonini beradi. Donalarning og‘irligi 5 kg dan 20 kg gacha, shaxmat taxtasi yoki maydonining yuzasi esa 20-30 kvadrat metrgacha yetishi mumkin.

Dinamik shaxmat kompleks mashqning aqliy va jismoniy tarkibiy qismlari uyg‘unligi vazifasini o‘tashi mumkin. Zarurat tug‘ilganda, o‘yinga qo‘shimcha qiyinchiliklar kiritish yoki, aksincha, mashqni soddalashtirish mumkin. Bu esa o‘yinga jismonan eng zaif talabalarni ham jalb qilish imkonini beradi.



2-rasm Ochiq havoda dinamik shaxmat.

O‘yinning yagona sharti – shaxmat asoslarini bilishdir. Musobaqa sharoitidagi jismoniy, psixologik va aqliy yuklamalarning uyg‘unligi tahliliy fikrlash, cheklangan vaqt hamda jamoaviy mas’uliyat sharoitida birgalikda qaror qabul qilish ko‘nikmalarini shakllantirishga yordam beradi.

Dinamik shaxmatga o‘xshab, dinamik shashkalardan ham foydalanish mumkin. Ularni turli xil materiallardan yasashga ruxsat etiladi. Shashkalar shaxmatdan shu

bilan afzalki, ularning barcha donalari bir xil bo‘ladi va toshlar, shtanga disklari, kegli yoki turli og‘irlik va shakldagi boshqa buyumlar ko‘rinishida bo‘lishi mumkin (3-rasm).



3-rasm. Dinamik shashkalar (shaxmat sifatida ham xizmat qilishi mumkin).

Xulosa va takliflar. Ushbu va boshqa mashqlar hamda majmualardan foydalanish talabalarning qiziqishini orttiradi, darsning hissiy ruhini ko‘taradi va o‘quv mashg‘uloti mazmunini boyitadi. Bu, o‘z navbatida, davomat muammosini hal etib, talabalar salomatligini mustahkamlashga olib keladi. Bizning asosiy maqsadimiz ham aynan shudir.

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TARBIYA DARSLARINI TASHKIL ETISHDA ART-PEDAGOGIKANING O‘RNI VA ROLI

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Anotatsiya: Ushbu maqolada tarbiya darslarini tashkil etish jarayonida art-pedagogik yondashuvdan foydalanishning nazariy-metodik asoslari hamda uning tarbiyaviy samaradorligi yoritilgan. Tadqiqotlarda zamonaviy ta’lim tizimida tarbiya mashg‘ulotlarining mazmunini boyitish, o‘quvchilarning shaxsiy va ijtimoiy kompetensiyalarini rivojlantirishda interaktiv san’at metodlarining ahamiyati tahlil qilingan. Ilmiy adabiyotlarni o‘rganish va qiyosiy tahlil asosida art-pedagogikaning tarbiya jarayonidagi imkoniyatlari aniqlangan. Maqolada rasm chizish, kollaj tuzish, darmatizatsiya, musiqiy elementlardan foydalanish kabi art-pedagogik usullar tarbiya darslarida o‘quvchilarning emotsional faolligini oshirish, axloqiy qadriyatlarni ongli ravishda o‘zlashtirish hamda ijtimoiy moslashuv ko‘nikmalarini shakllantirishga xizmat qilishi ilmiy jihatda asoslab berilgan. Shuningdek, art-pedagogik yondashuv asosida tashkil etilgan tarbiya mashg‘ulotlarining pedagogik samaradorligini ochib berib, ushbu metodlardan foydalanish bo‘yicha amaliy tavsiyalar ilgari surilgan.

Kalit so‘zlar: art-pedagogika, axloqiy tarbiya, emotsional rivojlanish, interaktiv pedagogik usullar, ijtimoiy kompetensiyalar, ijodiy faoliyat, pedagogik samaradorlik, shaxs kamoloti, shaxsga yo‘naltirilgan ta’lim, tarbiya darslari.

РОЛЬ И МЕСТО ХУДОЖЕСТВЕННОЙ ПЕДАГОГИКИ В ОРГАНИЗАЦИИ ОБРАЗОВАТЕЛЬНЫХ УРОКОВ

Аннотация: В данной статье рассматриваются вопросы эффективной организации уроков «Тарбия» (нравственного воспитания) с использованием интерактивных арт-педагогических методов. Особое внимание уделяется внедрению творческих подходов, таких как изобразительное искусство, музыка, драматизация и сторителлинг, в образовательный процесс. Эти методы способствуют повышению интереса учащихся, развитию их критического мышления и эмоционального интеллекта. Интерактивные арт-технологии создают условия для активного участия учащихся и формируют обучающую среду, ориентированную на личность. В статье анализируются различные педагогические стратегии, включая групповую работу, ролевые игры и проектное обучение, которые способствуют формированию нравственных

качеств, социальных навыков и ключевых компетенций. Также подчеркивается роль учителя как фасилитатора, направляющего творческую деятельность учащихся и поддерживающего их самостоятельное мышление. Результаты исследования показывают, что применение интерактивных арт-педагогических методов значительно повышает эффективность уроков «Т арбия» и способствует всестороннему развитию личности учащихся.

Ключевые слова: интерактивное искусство, арт-педагогика, уроки тарбия, творческие методы, активность учащихся, нравственное воспитание, педагогические стратегии, критическое мышление, совместное обучение, развитие личности

THE ROLE AND PLACE OF ART PEDAGOGY IN ORGANIZING EDUCATIONAL LESSONS

Abstract: This article explores the effective organization of “Tarbiya” (moral and character education) lessons through the use of interactive art-based pedagogical methods. The study highlights the importance of integrating creative approaches such as visual arts, music, drama, and storytelling into the educational process to enhance students’ engagement, critical thinking, and emotional development. Interactive art methods not only stimulate learners’ interest but also create a collaborative and student-centered learning environment. The paper analyzes various teaching strategies, including group work, role-playing, and project-based learning, which contribute to the formation of moral values, social skills, and personal competencies. Furthermore, the research emphasizes the role of the teacher as a facilitator who guides students in expressing their ideas creatively while fostering independent thinking. The findings suggest that the application of interactive art pedagogical techniques significantly improves the effectiveness of Tarbiya lessons and supports the holistic development of students.

Keywords: interactive art, pedagogy, Tarbiya lessons, creative methods, student engagement, moral education, teaching strategies, critical thinking, collaborative learning, personal development

Kirish. Zamonaviy ta’lim tizimida tarbiya darslarining mazmunini takomillashtirish va ularning samaradorligini oshirish dolzarb pedagogik muammolardan biri hisolanadi. Globallashuv, axborot oqimining tezlashuvi hamda ijtimoiy munosobatlarning murakkablashuvi sharoitida o‘quvchilarda nafaqat bilim, balki axloqiy, estetik va ijtimoiy kopetensiyalarni shakllantirish muhim ahamiyat kasb etmoqda. Shu bois tarbiya jarayonida an’anaviy yondashuvlar bilan qatorda innovatsion pedagogik texnologiyalardan foydalanish zarurati yuzaga kelmoqda. Pedagogika fanida bunday innovatsion yondashuvlardan biri sifatida art-pedagogika alohida o‘rin egallaydi. Tadqiqotchilar fikriga ko‘ra, san’at vositalari orqali tashkil etilgan pedagogik jarayon shaxsning ichki hissiy kechinmalariga bevosita ta’sir ko‘rsatib, tarbiyaviy ta’sir samaradorligini oshiradi. Jumladan, M.Abdullayeva ta’kidlaganidek, “Tarbiya jarayonida san’at elementlaridan foydalanish o‘quvchilarning shaxsiy munosobatlarini faollashtiradi va uning axloqiy

qadriyatlarini ongli qabul qilishga yordam beradi”.[1, 156-b] Ushbu fikr art-pedagogikaning tarbiya darslaridagi muhim o‘rinni ilmiy jihatdan asoslab beradi. Art-pedagogikaning nazariy asoslari va amaliy imkoniyatlari masalasi xorijiy va mahalliy olimlar tadqiqotlarida keng yoritilgan. Xususan, R.Ishmuhammedov “Art-pedagogik metodlarni shaxsga yo’naltirilgan ta’limning muhim komponenti sifatida baholab, ularni tarbiyaviy jarayonga joriy etish o‘quvchilarning ijodiy va emotsional rivojlanishini ta’minlashini “.[2, 184-b] ta’kidlaydi. Olimlarning fikricha, rasm chizish, dramatizatsiya, musiqiy mashg‘ulotlar va kollaj kabi usullar tarbiya darslarida o‘quvchilarning faol ishtirokini kuchaytiradi. Shuningdek, A.Qodirovning tadqiqotlarida interaktiv metodlarning tarbiya jarayonidagi ahamiyati alohida qayt etilib, art-pedagogik yondashuv o‘quvchilarda ijtimoiy faollik va muloqot madaniyatini rivojlantirishda samarali vosita sifatida ko‘rsatilgan. Muallifning ta’dlashicha, “Tarbiya darslarida ijodiy muhit yaratish o’quvchilarning axloqiy normalarini shunchaki qabul qilishi emas, balki ularni shaxsiy hayotiy pozitsiyaga aylantirishga hizmat qiladi” .[3, 176-b]

Xorijiy ilmiy manbalarda ham art-pedagogika shaxsning emotsional va ijtimoiy rivojlanish bilan bog‘liq holada talqin etiladi. Tadqiqotchilar san’at orqali tashkil etilgan pedagogik jarayon o‘quvchilarda empatiya, o‘zini anlash va ijtimoiy moslashuv ko’nikmalarini rivojlantirishni ta’kidlaydilar. Biroq ushbu tadqiqotlarning aksariyatida art-pedagogik yondashuv ko‘proq terapevtlik yoki psixologik nuqtai nazardan ko‘rib chiqilgan bo‘lib, uni aynan tarbiya darslarini tashkil etish tizimiga moslashtirish masalasi yetarli darajada yoritilmagan.

Shunday qilib, adabiyotrlar tahlili shuni ko’rsatadiki, art-pedagogika ta’lim tarbiya jarayonida katta imkoniyatlarga ega bo’lsa-da, uning tarbiya darslarini tashkil etishdagi o‘rni va rolini tizimli ravishda o‘rganish zarurati saqlanib qolmoqda. Ayniqsa, umumta’lim maktablarida art-pedagogik usullardan foydalanishning metodik asoslari va ularning tarbiyaviy samaradorligini aniqlash dolzarb ilmiy muammo sifatida namoyon bo‘lmoqda. Mazkur tadqiqot ana shu bo‘shliqni to‘ldirishga qaratilgan.

Tadqiqot metodologiyasi. Ushbu maqolada tarbiya darslarini tashkil etishda art-pedagogik yondashunlarning o‘rni va rolini aniqlashga qaratilgan bo‘lib, unda pedagogik tadqiqotlarda xos bo‘lgan nazariy va amaliy metodlar majmuasidan foydalanildi. Tadqiqot metodalogiyasi tizimli, shaxsga yo‘naltirilgan hamda kopetensiyaviy yondashuvlar asosida tashkil etildi. Tadqiqotning nazariy-metodologik asosi sifatida pedagogika va psixologiya fanlarida tarbiya jarayoni, interaktiv ta’lim metodlari hamda art-pedagogika masalalariga oid ilg‘or ilmiy qarashlar olindi. Ushbu yo‘nalishda chop etilgan mahalliy va xorijiy ilmiy adabiyatlar tahlil qilinib, art-pedagogikaning tarbiyaviy jarayonidagi imkoniyatlari umumlashtirildi. Nazariy tahlil orqali tarbiya darslarida art-pedagogik usullardan foydalanishning pedagogik usullardan foydalanishning pedagogik mohiyati va metodik xususiyatlari aniqlashtirildi. Tadqiqot jarayonida imiy adabiyotlarni tahlil qilish va qiyosiy taqqoslash metodlaridan keng foydalanildi. Turli mualliflarning art-pedagogik yondashuvga oid qarashlari o‘zaro solishtirilib, ularning umumiy va farqli jihatlari aniqlandi. Bu metod art-pedagogikaning tarbiya darslarini tashkil etishdagi o‘rni nazariy jihatdan asoslash imkonini berdi. 7- umumta’lim maktabi 9- sinf

o’quvchilari bilan interaktiv art-pedagogik usullardan foydalanib tarbiya darslari tashkil etildi dars jarayonida “ Storytelling” metodi qo‘llandi ya’ni bu metod hikoya orqali o’quvchilarga hikoyalar orqali tarbiya darsini samaradorligi oshirildi.

Tadqiqotda, shuningdek, pedagogik tajriba-sinov elementlaridan foydalanildi. Tajriba jarayonida tarbiya darslari art-pedagogik yondashuv asosida rejalashtirilib, an’anaviy mashg‘ulotlar bilan qiyosiy tahlil qilindi. Bu orqali art-pedagogik metodlarning tarbiyaviy samaradorligini aniqlashga harakat qilindi. Art-pedagogik usullar yordamida tarbiya darslarini samarali tashkil etish ilmiy mavzu bo‘yicha Guliston shahar 7- sonli umumta’lim maktabida 9-sinflar bilan tadqiqot ishlarini olib bordim.

Tahlil va natijalar. Tadqiqot jarayonida art-pedagogik yondasuv asosida tashkil etilgan tarbiya darslarining samaradorligi bir necha pedagogik ko‘rsatkichlar asosida aniqlandi. Xususan, o‘quvchilarning dars jarayonidagi faolligi, muloqotga kirishish darjasi, emotsional holati hamda axloqiy qadriyatlarni anglash ko‘rsatkichlari tahlil qilindi. Olingan natijalar art-pedagogik metodlarning tarbiya jarayoniga ijobiy ta’sir ko‘rsatishini tasdiqlaydi.Kuzatuv natijalariga ko‘ra, kollaj tuzish, rolli o‘yinlar va dramatizatsiya asosida tashkil etilgan tarbiya mashg‘ulotlarida o‘quvchilarning faol ishtiroki sezilarli darajada oshgan. Avvalgi an’anaviy mashg‘ulotlarda faqat ayrim o‘quvchilar dars jarayonida faol qatnashgan bo‘lsa, art-pedagogik usullar qo’llanilgan darslarda aksariyat o‘quvchilar o‘z fikrini bildirishga harakat qilgani kuzatildi. Bu holat o‘quvchilarning o‘ziga bo‘lgan ishonchi ortganidan dalolat beradi. Shuningdek, art-pedagogik mashg‘ulotlar davomida o‘quvchilarning emotsional holatida ijobiy o‘zgarishlar qayt etildi. Tasviriy faoliyat va ijodiy topshiriqlar orqali o‘quvchilar o‘z hissiyotlarini erkin ifodalash imkoniga ega bo‘ladilar. Natijada dars jarayonida emotsional zo‘riqish kamayib, qulay psixologik muhit shakllanadi. Bu holatda tarbiya darslarining samarali tashkil etilishi uchun muhim omil hisoblanadi. Tadqiqot natijalari o‘quvchilarda ijtimoiy muloqot ko‘nikmalarining rivojlanganligini ham ko‘rsatadi. Guruhda bajariladigan art-pedagogik topshiriqlar jarayonida o‘quvchilar o‘zaro hamkorlik qilish, bir-birining fikrini tinglash va umumiy xulosaga kelish malakalarini namoyon etadilar. Bu esa tarbiya darslarida jamoaviylik va hamjihatlikni shakllantirishda art-pedagogikaning samarali vosita ekanligini tasdiqlaydi. Axloqiy tarbiya nuqtayi nazaridan ham ijobiy natijalar kuzatildi. Art-pedagogik yondashuv asosida o‘tkazilgan mashg‘ulotlarda o‘quvchilar axloqiy tushunchalarni tayyor shaklda qabul qilishdan ko‘ra, ularni ijodiy faoliyat orqali anglashga harakar qildilar. Masalan, rolli o‘yinlar jarayonida o‘quvchilar turli ijtimoiy vaziyatlarni sahnalastirib, muayyan xatti-harakatlarning oqibatlarini mustaqil ravishta baholadilar. Bu holat axloqiy qadriyatlarning ongli ravishta shakllanishiga xizmat qiladi. Shuningdek, tadqiqot davomida art-pedagogik usullar qo‘llanilgan tarbiya darslarida o‘quvchilarning darsga bo‘lgan qiziqishi barqaror ravishta saqlanib qolishi aniqlandi. Dars jarayonida passiv va befarqlik holati deyarli kuzatilmadi. O‘quvchilarning mashg‘ulotlarga tayyorgarlik bilan kelishi va ijodiy topshiriqlarga mas’uliyat bilan yondashishi tarbiya jarayonining samaradorligi oshganidan dalolat beradi. Umuman olganda, olingan natijalar art-pedagogik yondashuv tarbiya darslarini tashkil etishda yuqori pedagogik samaradorlikka ega ekanligini ko‘rsatadi. Ushbu metodlar o‘quvchilarning shaxsiy faolligi, emotsional barqarorligi, ijtimoiy

moslashuvi hamda axloqiy qarashlarini rivojlantirishda muhim ahamiyat kasb etadi. Natijalar art-pedagogik usullarni tarbiya darslarida tizimli va maqsadga muvofiq qo‘llash zarurligini asoslab berdi.

1- jadval.

Art-pedagogik mashg‘ulotlarni tahlili.

Ko‘rsatkich	**Mashg‘ulotdan oldin**	**Mashg‘ulotdan keyin**	**O‘sish/izoh**
Emotsional barqarorlik	**50%**	**78%**	**+28%**
Ijtimoiy moslashuv	**55%**	**80%**	**+25%**
O‘zini ifodalash qobiliyati	**52%**	**76%**	**+24%**
Ijodiy faollik	**48%**	**75%**	**+27%**
O‘ziga bo‘lgan ishonch	**50%**	**77%**	**+27%**

Ko‘rsatkich	5 ball	4 ball	3 ball	2 ball	1 ball
Emotsional barqarorlik	Erkin boshqaradi	Ba’zan boshqaradi	Qiyinchilik bor	Juda beqaror	Ishtirok etmaydi
Ijtimoiy moslashuv	Faol hamkor	Ba’zan faol	O‘rtacha	Kam	Yo‘q
O‘zini ifodalash	Erkin va ijodiy	Ba’zan ijodiy	Ba’zan ifoda	Kam	Yo‘q
Ijodiy faollik	Innovatsion yechim	Ijodiy	O‘rtacha	Kam	Yo‘q

O‘ziga bo‘lgan ishonch	Yuqori motivatsiya	Ba’zan	O‘rtacha	Past	Yo‘q

2-jadval. Art-pedagogik mashg‘ulotlarni baholash tizimi

Natija: 27 nafar o‘quvchi bo‘yicha baholash ko‘rsatkichlari yuqori ball bilan yakunlandi, bu art-pedagogik mashg‘ulotlar samaradorligini ilmiy jihatdan tasdiqlaydi. Tadqiqot natijalari art-pedagogik yondashuvning tarbiya darslarini tashkil etish jarayonidagi muhim pedagogik imkoniyatlarini tasdiqlaydi. Olingan ma’lumotlar shuni ko‘rsatadiki, san’at elementlariga asoslangan tarbiya mashg‘ulotlari o’quvchilarning faqat bilim darajasiga, balki ularning shaxsiy, emotsionalva ijtimoiy rivojlanishiga sezilarli ta’sir ko‘rsatadi. Bu holat tarbiya darslarining mazmunini yangilash zarurati haqidagi pedagogik qarashlar bilan mos keladi. Muhokama jarayonida aniqlangan muhim jihatlardan biri shundaki, art-pedagogik metodlar o‘quvchilarni tarbiya jaryonining markaziga olib chiqadi. An’anaviy tarbiya darslarida o’quvchi ko‘pincha passiv tinglovchi rolida bo‘lsa, san’atga asoslangan faoliyatlarda u faol ishtirokchiga aylanadi. Bu esa tarbiyaviy ta’sirning kuchayishiga olib keladi. O‘quvchilarning o‘z fikrlarini erkin ifodalashi, ijodiy faoliyat orqali axloqiy tushunchalarni anglashga intilishi tarbiya jarayonining sifat jihatdan yangi bosqichga ko‘tarilganidan dalolat beradi.

Tadqiqot natijalarining tahlili, shuni ko‘rsatadiki art-pedagogika tarbiya darslarida emotsional muhitni sog‘lomlashtirishda muhim vosita hisoblanadi. Ijodiy faoliyat jarayonida o‘quvchilar o‘z hissiyotini ochiq namoyon etish inkoniyatiga ega bo‘ladilar, bu esa psixologik zo‘riqishni kamaytiradi. Natijada dars jarayonida o‘zaro ishonch va hamkorlikka asoslangan muhit shakllanadi. Bunday muhit darsda ijtimoiy muloqot ko‘nikmalarini rivojlantish uchun qulay shart-sharoit yaratadi.

Muhokama shuni ko‘rsatadiki, art-pedagogik yondashun axloqiy tarbiya jarayonida ham yuqori samaradorlikka ega. O‘quvchilar axloqiy me’yorlarni tayyor qoida sifatida emas, balki real hayotiy vaziyatlar orqali idrok etadilar. Rolli o‘yinlar va daramatizatsiya jarayonida muayyan xatti-harakatlarning oqibatlarini tahlil qilish imkoniyatlari paydo bo‘ladi. Bu esa axloqiy qadriyatlarning ongli ravishda shakllanishiga xizmat qiladi.

Xolosa qilib aytganda, muhokama natijalari art-pedagogikaning tarbiya darslarini tashkil etishda muhim metodik va tarbiyaviy ahamiyatga ega ekanligini tasdiqlaydi. Ushbu yondashuv tarbiya jarayonining samaradorligini oshirish, o’quvchilarning shaxsiy va ijtimoiy rivojlanishini ta’minlash ha mda tarbiya darslarini zamonaviy pedagogik asosida tshkil etishga xizmat qiladi. Shu bois art-pedagogik metodlardan tarbiya darslarida keng va tizimli foydalanish ilmiy pedagogik jihatdan maqsadga muvafiq deb hisoblanadi.

Xulosa va takliflar. Mazkur tadqiqot natijalari tarbiya darslarini tashkil etishda art-pedagogik yondashuvdan foydalanish pedagogik jihatdan muhim va samarali ekanini ko’rsatadi. O‘tkazulgan tahlillarart-pedagogik metodlar tarbiya jarayonining

mazmunini boyitibgina qilamay, balki o’quvchilarning shaxsiy, emotsional va ijtimoiy rivojlanishiga ijobiy rivojlanishini tasdiqlaydi.

Tadqiqot davomida aniqlanganki, san’at elementlari asosida tshkil etilgan tarbiya mashg‘ulotlari o’quvchilarning dars jarayonidagi faolligini oshiradi, ularning o’z fikrini bayon etishi, jamoa bilan hamkorlik qilish va axloqiy qadriyatlarni ongli ravishta anglash ko’nikmalarini rivojlantiradi. Tarbiya darslarini san’at orqali o‘qitish o‘quvchilarning estetik didini ham shakllantirishga yordam beradi. Art-pedagogik yondashuv tarbiya darslarida qulay psixologik muhit yaratib, o’quvchilarning ichki motivatsiyasini kuchaytirishga yordam beradi.

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OILA VA XOTIN-QIZLAR HAYOTIDA “OQILA QIZLAR” HARAKATINING ROLI

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Annotatsiya. Mazkur maqolada jamiyatda xotin-qizlarning ma’naviy, axloqiy va ijtimoiy faolligini oshirishda “Oqila qizlar” harakatining o‘rni yoritilgan. Shuningdek, oilaviy qadriyatlarni mustahkamlash, yosh qizlarni milliy va umuminsoniy qadriyatlar ruhida tarbiyalash, ularning ta’lim-tarbiyasi hamda ijtimoiy faolligini rivojlantirish masalalari tahlil qilingan. Maqolada “Oqila qizlar” harakatining yoshlar tarbiyasidagi ahamiyati, uning oiladagi sog‘lom muhitni shakllantirishdagi ta’siri va jamiyat taraqqiyotidagi o‘rni ilmiy jihatdan asoslab berilgan.

Kalit so‘zlar. Oqila qizlar harakati, oila, xotin-qizlar, ma’naviyat, tarbiya, yoshlar, milliy qadriyatlar, ijtimoiy faollik, axloqiy tarbiya, jamiyat.

РОЛЬ ДВИЖЕНИЯ «УМНЫЕ ДЕВОЧКИ» В ЖИЗНИ СЕМЕЙ И ЖЕНЩИН

Аннотация. В данной статье освещается роль движения «Оқила қизлар» в повышении духовной, нравственной и социальной активности женщин в обществе. Также проанализированы вопросы укрепления семейных ценностей, воспитания девушек в духе национальных и общечеловеческих ценностей, их образования и социальной активности. В статье научно обосновано значение движения «Оқила қизлар» в воспитании молодежи, его влияние на формирование здоровой атмосферы в семье и роль в развитии общества.

Ключевые слова. движение «Оқила қизлар», семья, женщины, духовность, воспитание, молодежь, национальные ценности, социальная активность, нравственное воспитание, общество.

THE ROLE OF THE "SMART GIRLS" MOVEMENT IN THE LIFE OF FAMILIES AND WOMEN

Annotation. This article highlights the role of the “Oqila Qizlar” movement in increasing the spiritual, moral, and social activity of women in society. It also analyzes the issues of strengthening family values, educating young girls in the spirit of national and universal values, and developing their education and social activity. The article scientifically substantiates the importance of the “Oqila Qizlar” movement in youth education, its impact on creating a healthy family environment, and its role in the development of society.

Keywords. “Oqila Qizlar” movement, family, women, spirituality, education, youth, national values, social activity, moral education, society.

Kirish. Bugungi globallashuv jarayonida yosh avlodni milliy qadriyatlar, ma’naviy barkamollik va vatanparvarlik ruhida tarbiyalash muhim vazifalardan biri hisoblanadi. Ayniqsa, xotin-qizlarning jamiyatdagi o‘rni va mavqeini mustahkamlash, ularni har tomonlama qo‘llab-quvvatlash davlat siyosatining ustuvor yo‘nalishiga aylangan. Shu nuqtai nazardan, “Oqila qizlar” harakati yosh qizlarni odob-axloqli, bilimli, tashabbuskor va oilaparvar etib tarbiyalashda muhim ijtimoiy institut sifatida faoliyat yuritmoqda.





“Oqila qizlar” harakati o‘z faoliyati orqali nafaqat qizlarning ma’naviy dunyosini boyitadi, balki oilalarda sog‘lom muhitni shakllantirishga ham xizmat qiladi. Chunki jamiyat taraqqiyoti, avvalo, oiladagi tarbiya va muhit bilan chambarchas bog‘liqdir.



Asosiy qism. “Oqila qizlar” harakatining asosiy maqsadi — yosh qizlarni milliy qadriyatlarga hurmat ruhida tarbiyalash, ularning bilim va salohiyatini oshirish hamda oilaviy hayotga tayyorlashdan iboratdir. Harakat doirasida turli ma’naviy-ma’rifiy tadbirlar, davra suhbatlari, uchrashuvlar va treninglar tashkil etiladi.

Mazkur harakatning asosiy vazifalari quyidagilar:

- yosh qizlarda ma’naviy immunitetni shakllantirish;
- oilaga sadoqat va mas’uliyat hissini kuchaytirish;
- milliy urf-odat va qadriyatlarni targ‘ib qilish;
- qizlarning ijtimoiy faolligini oshirish;

Harakatning vazifalari

- Mahallalarda ma’naviy-ma’rifiy tadbirlar tashkil etish.
- Yoshlarni oilaviy hayotga tayyorlash.
- Ota-onalarning farzand tarbiyasidagi mas’uliyatini oshirish.
- Qizlar o‘rtasida ibratli xulq-atvor va liderlik fazilatlarini rivojlantirish.
- Oilaviy-huquqiy munosabatlar, oila psixologiyasi va oila iqtisodi bo‘yicha tushuntirish ishlari olib borish.

Tuzilmasi
Harakat respublika, viloyat, tuman (shahar) va mahalla darajasida faoliyat yuritadi. Har bir mahallada faol va tashabbuskor ayollardan iborat boshlang‘ich guruhlar shakllantirilgan.

Oliy ta’lim muassasalaridagi ahamiyati
Talaba-qizlar bilan:

- Ma’naviy-ma’rifiy suhbatlar;
- “Qizlar davrasi” uchrashuvlari;
- Oilaviy qadriyatlar targ‘iboti;
- Kitobxonlik loyihalari;
- Ustoz-shogird faoliyati;
- Ijtimoiy va volontyorlik tashabbuslari tashkil etilishi mumkin.





Oila mustahkamligidagi o‘rni

Oila jamiyatning asosiy bo‘g‘ini hisoblanadi. Oiladagi muhit esa, ko‘p jihatdan, ayolning ma’naviy saviyasi, dunyoqarashi va tarbiyasiga bog‘liqdir. “Oqila qizlar” harakati yosh qizlarni kelajakda namunali ona, oqila kelin va jamiyatga foydali inson bo‘lib yetishishiga xizmat qiladi.

Harakat doirasida tashkil etilayotgan tadbirlar orqali qizlarga oilaviy munosabatlar madaniyati, farzand tarbiyasi, muomala odobi va sog‘lom turmush tarzi haqida tushunchalar beriladi. Bu esa kelajakda mustahkam va barqaror oilalarni shakllantirishga yordam beradi.

Xotin-qizlar faolligini oshirishdagi ahamiyati



Bugungi kunda xotin-qizlarning jamiyat hayotidagi faolligi tobora ortib bormoqda. “Oqila qizlar” harakati qizlarni ta’lim olishga, kasb-hunar egallashga va jamiyatda faol bo‘lishga undaydi. Harakat orqali yosh qizlarda liderlik qobiliyatlari, mustaqil fikrlash va tashabbuskorlik ko‘nikmalari rivojlanadi.

Bundan tashqari, qizlarning bo‘sh vaqtini mazmunli tashkil etish, kitobxonlikni targ‘ib qilish, san’at va sportga qiziqishini oshirish ham harakatning muhim yo‘nalishlaridan biridir.

Ma’naviy-axloqiy tarbiyadagi roli

Yoshlarning ma’naviy tarbiyasi jamiyat taraqqiyotining muhim omillaridan biridir. “Oqila qizlar” harakati qizlarda hayo, ibo, kattalarga hurmat, kichiklarga izzat kabi insoniy fazilatlarni shakllantirishga xizmat qiladi.

Ayniqsa, internet va ommaviy madaniyat ta’siri kuchayib borayotgan bugungi davrda yoshlarni turli yot g‘oyalardan himoya qilishda bunday harakatlarning ahamiyati yanada ortmoqda. Ma’naviy-ma’rifiy tadbirlar orqali qizlarda milliy o‘zlikni anglash hissi mustahkamlanadi.

Xulosa. Xulosa qilib aytganda, “Oqila qizlar” harakati oilalarda sog‘lom ma’naviy muhitni shakllantirish, yosh qizlarni barkamol inson etib tarbiyalash hamda xotin-qizlarning jamiyatdagi faolligini oshirishda muhim ahamiyat kasb etadi. Ushbu harakat yosh avlodni milliy qadriyatlar ruhida tarbiyalash, oilaviy munosabatlarni mustahkamlash va jamiyat taraqqiyotiga munosib hissa qo‘shuvchi shaxslarni voyaga yetkazishda muhim omil bo‘lib xizmat qiladi.

Kelgusida “Oqila qizlar” harakati faoliyatini yanada takomillashtirish, uning qamrovini kengaytirish va ta’lim muassasalari bilan hamkorligini kuchaytirish orqali yanada samarali natijalarga erishish mumkin.



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FORMATION OF AUDITORY COMPETENCE USING A MOTIVATIONAL APPROACH: PROBLEMS AND CHALLENGES

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Annotation. In this article, the author tried to substantiate and describe the features of improving students' auditory competence using a motivational approach. The article discusses linguistic, psychological, content and organizational problems of teaching listening, analyzes the psycholinguistic foundations of listening comprehension of a text, as well as the process of increasing the level of auditory competence.

Key words: auditory competence, approach, listening, authentic text, foreign language, motivation.

MOTIVATSION YONDASHUV YORDAMIDA AUDITIV KOMPETENSIYASINI SHAKLLANTIRISH: MUAMMO VA QIYINCHILIKLAR

Annotatsiya. Ushbu maqolada muallif motivatsion yondashuv yordamida talabalarning auditorlik malakasini oshirish xususiyatlarini asoslash va tavsiflashga harakat qildi. Maqolada tinglashni o'rgatishning lingvistik, psixologik, mazmuni va tashkiliy muammolari ko'rib chiqiladi, matnni tinglab tushunishning psixolingvistik asoslari, shuningdek, auditorlik kompetensiyasi darajasini oshirish jarayoni tahlil qilinadi.

Kalit so‘zlar: auditiv kompetensiyasi, yondashuv, tinglash, autentik matn, chet tili, motivatsiya.

ФОРМИРОВАНИЕ АУДИТИВНОЙ КОМПЕТЕНЦИИ С ПОМОЩЬЮ МОТИВАЦИОННОГО ПОДХОДА: ПРОБЛЕМЫ И ВЫЗОВЫ

Аннотация В данной статье автор попытался обосновать и описать особенности совершенствования аудитивной компетенции учащихся с помощью мотивационного подхода. В статье рассматриваются лингвистические, психологические, содержательные и организационные проблемы обучения аудированию, анализируются психолингвистические основы понимания текста на слух, а также процесс повышения уровня аудитивной компетенции.

Ключевые слова: аудитивная компетенция, подход, аудитивная компетенция, аудирование, аутентичный текст, иностранный язык, мотивация.

Introduction. The intricate nature of listening comprehension depends to a great extent on the specific features of spoken language. Effective listening process requires definite skills, including recognition, identification, and selection, as well as different types of knowledge. Auditory competence includes exactly the above mentioned skills, that is the listener should recognize the speech (revealing the accent, language variant, pronunciation, personal features of the speaker), identify it (to understand the type of the message, general direction and summative information) and select (pay attention to those parts of the speech that he or she needs). The current processes of rethinking the role of the motivational approach in the professional education of foreign language teachers cause a contradictory attitude towards the issues under discussion and require updating and changes both from the point of view of organization and content of training. In general, the problem of motivation in modern education is urgent, and when teacher faces the difficult tasks, such as teaching listening, it becomes twice more important.

Literature review. The basis of the study was the regulatory legal acts of the Republic of Uzbekistan regulating the system of vocational education, as well as other documents relating to the study of foreign languages in the Republic of Uzbekistan [1]. The basic mechanisms of speech perception foreign language speech by auditory way were studied in the works of A.Williams [15], I.Evstigneeva and V.Poroshin [5], M.Isupova [8], K.Lems K., Miller L., Soro T. [9].The works of some scientists also mention the importance of the motivational approach in the formation of auditory competence [Abrams, 2016], denoting “foreign language auditory competence as the ability and readiness to perceive and semantically process a foreign language audited message through the development of mechanisms such as anticipation (probabilistic forecasting), perception of speech flow, imagination, memory, segmentation of speech flow, logical thinking and others" [Tsybaneva, 2021]. Some studies [Williams, 2021] repeatedly state the importance of the motivational approach in the formation, development and improvement of the listening skills of language university students.

Methods and methodology. In this article, the author used such methods of scientific knowledge as analysis and synthesis, induction and deduction, generalization, as well as empirical scientific methods. **Research prob**lem. Rather low level of development of auditory competence is explained by the following reasons: 1)underestimation of the importance (lack ofmotivation) of the formation of foreign language auditory competence within the framework of training at the level of higher education, which is explained by the grammar-translation approach to the organization of the educational process during their studying at a university; 2)a decrease in the time allocated for thedevelopment of foreign language communicative competence in general, and auditory competence in particular; 3)insufficient number of developed programs aimed at increasing the level of proficiency in auditory competence, as well as educational and methodological aids for improving foreign language auditory competence.

Results. The algorithm of the cognitive process of assimilation of information/formation of communication skills occurs in the following order: 1) Perception and analysis of the presented material; 2) Transfer of received data from operative to short-term memory; 3) Transition to long-term memory and use in the communication process. Thus, according to A.V. Shchepilova, such a cognitive "process consists of three stages: the conceptualization stage (formation of ideas, knowledge), the internalization stage (formation of speech skills through the performance of speech actions) and the stage of training students in the use of speech skills" (p. 51).Undoubtedly, this structure of the cognitive process of developing communication skills must be taken into account in the process of improving auditory competence, which leads to the need to create a special methodology. Achieving this goal requires a qualitatively new approach to educational and methodological support of the educational process, because it is necessary to develop new teaching aids and/or distance courses, the content of which should be presented not only in the form of subject information, but also reflect materials that stimulate people studying foreign languages to develop their methodological competence, namely, contribute to the training of listeners in listening as part of the implementation several approaches, including motivational, the importance of which is emphasized in their studies by a number of authors [Williams, 2021].Modern trends in the field of teaching listening as a type of speech activity have determined general approaches to organizing the training of foreign language teachers in listening, but we cannot fail to take into account the data of scientific research by N.Abrams (2016), in which the author identifies common linguistic, psychological, content and organizational problems that arise when teaching listening: Linguistic difficulties:–Pronunciation difficulties associated with recognizing speech in a foreign language while listening. Let us recall that there are two types of hearing: phonemic and speech. Phonemes characterize individual linguistic phenomena, and speech is associated with recognizing the whole from a specific context. An important condition for improving phonemic hearing is interaction with native speakers of a foreign language of different ages and genders, as this will help to better adapt to the development of individual speech patterns, which is difficult due to the workload of teachers;–grammatical difficulties are associated with the need to master new grammatical constructions, the meaning of which can be deduced from the context or in a form consistent with the grammatical phenomena of the native language or a previously studied foreign language;–lexical difficulties that are associated with the presence of unknown foreign words in the listening text.

Psychological difficulties: These kinds of difficulties can be attributed to the individual age characteristics of the listener, for example, such as the ability to switch from one mental operation to another, quickly determine the style, topic of the message and connect it with a broader context.Individual psychological characteristics of students play an important role in the process of using a motivational approach to the formation of auditory competencies:–motivation to listen, students' need to learn something new, interest in the topic;–level of development of auditory sensitivity, auditory memory, ability to guess speech and anticipation skills;–level of concentration and development of internal speech.

Content problems: This group of difficulties mainly concerns the level of understanding of 1) the content of the topic; 2) logical connection between individual facts of the spoken text; 3) the general idea of the text, the actions described in the text, etc. Understanding the text depends on its content. It is easier for students to perceive stories, fairy tales, etc.; it is more difficult for students to perceive descriptive text (including many facts) united by a common theme (history of the country, life, culture, study). Understanding the structure makes it easier to understand the text itself and helps attract the attention of language teachers. In addition, we note such internal mechanisms of listening as recognition and hearing, concentration of attention, prediction, semantic guesswork, separation and grouping of audio streams, informative analysis based on the selection of units of semantic information, final synthesis with compression and interpretation of various types of perceived messages that help to minimize difficulties in the auditory process and improving auditory competence.When listening, incoming signals are compared with those standards that are stored in our long-term memory. Comparison is closely related to a person's past experience, as well as his emotions and experiences [Rowen, 2018]. The expectation mechanism works at the level of linguistic form and content. Background knowledge, life experience, understanding of situations and contexts influence the accuracy of anticipation skills, as well as the choice of techniques to increase motivation of each particular student. The issue of concentration of attention and the ability to understand and remember information as accurately as possible is directly related to the issue of using a motivational approach to the formation of auditory competencies. It must be taken into account that listening is a complex psychological process that causes difficulties in perceiving a foreign language, even for a person who speaks it well. Thus, to carry out the perception of a text by ear, memory, concentration, personal interest (motivation), speech hearing, segmentation of the speech stream, speech perception, understanding, as well as anticipation / the process of probabilistic forecasting are necessary. Organizational problems: Organizational difficulties associated with the number of listening sessions, the rate of speech of the speaker and his individual characteristics. It is worth noting that among the organizational factors that facilitate or complicate the listening process, one can highlight the presence or absence of visual (visual) support, which includes not only videos, multimedia materials and pictures, but also non-verbal means such as gestures, facial expressions and face speaker. The presence of visual support greatly facilitates the reception of information, since the visual channel has greater capacity than the auditory channel. Thus, when developing and implementing an additional professional program aimed at improving the auditory competence of foreign language teachers, it is necessary to take into account the identified difficulties, because this will determine the content of listening texts and the methodology for organizing listening training for foreign language teachers.

Methodology for improving the auditory competence of foreign language teachers. When organizing training as part of a program aimed at improving auditory competence, it is necessary to take into account and create the following pedagogical conditions (Harmer, 2016):

1)stimulating interest in the upcoming work through a preliminary installation aimed at forming an idea of what audio material will be listened to;

2)with a multi-level group of foreign language teachers, it is recommended to use a differentiated approach to teaching listening;

3)before listening, it is important to familiarize yourself with new vocabulary or keywords, as well as assume the context in which they can be used;

4)there is also a mandatory requirement for sound quality, which should not lead to a decrease in the interest of foreign language teachers in completing the task. Note that Harmer also primarily mentions the need for the active use of a motivational approach, especially at the initial stage of developing auditory competence. In addition, when choosing audio material to improve auditory competence, it is necessary to take into account that the educational process should be focused on the individual characteristics of the student, the dominant type of memory and, of course, abilities. In addition, the educational process should be based on the student's motivation to overcome difficulties in understanding the audio text, and language learning should be fun. When developing a methodology aimed at improving foreign language auditory competence, one should take into account the fact that in addition to communicative tasks, the content of materials presented in the form of an educational manual and a distance course should include tasks of a motivational nature. A special place is given to independent work, during which students critically re-evaluate the knowledge they have acquired and analyze various tasks and exercises. Thus, by carrying out training, students not only improve and increase their level of proficiency in auditory competence, but also rethink the process of teaching listening to students both within the classroom and during independent work.

Conclusion. As a result of the study, the following conclusions can be drawn. Currently, there is a rethinking of the vectors of development of the process of teaching listening, namely, the formation of auditory skills and competencies. It was found that it is necessary to take into account the main trends and prospects for the development of modern education, the main task of which is to meet the changing demands of society, to improve methodological and foreign language communicative (including auditory) competencies.

This study analyzed and described the difficulties that arise in the formation of auditory competence. Based on the data obtained, some recommendations were proposed to improve the methodology for developing auditory competence, primarily based on increased attention to the use of a motivational approach.It was revealed that in order to improve auditory competence, especially at the initial stage, it is necessary to rely on a motivational approach, as well as be guided by the interests of students and the difficulties they encounter in the process of improving auditory competencies, pay special attention to the selection of authentic materials and the development of a set of exercises aimed at development of internal listening mechanisms that have a psycholinguistic basis. The author sees prospects for further research in this area in a more detailed description of the methodology for increasing the level of students' auditory competence based on a motivational approach, as well as the development of an appropriate educational manual.

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MECHANISMS FOR DEVELOPING COMMUNICATIVE CREATIVITY OF HIGHER EDUCATION LEADERS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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Abstract. The digital transformation of higher education has fundamentally altered the communicative landscape within which academic leaders operate, necessitating the development of novel mechanisms for cultivating communicative creativity in digitally mediated contexts. This article examines the mechanisms through which communicative creativity of higher education leaders can be developed within digital educational environments. Through systematic observation of leadership practices across institutions implementing various digital transformation strategies, this study identifies pedagogical mechanisms including digital mentoring ecosystems, virtual collaborative learning spaces, and reflective practice platforms, alongside managerial mechanisms encompassing digital governance architectures, virtual resource allocation systems, and algorithmic communication analytics. The findings demonstrate that communicative creativity in digital educational environments requires the integration of pedagogical development mechanisms with managerial technological infrastructures. The results contribute to understanding leadership development in digitally transforming higher education systems and offer practical implications for institutions in Uzbekistan and similar contexts navigating educational digitalization.

Keywords: digital educational environment, communicative creativity, higher education leadership, digital transformation, pedagogical mechanisms, managerial mechanisms, observation method

RAQAMLI TA’LIM MUHITIDA OLIY TA’LIM YETAKCHILARINING KOMMUNIKATIV IJODIYLIGINI RIVOJLANTIRISH MEXANIZMLARI

Annotatsiya. Oliy ta’limning raqamli transformatsiyasi akademik yetakchilar faoliyat yuritadigan kommunikativ landshaftni tubdan o‘zgartirdi va raqamli vositachilik kontekstlarida kommunikativ ijodkorlikni rivojlantirish uchun yangi mexanizmlarni ishlab chiqishni talab qildi. Ushbu maqolada raqamli ta’lim muhitida oliy ta’lim yetakchilarining kommunikativ ijodkorligini rivojlantirish mexanizmlari

ko’rib chiqiladi. Turli raqamli transformatsiya strategiyalarini amalga oshiruvchi muassasalarda yetakchilik amaliyotlarini tizimli kuzatish orqali ushbu tadqiqot raqamli boshqaruv arxitekturalari, virtual resurslarni taqsimlash tizimlari va algoritmik kommunikatsiya tahlilini qamrab oluvchi boshqaruv mexanizmlari bilan bir qatorda raqamli ustozlik ekotizimlari, virtual hamkorlikdagi o‘quv maydonlari va aks ettiruvchi amaliyot platformalari kabi pedagogik mexanizmlar aniqlanadi. Topilmalar shuni ko‘rsatadiki, raqamli ta'lim muhitida kommunikativ ijodkorlik pedagogik rivojlanish mexanizmlarini boshqaruv texnologik infratuzilmalari bilan integratsiyalashni talab qiladi. Natijalar oliy ta’lim tizimlarini raqamli ravishda o‘zgartirishda yetakchilikni rivojlantirishni tushunishga hissa qo‘shadi va O‘zbekistondagi muassasalar va ta’limni raqamlashtirishda shunga o‘xshash kontekstlar uchun amaliy natijalarni taqdim etadi.

Kalit so‘zlar: raqamli ta’lim muhiti, kommunikativ ijodkorlik, oliy ta’lim yetakchiligi, raqamli transformatsiya, pedagogik mexanizmlar, boshqaruv mexanizmlari, kuzatish usuli

МЕХАНИЗМЫ РАЗВИТИЯ КОММУНИКАТИВНОГО ТВОРЧЕСТВА РУКОВОДИТЕЛЕЙ ВЫСШЕГО ОБРАЗОВАНИЯ В ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

Аннотация. Цифровая трансформация высшего образования коренным образом изменила коммуникативный ландшафт, в котором работают руководители учебных заведений, что обусловило необходимость разработки новых механизмов для развития коммуникативной креативности в условиях цифровой среды. В данной статье рассматриваются механизмы, посредством которых может развиваться коммуникативная креативность руководителей высшего образования в цифровой образовательной среде. Путем систематического наблюдения за лидерской практикой в учреждениях, внедряющих различные стратегии цифровой трансформации, в данном исследовании выявлены педагогические механизмы, включая цифровые экосистемы наставничества, виртуальные пространства для совместного обучения и платформы для рефлексивной практики, а также управленческие механизмы, охватывающие цифровые архитектуры управления, виртуальные системы распределения ресурсов и алгоритмическую аналитику коммуникаций. Результаты показывают, что коммуникативная креативность в цифровой образовательной среде требует интеграции механизмов развития педагогики с управленческой технологической инфраструктурой. Результаты способствуют пониманию развития лидерства в системах высшего образования, подвергающихся цифровой трансформации, и предлагают практические рекомендации для учреждений в Узбекистане и аналогичных контекстах, осуществляющих цифровизацию образования.

Ключевые слова: цифровая образовательная среда, коммуникативная креативность, лидерство в высшем образовании, цифровая трансформация, педагогические механизмы, управленческие механизмы, метод наблюдения

Introduction. The pervasive digitalization of higher education has precipitated a paradigmatic shift in the communicative ecology of academic institutions. Digital educational environments—encompassing learning management systems, virtual collaboration platforms, data-driven decision-making tools, and artificial intelligence-mediated administrative processes—have reconfigured the spatial, temporal, and symbolic dimensions of leadership communication [1]. Within this transformed landscape, higher education leaders confront unprecedented communicative demands that require not merely the transfer of traditional communication competencies to digital platforms, but the generation of genuinely novel communicative strategies that exploit the affordances and navigate the constraints of digitally mediated interaction [2].

Communicative creativity in digital educational environments represents the capacity of academic leaders to design, implement, and adapt communicative strategies that effectively leverage digital technologies to achieve institutional objectives, foster stakeholder engagement, and construct collaborative meaning across technologically mediated boundaries [3]. This construct transcends digital literacy or technical proficiency; it encompasses the generative ability to envision communicative possibilities that emerge specifically from the intersection of leadership purpose and digital affordance. For higher education leaders operating in contexts of rapid technological change, this capacity determines the effectiveness of digital transformation initiatives, the quality of virtual academic communities, and the successful navigation of hybrid organizational forms that blend physical and digital presence [4].

The development of communicative creativity in digital educational environments, however, cannot be achieved through individual skill acquisition alone. Rather, it requires institutional mechanisms—both pedagogical and managerial—that systematically cultivate and enable digitally mediated creative communication [5]. Pedagogical mechanisms provide the developmental pathways through which leaders acquire, practice, and refine digital communicative competencies. Managerial mechanisms establish the organizational structures, technological infrastructures, and governance arrangements that make creative digital communication structurally possible and institutionally valued. The interplay between these mechanism categories determines the extent to which higher education institutions successfully prepare leaders for digital-era governance.

In the context of Uzbekistan's higher education system, where national digitalization strategies—including the "Digital Uzbekistan" program and the integration of information-communication technologies across educational institutions—have accelerated the transformation of academic environments, the question of leadership communicative creativity in digital contexts acquires particular significance [6]. The Presidential initiatives on educational informatization have created infrastructural preconditions for digital education, yet the mechanisms for developing leadership capacities appropriate to these transformed environments remain insufficiently theorized and empirically underdeveloped in regional scholarship.

This article addresses this critical gap by systematically examining, through scientific observation methodology, the mechanisms for developing communicative creativity among higher education leaders in digital educational environments. The research objective is to identify, categorize, and theoretically articulate these mechanisms based on empirical evidence gathered through structured observation of leadership practices in digitally transforming higher education institutions.

Literature Review. The digital transformation of higher education encompasses the integration of digital technologies into all aspects of academic life, fundamentally altering organizational processes, pedagogical relationships, and administrative practices [7]. For academic leadership, this transformation introduces what has been termed "digital leadership"—a capacity to envision and implement institutional change while operating within technologically mediated environments. Avolio and Kahai [8] emphasized that digital leadership requires not only technical competence but the ability to inspire and influence through technologically mediated channels, often without the physical co-presence that traditionally supported leadership authority.

The communicative implications of digital transformation are profound. Digital environments fragment traditional communication channels, introduce asynchronous and synchronous hybridity, create new visibility regimes through data trails and digital archives, and enable novel forms of stakeholder participation [9]. Leaders must navigate these complexities while maintaining institutional coherence, academic quality, and community cohesion. This navigation demands communicative creativity—the ability to generate communicative strategies that are simultaneously technologically appropriate, organizationally effective, and pedagogically sound.

Communicative creativity in digital environments has been conceptualized as the capacity to exploit the affordances of communication technologies while mitigating their constraints to achieve leadership objectives [10]. Affordances—such as the scalability of digital communication, the persistence of digital records, the editability of digital messages, and the multimodality of digital expression—provide resources for creative leadership communication. Simultaneously, constraints—including reduced nonverbal cues, technological mediation barriers, digital divide issues, and information overload—present challenges that creative communicative strategies must address. In higher education contexts specifically, communicative creativity in digital environments involves the ability to construct virtual academic communities, design engaging online governance processes, facilitate meaningful digital collaboration among distributed faculty, and articulate institutional vision through digital media [11]. These capacities differ qualitatively from traditional face-to-face leadership communication, requiring the integration of technological fluency with rhetorical sophistication and social awareness. The pedagogical preparation of leaders for digital environments has been theorized through various frameworks. Transformative learning theory, applied to digital contexts, suggests that leaders must undergo perspective transformation regarding the nature of communication, community, and authority in technologically mediated settings [12]. This transformation requires pedagogical mechanisms that challenge established communicative assumptions and provide scaffolded exposure to digital

communicative possibilities. In the context of Uzbek higher education, Azimov and Ganiev [13] examined the integration of digital technologies in administrative training and emphasized the necessity of practical, hands-on engagement with digital platforms rather than theoretical instruction alone. Similarly, Rakhimova [14] argued that the development of digital leadership competencies requires collaborative learning environments where administrators can collectively experiment with digital communicative tools and share experiential knowledge. These perspectives align with international scholarship emphasizing that digital leadership development must be experientially grounded and socially situated.

Organizational theory provides essential insights into how managerial arrangements facilitate or constrain digital communicative creativity. The concept of "digital maturity" encompasses the degree to which organizational structures, processes, and cultures have evolved to exploit digital possibilities [15]. Managerial mechanisms—including digital governance architectures, data-driven decision-making protocols, virtual resource allocation systems, and digital communication policies—create the organizational conditions within which leadership communicative creativity can flourish or wither.

In post-Soviet educational contexts, the transition from paper-based, face-to-face administrative systems to digital managerial infrastructures presents particular challenges. Historical legacies of bureaucratic procedure, hierarchical information flows, and centralized decision-making interact with digital technologies in complex ways, sometimes reproducing traditional patterns through digital means rather than enabling genuine communicative transformation [16]. Understanding the managerial mechanisms that support authentic communicative creativity in digital environments thus requires attention to both technological and organizational-cultural dimensions.

Methodology. This study employed a qualitative research design utilizing systematic observation as the primary methodological approach. The decision to utilize observation. was theoretically grounded in the recognition that communicative creativity in digital environments manifests as situated practice embedded in ongoing technologically mediated interaction, rendering decontextualized quantitative indicators insufficient for capturing its developmental mechanisms [17]. Scientific observation, conducted through structured protocols over extended time periods, enables the identification of recurrent patterns, technological mediation effects, and organizational conditions that shape digital leadership communicative behavior.

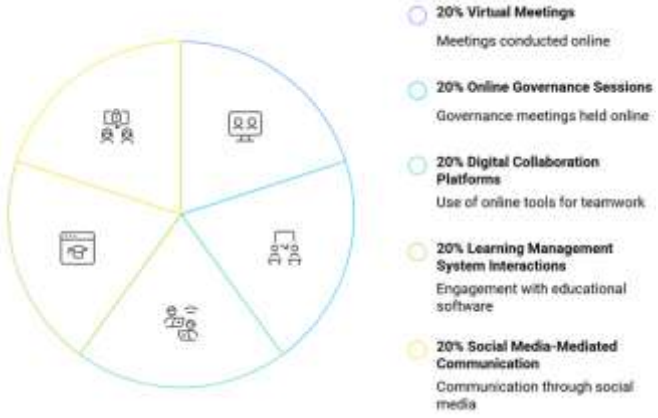


Figure 2

Research Context and Participants

The observation protocol was developed based on theoretical constructs derived from the literature review. Two parallel observation frameworks were constructed: (a) pedagogical mechanisms observation schedule, focusing on digital learning-oriented interactions, virtual mentoring relationships, online reflective practice opportunities, and digitally mediated collaborative professional development activities; and (b) managerial mechanisms observation schedule, focusing on digital governance structures, virtual decision-making processes, technological resource allocation, and digital communication infrastructure utilization.

Trained researchers conducted non-participant observation across 20 months, with each institution receiving approximately 150 hours of observation distributed across digital platforms and administrative contexts. Observations encompassed virtual formal meetings (online academic councils, digital faculty boards, video-conferenced strategic planning sessions), asynchronous digital interactions (email governance threads, forum-based consultations, collaborative document editing), and structured digital professional development activities (webinars, online leadership courses, virtual simulation exercises).

Field notes were recorded using standardized templates adapted for digital contexts, capturing technological platform descriptions, interaction sequences, digital communicative strategies employed, multimodal communication patterns, and apparent organizational conditions influencing digital leadership behavior. Regular inter-rater reliability checks were conducted to ensure observational consistency.

Results. Systematic observation across the eight higher education institutions revealed several pedagogical mechanisms that systematically influenced the development and expression of communicative creativity among administrative leaders in digital educational environments. These mechanisms were identified through recurrent patterns in observed leadership practice, where communicative creativity in digital contexts visibly emerged in conjunction with specific pedagogical arrangements.

Mechanism 1: Digital Mentoring Ecosystems

Observation consistently revealed that leaders who demonstrated high communicative creativity in digital environments had typically progressed through structured digital mentoring relationships. Unlike traditional face-to-face mentoring, these digital ecosystems involved sustained guidance conducted through video conferencing, collaborative digital workspaces, and asynchronous communication platforms. In institutions where digital mentoring was institutionalized—pairing experienced digitally fluent leaders with administrators developing digital communicative capacities—observed leaders demonstrated more rapid development of platform-specific communicative strategies, including the effective use of multimodal expression, timing optimization for asynchronous interaction, and digital rapport-building techniques. The digital mentoring mechanism functioned as a pedagogical pathway through which tacit knowledge of digital communication—including technological troubleshooting, audience adaptation across digital channels,

and persuasive framing in text-based environments—was transferred through modeled digital practice.

Mechanism 2: Virtual Collaborative Learning Spaces

Institutions that maintained dedicated virtual collaborative spaces—online leadership communities, digital case study repositories, virtual peer discussion forums—provided pedagogical environments where communicative creativity in digital contexts could develop through collective experimentation. Observation revealed that leaders participating in these virtual communities demonstrated greater willingness to experiment with novel digital communicative approaches, having internalized alternative models through peer interaction in technologically mediated settings. The pedagogical value of these virtual spaces resided in their creation of "low-risk digital environments" for communicative experimentation, where leaders could test unconventional digital strategies without immediate institutional visibility or consequence.

Mechanism 3: Digital Reflective Practice Platforms

The presence of structured digital reflective practice—online administrative debriefing sessions, digital leadership portfolios, technology-mediated reflective consultations—correlated with observed instances of communicative creativity in digital environments. Leaders who engaged in systematic digital reflection on their technologically mediated communicative interactions demonstrated heightened awareness of platform-specific contextual variables and increased capacity to generate digital situation-specific strategies. Observation indicated that digital reflection transformed routine administrative experience into pedagogically processed learning, enabling leaders to abstract generalizable digital communicative principles from particular technologically mediated situations.

Mechanism 4: Blended Simulation and Immersive Experiences

At institutions implementing advanced digital pedagogical mechanisms, observation identified the use of blended simulation exercises—combining virtual reality environments, digital scenario-based learning, and immersive communicative challenges—as particularly effective in developing digital communicative creativity. Leaders who experienced these immersive digital pedagogical activities demonstrated enhanced capacity to improvise communicative responses to unexpected digital scenarios, including technological failures, asynchronous miscommunication, and multi-stakeholder virtual conflict situations.

Mechanism 5: Cross-Platform Communicative Repertoire Development

Observation revealed that pedagogical mechanisms emphasizing exposure to multiple digital platforms—rather than training on single institutional systems—produced leaders with broader digital communicative creativity. Leaders who had pedagogically guided experience with diverse communication technologies (various learning management systems, collaborative platforms, social media, video conferencing tools) demonstrated enhanced capacity to select optimal communicative channels for specific leadership purposes and to translate messages across digital modalities.

Table 1.

Mechanisms for Developing Communicative Creativity of Higher Education Leaders in Digital Educational Environments (Identified Through Systematic Observation)

Category	Mechanism	Observational Manifestation	Developmental Function
Pedagogical	Digital Mentoring Ecosystems	Sustained guidance through video conferencing and collaborative digital workspaces	Tacit digital communicative knowledge transfer through modeled digital practice
Pedagogical	Virtual Collaborative Learning Spaces	Online leadership communities and digital case study repositories	Low-risk digital environments for communicative experimentation and peer learning
Pedagogical	Digital Reflective Practice Platforms	Online debriefing and digital leadership portfolios	Transformation of digital experience into processed learning
Pedagogical	Blended Simulation and Immersive Experiences	Virtual reality scenarios and digital communicative challenges	Enhanced improvisation capacity for unexpected digital scenarios
Pedagogical	Cross-Platform Communicative Repertoire Development	Guided exposure to multiple digital communication technologies	Expanded channel selection and multimodal translation capacity
Managerial	Integrated Digital Governance Architectures	Decision-making embedded in transparent, participatory digital platforms	Communicative demand creation through technologically mediated distributed authority
Managerial	Data-Driven Communicative Feedback Systems	Engagement analytics and stakeholder reach indicators	Evidence-based communicative refinement and intentionality
Managerial	Flexible Digital Resource Allocation	Discretionary authority over software selection and digital tool procurement	Technological capacity to support digital communicative initiatives

Managerial	Digital Communication Infrastructure and Multimodality	High-quality video conferencing and integrated collaborative platforms	Reduced technological friction and multimodal expression enablement
Managerial	Virtual Participatory Governance Mechanisms	Online academic councils and digital consultation mechanisms	Structural mandate for digitally persuasive, inclusive communication

Discussion. The findings of this observational study contribute to understanding communicative creativity development in digital educational environments as a function of both pedagogical cultivation mechanisms and managerial technological enablement. The identification of five pedagogical and five managerial mechanisms, scientifically established through systematic observation rather than abstract theorization, provides an empirically grounded framework for digital leadership development in higher education contexts.

The pedagogical mechanisms emphasize that communicative creativity in digital environments is developed through socially situated digital practice rather than through technical training alone. This aligns with sociocultural learning theory and contemporary perspectives on technology-mediated professional development, which emphasize that digital competencies develop through legitimate participation in technologically mediated communities of practice. The observation that digital mentoring ecosystems constitute the most significant pedagogical mechanism resonates with established findings on mentoring in traditional contexts while extending them to digitally mediated relationships. In the Uzbek higher education context, where traditional ustoz-shogird relationships have deep cultural roots, the digital extension of these mentoring arrangements represents a promising avenue for preserving cultural educational practices while adapting to technological transformation.

The managerial mechanisms highlight that communicative creativity in digital environments requires organizational technological conditions that make it structurally necessary and materially possible. The finding that integrated digital governance architectures constitute the most critical managerial mechanism carries significant implications for Uzbekistan's ongoing educational digitalization. National initiatives have focused substantially on technological infrastructure deployment; however, this study suggests that infrastructure alone is insufficient without governance integration that makes digital communication organizationally consequential.

The integration of pedagogical and managerial mechanisms observed in this research suggests that digital transformation initiatives in higher education must attend simultaneously to leadership development and organizational redesign. Institutions that invested heavily in digital infrastructure without corresponding pedagogical support for leaders produced technologically equipped but communicatively uncreative administrative practices. Conversely, institutions

providing leadership training without managerial digital integration produced leaders whose creative digital capacities found no organizational expression.

The observation-based methodology preserved the contextual embeddedness of digitally mediated leadership practice, capturing nuances that survey or experimental methods might miss—including the affective dimensions of digital communication, the improvisational responses to technological disruptions, and the subtle adaptations to platform-specific affordances. However, the observational approach presents limitations including potential observer effects in digital contexts and the concentration of the sample in Uzbek higher education institutions, which may limit generalizability to other national contexts.

Conclusion. This study, through systematic scientific observation of digitally mediated leadership practices across eight higher education institutions, has identified and theoretically articulated the mechanisms for developing communicative creativity among higher education leaders in digital educational environments. The pedagogical mechanisms—digital mentoring ecosystems, virtual collaborative learning spaces, digital reflective practice platforms, blended simulation experiences, and cross-platform repertoire development—function as developmental pathways through which digital communicative creativity is cultivated. The managerial mechanisms—integrated digital governance architectures, data-driven feedback systems, flexible digital resource allocation, multimodal communication infrastructure, and virtual participatory governance—function as enabling conditions that make creative digital leadership communication structurally possible and technologically supported.

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THE INFLUENCE OF THE NATIVE LANGUAGE (L1) DURING THE ACQUISITION OF A SECOND LANGUAGE (L2)

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Abstract: This study examines the phenomenon of native language (L1) interference in second language (L2) acquisition, focusing on typical errors made by Russian-speaking learners of English. The aim of the research is to identify the main types of L1 interference and to analyze their manifestation at different linguistic levels. The study employs a qualitative error analysis of written and oral learner data. The results show that phonetic, lexical, grammatical, syntactic, and pragmatic interference are systematic and predictable, reflecting the interaction between L1 and L2 systems. The findings support the view that interference is a natural stage of interlanguage development and can be used pedagogically to improve foreign language teaching strategies.

Keywords: language transfer, interference, native language influence, interlanguage, second language acquisition

IKKINCHI TILNI (L2) O'ZLASHTIRISH DAVRIDA ONA TILI (L1)NING TA'SIRI

Annotatsiya: Ushbu tadqiqot ikkinchi tilni (L2) o‘zlashtirishda ona tili (L1) interferensiyasi hodisasini o‘rganadi, ingliz tilini rus tilida so‘zlashuvchi o‘quvchilar tomonidan yo‘l qo'yiladigan odatiy xatolarga e’tibor qaratadi. Tadqiqotning maqsadi L1 interferensiyasining asosiy turlarini aniqlash va ularning turli lingvistik darajalarda namoyon bo'lishini tahlil qilishdir. Tadqiqotda yozma va og‘zaki o‘rganuvchi ma’lumotlarining sifatli xato tahlili qo‘llaniladi. Natijalar shuni ko‘rsatadiki, fonetik, leksik, grammatik, sintaktik va pragmatik interferensiyalar tizimli va oldindan aytib bo‘ladigan bo‘lib, L1 va L2 tizimlari o‘rtasidagi o‘zaro ta’sirni aks ettiradi. Topilmalar interferensiya tillararo rivojlanishning tabiiy bosqichi ekanligi va chet tilini o‘qitish strategiyalarini takomillashtirish uchun pedagogik jihatdan ishlatilishi mumkinligi haqidagi fikrni qo‘llab-quvvatlaydi.

Kalit so‘zlar: tilni o‘tkazish, interferensiya, ona tilining ta’siri, tillararo, ikkinchi tilni o‘zlashtirish

ВЛИЯНИЕ РОДНОГО ЯЗЫКА (L1) НА ОСВОЕНИЕ ВТОРОГО ЯЗЫКА (L2)

Аннотация: В данном исследовании рассматривается феномен интерференции родного языка (L1) при усвоении второго языка (L2), с акцентом на типичные ошибки, допускаемые русскоязычными изучающими английский язык. Цель исследования — выявить основные типы интерференции L1 и проанализировать их проявление на разных языковых уровнях. В исследовании используется качественный анализ ошибок в письменных и устных данных учащихся. Результаты показывают, что фонетическая, лексическая, грамматическая, синтаксическая и прагматическая интерференция носит систематический и предсказуемый характер, отражая взаимодействие между системами L1 и L2. Полученные данные подтверждают точку зрения о том, что интерференция является естественным этапом развития межъязыка и может быть использована в педагогических целях для улучшения стратегий обучения иностранному языку.

Ключевые слова: языковой перенос, интерференция, влияние родного языка, межъязык, усвоение второго языка

Introduction. Proficiency in foreign languages is a crucial component of both professional and personal competence in the modern world. However, the process of acquiring a second language (L2) is often complicated by the influence of the learner's native language (L1), which manifests itself in systematic errors at different levels of language structure. In linguistics and language pedagogy, this phenomenon is commonly referred to as language interference or negative transfer.

The problem of L1 influence has been widely discussed since the mid-twentieth century. Within contrastive linguistics, R. Lado (1957) proposed the Contrastive Analysis Hypothesis, according to which differences between L1 and L2 can predict learning difficulties. Later, S. Corder (1967) emphasized the developmental nature of learner errors, while L. Selinker (1972) introduced the concept of interlanguage as a dynamic linguistic system combining features of both the native and target languages.

Despite extensive theoretical discussion, the issue of how interference manifests itself in actual learner language remains relevant, particularly in the context of foreign language teaching. The present study aims to analyze the main types of L1 interference in the speech of Russian-speaking learners of English and to evaluate their pedagogical significance.

Methods. The research is based on a qualitative error analysis method commonly used in second language acquisition studies. The material for the analysis consists of written assignments and oral responses produced by Russian-speaking learners of English at the intermediate level.

Learner errors were collected and classified according to linguistic level: phonetic, lexical, grammatical, syntactic, and pragmatic. Each error was analyzed in terms of its possible connection to the structural and cultural features of the native

language. The classification framework draws on established models of language transfer and interlanguage theory.

Discussion. The findings confirm earlier theoretical claims that language interference is an integral part of second language acquisition. In line with interlanguage theory, the observed errors reflect the learner's active construction of a linguistic system rather than a simple failure to imitate the target language. The results also demonstrate that the Contrastive Analysis Hypothesis remains pedagogically relevant when used as part of a broader analytical framework. Awareness of typical interference patterns enables teachers to anticipate learning difficulties and design targeted instructional strategies. From a methodological perspective, interference should not be viewed solely as a negative phenomenon. Instead, it can serve as an indicator of cognitive processing and linguistic development. Teaching practices that incorporate contrastive analysis and metalinguistic reflection can help learners consciously manage cross-linguistic influence.

Results. The analysis revealed that L1 interference manifests itself systematically across several levels of the language system.

Phonetic interference was observed in the transfer of Russian articulatory habits into English pronunciation. For example, learners often replaced the English sound [θ] with [s] or [t], producing forms such as sink instead of think. Lexical interference included the use of false cognates and calques, such as magazine used in the meaning of магазин, or expressions like take a decision instead of make a decision. Grammatical interference was reflected in the omission of articles and incorrect tense usage, which can be attributed to the absence of corresponding grammatical categories in Russian. Syntactic interference appeared in deviations from standard English word order, for example: He very likes coffee instead of He likes coffee very much. Pragmatic interference involved violations of communicative norms, including inappropriate levels of directness and formality influenced by cultural differences between L1 and L2. These results indicate that interference errors are not random but follow predictable patterns related to L1 structure.

Conclusion. Native language interference is a natural and unavoidable stage in the process of foreign language acquisition. It reflects the interaction between the native and target language systems within the learner's interlanguage. The study shows that systematic analysis of interference errors can enhance the effectiveness of foreign language teaching by informing instructional design and learner awareness. Rather than eliminating L1 influence, teachers should guide and regulate it to support successful L2 development.

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ENHANCING A2 LEARNERS’ SPEAKING COMPETENCE THROUGH “ENGLISH SINGSING” ANIMATED DIALOGUES.

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Abstract: This research investigates the challenges of developing oral proficiency among A2-level learners in Uzbekistan and proposes an integrative framework using "English Sing Sing" animated dialogues. Previous studies have shown that the traditional grammar-focused methods often lead to "speaking anxiety" and linguistic barriers. By implementing a structured "Watch-Mimic-Produce" cycle this study demonstrates how multimodal input can lower the affective filter and enhance communicative competence. The results of a pre-test and post-test experiment revealed a significant increase in students’ fluency and pronunciation accuracy.

Keywords: A2 learners, Uzbekistan ELT, English Sing Sing, integrative approach, multimodal learning.

“INGLIZCHA QO‘SHIQLAR” ANIMATSION MASLAHATLARI ORQALI A2 O‘QUVCHILARINING NUTQIY MALAKALARINI OSHIRISH

Annotatsiya: Ushbu tadqiqot O‘zbekistonda A2 darajasidagi o‘quvchilar orasida og‘zaki nutqni rivojlantirishdagi qiyinchiliklarni o‘rganadi va “Inglizcha qo‘shiq ayt” animatsion dialoglaridan foydalangan holda integrativ asosni taklif qiladi. Avvalgi tadqiqotlar shuni ko‘rsatdiki, an’anaviy grammatikaga yo‘naltirilgan usullar ko‘pincha “gapirish xavotiri” va lingvistik to‘siqlarga olib keladi. Strukturaviy “Ko'rish-taqlid qilish-ishlab chiqarish” siklini amalga oshirish orqali ushbu tadqiqot multimodal kirish affektiv filtrni qanday pasaytirishi va kommunikativ kompetentsiyani qanday oshirishi mumkinligini ko‘rsatadi. Testdan oldingi va testdan keyingi tajriba natijalari talabalarning ravonligi va talaffuz aniqligi sezilarli darajada oshganligini ko‘rsatdi.

Kalit so‘zlar: A2 o‘quvchilari, O'zbekiston ELT, Inglizcha qo‘shiq ayt, integrativ yondashuv, multimodal o‘rganish.

ПОВЫШЕНИЕ УРОВНЯ РАЗГОВОРНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ УРОВНЯ А2 ПОСРЕДСТВОМ АНИМИРОВАННЫХ ДИАЛОГОВ «ENGLISH SINGSING».

Аннотация: В данном исследовании изучаются проблемы развития устной речи у учащихся уровня А2 в Узбекистане и предлагается интегративная модель с использованием анимированных диалогов «English Sing Sing». Предыдущие исследования показали, что традиционные методы, ориентированные на грамматику, часто приводят к «тревожности при разговоре» и языковым барьерам. Внедрение структурированного цикла «Смотри-Имитируй-Создавай» демонстрирует, как мультимодальный ввод может снизить аффективный фильтр и повысить коммуникативную компетентность. Результаты предварительного и итогового тестирования показали значительное повышение беглости речи и точности произношения учащихся.

Ключевые слова: учащиеся уровня А2, преподавание английского языка в Узбекистане, English Sing Sing, интегративный подход, мультимодальное обучение.

Introduction. “Tell me and I forget, teach me and I may remember, involve me and I learn” Benjamin Franklin

Nowadays, children are growing up in a pervasive digital environment, where their daily lives are entirely surrounded by technology. The younger generation has become “digital natives” naturally gravitating towards social media platforms such as YouTube and Telegram, where they consume a constant stream of short-form videos and “shorts.” This deep engagement extends to television programming, creating a strong visual dependency. Since learners are already heavily invested in these digital mediums, the traditional classroom must adapt by integrating similar audio-visual tools to align with their modern learning habits. Leveraging this existing digital connection through educational resources like “English Sing Sing” provides a familiar and motivating context for language acquisition."

In order to better comprehend the use and the importance of video-based lessons in pupils’ learning and by extension in language teaching and learning, first one needs to explore its definition. Recent educational research highlights the shift towards multimodal learningenvironments. Individuals learn more deeply from words and pictures than from words alone. (Mayer’s Cognitive Theory of Multimedia Learning,2001). In the context of English as a Foreign Language (EFL) Canning-Wilson (2000) argues that visual support in the form of video can help clarify messages and provide a contextual richness that traditional textbooks lack. Furthermore, the integration of songs and rhythmic dialogues, as seen in platforms like “English Sing Sing,” aligns with Ludke’s (2013) findings that “listen-and-repeat” activities paired with melody significantly enhance foreign language verbatim recall.

In Uzbekistan, where the digital divide is narrowing, utilizing these platforms allows teachers to bridge the gap between students' out-of-school digital experiences and in-school formal learning.

Another critical aspect of using animated dialogues is their ability to provide a comprehensible input in a low-anxiety environment. As emphasized by Krashen's Monitor Model (1982), language acquisition is most effective when the learner is exposed to messages that are just slightly above their current level (i+1) while maintaining a low affective filter.

Animated dialogues from "English Sing Sing" act as a multidimensional tool that combines linguistic patterns with visual cues; making the input more accessible than text-based materials.

Furthermore, unlike traditional audio recordings, these visual animations offer situational context allowing A2 learners to observe non-verbal communication. Such as gestures and facial expressions which are essential for true communicative competence.

Methodology. 2.1 Participants. The experimental study was conducted at secondary schools in Syrdaria, Uzbekistan. Both students and teachers participated in this research. In more detail, as far as the students are concerned, we were able to recruit 87 students overall, yet 54 were analyzed. The participants' were A2-level students, aged between 8 and 13. Among them, 52% were male and 48 % were female. These learners were primarily from a monolingual uzbek-speaking background.

Attending general education classes.

Pertaining to the teachers, 35 English language teachers were recruited, but 12 were analysed.

The objective of involving teachers in the study is to provide a pedagogical perspective on the use of digital tools. The teachers' professional experience ranged from 5 to 20 years. Most of them hold Bachelor's degree (BA) in English Philology, 40% B2 and 60% C1 certificate on Common European Framework of Reference for Languages (CEFR). This diverse demographic was selected to ensure a holistic understanding of how "English Sing Sing" dialogues impact both the teaching and learning processes.

Materials and procedures. Following the line of similar pedagogical studies in digital language learning (Mayer, 2005; Ludke, 2013), the data collection and instructional procedures for the current study were realized through a structured integrative framework. This type of instrument was selected on the grounds that it is rigorous, methodical, and consistent, allowing for a clear observation of how multimodal inputs affect speaking performance.

The primary materials utilized were the 'English Sing Sing' animated series, chosen for their phonetic repetition and rhythmic dialogues, which align with the research objectives of reducing speaking barriers in A2-level learners."

1. The interactive observation stage (watch) Students were presented with "English Sing Sing" animated dialogues. During this stage, the focus was not merely on listening, but on visual decoding. Learners observed characters gestures, facial expressions and situational context provided by the animation. This multimodal input

allowed students to internalize the meaning of phrases without the need for mother-tongue translation.

1. The rhythmic imitation stage (mimic) This stage integrated the shadowing technique with melody. Students engaged in choral and individual repetition, synchronizing their speech with the animated characters. The rhythmic nature of the dialogues helped in lowering the affective filter. As students felt less self-conscious when miming a cartoon character compared to a traditional textbook drill. 2. The creative production stage (produce) The cycle culminated in a structured dubbing and role-play activity. Prior to the speaking task, students engaged in written brainstorming and collaborative scripting based on the visual prompts. This written scaffolding allowed learners to internalize grammar structures and accurately arrange their thoughts. Following this brief writing phase, the audio of the animation was muted, and students successfully provided the voices for the characters in real-time, demonstrating enhanced fluency, vocabulary recall, and accurate pronunciation.

Data Collection and Assessment. "The experimental intervention was conducted over a period of three months (12 weeks), during which students engaged in the integrative video-based lessons twice a week. To evaluate the impact of this approach, a pre-test was administered at the beginning of the study and a post-test at the conclusion of the three-month period.

The assessment was designed to measure specific speaking components, including fluency, pronunciation, and grammatical accuracy. Following the tests, the collected quantitative data were analyzed to determine the progress of the 54 primary participants. Additionally, semi-structured interviews were conducted with teachers to gain qualitative insights into the students' behavioral changes.

Figure 1

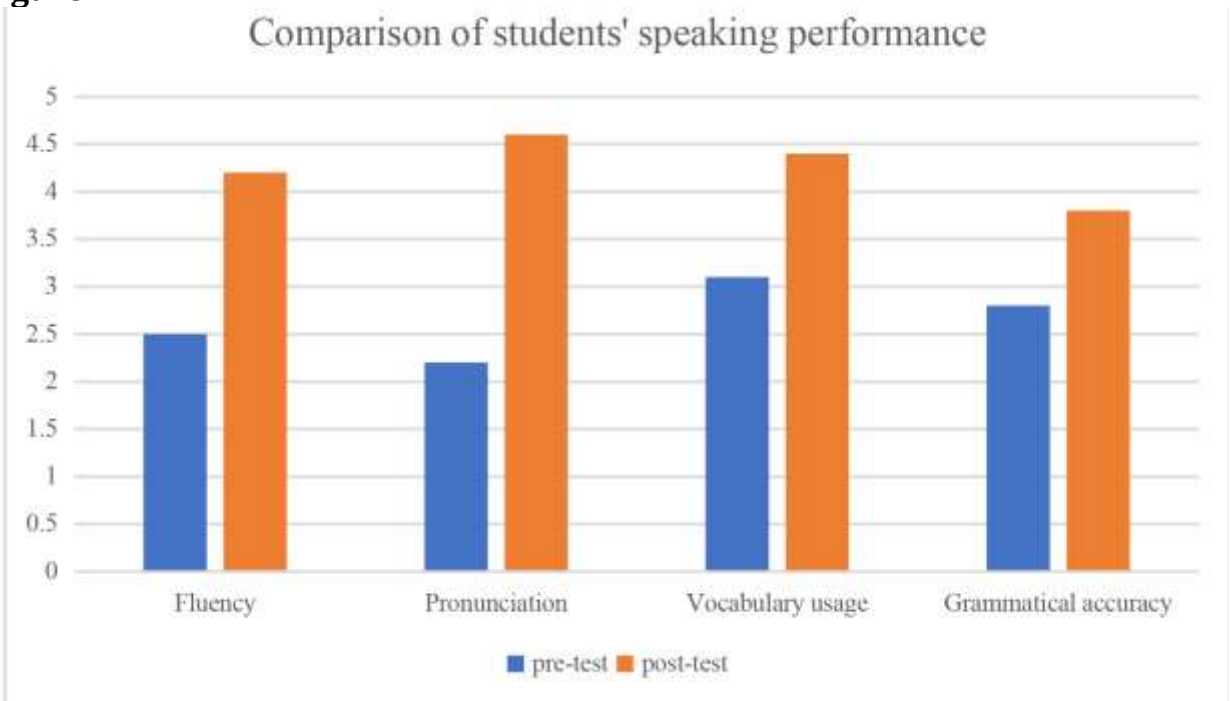


Table 1. Teachers' evaluation of the "English Sing Sing" methodology (n=12)

Evaluation criteria	Strongly agree	Agree	Neither Agree nor Disagree	Disagree
Speaking Anxiety Reduction	58%(7)	25%(3)	17%(2)	0
Fluency Improvement	58%(7)	34%(4)	8%(1)	0
Vocabulary Recall	75%(9)	17%(2)	8%(1)	0
Classroom Motivation	58%(7)	25%(3)	8%(1)	8%(1)

Discussion of Teacher Evaluations. The qualitative data presented in Table 1 indicates an overwhelmingly positive reception of the "English Sing Sing" methodology among the 12 participating educators. The following points summarize the pedagogical rationale behind these results: Vocabulary Recall (75% Strongly Agree): The highest level of consensus was observed in vocabulary retention. Teachers attributed this to the "Watch-Mimic-Produce" cycle, where rhythmic repetition and visual cues allow students to internalize lexical units naturally without the need for rote memorization.

Speaking Anxiety Reduction (58% Strongly Agree): Educators noted that the dubbing activity in the "Produce" stage allowed students to "hide" behind a character's voice. This significantly lowered their "Affective Filter," making them more willing to speak without the paralyzing fear of making mistakes.

Neutral Responses (17% Neither Agree nor Disagree): The neutral feedback regarding anxiety and fluency may stem from the fact that a small group of learners required more time to adapt to the digital format or possessed different learning styles that were less responsive to video-based input.

Classroom Motivation (8% Disagree): The single "Disagree" vote in the motivation category suggests that while digital tools are engaging, they are not a "one-size-fits-all" solution. It highlights the importance of the teacher's role in actively facilitating the transition from passive viewing to active participation to ensure no student remains a mere spectator.

Conclusion and Pedagogical Implications. The findings of this study provide empirical support for the integration of productive skills in EFL classrooms, specifically demonstrating the profound impact of combining writing and speaking tasks among A2–B2 learners. By embedding structured written brainstorming and collaborative scripting prior to oral production, the traditional challenges of speaking anxiety and cognitive overload were successfully mitigated. The visual and rhythmic nature of the "English Sing Sing" animated dialogues, paired with this systematic

"Watch-Mimic-Produce" cycle, allowed students to transition smoothly from structured language absorption to confident, spontaneous production.

Quantitatively, the intervention resulted in significant progress across all measured oral parameters, with pronunciation accuracy and fluency exhibiting the most prominent growth.

Qualitatively, the positive teacher evaluations confirm that integrating a writing phase before speaking tasks builds a secure framework, lowering the learners' affective filter. For educators, these outcomes highlight that speaking skills should not be taught in isolation. To foster genuine communicative competence, instructional designs must blend receptive and productive modes, recognizing that a brief writing and planning preparation empowers young learners to express themselves accurately and fluently.

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DISTINGUISHING MAIN IDEAS AND SUPPORTING DETAILS

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Abstract: This article extensively explores the critical academic skill of distinguishing main ideas from supporting details in reading and writing. The paper delves into their characteristics, roles, and the interplay between them in different texts. It discusses educational challenges, effective strategies for improvement, psychological and cognitive factors, historical perspectives, implications in modern digital contexts, and the transformative effects on life-long learning and communication.

Key words: reading comprehension, main idea, supporting details, academic writing, education, text analysis, critical thinking.

ASOSIY G‘OYALAR VA QO‘SHIMCHA TAFSILOTLAR O‘RTASIDAGI FARQ

Annotatsiya: Ushbu maqola o‘qish va yozishda asosiy g‘oyani yordamchi tafsilotlardan ajrata olishning dolzarb akademik ko‘nikmasini keng qamrovda o‘rganadi. Maqolada asosiy g‘oya va yordamchi tafsilotlarning xususiyatlari, roli hamda ular o‘zaro aloqasi tahlil qilinadi. Shuningdek, ta’limdagi muammolar, samarali rivojlantirish strategiyalari, psixologik va kognitiv omillar, tarixiy jihatlar, zamonaviy raqamli kontekstdagi ahamiyati va umrbod o‘rganish hamda muloqotga ta’siri muhokama etiladi.

Kalit so‘zlar: o‘qish tushunchasi, asosiy g‘oya, yordamchi tafsilotlar, akademik yozuv, ta’lim, matn tahlili, tanqidiy fikrlash.

РАЗЛИЧИЕ ОСНОВНЫХ ИДЕЙ И ДОПОЛНИТЕЛЬНЫХ ДЕТАЛЕЙ

Аннотация: Данная статья всесторонне исследует важнейший академический навык различения основной идеи и поддерживающих деталей при чтении и письме. В статье рассматриваются особенности, роль и взаимосвязь между ними в различных типах текстов. Обсуждаются образовательные трудности, эффективные стратегии развития данного навыка, психологические и когнитивные аспекты, исторические перспективы, значение в условиях современной цифровой среды, а также влияние на непрерывное обучение и коммуникацию.

Ключевые слова: понимание прочитанного, основная идея, поддерживающие детали, академическое письмо, образование, анализ текста, критическое мышление.

Introduction. A clear distinction between main ideas and supporting details is one of the foundational pillars of effective academic reading and writing. The main idea, often described as the central point or the dominant thought in a text, is the underlying message the writer wishes to convey. In contrast, supporting details serve to bolster, justify, clarify, or elaborate upon this core concept. Academic success, critical thinking, and effective communication all rely on the ability to correctly identify and differentiate these elements. The main idea is the thread that connects all other points within a passage or entire piece of work. It is present in every genre—whether narrative, expository, argumentative, or descriptive. In argumentative or persuasive writing, the main idea is usually synonymous with the thesis statement, around which every paragraph and sub-idea revolves. Its directness or subtlety depends on the author's intent, the complexity of the topic, and the nature of the audience. Supporting details, on the other hand, can take numerous forms—facts, statistics, examples, anecdotes, analogies, quotations, and explanations. Their purpose is to make the main idea credible, interesting, and intellectually accessible. These details help validate the author's claims, provide depth, and enable the reader to engage critically with the arguments or information presented.

Materials And Methods. Academic texts, particularly at advanced levels, tend to weave main ideas and supporting details in complex patterns. One paragraph may contain multiple supporting sentences, with the main idea either explicitly stated or implied. Skilled readers quickly learn to parse passages for key sentences, subordinate explanations, and illustrative material. To navigate this maze, familiarity with common organizational structures—such as cause and effect, problem-solution, compare and contrast—is invaluable, as these frameworks tend to dictate where and how authors embed main messages and details. Many learners struggle to separate overarching ideas from the sea of details, especially in information-dense texts. This difficulty may stem from gaps in background knowledge, limited practice, or unfamiliarity with discourse conventions in academic English. Focused instruction on text structure and logic can help bridge these gaps, as can exercises in summarization, paraphrasing, and questioning [1].

A useful strategy is annotation: as one reads, highlighting or underlining what appears to be the author's central message, then noting facts or descriptions that bolster, explain, or exemplify it. Summarizing after reading—putting the gist of a passage in one's own words—reinforces the comprehension of main ideas and supporting details. Diagramming, using tools like concept maps and outlines, further clarifies hierarchical relationships among concepts and supporting information. Textbooks and instructional materials often devote early chapters to main idea identification. Usually, the topic sentence, often located at the beginning or end of paragraphs, provides the best clue to the paragraph's main idea. Later sentences will often elaborate, defend, or exemplify it. However, mature writing does not always

adhere to this structure, requiring more sophisticated inferential skills from the reader.Skilled writers consciously craft paragraphs with cohesion, ensuring supporting details logically connect to and reinforce the claim. Weak or irrelevant details can distract or mislead, diluting the clarity and strength of the main concept. Effective revision requires a critical eye for such flaws, pruning unnecessary elaboration and shoring up underdeveloped points [2].

Results And Discussions. The role of main ideas and supporting details also extends to oral language and listening comprehension. Learners of English, or any additional language, benefit greatly from exercises that demand they verbally summarize information, distilling talks or lectures down to essential points and illustrating them with examples. Such practices train the mind to prioritize, organize, and synthesize information on the fly. A psychological perspective reveals that our brains naturally seek coherence and patterns in input, making the process of identifying main ideas almost instinctive after consistent practice. However, varying cognitive styles, working memory loads, and reading speeds mean that strategies must be tailored to individual learners, with greater scaffolding for those who need it and more autonomous explorations for advanced students [3].

The historical development of textual structure in academic writing highlights the premium placed on clarity, hierarchy, and logic—from early rhetorical traditions to contemporary scholarly discourse. This evolution reflects the collective recognition that understanding main ideas and supporting details is crucial for the transmission and expansion of knowledge. With the proliferation of digital texts, social media, and hyperlinked material, the ability to distinguish main ideas from a barrage of details and distractions is more vital than ever. Critical reading in digital contexts demands that individuals rapidly filter core messages from tangential information, advertisements, and editorial insertions [4].

Educational research demonstrates that explicit instruction in distinguishing main ideas and details significantly improves reading comprehension and student performance, not only in language arts but across disciplines including science, history, and mathematics. Teachers are advised to model this process, engaging students in guided practice, gradually releasing responsibility as learners internalize strategies. Challenges persist. Texts produced for different audiences or purposes may distribute main ideas across multiple paragraphs without clear indicators. Some writers purposely obfuscate their message, requiring even more advanced critical reading. Cultural contexts and linguistic subtleties also play a role, sometimes complicating what counts as a 'main idea' in cross-cultural communication. Lifelong learning and professional success both demand fluency in comprehending and constructing messages where the main idea is clear and fully supported by relevant, truthful, and persuasive details. Beyond academia, the consequences of misreading or misrepresenting the main idea can be significant, affecting decision making, negotiations, and everyday conversations. Empowering students with strategies to distinguish main ideas from supporting details may entail collaborative learning opportunities. Pair and group work, peer-teaching, and discussion-based activities create environments where learners can articulate, defend, and examine

interpretations collectively. Interactions with peers who model expert reading and summarizing can inspire self-reflection and improvement [5].

Assessment of these skills, while challenging, can be accomplished through a combination of comprehension questions, summary writing, and analytical essays. Rubrics that reward logical organization, relevance of supporting details, and clarity of main message motivate students to practice precision.The journey toward mastery is continuous. Text complexity, language proficiency, subject familiarity, and motivation all influence progress. With sustained effort, learners internalize the logic of text structure, gaining confidence and independence. Technology offers new modalities for developing these skills: digital reading platforms with note-taking tools, interactive texts, and artificial intelligence-driven feedback mechanisms are transforming literacy landscapes. Success in distinguishing main ideas and supporting details translates into numerous practical benefits. Readers become more efficient, discerning, and critical in their consumption of information. Writers produce more compelling, coherent work, whether in essays, reports, professional communications, or creative projects. Individuals become better equipped to navigate a world awash with information, capable not just of absorbing facts, but of understanding, interrogating, and synthesizing them.

Conclusion. In summation, distinguishing main ideas from supporting details is a complex yet essential academic and life skill. It builds the foundations for critical inquiry, deep learning, and effective expression. By combining active reading, structured analysis, reflective practice, and ongoing support, students and adults alike can achieve high levels of literacy and cognitive independence. As communication and information grow ever more complex, this skill becomes ever more valuable—empowering individuals to learn, reason, and thrive in a knowledge-driven world.

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USING CORPUS LINGUISTICS TOOLS AND ONLINE DICTIONARIES EFFECTIVELY

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Abstract: This article explores the effective use of corpus linguistics tools and online dictionaries in language learning, teaching, and academic research. It discusses how digital resources have revolutionized access to authentic language data, enhanced vocabulary acquisition, and improved linguistic analysis. The article highlights major benefits, common challenges, and practical strategies for maximizing these technologies. Key trends in language pedagogy, lexicography, and digital humanities are addressed, supported by recent research literature. The conclusion emphasizes the necessity of digital literacy for teachers, learners, and researchers in contemporary education.

Key words: corpus linguistics, online dictionaries, vocabulary learning, language teaching, digital tools, language research, language acquisition.

KORPUS LINGVISTIKASI VOSITALARI VA ONLAYN LUG'ATLARDAN SAMARALI FOYDALANISH

Annotatsiya: Ushbu maqolada korpus lingvistikasi vositalari va onlayn lug‘atlardan til o‘rganish, o‘qitish hamda ilmiy tadqiqotlarda samarali foydalanish muhokama qilinadi. Raqamli resurslar yordamida autentik til ma’lumotlariga yanada kengroq kirish imkoniyati, so‘z boyligini oshirish va lingvistik tahlilni takomillashtirishga erishilganlik ko‘rsatiladi. Maqolada ushbu texnologiyalarning asosiy afzalliklari, uchraydigan muammolari va maksimal natijaga erishish uchun amaliy strategiyalar keltiriladi. Zamonaviy tilshunoslik, leksikografiya va raqamli gumanitar sohadagi asosiy tendensiyalar so‘nggi ilmiy adabiyotlar asosida yoritilgan. Xulosa qismida o‘qituvchi, o‘quvchi va tadqiqotchilar uchun raqamli savodxonlikni rivojlantirish zarurligi ta’kidlanadi.

Kalit so‘zlar: korpus lingvistikasi, onlayn lug‘atlar, so‘z boyligini oshirish, til o‘qitish, raqamli vositalar, til tadqiqotlari, til o‘zlashtirish.

ЭФФЕКТИВНОЕ ИСПОЛЬЗОВАНИЕ ИНСТРУМЕНТОВ КОРПУСНОЙ ЛИНГВИСТИКИ И ОНЛАЙН-СЛОВАРИ

Аннотация: В данной статье рассматривается эффективное использование инструментов корпусной лингвистики и онлайн-словарей в процессе изучения языка, обучения и проведения академических исследований. Обсуждается, как цифровые ресурсы революционизировали доступ к аутентичным языковым данным, способствовали обогащению словарного запаса и улучшению лингвистического анализа. В статье освещаются основные преимущества, распространённые сложности и практические стратегии для оптимизации этих технологий, а также ключевые тенденции в преподавании языков, лексикографии и цифровых гуманитарных науках на основе последних научных работ. В заключении подчёркивается необходимость развития цифровой грамотности у учителей, учащихся и исследователей в условиях современного образования.

Ключевые слова: корпусная лингвистика, онлайн-словари, изучение лексики, преподавание языков, цифровые инструменты, языковые исследования, усвоение языка.

Introduction. The integration of corpus linguistics tools and online dictionaries has significantly transformed the landscape of modern language study. These digital resources provide unparalleled access to vast repositories of authentic language, allowing learners, teachers, and researchers to observe real usage across diverse contexts. Unlike traditional print materials, electronic corpora and digital dictionaries offer immediacy, interactivity, and adaptability, responding efficiently to the evolving needs of users worldwide. These features foster a deeper and more practical understanding of vocabulary, grammar, semantics, pragmatics, and stylistic variations. Corpus linguistics tools, such as concordancers and frequency analyzers, enable users to identify patterns in large collections of written or spoken texts. Through these tools, recurring structures, collocations, and idiomatic expressions become visible, fueling insights that can rarely be gained from introspection or limited textbooks. For students, such data-driven approaches demystify the complexities of language and empower autonomous learning. They reveal how high-frequency words are actually used, elucidate the nuances between synonyms, and present contextual information crucial for word choice and appropriacy. Teachers can draw upon corpora to design authentic materials, contextualize grammar points, and provide empirical evidence for pedagogical decisions.

Materials And Methods. Online dictionaries, especially those integrated with authentic corpus data, now go beyond mere word definitions. Many contemporary dictionaries include pronunciation guides, grammatical information, usage notes, audio files, example sentences, and even images. Some platforms compare different varieties of English, track neologisms, or offer usage statistics. These multi-layered resources cater to both receptive and productive skills, making them essential companions for learners at all proficiency levels. Regular exposure to dictionary content supports vocabulary retention, spelling accuracy, and pronunciation proficiency, while boosting learners' confidence in independent reading and writing [1].

Interactivity constitutes a key strength of digital tools. Users can customize searches, filter by genre, register, region, or time period, and investigate specific grammatical phenomena or lexical fields. Advanced corpora allow searches for multi-word units, errors, learner language, and more. Concordance lines display authentic snippets with the search item highlighted in context, helping users discern meaning differences, register distinctions, prosodic features, and cultural references. Instructors can enrich lessons with real-world examples, ensuring that classroom content reflects actual language usage rather than outmoded or stilted forms.The application of corpus linguistics tools has also revolutionized language research. Large-scale studies of learner corpora have revealed error patterns among non-native speakers, informing syllabus design and assessment criteria. Comparative corpus analysis sheds light on differences and similarities between dialects, genres, or historical periods. Lexicographers use corpora to update and refine dictionary entries, ensuring that definitions and usage labels align with contemporary practice. Academic investigations into discourse, pragmatics, sociolinguistics, and stylistics increasingly rely on electronic corpora to support empirical claims and test hypotheses [2].

Results And Discussions. Nevertheless, the adoption of digital resources poses certain challenges. Users may encounter information overload, unfamiliar technical terminology, or difficulty interpreting corpus output. The abundance of options can lead to superficial searches unless guided by specific questions or learning objectives. Effective use of digital dictionaries and corpora requires digital literacy, critical thinking, and sometimes, technical training. Educators may need to scaffold activities, teach search strategies, and clarify the limitations of corpus data, such as representativeness, genre balance, or recency. Digital divides persist in some regions, impacting equitable access to advanced tools and reliable internet connections. To maximize benefits, users should develop purposeful search habits, integrating corpus and dictionary data into routine study, teaching, and research. Language learners can keep lexical notebooks, document real examples, and practice productive skills using found expressions. Teachers can set up discovery tasks, small-scale projects, and comparative analyses, encouraging students to become investigators of language as well as consumers. Researchers can triangulate corpus findings with traditional methods, incorporate advanced statistical analyses, and share resources with broader academic communities [3].

The growing availability of specialized and general corpora opens new avenues for language exploration. Learner corpora help pinpoint common errors and needs, boosting tailored instruction. Spoken corpora provide insights into real-time interaction, discourse markers, and fluency. Multimodal corpora, which include audio and video, enrich understanding by addressing gesture, intonation, and contextual cues. Online dictionaries continue to develop, integrating visual dictionaries, learner-friendly definitions, games, and personalized vocabulary lists. Many resources now include mobile applications, offline access, and collaborative features, adapting to the shift towards blended and remote learning. Corpus linguistics tools and online dictionaries have also influenced language testing and assessment. Vocabulary tests based on word frequency data allow more accurate measurement of learners'

receptive and productive vocabularies. Writing assessments incorporate analysis of collocational competence, grammatical accuracy, and discourse features, as observed in authentic data. Automated writing evaluation often relies on corpus-informed algorithms to provide personalized feedback and targeted practice opportunities [4].

Within the field of translation and interpretation, corpus-based resources streamline the identification of equivalents, genre conventions, and idiomatic usage. Dictionaries with parallel corpora or bilingual concordancers supply translators with real-world examples, reducing the risk of literal translations and register errors. Interpreter trainees can practice terminology extraction and contextualization, vital for accuracy and fluency in real-time communication.Digital literacy is becoming an essential skill set in education, alongside traditional reading and writing competencies. Teachers and researchers are expected not only to access digital resources but also to evaluate their reliability, interpret statistical output, and design effective activities around them. Learners are urged to approach digital data critically, cross-checking meanings, and recognizing variation across contexts. Successful engagement relies on curiosity, analytical thinking, and flexibility, as digital landscapes are constantly evolving. Despite the sophistication of modern tools, human intuition remains central in language learning and analysis. Corpora and dictionaries are most powerful when used in tandem with learner experiences, classroom dialogue, and reflective practice. Instructors can facilitate a balance between exploration and guided instruction, tailoring tasks to students' proficiency levels, interests, and goals. Researchers continue to refine methodologies for extracting and interpreting big data, aware of inherent biases and representational limits.

As artificial intelligence and natural language processing advance, future developments in corpus tools and online dictionaries appear limitless. Personalization, automation, and multimodality are likely to define next-generation resources, broadening relevance for diverse audiences. The incorporation of user-generated content, real-time data updates, extensive language variety, and cross-platform integration will further enhance accessibility and utility. Collaborative projects are rapidly expanding, integrating global expertise and regional perspectives. Open-access corpora and dictionaries foster collaboration, democratizing research and resource development. Crowd-sourced annotation, community review, and continual feedback loops ensure that digital resources evolve dynamically, staying attuned to actual usage and emerging trends. Ultimately, corpus linguistics tools and online dictionaries have changed the way people learn, teach, and investigate languages. They supplement traditional materials, invigorate lessons, and empower learners, educators, and scholars to engage with language as a living, dynamic system. The deliberate, informed use of these technologies expands horizons, nurtures critical thinking, and supports lifelong learning in an interconnected world. The ongoing development of digital resources, alongside effective pedagogical integration, is vital for the future of language education and scholarship [5].

Conclusion. Effective use of corpus linguistics tools and online dictionaries requires awareness, training, and thoughtful implementation. While digital resources

have greatly enhanced access to authentic language, successful outcomes depend on users' ability to interpret data, integrate findings, and adapt to changing technologies. As language continues to evolve and digital tools become ever more sophisticated, ongoing investment in digital literacy is essential for learners, teachers, and researchers alike. The combination of human expertise and technological innovation will continue to shape the future of language learning and research.

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