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INCREASING THE IMPORTANCE AND ROLE OF FOREIGN LANGUAGES IN THE PERIOD OF GLOBALIZATION AND SUSTAINABLE DEVELOPMENT OF THE NEW UZBEKISTAN

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AI 智慧化教育背景下中国古诗词在哈萨克斯坦的发展、境遇与对策

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摘要:研究 AI 智慧化教育背景下其在哈萨克斯坦的教育发展现状、面临的挑战及应对策略，对于促进中哈文化交流具有重要意义。哈萨克斯坦多所高校以及教育机构孔子学院以及孔子学院课堂、中小学都相继开展和增设了中国古诗词学习课程，通过研究中国古诗词在哈萨克斯坦的开设情况，可以增进中哈两国文化交流和对彼此文化的理解。

关键词:智慧化教育;中国古诗词； AI 人工智能;多模态传播；哈萨克斯坦本土化教材

一、AI 智慧化教育背景下古诗词在哈萨克斯坦的教育发展样态

本研究以哈萨克斯坦欧亚国立大学和阿里法拉比民族国立大学、阿布莱汗国国际关系与世界语言大学以及阿斯塔纳 2 所私立中小学为重点调查院校，针对中文相关专业及第二语言选修汉语以及基础学习中文的学生为调查对象展开了调查研究。根据调查出的结论以及结合目前的基本情况可以看出，哈萨克斯坦的古诗词发展已经和AI 智慧化教育模式相结合这也是一种与时俱进的方法。随着人工智能（AI）技术的快速发展，教育领域正经历着前所未有的变革。AI 智慧化教学不仅为传统教育模式带来了新的机遇，也为跨文化交流提供了更高效、更个性化的工具。中国古诗词作为中华文化的重要载体，其在哈萨克斯坦的传播面临着新的机遇与挑战。本文将探讨AI 智慧化教学背景下，中国古诗词在哈萨克斯坦的传播现状、面临的挑战及应对策略。

（一）传统的教育模式下：基础教育阶段古诗词教育

在哈萨克斯坦的中小学基础教育中，古诗词教学主要集中在汉语课程中。部分学校通过汉语课程引入简单的古诗词，如《静夜思》《春晓》等，帮助学生初步了解中国文化的魅力。然而，整体教学内容较为有限，且多以背诵为主，缺乏深入的文化解读。

（二）传统的教育模式下：高等教育阶段古诗词教育

在高等教育阶段，古诗词教学的深度和广度有所提升，不同专业的学生学习动机存在差异：（1）汉语专业学生：以工具型动机为主，希望通过学习古诗词提升汉语水平。（2）汉学专业学生：融入型动机更为明显，单一注重从文化层面理解古诗词。

二、促进 AI 智慧化教育背景下哈萨克斯坦古诗词教育发展的重要因素

（一）中哈关系为古诗词教育发展创设稳定的发展环境

（二）良性互动的经贸往来成为驱动哈萨克斯坦古诗词教育发展的强劲力量

（三）日益密切的中哈双向教育合作为哈萨克斯坦古诗词教育发展注入活力

三、AI 智慧化教育改革中学生的学习动机发生了变化

学生学习中国古诗词的动机可以从多个角度进行分析，这些动机不仅与个人兴趣和语言学习相关，还与文化了解、跨文化交流以及个人修养提升等方面密切相关。以下是基于最新研究和实践的总结：

（1）文化学习与根源探索：许多学生学习古诗词的动机源于对中华文化的好奇和了解。通过古诗词，他们能够更好地理解中华文化的精髓。（2） 语言能力提升：对于非母语环境成长的学生来说，学习古诗词是提升中文水平的有效途径。古诗词的语言风格独特，通过学习可以增强对中文的理解和运用能力。此外，古诗词的学习还能帮助学生更好地掌握中文的语法、词汇和表达方式。（3）跨文化交流与理解：古诗词作为中华文化的瑰宝，具有独特的跨文化传播价值。通过学习古诗词，外国学生能够理解不同文化背景下的价值观和审美观念，从而促进跨文化交流与理解。（4） 个人修养与审美提升：学习古诗词不仅能提升语言能力，还能增强个人的文化修养和审美能力。许多外国学生表示，通过学习古诗词，他们能够更好地欣赏文学作品的美感，提升自身的文化素养。（5）兴趣驱动与教学创新：兴趣是推动学生学习古诗词的重要

动力。通过多样化的教学方法，如诗歌朗诵会、文化讲座、虚拟现实体验等，可以激发学生的学习兴趣，使他们更主动地参与学习。（6）应对考试与学术需求：部分学生学习古诗词是为了应对考试或满足学术需求。（7）家庭与社会支持：家庭和社会的支持也是推动学生学习古诗词的重要因素。

学生学习中国古诗词的动机是多方面的，既包括个人兴趣和语言能力提升，也涉及文化认同、跨文化交流以及个人修养的提升。通过多样化的教学方法和创新手段，可以更好地激发学生的学习兴趣，促进古诗词在跨文化交流中的传播与发展。

四、学生学习中国古诗词的方式发生变化

随着 AI 智慧化教育的发展，学生学习中国古诗词的方式发生了显著变化，这些变化不仅体现在教学方法的创新上，还体现在跨文化交流的深度和广度上。以下是具体的变化趋势和创 新方式：（1）教学方法的多样化与创新：传统的古诗词教学主要依赖于背诵和讲解，而现代教 学方法更加注重多样性和互动性。例如：情境教学法：通过多媒体手段创设与古诗词内容相关 的情境，让学生身临其境地感受诗词的意境和情感。多媒体辅助教学：利用图片、视频、动画 等形式，将古诗词的内容直观地呈现给学生，增强学习兴趣。小组合作学习：通过小组讨论、 表演等形式，让学生在互动中相互启发，培养合作精神和创造力。（2）跨媒介与多模态传播： AI 技术推动了古诗词的跨媒介和多模态传播，使学习方式更加丰富：跨媒介叙事：通过电视、 电影、网络平台等多种媒介传播古诗词，满足不同受众的需求。多模态叙事：结合图像、声音、文字等多种模态，帮助学生更好地理解古诗词的审美内涵。（3） 文化背景的深度融入：现代教 学更加注重古诗词背后的文化背景和历史内涵。通过跨学科融合，教师将古诗词与历史、地理、艺术等学科内容结合，帮助学生更全面地理解诗词。例如，在讲解《黄鹤楼送孟浩然之广陵》 时，引入黄鹤楼的历史背景和地理文化。（4） 个性化与智能化学习：AI 技术为古诗词教学提 供了个性化的学习路径。通过智能算法，AI 可以根据学生的学习进度和兴趣，推送适合的学习 内容，增强学习效果。（5）跨文化交流的深化：随着全球化的发展，古诗词的跨文化传播更加 注重文化适应性和接受度。例如，通过跨语言叙事策略，将古诗词翻译成多种语言，使其跨越 语言障碍，被更多国际友人接受。（6）从被动学习到主动创作：在AI智慧化教育背景下，学生 学习古诗词的方式发生了显著变化。从传统的背诵和讲解，到如今的情境教学、多媒体辅助、 跨媒介传播和沉浸式体验，学习方式更加多样化和个性化。这些创新不仅提升了学习效果，还 促进了跨文化交流的深度和广度，为古诗词的国际传播提供了新的动力。

五、学习特点发生变化

学生学习中国古诗词的学习特点发生了显著变化，这些变化主要体现在以下几个方面：1. 从被动学习到主动参与：传统古诗词教学中，外国学生多以被动接受为主，而AI 智慧化教育为学生提供了更多主动参与的机会。此外，AI 技术还支持个性化学习路径，根据学生的学习进度和兴趣推送适合的学习内容，激发学生的学习积极性。2. 跨文化理解与多元视角：AI 智慧化教育推动了古诗词的跨文化传播，外国学生在学习过程中更加注重文化背景的理解。通过跨学科视角解读诗词，学生能够突破文字表面，深入理解诗词的文化内核。3. 多模态学习体验：多模态叙事也使学习更加生动有趣。4. 从单一记忆到综合能力提升：AI 智慧化教育不仅帮助学生记忆古诗词，还提升了他们的综合能力。这种综合能力的提升使学生能够更深入地欣赏古诗词的美学价值。5. 跨媒介传播与互动性增强：AI 技术推动了古诗词的跨媒介传播，学生可以通过多种渠道接触和学习古诗词。6. 个性化与定制化学习：AI 智慧化教育能够根据学生的学习特点和需求提供个性化学习方案。这种个性化学习方式不仅提高了学习效率，还增强了学生的学习体验。

古诗词作为中国文化的重要载体，能够帮助学生更好地理解中国的历史、哲学和美学。AI 智慧化教育背景下，外国学生学习中国古诗词的学习特点发生了显著变化。从被动学习到主动参与、从单一记忆到综合能力提升、从语言学习到文化学习，这些变化不仅提升了学习效果，还促进了跨文化交流与理解。未来，随着AI技术的不断发展，古诗词的学习将更加高效和多样化。

六、AI 智慧化教育背景下哈萨克斯坦古诗词教育发展面临的现实境遇

（一）古诗词教学普及度仍然很低：哈萨克斯坦这些年在大力推广古诗词，通过比赛技能竞赛，文化课堂等，虽然中哈两国各高校积极投身于推广古诗词的推进，但是部分高校中小学还是因为各种原因无法积极响应推广古诗词，这于智慧化教育还没有完全普及相应的智慧化辅助工具缺乏也有很大的关系。（二）古诗词教学地域发展不均:**古**诗词教学主要集中在阿拉木图、阿斯塔纳等大城市，偏远地区的教学资源和师资力量相对薄弱。这于大中小学的综合实力普及度以及对人工智能智慧化教育的普及重视度有关。（三）古诗词教师供给不足:专业化程度不高，教师专业化程度不**足**:**哈**萨克斯坦本土汉语教师的专业化水平有待提升，尤其是在古诗词教学方面，教师的专业知识和教学方法仍需进一步优化。部分哈萨克斯坦教师对AI **技**术的应用不够熟悉，难以将其有效融入教学实践。这不仅限制了AI **技**术的推广，也影响了古诗词教学的质量。（四）专门的古诗词教材匮乏，教学资源有限。目前，适合哈萨克斯坦学生的古诗词教材匮乏，市场上缺乏具有权威性和针对性的教学材料。哈萨克斯坦的中文教育尚未形成统一的标准体系，部分高校的中文教学大纲仍依赖英语教学大纲，导致学生学习困难。此外，古诗词教学在课程设置中占比相对较小，难以满**足学生**对深入学习的需求。同时目前，AI **生成的教学**资源多以中文为主，缺乏针对哈萨克斯坦学生的本地化设计。这可能导致学生在学习过程中感到困惑，影响学习效果。

七、推进 AI **智慧化教育背景下哈**萨克斯坦古诗词教育纵深发展的对策建议

（一）协助提高古诗词教育在哈萨克斯坦各学段的普及度

（二）着力促进哈萨克斯坦各地古诗词教育的均衡化发展

（三）培养适应哈萨克斯坦各学段教学的本土中文教师

（四）构建贴近哈萨克斯坦教学实际的本土化教材机制

（五）积极推进智慧化教育线上教学与多媒体手段

结语：未来，中国古诗词在哈萨克斯坦的学习有望进一步深化。一方面，随着中哈教育合作的不断加强，更多本土化的教材和教学资源将被开发出来，以满足不同层次学生的需求。另一方面，通过线上线下相结合的教学模式，古诗词的学习将更加广泛和高效。同时，两国的文化交流活动也将继续为古诗词的传播提供平台。总之，中国古诗词在哈萨克斯坦的传播前景广阔，其在促进文化交流、增进民心相通方面的重要作用将不断显现。

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人工智能用于对外汉语语法偏误分析教学的研究

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摘要：**本文基于**对外汉语教学的具体实践，探索人工智能在汉语语法偏误分析教学领域的辅助作用。经过实践研究发现，人工智能不仅可以帮助学习者深入理解汉语语法，建立个性化资料库，也能帮助教师展开课堂教学，辅助教师进行教学资源建设，是十分优秀的外语教学工具。

关键词：人工智能；偏误分析；国际中文教育

人工智能发展的速度令人惊讶，用瞬息万变形容也不为过。由美国人工智能研究公司 OpenAI 开发的 ChatGPT 的诞生标志着自然语言处理取得了重大突破，能在极大程度上协助人类展开工作。同时，人工智能的发展也让传统语言教学发生了翻天覆地的变化，在此基础上许多人认为人工智能的出现会取代教师这个职业，其实不然，好的教师会积极跟随时代技术的变化不断提高自己，让人工智能成为自己教学的辅助性工具，让技术赋能中文教学。

一、 人工智能在对外汉语偏误分析领域的应用

早先人们受到“刺激—反映”论的影响，对偏误持有反对的态度，认为偏误在教学中不应该出现，教师要尽力避免学生出现偏误。1967 年，科德发表了《学习者语言：偏误的意义》并在认知心理语言学的基础上提出了 “偏误分析”理论，至此人们开始转变对待偏误的态度，能够更加客观、全面地看待学习者在学习过程中出现的偏误。所谓偏误分析，指发现外语学习者发生偏误的规律的过程，偏误分析的意义在于能够使外语教学更为有效、更为有针对性。(鲁健骥,1992)[1]因此不论教师或是学生都得重视偏误分析在汉语学习中的作用。人工智能在进行偏误分析时是将语言学理论、教育心理学方法与人工智能技术深度融合，通过数据驱动和认知建模实现对学习者语言偏误进行自动检测、归因分析以及智能干预。下面将从四个方面分析人工智能在汉语语法偏误分析领域的应用。

首先，人工智能可以详细解释汉语的语法规则。语法教学位于第二语言教学的中心地位，语法能力也是第二语言交际能力的重要组成部分。人工智能能够根据学习者的偏误对相关语法进行详细解释，并根据学生的偏误提供针对性拓展练习，例如人工智能对“他进去图书馆了”进行偏误分析，如图 1 所示，它能够从多个方面进行细致的分析，帮助学生系统理解偏误句子中出现的语法点，推动学生建立目的语法系统。

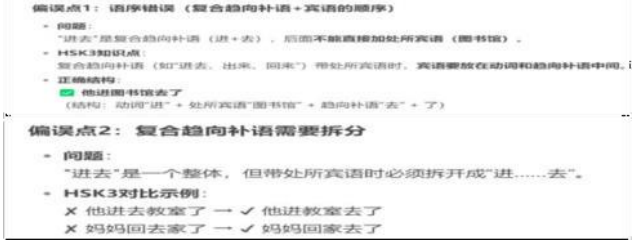

图 1 人工智能对“他进去图书馆了”进行偏误分析

其次，人工智能可以就学生母语和汉语语法点进行对比分析。人工智能可基于学生母语数据库对汉语语法点和学习者母语语法点进行详细对比分析，不仅可以帮助教师提前预测学生因母语负迁移而出现的偏误，而且能够让学生通过对比加深对目的语语法规则的理解。如图 2 所示，在人工智能中输入指令“学生水平为 HSK2 级，母语为英语，请对‘已经十点了，他可以

[1] 鲁健骥. 偏误分析与对外汉语教学[J]. 语言文字应用, 1992, (01): 69-73.

来吗？’这句话进行偏误分析，并以表格的形式展示该偏误中所体现的汉语语法点与学习者母语相关语法点进行对比分析。”**从中可以看出人工智能在**汉英语法对比中展示了十分详细的信息，并且对现相关偏误**的原因**进行了较为详细的解释。

英汉语法点对比表

语法点	英语（母语）	汉语（目的语）	偏误原因
情态动词	英语用 “can” 统一表示能力、许可、可能性（如：*Can he come?*）	汉语区分 “能” 和 “可以”： - **能**：能力/可能性（*他能来吗？*） - **可以**：许可/可行性（*你可以进来*）	**母语负迁移**：学生将英语 “can” 直接对应汉语 “可以”，忽略语境差异。
时间与可能性表达	英语通过时态（如 *could*）或副词（如 *still*）表达可能性变化（如：*Can he still come?*）	汉语通过副词（如 “还”）+ 情态动词（如 “能”）表达可能性（*他还能来吗？*）	**目的语规则过度泛化**：学生未掌握汉语中 “还”与 “能”搭配的时间紧迫性表达。
疑问句结构	英语疑问句需倒装（*Can he...?*）	汉语疑问句无需倒装，直接加 “吗”（*他能来吗？*）	**教学误导**：若教学中未明确对比英汉疑问句结构，学生可能机械套用英语倒装模式（如错误语序）。
时间状语位置	英语时间状语位置灵活（*At ten o'clock, can he come? / Can he come at ten o'clock?*）	汉语时间状语通常前置（*已经十点了，他能来吗？*），且需用逗号分隔	**交际策略运用**：学生为简化表达，可能忽略汉语时间状语前置规则，直接翻译英语结构（如后置时间状语）。

图 2 **人工智能展示的偏**误相关汉英语法点对比

再者，人工智能可以就学生的偏误设置针对性练习。偏误具有顽固性，即使纠正了后期学习者可能会再次出现相同地偏误，因此对于偏误的纠正教师需要循序渐进，前期大量练习加以总结，后期随错随纠。人工智能在进行偏误分析后能够给学生提供针对该偏误的练习题。例如，在人工智能输入指令“**我是一名外国学生，我的水平**为 HSK2 级，母语为英语，请对下面句子进行偏误分析并设置练习。今天比昨天很冷。” **人工智能在**进行详细的偏误分析后给学生提供了填空、改错、情景造**句、**对话练习等针对性练习题，最后加以总结归纳，帮助学生深刻理解该语法点。如图 3 **所示，人工智能提供了“比”字句的情景**对话练习。学生可以根据自己实际水平以及想要人工智能给出什么样的答案输入相关指令，让人工智能生成自己需要的答案，使用多次之后人工智能能够根据学习者历史偏误数据，生成定制化内容。

练习5：情景对话（和同学一起练习）

情景：比较两件物品或天气。

- A：昨天的天气很冷，今天呢？
- B：今天比昨天**更冷**！
- A：是的，我的手都冻僵了！

图 3 **人工智能**设置的“**比”字句情景**对话练习

最后，人工智能可以帮助教师准备教学材料。在进行偏误分析教学时，教师需要准备相关练习题、PPT**、建立偏**误案例库等材料，教师可以让人工智能帮助我们完成这项任务。人工智能能够给教师提供实用性工具和可分享教学资源，节省教师备课时间，让教师投入更多创造性的工作中去，如图 4 **所示，教**师在人工智能输入相关指令后生成教师所需要的练习题。人工智能也可以利用AI **自**动收集、分析学习者偏误，形成符合学生偏误特点的数据库，辅助教师总结教学难点。

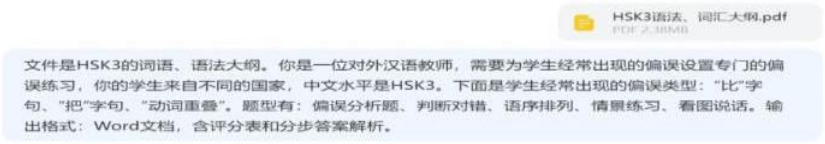

图 4 **人工智能**输入设置偏误练习题的指令

二、判断对错题

题目2：判断句子是否正确（✓/×），并说明原因。

1. 我比妹妹高一点。（ ）
2. 他把杯子打。（ ）
3. 妈妈让我洗洗衣服。（ ）

答案与解析：

1. ✓：正确使用“比”字句，形容词“高”后可用“一点”表示程度。
2. ×：“打”后缺少补语，应改为“打碎了”或“打破了”。
3. ✓：动词重叠“洗洗”表示建议或轻微动作，符合语境。

图 5 **人工智能生成的判断**对错题

总之，人工智能给语言教学带来了很多便利，塑造了语言教学的新形态，在多方面给教师提供教学帮助，释放教师的精力并且带来了丰富的可分享教学资源，除此之外，灵活运用人

工智能也可以帮助学生定制个性化服务，让其成为自己的“私人助手”，帮助学习者高效、灵活地学习汉语。

二、 结语

综上所述，本文研究人工智能在对外汉语语法偏误分析领域的应用，发现人工智能能够通过先进的算法和海量数据驱动，模拟人类的创造性，不仅能够依据输入的指令创造出新的视频、图像、文本等，甚至可以依据使用者建立个性化数据库，满足个性化需求通过先进的自然语言处理技术。人工智能对偏误进行详细的分析，帮助学生深入理解汉语语法，协助老师进行偏误教学，为汉语语法教学提供了有力的解释。

现如今，随着人工智能技术的持续革新，我们有理由期待其在更复杂语法场景中发挥更大作用，助力汉语学习与研究迈向新高度。在未来人工智能必将进一步融入汉语教学，全方位提升汉语学习体验，推动汉语在全球范围内的传播与发展。当然，作为国际中文教师，我们也必须以开放包容的态度去了解、掌握人工智能之类的人工智能，让技术赋能教学，提升教学效果，培养优秀的汉语人才。

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人机协同写作批改反馈模式构建研究

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摘要：本研究以留学生中文写作的批改反馈为例，旨在提供创新批改方式，构建人机协同写作批改反馈模式。本研究仅提供了一条人机协同应用于写作反馈的实现路径，希望将来有更多应用于教学实践的探索，促进国际中文教育的智能化发展。

关键词：中文写作；批改；人机协同；教学探索

一、研究背景

随着大数据时代的到来，人工智能技术迅猛发展，教育作为人类社会发展的关键一环，也深受其影响。目前已有“AI+教育”的应用实例，尽管人工智能技术直接参与到课堂的部分还比较有限，且大多是一些简单重复性工作，但随着技术的日益成熟，其课堂参与度会逐渐加深。显而易见，未来的教育呈现出人机协同的发展趋势。本研究仅以留学生中文写作的批改反馈这一个方面为例，创新批改方式，构建人机协同写作批改反馈模式。

二、人机协同写作批改反馈模式构建

（一）传统的留学生写作批改方式存在的问题

1.反馈不明确

国际中文教育的对象大部分都是初中级汉语水平的留学生，他们写出来的作文往往会有各种各样的问题。教师通常只是将错误的地方修改过来，未能明确指出具体的错误原因，导致学生难以准确理解问题，只知其然，不知其所以然。最后教师给出的整体评价也多是泛泛而谈，

缺乏针对性的建议和指导。

2.忽视细节

教师在批改留学生写作时常常将关注点放在有价值的偏误上，在一些细节的纠错上却不太到位。教师在批阅时如果只是简单地浏览一遍，未必能将这些看似不起眼的细节错误一次性全部纠正过来，这也就间接导致了批改的不全面。此外，标点符号、写作格式等排版细节也是容易被忽视的点，很难面面俱到。

3.工作量大

随着来华留学生数量的激增，一位教师往往要承担一个班级甚至多个班级的作业批改工作，而留学生汉语写作批改过程本身就费心费力，需要教师格外地小心细致。繁重的批改工作是对教师体力和脑力的双重考验，长此以往，逐渐变成流水化作业。即便如此，还是会出现批改不及时的情况，导致学生无法及时获得反馈并调整自己的学习策略，反馈结果往往不尽如人意。

（二）人机协同批改反馈的优越性

借助于蓬勃发展的人工智能技术，我们可以将其应用到留学生写作批改反馈中，革新原有的批改模式。传统的留学生汉语写作批改反馈只有教师、学生这两大主体，而人机协同批改反馈增加了人工智能软件这第三个主体，因而具有智能性、多元性和高效性，真正实现科技为教育赋能。

1.智能性

以往的留学生写作批改反馈仅依赖于教师的智慧，批改时往往时间紧任务重，难免出现疏漏。有了智能软件的加持，教师在批改中的准确度会有所提升，覆盖面也会更加全面。一些基础性的错误不需要教师再花费时间一个个地修改，可以将精力放在更有价值的偏误上，进而精准地针对学生的弱点实施强化教学。传统的批改模式类似于教师的“一言堂”，教师在打分和评价时很难不受到个人喜好的影响，而AI 软件生成的智能分数和评语能够冷静客观地结合题目要求分析学生的文本，得到的结果更加真实。

2.多元性

人机协同批改反馈的多元性主要体现在反馈主体、病句修改以及评价维度上。人机协同批改反馈相较于传统的教师批改反馈增加了智能软件这第三个反馈主体，因而具有多元性。智能软件在批改学生作文中出现的病句时往往会提供多种修改方式，也帮助教师拓宽了思路，另外教师本身也会有自己的想法，可以综合几种修改建议并结合上下文，最终给学生呈现出最佳修改方式。智能软件生成的评价内容涵盖多个方面，小到错别字、标点符号，再到遣词造句，大到文章的段落结构、语言表达水平，都会给出一个综合的考量，教师还会在此基础上进行补充。这样一来，学生收到反馈信息后，对自己的作文既有整体上的认知又有细节上的把握，能够实现预期的反馈效果。

3.高效性

传统的教师单一批改作文情况下，学生往往需要等待较长时间才能拿到批改后的作文，了解自己的写作情况。而在人机协同模式下，学生提交作文后，教师可以让智能软件立即进行初步批改并反馈结果，借助自然语言处理技术，只需几秒钟就能迅速识别出拼写错误、语法错误、标点符号使用不当等问题，并准确标记出来，识别出学生在写作中表现突出和稍有欠缺的地方后，生成详细的评语，相较于教师的纯人工检查可以节省大量时间。教师在进行二次检查和补充时，只需要重点关注文章的内容、逻辑、立意等方面。这种高效的反馈机制使学生能够及时优化自己的写作内容，避免错误的延续，提高学习效率。

（三）人机协同批改反馈的实现路径

鉴于目前国内没有专门针对留学生的写作批改软件， 笔者选取了文小言、豆包以及DeepSeek 这三个国内知名度较高的通用 AI 软件，然后在人机对话框输入题目要求及学生作答，说明学生的汉语等级水平，让其指出语病并给出评价。从智能软件生成的相关反馈信息来看，它们在汉语写作的基本规范方面，如纠正错别字和标点符号的使用上具有较高的准确率。此外，在修改学生病句时智能软件能够指明错误的原因并给出修改建议，有时会提供多种修改方式供

学生选择，最后给出的评语亦有可圈可点之处。

然后由教师在此基础上进行二次批阅，针对AI 软件批改的不合适的地方进行调整，不完善的地方加以补充，最终完成批改反馈，帮助学生提升作文质量。在整个过程中，智能软件主要负责汉语知识层面的评判，即相对而言较为机械性的工作；教师则是更多地承担一些带有创新性的、需要投入情感的工作，比如给学生写评语。二者相辅相成，协作完成批改任务。这样就达到了人机协同批改反馈的最终目的，即更高效地提升学生的汉语写作水平。

（四）人机协同反馈模式下教师的"变"**与**"**不**变"

在传统的批改方式向人机协同批改转变的过程中，教师的角色由主导者变成了引导者。但不变的是教师肩上的责任与使命，依旧需要提升自己的专业能力。首先是深化文本解读与评价能力，基于 AI **并超越** AI **的浅**层分析，深入剖析文本，尤其关注 AI **不太擅**长的领域，如修辞的使用、情感表达等。同时，将基础性且耗时的工作移交给智能软件后，教师有更多的时间关注学生的个性化表达，进而提供更具针对性的指导。教师还要与时俱进，提升信息技术应用能力，熟练使用智能软件，不断优化人机对话，尝试分析AI **的批改思路**, **并**结合自身经验进行判断和调整，让人工智能技术更好地为我所用。最后，人机协同批改反馈也能反作用于汉语写作教学，教师可以借此契机探索线上线下相结合的写作教学模式，提升教学效率。

人机协同批改反馈本身就是教学后反馈方式的一大创新，根据数据反馈，教师可以掌握学生写作水平，发现学生共性问题，然后调整教学策略，课堂集中点评时更有针对性，实施精准教学。从长远来看，还可以建立学生写作档案，及时跟踪学生的进步。

总之，新时代的教师应积极拥抱新技术，树立终身学习的理念，提升专业能力，创新教学方法，做好学生的引路人。

三、研究展望

目前使用通用的人工智能软件来批改留学生的作文依然有不少的局限性，反馈结果尚不能与留学生这一身份很好地结合。期待在不久的将来，能够设计出一款专门针对留学生的写作批改软件，这样就能更大程度上减轻教师的负担，反馈也会更加及时，有利于促进人机协同批改反馈提质增效。

综上所述，本研究仅提供了一条人机协同应用于写作反馈的实现路径，希望将来有更多应用于教学实践的探索，促进国际中文教育的智能化发展。

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人工智能赋能国际中文课堂教学设计的策略研究 ——以 **ADDIE** 教学设计模型为例

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摘要：随着全球化进程不断推进，世界政治、经济、文化、科技等方面的交流合作愈发紧密， 打破了原本横亘在各国家间的隐形壁垒，跨国贸易、全球人才流动等活动日益频繁。在此背景下，不同国家和地区对沟通交流的需求急剧增加，作为人际交流交往的载体——"语言"的重要性也愈发凸显，进而促进了语言教学的发展。本文运用文献研究与整合和内容分析法，以"人工智能"为切入点，结合 ADDIE 教学设计模型，探索人工智能技术对中文教学的影响，从而探寻中文教学方法的创新策略。

关键词：人工智能；ADDIE；国际中文教育；教学设计

1.引言

人工智能(AIGC,Artificial Intelligence Generated Content)的飞速发展推动了新一 轮的科技革命与产业变革。一方面，教育的数字化趋势为中文教学的发展开辟了新赛道、提 供了新优势，另一方面，人工智能产品进入课堂也为教学带来新机遇与新挑战。国际语言教 育界的数字化发展进程如火如荼（王春辉，2023），特别是人工智能技术的发展为国际中文 教育事业的数字化赋能提供重要机遇，在新一轮科技革命与产业变革的双重作用下，数字化 已转型成为中文教育教学创新的核心议题（徐娟等，2023）。生成式人工智能可以帮助教师减负增效，完成多种教学活动（刘玉屏等，2025），但该过程也存在潜在风险，主要包括师 生主体异化、生成内容质量的不稳定现象（袁羲等，2023）。 基于以上背景，本文将从国际中文课堂教学设计的创新策略入手，开展创新探索，在对 现有人工智能工具分析的基础上，完成国际中文课堂教学的创新推演，助力推动中文的数字化转型落到实处，为中文教师的教学提供参考。

2. AIGC 为课堂赋能的意义探究

课堂教学是教师输出系统汉语知识，也是学生系统输入汉语知识的主要途径。一份优秀的教学设计将会帮助教师更好地实现教学目标和教学效果，帮助学习者更好地理解知识、运用知识。本章节将着重分析人工智能对国际中文课堂带来的影响。

2.1 人机共生到人机协同

“共生”是生物学概念，原指两种不同的生物相互依赖、互利互惠，后来引申至政治、社会等层面的相互影响关系（余江英等，2024)。当前的人-机关系已经开始转变为伴随关系（蒋晓丽等，2025），就本质而言，是人类智能与人工智能互补优势上形成的协同系统，其基础是能力互补（沈阳等，2025）。传统的中文教学通常由教师独自完成，该过程耗时长、负担大，在“人机协同”模式下，教师可以通过指令将自己的思考与学生实际需要结合，运用人工智能工具生成教学设计初稿，之后审核修改生成内容即可，这是最基本的人机协同。

2.2 多模态互动课堂氛围

多模态教学最早于 1996 年在 The New London Group 提出，表示要培养学生的多元听说能力，指出要从音频、视频等多方面帮助学生获取信息（韦婉，2023），互动模式就是指在教师的引导下，师-生之间采用交流、对话等方式，形成互动学习机制（唐世刚等，2013）。多模态互动教学整合了多模态和互动教学法，其中，多模态提供技术指导，互动教学提供核心指导（熊文俊，2025）。在该模式下，AIGC 能够通过营造虚拟模态环境增强师生间的互动参与性（程瑜瑜，2024），通过沉浸式体验增强学习者对知识点的掌握能力。

3. 人工智能技术在 ADDIE 教学设计模式中的应用

ADDIE 模型最早是由美国佛罗里达州立大学教育技术研究中心开发设计的一种教学系统设计模型（潘旭燕，2024），详见图 1。该模型可以体现教学的动态过程，即分析学习者的学习需求、设计学习与教学策略、开发编排教学材料、开展教学活动、对学习与教学效果进行评估（李向明，2008）。作为比较有代表性的教学设计模型，ADDIE 模型可以帮助我们更好探究 AIGC 如何在国际中文教学中更高效地运用，以下将分模块讨论 AIGC 技术在 ADDIE 模 型各阶段中的作用。

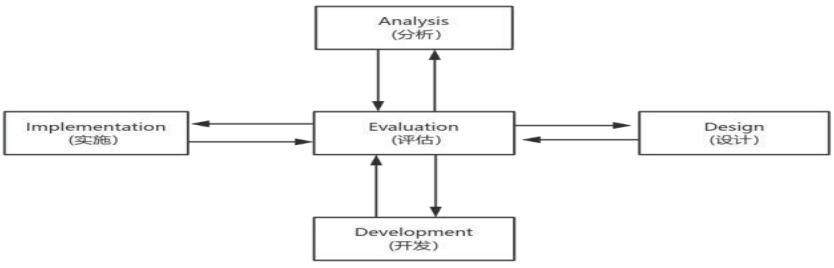

图 1 ADDIE 设计教学模式流程图

3.1 分析阶段——智能整合分析

教学分析主要在准备阶段进行，是整个教学活动以及教学设计的基础。在 ADDIE 模型中，分析阶段由教学目标分析、学情分析与教学内容分析三部分组成（邹其彦、林芸， 2013）。教师可以通过提问的方式，向 AIGC 提出问题，使人工智能工具有效对教学目标、学情分析和 教学内容进行分析，为下一个环节做铺垫。首先是教学目标分析。教师需要向 AIGC工具提出问题，例如：“本节汉语课面向零基础的美国高中生，我需要讲生母和韵母，请你帮我分析一下本节课的教学目标。”之后就可根据改指令生成内容。其次是学情分析，教师可以将学习动机、目标、成绩等项目提供给 AIGC，询问哪些教学环节、活动更符合学生学习需 求。最后是教学内容的分析，教师可以向人工智能提供教材、辅助材料，咨询如何根据用户提供的内容设计课堂教学环节与活动。通过人-机对话，可以减轻教师的工作量，也可以达到对预定目标的分析，使教师成为“信息输入与审核修改人员”，站在更客观的视角完成分析阶段的任务。

3.2 设计阶段——个性化教学策略

在分析阶段的基础上，根据教学目标设计教学方案，主要包括教学内容的组织、教学方法的选择、教学策略等，教师需要针对学生的特点、需求进行个性化设计，因此该环节也是教师备课花费时长与精力最多的环节。而 AIGC 在该阶段的主要作用是辅助教师完成个性化设计，帮助教师生成合适的教学方案，减轻教师的负担。例如，我们运用国产豆包 AI 针对中级阶段的口语课产出一份以“旅行计划”为主题的教学设计方案，如图 2 所示。

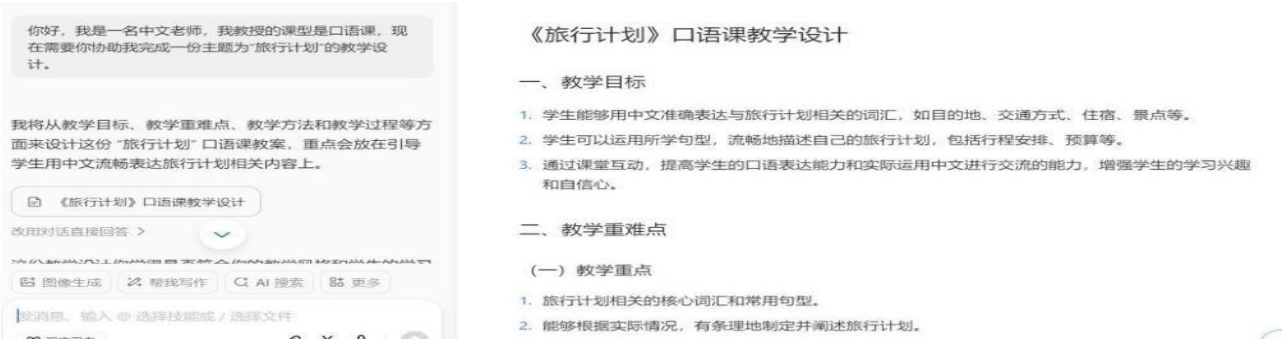

图 2 豆包 AI 针对“旅行计划”口语课生成的教学设计

3.3 开发阶段——智能化教学资源开发

开发阶段是根据教学方案，进行相应的课程内容撰写和测试设计，实现开发教学材料（赵美静，2014）。国际中文教师可以灵活使用人工智能工具完成个性化、智能化教学资源的开发，帮助教师创建各种类型风格的动画效果，将文字性描述生成为课堂所需的图片、动画、音频，从而为前期准备增色，为课堂赋彩。例如国内的可灵 AI 与海螺 AI 都可以实现图画、视频制作，该类型的 AIGC 软件都可以在生成图画视频的基础上，通过输入新的指令进行更改，从而得到与课程需求最契合的内容。

图 3 可灵 AI 网页版主页

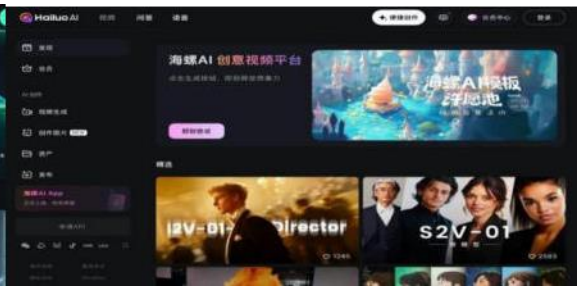

图 4 海螺 AI 网页版主页

3.4 实施阶段——自适应教学实施

教学实施阶段要把前期准备放入课堂教学实际之中，教学各环节的衔接、教学活动在这一阶段非常重要，这决定了教师能否控制住课堂，以及人工智能的产出结果能否经受课堂实践的检验。人工智能在这一阶段仍然能够为教师、课堂提供服务，例如课前通过收集分析学生的预习情况；课中可以通过新建动画建立沉浸式学习氛围，增加体验感；课后通过智能布置练习题

完成课后拓展、巩固课堂所学。还有针对语言学习的多邻国，通过与 Open-AI 合作开发的 Duolinguo Max，现在可通过情景对话与视频沟通的方式学习语言，旨在增强自适应。

3.5 评估阶段——精准教学评估

教学评估贯穿整个教学阶段，课前“师-生”、课中“生-师”和全过程的“人-机”对话。课前通过“师-生”评估主要表现为教师可以向 AI 工具提供学生的成绩单、学生的现有水平等信息，最后给出指令就可生成针对性强的评语，帮助教师能够根据反馈调整课堂安排。“生-师”评估主要指人工智能运用到课堂中，通过整合学生在课上的练习、匿名化评价形成对教师的总结性评价，给出教师教学建议，帮助教师提升教学水平（韩开、徐娟，2023）。最后，“人-机”对话主要指学生的练习方式，运用 AIGC 技术为学生生成个性化的习题，既能帮助学生练习也能帮助教师了解学生的掌握情况，从而改进教学。总的来说，人工智能技术是教师的得力助手，能够实现对完整课堂教学的评估。

4. 人工智能赋能国际中文课堂教学的机遇和挑战

基于上述内容，我们可以看到人工智能技术在语言学习领域有着广阔的发展前景，例如语言分析工具、教材编写工具、课堂教学工具、课堂设计工具等（崔希亮，2024），本文主要从课堂教学方面入手分析人工智能工具所发挥的作用——作为传统教学方式的有效补充。

一方面人工智能为教师提供针对性辅助，提升教师的教学能力与教学水平，另一方面也使学生根据学习需求提供定制化学习内容，提高学生的学习动机与学习效率。虽然人工智能进入语言教学有着无限潜力，但不可否认当前也存在挑战。首先，人工智能工具生成内容质量有待进一步考量。对于 AI 来说，它的产出基于算法规则与大数据，还不能完全模仿人类思维，因此其产出内容可能会过于刻板、缺乏人类思维。特别注意的是运用 AI 询问某方面的数值比率时，需要反复鉴别，因为其内容可能来自未经查证的网络信息之中。其次，过度依赖人工智能，可能出现师生主体异化现象（袁羲、吴应辉，2023），教师能够运用 AIGC 工具生成课堂所需内容，也可以运用工具完成对作业的批改，这种情况可能会导致教师的“主体”地位边缘化。此外，学生也可以运用 AI 工具完成中文作业并运用 AI 工具进行答疑与学习辅导，长期依赖该工具可能会导致学生失去自主思考能力而失去学习兴趣。

综上所述，数智化进程对国际中文教育发展带来影响，人工智能的发展也推动了国际中文教育教学的发展。本文探索了生成式人工智能技术与 ADDIE 教学设计模型结合的具体运用方式，旨在为国际中文教学方法提供新策略。总体来说，AI 的发展为中文教学带来了新的活力与发展。

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“数字丝绸之路**”背景下 AI** 赋能乌兹别克斯坦国际中文教育的模式**探索**

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摘要：本文分析了 AI **技**术在乌兹别克斯坦国际中文教育中的应用现状，探讨了其面临的挑战，并提出了相应的应对策略，**旨在促**进中乌两国在教育领域的深入合作提供参考。

关键词：**数字**丝绸之路；人工智能；乌兹别克斯坦；国际中文教育

一、引言

随着“**一**带一路”**倡**议的深入实施，国际中文教育作为文化交流与民心相通的重要桥梁，在乌兹别克斯坦得到了越来越多的关注和重视。AI **技**术具有强大的数据分析、个性化学习支持、智能交互等功能，可以有效解决传统国际中文教育中存在的教学资源不足、教学方法单一等问题。因此，探索“**数字**丝绸之路”**背景下** AI 赋能乌兹别克斯坦国际中文教育的模式具有重要的现实意义。

二、“数字丝绸之路”与乌兹别克斯坦国际中文教育的发展现状

1、“数字丝绸之路”的建设成果

“**数字**丝绸之路”**是中国国家主席**习近平在 2017 **年**“**一**带一路”**国**际合作高峰论坛上提**出的重要倡**议。乌兹别克斯坦作为中亚重要节点国家，近年来通过孔子学院、奖学金项目及高校合作，深化了与中国的教育交流。“数字丝路地球大数据平台”实现多语言数据共享，通过经验分享、数字基建合作等方式，探索具体的合作方式，助力沿线各国提升数字基础设施建设。

2、乌兹别克斯坦国际中文教育的现状与需求

中乌两国在教育领域的交流与合作不断深化，随着“**中文**热”**的持**续升温，乌兹别克斯坦国际中文教育也面临着一些挑战，如中文教师数量不足、教学资源有限等。

三、AI 赋能乌兹别克斯坦国际中文教育的优势与可行性

1、AI 技术在国际中文教育中的应用优势

一是个性化学习支持。AI **可以根据学生的学**习数据，分析学生的学习特点和需求，为每个学生制定个性化的学习计划和学习路径。**二是智能交互与反**馈。**借助**语音识别、自然语言处理等技术，AI **可以**实现与学生的智能交互。**三是丰富教学**资**源**。AI **可以整合各**类中文学习资源，包括文本、音频、视频、动画**等**，为教师和学生提供丰富多样的教学素材。**四是**评估与监测。AI **能**够对学生的学习过程和学习成果进行全面、客观的评估和监测。

2、在乌兹别克斯坦应用 AI 技术的可行性分析

一是政策支持。“**数字**丝绸之路”**建**设得到了中乌两国政府的高度重视和支持，双方在数字经济、教育等领域的合作不断加强。**二是技**术基础。**随着信息技**术的发展，乌兹别克斯坦的互联网基础设施不断完善，为AI **技**术的应用提供了硬件基础。**三是教育需求**。对国际中文教育的需求日益增长，传统教学模式难以满足需求，AI **技**术的优势正好可以弥补这些不足。

四、AI 赋能乌兹别克斯坦国际中文教育的模式探索

1、基于 AI 的在线学习平台

一是平台功能设计。**构建一个集**课程学习、智能辅导、交流互动、评估测试等功能于一体的在线学习平台。课程学习模块提供丰富的中文课程资源，包括基础汉语、汉语听说读写等课程，采用视频教学、动画演示、在线练习等多种形式呈现。评估测试模块通过 AI **自**动批改作业、在线测试等方式，对学生的学习成果进行评估和反馈。**二是案例分析**。**以国内一些成功的在**线中文学习平台为**例**，**如**“汉语学习网”“**悟空中文**”**等**，**可以借**鉴这些平台的经验，结合当地的实际情况进行优化和改进。

2、AI 辅助课堂教学

一是教学工具应用。**教**师在课堂教学中可以使用 AI 辅助教学工具。**如点名、提**问、抢答等。**二是教学模式**创新。**利用**AI **技**术创新课堂教学模式，**可开展**项目式学习、探究式学习、合作学习等。

3、智能翻译与语言学习辅助

一是智能翻译技术应用。**智能翻**译技术可以帮助学生克服语言障碍，还可以将中文教材、

教学视频等资源翻译成乌兹别克语。二是语言学习辅助工具。利用AI技术开发语言学习辅助工具，如语音评测软件、词汇记忆软件等，采用游戏化、情景化等方式帮助学生记忆词汇，提高词汇学习效果。

五、 AI 赋能乌兹别克斯坦国际中文教育面临的挑战与应对策略

1、面临的挑战

一是技术适应性问题。根据乌兹别克斯坦国际中文教育的实际需求和教学环境进行筛选和优化不同的 AI 技术和产品。二是教师培训不足。一些中文教师缺乏将 AI 技术融入教学的能力和经验。三是数据安全与隐私保护。如何保障数据的安全和隐私，防止数据泄露和滥用，是需要解决的重要问题。四是文化差异与教学内容本地化。由于中乌两国文化存在差异，在教学内容和教学方法的选择上需要充分考虑当地的文化背景和学生的接受程度，实现教学内容的本地化。

2、应对策略

一是技术选型与优化。对市场上的AI 技术和产品进行调研和评估，选择适合乌兹别克斯坦国际中文教育的技术和产品。二是加强教师培训。制定教师培训计划，开展AI 技术应用培训和信息化教学培训。邀请国内的专家和优秀教师进行授课和指导。三是数据安全管理。建立严格的数据安全管理制度，明确数据的收集、存储、使用、传输等环节的安全要求和责任分工。加强与当地政府和教育机构的合作，遵守当地的数据安全和隐私保护法律法规，确保数据的合法使用。四是教学内容本地化。组织专家和教师对教学内容进行本地化改编，增加与乌兹别克斯坦文化和生活相关的内容，更好地了解中国文化和当地文化，促进文化交流与融合。

六、 结论

在“数字丝绸之路”背景下，通过探索基于 AI 的在线学习平台、AI 辅助课堂教学、智能翻译与语言学习辅助等模式，有效提升国际中文教育的质量和效率，满足乌兹别克斯坦学生日益增长的中文学习需求。相信AI 将在乌兹别克斯坦国际中文教育中发挥更大的作用，为促进中乌两国的文化交流与民心相通做出更大的贡献。

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DEEPSEEK 背景下的中文教学创新探析——基于塔什干国立经济大学教学现状

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摘要：本文从如何利用人工智能工具创新教学方式方面对中文教学质量提升进行了探析，利用DeepSeek对课文内容进行拓展，深化教学中的重要语法点，编写教材中合理利用人工智能工具等，都将助力中文教学，进而增加课堂趣味性，提高教学质量。

关键词：中文教学；DeepSeek;**教材**;语法点；教学视频

Abstract: This article explores how to use artificial intelligence tools to innovate teaching methods to improve the quality of Chinese teaching. Using DeepSeek to expand the content of the text, deepen the important grammar points in teaching, and reasonably use artificial intelligence tools in compiling textbooks will help Chinese teaching, thereby increasing the fun of the class and improving the quality of teaching.

Keywords: Chinese teaching; DeepSeek; teaching materials; grammar points; teaching videos

随着大数据的逐步发展，语言教学的手段和方式也越来越灵活，人工智能技术也在进一步加速语言教学的步伐。目前，在语言教学中较多使用的有 ChatGPT、 Claude、Bard、DeepSeek、**豆包等。本文**结合乌兹别克斯坦塔什**干国立**经济大学中文教学现状，从语言教学和教材编写角度谈一谈人工智能对教学的辅助作用。

目前，塔什干国立经济大学共有三名中文教师，中文课程为公选课，面向全校不同专业学生开设。各学院外语课程设置略有差异，大致安排为：第一学期外语学时为 60 **学**时、72 **学**时或 120 **学**时不等，第二学期则多为 60 **或** 72 **学**时，全年累计学分约为 8 **学分左右。**

在教学资源方面，中文课程主要使用《新实用汉语教程》（乌兹别克语版与俄语版）作为主教材，辅以《汉语教程》《快乐汉语》《发展汉语》《博雅汉语》等教辅材料。同时，为更好地契合本校经济类专业背景，**中文教**师团队正在编写《零起点学汉语》（汉语—乌兹别克语对照）教材，预计将于本学期完成。

目前正在学习中文的**大学一年**级学生约有 200 **人**，**年**龄多在 18 **至** 21 岁之间。为了提升教学效果和学生的**中文**应用能力，教师团队积极推进多媒体与网络资源建设：已完成课程 PPT **制作及基于互**联网的汉语口语新媒体课程录制，并通过“哔哩哔哩”**平台公众号和** Telegram“**中**乌口语学习”频道对外发布，此外也同步上传至学校的 HEMIS **在**线学习系统，方便学生课后复习和自主学习。

此外，学校外语教研室正在推进全课程小视频的录制工作，语言类课程已**接近完成。**这些视频课程**也将极大地丰富教学**资源，为移动学习提供保障。

本文认为， 可以借助 DeepSeek **从多个方面**进一步提升经济大学中文教学的质量，DeepSeek **作**为一款基于人工智能技术的智能助手，能够在教材内容优化、语法点延伸、教材编写及视听教学等多个方面为中文教师提供有力支持。

第一、每课语法点的拓展

教师在教授中文教材中的语法点时，可以充分运用 DeepSeek **的智能功能**，对相关语法进行归纳总结。例如，将特定语法点输入DeepSeek **后**，**可以快速**获得不同语言场景下的多种句式表达。以“**把**”**字句**为例，DeepSeek **不**仅能提供多个简明的例句，还能附带该结构的基本形式及适用场景。由此可见，借助 AI **工具可以有效**扩展语言点的表达方式，积累丰富的同类句型资源。这不仅减轻了教师的备课压力，也提高了学生的学习效率。

第二、课文内容的优化

在课文内容优化方面，教师可使用 DeepSeek 寻找与课文原文表达方式不同的替代表达，让学生接触更多样化的语言结构与风格。通过这种方式，不仅丰富了课堂教学的内容，还增强了学生的语言应用能力和表达多样性，从而提升整体的语言训练效果。

第三、语料多样、内容丰富的教材编写

语言教学中，教师、教材、教学法是影响教学质量的重要因素，有了好的老师，如果没有好的教材，教学效果也达不到最好的高度。在利用 DeepSeek 编写中文教材时,教师可以将需要编写的课文或者对话的题目、内容和字数要求等，上传到 DeepSeek 平台，输入正确的指令。基于人工智能的大数据分析，DeepSeek 可以快速给出各种类型的答案，教师只需要根据编写教材的深度有选择性地选取自己所需要的内容，在 DeeepSeek 的帮助下，遣词造句、创制各种语境不同的句式、对话、段落甚至短文等都可以实现自由。比如，当本人在 DeepSeek 输入“相互认识打招呼对话”时，它提供了四种对话范本可供选择。除了这些之外，它还提供了一些对话关键技巧。这些信息在我们编写教材时能起到很大的作用，我们可以根据需要选取编写各种场景的对话，同时，也可以根据自己的需求进行适当删减。

当然，在编写教材过程中教师还要有选择性地利用人工智能提供的文本。因为教材问题还需要体现本土化特点。在语言教材的本土化方面，也要注意目的语和母语的异同，生词和重要语言点的注释最好使用学习者的母语，教材中呈现的文化内容不能与学习者国家或民族文化出现冲突，在大量呈现目的语所属国文化的同时，也应在教材中适当呈现学习者国家或民族的文化内容，以体现对学习者国家或民族文化的尊重，同时可以更好激发学习者的学习积极性[2]。

第四、DeepSeek+剪映制作教学视频

语言教学中，教师要尽可能创造多种学习方式，除了常规的点读、范读、对话、做练习 等方式之外，适度给学生提供可供观看的视频材料可以增加课堂教学的趣味性，进而吸引学生 注意力，提高教学效果。根据索绪尔(Ferdinand de Saussure)对语言和言语的区分,视听法将语言 跟语音、语法、词汇等语言知识关联,将言语跟听、说、读、写等活动关联，主张语言教学要培 养学习者听、说、读、写目的语的能力,而不是帮助他们掌握语音、语法、词汇等知识。视听法 改变了原有教学手段的单一性，丰富了教学手段，并且成为时至今日始终被使用而且不断更新 的一种教学技术[3]。随着人工智能的介入，视听法将进一步提高我们的语言教学技术。教学中，中文教师可以利用 DeepSeek 创制与课文相关的教学文本，然后利用剪映将教学文本制作成视 频，这样的话，视频内容与课堂教学内容相关，且能起到复习深化课堂书本内容的作用，这将 最大程度地提高学生的语言词汇量和记忆力。

总之，课堂教学，教材编写等都属于教学方法问题。教师在授课过程中如何讲解词语、怎样引出语法点、用什么样的方式方法训练听说读写各项技能，课堂教学和教材编写中如何把

[2] 吴应辉.汉语国际传播研究理论与方法[M].中共中央民族大学出版社，2015 年第二次印刷:40.

[3] 朱志平.汉语第二语言教学理论概要[M].北京大学出版社,2017 年 2 月第 3 次印刷:358.

结构、功能和文化结合起来等等都直接影响着中文教学的质量[4]。

综上所述，基于塔什干国立经济大学的中文教学现状，本文认为，中文教师可从课文拓展、语法延伸、教材编写以及制作教学视屏等几个方面借助DeepSeek 等人工智能工具进行教学改革和深化，进而为乌兹别克斯坦经济领域培养出综合性的优秀人才。

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备注：本文为中亚基地建设项目“基于互联网的汉语口语新媒体课程建设”研究成果之一

CHATGPT 支持的产出导向法在初级汉语听说教学中的模式构建

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摘要:针对初级汉语听说课堂中真实语境匮乏、输入输出脱节等痛点，本研究构建“ChatGPT 支持的 POA 汉语听说教学模式”，整合 ChatGPT 的技术优势与 POA 理论框架，从课前资源设计、课中动态交互到课后个性辅导三阶段优化教学流程。

关键词： 产出导向法；ChatGPT；对外汉语教学；听说能力；教学模式

1、 引言

1.1 研究背景

当前全球化进程加速，汉语作为第二语言的学习需求持续增长，尤其在听说能力培养方面，学习者普遍面临语言环境缺失、输入与输出脱节、即时反馈不足等挑战。传统教学模式多依赖教师单向知识传授与机械式练习，难以满足个性化学习需求，导致学生陷入“学用分离”的困境。而产出导向法（POA）虽以“驱动—促成—评价”三环节推动学用结合，却在交际任务设计、精准输入供给及动态评价实施中面临挑战。而生成式人工智能 ChatGPT 为教学创新提供了新路径。其自然语言生成与交互能力，能够模拟多样化交际场景，提供即时反馈与自适应学习支持，为弥补传统教学缺陷提供了技术可能。然而，如何将 ChatGPT 技术优势系统化融入 POA 框架，构建“学用一体”的高效教学模式很有必要。

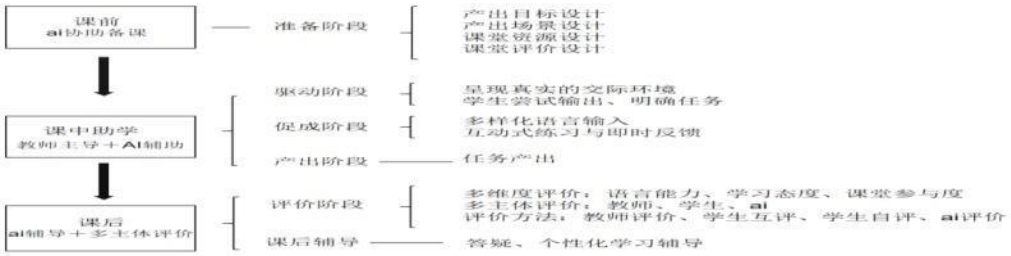
1.2 研究目的

[4] 李泉.对外汉语教学理论思考[M].教育科学出版社,2005,(09):41.

本文探索 ChatGPT 支持的产出导向法在初级汉语听说教学中的应用模式，系统设计基于 ChatGPT 的教学流程，同时为解决传统教学中输入与输出脱节的问题提供解决方案。本研究还致力于分析 ChatGPT 在教学环节中的具体作用，如如何通过其生成式语言功能为学生提供高质量的输入、如何借助其交互功能促成学生的语言产出，以及如何利用其即时反馈功能实现动态评价。通过这一研究，期望为初级汉语听说教学提供切实可行的创新路径，并为产出导向法的理论完善与实践推广提供参考。

2 ChatGPT 支持的 POA 教学模式构建

ChatGPT 支持的产出导向法在初级汉语听说教学中的模式构建如下：



2.1 课前：ai 协助备课

在课前 ai 协助教师进行备课，即准备阶段，这一阶段的目的是系统规划教学目标与资源，确保教学内容与学习者需求匹配。具体包括产出目标设计、场景设计、资源设计、课堂评价设计四个步骤。结构化设计教学流程，可确保教学目标的明确性、场景的真实性、资源的适配性以及评价的多元化。

2.1.1 产出目标设计

在产出目标设定阶段，教师要对预期产出成果和学生产出缺口了然于胸，并基于现有教材，明确教学重点，对接学生缺口（文秋芳 2017）对于采用非 POA 理论教材的教师，教学实施难度显著增加，而人机协作的设计机制为这一困境提供了有效解决方案。教师向 ChatGPT 发出指令，说明学生的汉语水平（初级）、本课的教学内容、教学目标，引导 ChatGPT 尝试产出预期成果，然后针对预期成果进行分析，为后面的教学中，学生的产出提前做出预判。在此基础上，由 ChatGPT 评价学生的尝试产出，找出产出缺口。与教师更易关注语言、结构不足不同（Guo & Wang 2024），ChatGPT 对学生的尝试产出进行分析，从更全面的维度指出学生在尝试产出时出现的问题。基于预期产出成果和学生的产出缺口，对教材中本课内容的产出目标进行细分。这样就可以避免 POA 课堂中教师按照教学经验对本课的产出目标作出判断的情况，在 ChatGPT 的一步步协助下，设计更加具有针对性的产出目标。

2.1.2 产出场景设计

POA 要求场景设计应包含话题、目的、身份、场合等要素，以保障交际场景具有真实性（文秋芳、 孙曙光 2020）。现有的教学场景设计缺乏创新，无法激发学生的兴趣，或者场景与学生实际生活脱节，导致学习效果不佳，这都是传统 POA 课堂的教学设计中常出现的问题。教师在备课时可以利用 ChatGPT 来解决这个问题。首先，使用 ChatGPT 生成多样化的内容和创意，帮助教师设计更具吸引力和实用性的教学场景。比如，教师可以利用 ChatGPT 生成与学生日常生活或文化背景相关的真实对话场景，从而增强学习的代入感和实用性。再比如，教师可以输入一些关键词或主题，让 ChatGPT 生成相关的对话脚本、角色扮演情景或任务型活动。此外，ChatGPT 还可以根据学生的语言水平和兴趣定制不同难度的场景，确保教学内容既具挑战性又不会过于困难。不过，这里可能存在一些挑战。生成的场景是否真的符合教学目标和学生的实际需求？如何确保生成的内容在文化和语言上准确无误？这都需要教师对生成内容进行筛选和调整。此外，技术操作上的问题，比如如何有效地与 ChatGPT 交互，获取高质量的输出，这需要教师对学生提前进行相关 ChatGPT 使用指导。

操作步骤：1、输入提示词，生成多样化场景创意。向 ChatGPT 提供教学主题、学生水平及文化背景，如“乌兹别克斯坦初级汉语”“购物场景”“融入当地文化元素”。2、分层设计。要求

ChatGPT 为同一主题生成不同难度的场景脚本生成，如:初级（带拼音）、中级（无拼音）、高级（加入成语）三个版本的购物对话，需包含当地常见菜品名称。3、生成互动任务。利用 ChatGPT 设计任务型活动，如：设计一个小组任务：学生扮演游客与当地商贩，使用汉语完成“购买手工艺品”的角色扮演，需包含砍价、付款、感谢等环节，并提供任务卡模板。4、教师审核、修改。ChatGPT 生成的内容需要教师校验其准确性，比如文化细节、语言的规范性等。ChatGPT 作为工具，最终的设计需要教师主导，确保教学目标达成。

2.1.3 课堂资源设计

通过 ChatGPT，教师可快速生成结构化教案、分层练习题、文化融合素材及个性化学习资源，显著提升备课效率与资源质量。如使用 ChatGPT 生成结构化教案，指令为：请为初级汉语学生设计一份 45 分钟的“购物场景”教案，包含教学目标、教学步骤（导入、讲解、练习、产出）、时间分配及课堂互动活动建议，需融入当地文化元素。设计动态课件：请为上述教案设计 PPT 课件大纲，包含 5 页内容：标题页、关键词汇（带翻译和拼音）、对话模板（图文结合）、互动练习（填空、配对题）、课后任务（录制购物对话视频）。另外也可以搭配一些互动学习平台生成课堂小游戏（如 Kahoot）。

2.1.4 课堂评价设计

在 POA 教学法实践过程中往往存在着一些问题，比如教师主导评价，反馈周期长，学生难以即时修正错误；侧重语言准确性，忽视学习态度、跨文化交际能力等软性指标；个性化评价需大量人力，教师难以兼顾全体学生。教师可以利用 ChatGPT 优化 POA 的课堂评价设计，解决传统 POA 评价环节的局限性。首先使用 ChatGPT 生成多维度评价标准，比如设计多维度评价表，包含语言能力、交际策略、学习态度，每项权重占比 40%、30%、30%，总分为 10 分。其次是实时动态反馈与纠错，设计一些课堂互动练习，ChatGPT 可以与学生进行对话互动，并对学生对话中产生问题及时纠错点评。第三，多主体评价，针对学生的产出成果，可采取教师评价、学生互评、学生自评、ai 评价，其中 ai 评价是指辅助教师点评，教师需要在较短的时间内对学生的产出成果进行点评，因此教师可以先使用 ChatGPT 对学生的产出成果进行评价，并发现其中的共性问题，然后根据 ChatGPT 的评价反馈，聚焦其中的共性问题，快速浏览点评。

2.2 课中助学:教师主导＋AI 辅助

2.2.1 驱动阶段

首先呈现真实的交际环境，教师利用 ChatGPT 生成与课前设计的“产出场景”相匹配的对话情境。通过多媒体展示ChatGPT 模拟的动态对话，或让学生直接与ChatGPT 进行角色扮演。贴近真实生活的场景，能够激发学生的兴趣和参与感，帮助学生直观理解语言在实际交际中的功能和适用性，为任务产出奠定情境基础。学生在 ChatGPT 生成的场景中尝试语言输出。ChatGPT 即时提供纠错、补充或拓展建议。通过即时反馈帮助学生发现语言漏洞，明确改进方向。教师结合 ChatGPT 生成的场景，提炼任务核心目标（如“完成一次线下购买车票的对话”）。学生与 ChatGPT 互动，通过问答或示例分析，明确任务的具体要求（如需要掌握的词汇、句型、逻辑结构）。目的是将抽象的“产出目标”转化为具体可操作的任务指令，并且通过 ChatGPT 辅助的互动式引导，确保学生清晰地理解任务标准和预期成果。

2.2.2 促成阶段

教师利用 ChatGPT 生成与课前设计的“产出任务”和“产出场景”相关的多样化语言材料（如文本、音频），根据学生水平，生成不同难度的语言输入，确保内容适配性。

互动式练习包括人机互动练习和协作式练习，人机互动练习是指学生与 ChatGPT 进行角色扮演（如模拟“车站买票”或“餐厅点餐”），完成课前设计的场景任务。例如，学生作为“顾客”向 ChatGPT“服务员”提出特殊饮食需求，并协商解决方案。协作式练习是指小组任务或者同伴互评。学生分组后，利用 ChatGPT 生成的问题或提示进行讨论（如“设计一个旅行预定酒店攻略”），并整合小组答案。或者学生交换练习成果，通过 ChatGPT 分析同伴作业的优缺点，提出改进建议。

通过上述设计，促成阶段将语言输入、互动练习、反馈紧密结合，借助 ChatGPT 的技术特

性，实现“学中用、用中学”，最终推动学生高效完成高质量的语言产出任务。

2.2.3 产出阶段

所有任务均基于课前“产出场景设计”，确保目标、场景与评价标准的一致性。ChatGPT 在这一环节充当“协作者”，学生可使用 ChatGPT 提供模板与框架，辅助优化任务内容，提供客观的分析。学生在这一过程中从“语言准确性”到“交际得体性”，最终指向“创造性解决问题”。产出阶段将语言知识转化为实际应用能力，借助 ChatGPT 的技术支持，实现“学用一体”，最终达成 POA 教学模式“驱动-促成-产出”闭环。但需要注意的是，在这一阶段， 需要提前提供 ChatGPT 的操作指南，设置小组长协助同伴；并且鼓励学生加入个人经历或文化元素，限制 ChatGPT 的直接复制，避免产出同质化。

2.3 课后：AI 辅导＋多主体评价

课后学生可以通过ChatGPT 自主答疑、巩固所学知识，学生通过文字或语音向ChatGPT 提出课堂遗留问题（如语法疑惑、任务难点），ChatGPT 提供多模态解答，比如文字解析、思维导图、情境练习等。同时 ChatGPT 也可以个性化学习辅导，根据课堂任务表现（互动记录）和课后提问数据，分析学生的薄弱环节，推送定制资源、生成学习计划、充当虚拟陪练。这一阶段，可以培养学生的自主学习能力，鼓励学生利用 ChatGPT 自主规划学习，逐步减少对教师的依赖。但也要注意，教师需要定期审核ChatGPT 生成的答案，避免ChatGPT 给出错误答案，误导学生。教师还需要向学生提供技术操作指南，减少学生操作困难的情况出现，如“如何向 ChatGPT 提问”。

3 结语

本研究通过整合 ChatGPT 与产出导向法（POA），构建了初级汉语听说教学新模式，借助人机协作机制优化教学全流程。ChatGPT 在课前辅助设计场景与资源，课中提供动态输入与即时反馈，课后支持个性化学习，有效解决输入输出脱节、场景真实性不足及评价滞后等问题，推动“学用一体”目标的实现。

模式应用存在的局限性：ChatGPT 生成内容需教师审核文化适配性，技术依赖可能弱化师生情感互动，其反馈机制对软性能力评价不足，师生技术差异影响推广效果。未来需进一步探索人机协同边界，优化跨文化适应性，通过实证研究验证模式的长效性与普适性。虽存在挑战，但 ChatGPT 与 POA 的融合为汉语教学智能化提供了创新路径，助力语言教育向个性化学用深度融合迈进。

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基于 IFIAS 的新手教师线上课堂互动研究**——以面向越南学生的高级汉语综合课为例**

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摘要：随着信息技术的快速发展，线上教学作为一种新的教学形态，成为了研究的重点内容。互动作为课堂教学的重要组成部分，也逐渐受到研究者的重视。本文借助改进型弗兰德斯互动分析系统对越南线上高级汉语综合课进行分析，发现课堂教学存在互动不足、学生积极性差、信息技术应用不足等问题。结合教学实践，本研究从教师、学生和技术应用三个层面提

出了建议，以提高教学效果。

关键词：iFIAS;越南学生;新手教师；线上课堂互动；高级汉语综合课

一、研究背景

在全球战略格局重构与中国文化软实力提升的双重背景下，国际中文教育作为文化传播的重要载体，正面临数字化转型的战略机遇。目前，汉语教育已成为国际社会认知中华文明的重要窗口，对促进跨文化理解、增强文化软实力具有不可替代的作用。伴随近年来中国不断推进“一带一路”战略落地，越南作为中国长期的重要贸易伙伴，其汉语教育发展具有特殊意义。从历史维度考察，越南作为东亚文化圈的重要成员，其语言文字体系深受华夏文明影响，在越南语言发展历程中，通过假借汉字和仿效汉字结构原理和方法创造了“喃字”，这种同源异流的发展轨迹使得现代越南语仍保留着大量汉语词汇和语法特征（张，2018）。

随着信息技术、人工智能的快速发展，汉语教学不再局限于传统的线下课堂，教学方式也发生了翻天覆地的变化。线上教育凭借其时空延展性和学习自主性的核心优势，逐渐发展成为国际中文教育体系中的重要组成部分（巴，2021）。线上教育新型教学形态不仅重构了“教”与“学”的时空关系，更通过数字化平台实现了教育资源的全球化配置，使跨境、跨时区的实时语言学习成为可能。而课堂教学本质上就是师生之间的互动，良好的互动不仅能提高学生的参与感和课堂活跃度，还能显著提升学生的学习效率和学习效果（高，2009）。因此，本研究选取了改进型弗兰德斯互动分析系统（简称 iFIAS），该系统的编码配有相应的支持工具集，使得数据分析更加便捷，应用范围也更为广泛。

二、研究设计

2.1 研究对象

本研究分析的案例是笔者在越南某汉语机构进行的线上高级汉语综合课教学，选择了其中一节处于教学稳定期的视频，通过课堂观察法和数据分析法对师生互动进行量化和解析。该视频的课时是 90 分钟，教学流程是课前的问题导入、一篇听力课文讲解、一篇阅读课文讲解和最后的活动讨论部分。研究对象的母语为越南语，汉语水平为 HSK4、HSK5，上课的学生有 11 人，年龄处于 20 岁到 35 岁之间。

2.2 理论基础

通过对互动理论的学习，教师应该明白学习者被动接受语言上的输入不利于教学效果的达成。学习者作为教学过程中的主体，应该充分发挥自身的积极性和主动性，将输入和输出有机地结合起来，让学生的主体地位得到充分地发挥，加深对语言的理解和学习（秦，2015）。通过对社会文化理论的学习，教师应该清楚自己承担的是中介者的角色，目的是帮助学习者合理利用语言资源进行汉语学习。因此，教师要帮学习者明确自己的学习目标，对学习者进行鼓励和肯定，帮助他们树立自信心，减少学习者的焦虑和紧张。而且教师要清楚学习者现有的汉语水平，并通过设置不同的提问方式等帮助学习者进入到一个新的汉语高度（刘，2011）。

2.3 研究工具

改进型弗兰德斯互动分析系统（improved Flanders Interaction Analysis System，简称 iFIAS）用来记录和分析师生在课堂上的言语互动行为，帮助教师了解并改进其教学行为。作为课堂言语互动过程的观察工具，该系统主要由教师语言、学生语言和沉寂或混乱四大部分组成，共有 14 种编码（方，2012）。在课堂观察中，每三秒钟记录一次，根据师生言语行为的意义赋予一个编码，从而实现行为的分类和量化。根据编码对课堂进行分析，研究者可以全面、客观地把握课堂教学中师生互动的本质特征和规律。该系统充分考虑学生的言语行为以及线上教学特点，并且对沉寂情况和信息技术的使用进行了充分说明。

2.4 研究过程

本研究在对教学视频中的课堂互动进行数据分析的过程中，对照记录表每三秒进行一次记录，根据师生言语行为的意义赋予一个编码，实现对教学视频的全过程编码。根据得到的记录表，笔者进行比率分析、曲线分析和矩阵分析，并采用主成分分析、聚类分析等，实现基于机器学习的课堂师生互动风格分类，将课堂分为学生中心式、师生互动式、教师中心式三个类

别。参照比率数据常模，对课堂互动中师生互动的比率和频次、师生之间的情感交流、教学风格、教师提问方式和教学氛围等课堂互动的情况进行详细地分析。

三、 研究结论与讨论

通过分析，本研究发现越南线上汉语课堂互动中存在的一些问题：（1）师生之间、生生之间互动不足，教师处在主动的地位，师生之间的双向互动很少发生。受制于线上教学环境的制约，小组合作和讨论等活动难以开展，生生之间的互动多发生于课文朗读时的角色对话。（2）学生的主动性低，在课堂上极少主动回答问题，通常只有在教师的提问下才愿意回答问题，少部分学生会在教师的要求下在聊天框中输入自己的答案。（3）教师的提问次数较少，而且大多数是封闭性的问题，如：让学生读句子、听录音回答问题、学课文回答问题，开放性问题较少。教师与学生之间的多轮对话很少发生，一般都限于单循环的互动，错失了深化语言习得的机会。（4）教师的反馈语言单一，主要是“很好”，“很正确”“很流畅”等，对学生的回答进行简单的重复，过于表面和简单，缺乏深度，不利于激起学生回答问题的积极性。（5）信息技术的应用相对较少，只使用 ppt、图片和极少的视频，新技术、新方法的体现不足，且教学平台的功能不够完善，学生的汉字书写情况较难体现。

基于以上问题，结合笔者的教学实际，本研究从教师、学生和技术应用三个层面提出了一系列切实可行的改进策略，以优化越南线上教学的互动质量与整体效果。教师要坚持“学生为主体”的原则，在课堂上要具备精讲多练的理念，让学生多发言，营造和谐的课堂氛围。为了更好地促进课堂互动，教师可以设计一些有趣的课堂游戏，提高学生的课堂参与度。教师在提问问题时要具有引导性，丰富提问的形式，同时要对学生的回答进行多种形式的反馈。学生则要提高学习的自主性和积极性，端正学习的动机，在课堂上多与教师进行互动，对于老师提出的问题主动进行回答，对于不理解的内容向教师进行探讨，多与教师进行沟通和交流。技术层面要加强教学平台的建设，特别是手写内容的体现是一个重点部分，完善教学平台的功能，实现师生屏幕的共享。同时，平台能够对每节课的上课情况进行简单的分析，帮助教师更好地改进教学行为。

通过对越南线上高级汉语综合课的分析，本研究有助于从整体上把握师生互动的特点，丰富了国际中文教育领域关于线上汉语课堂互动的研究。基于新的分析方法，研究过程和结论更加具有科学性，能够更有效地识别课堂互动中存在的问题。一方面，研究探讨了新手汉语教师的课堂互动特征、课堂互动模式对教学效果的影响以及新手教师在互动中存在的不足；另一方面，验证了 iFIAS 工具在分析线上综合课中的适用性，并提出针对性建议，以提升教学效果。因此，本研究不仅能让教师更好地把握越南线上汉语教学中师生互动的特点，针对性地改进教学，提升汉语线上教学的实际成效，也为国际中文教育的可持续发展提供科学参考，进一步推动汉语在全球范围内的传播与发展。

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CHET TILLARNI O‘QITISHDA SUN’IY INTELLEKT TEXNOLOGIYALARI: MUAMMOLAR, METODLAR VA NATIJALAR

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Xorijiy tillar ta’limi kafedrasi o‘qituvchisi

Annotatsiya: Ushbu maqolada chet tillarini o‘qitishda sun’iy intellekt (SI) texnologiyalaridan foydalanishning innovatsion yondashuv sifatida tutgan o‘rni, amaliy qo‘llanilayotgan metodlar va erishilgan natijalar tahlil qilingan. Tadqiqot doirasida so‘nggi yillarda xorijiy tillarni o‘rgatishda SI qo‘llanilishi bo‘yicha o‘tkazilgan ilmiy izlanishlar tahlil etilib, real muammolar va ularning yechimlari yoritilgan. Natijalar shuni ko‘rsatadiki, SI yordamida yozma va og‘zaki nutq ko‘nikmalarini rivojlantirish, grammatik xatolarni avtomatik tuzatish, talaffuzni yaxshilash hamda o‘quvchilarning motivatsiyasini oshirish mumkin ekan. Xususan, ChatGPT kabi ilg‘or texnologiyalar chet tilini o‘rganuvchilarga interaktiv muloqot muhiti yaratib bermoqda. Shu bilan birga, o‘qituvchilarning SI texnologiyalaridan foydalanish bo‘yicha kasbiy kompetentsiyasini rivojlantirish va tegishli treninglarga ehtiyoj borligi aniqlangan. Maqola yakunida sun’iy intellektni chet tillarni o‘qitishga integratsiya qilish bo‘yicha xulosalar va tavsiyalar keltiriladi.

Kirish

Bugungi globallashgan va raqamlashtirilgan davrda xorijiy tillarni o‘rgatish jarayoniga innovatsion texnologiyalarni joriy etish zaruratga aylandi. An’anaviy ta’limda uchraydigan individual yondashuvning yetishmasligi, o‘quvchilarning qiziqish darajasini pasayishi va amaliy mashg‘ulotlar hajmining cheklangani kabi muammolarni bartaraf etishda sun’iy intellekt (SI) texnologiyalari yangi imkoniyatlar eshigini ochmoqda. Sun’iy intellekt tizimlari katta hajmdagi ma’lumotlarni tahlil qilib, shaxsiylashtirilgan ta’lim yo‘llanmalari va tezkor aloqa muhitini yaratishga qodir. Xususan, so‘nggi yillarda til o‘rgatish amaliyotida turli AI chat-botlar, intellektual repetitor dasturlar, nutqni aniqlash va baholash tizimlari hamda tarjima qiluvchi ilovalar paydo bo‘ldi. Bu vositalar yordamida o‘quvchilar darsdan tashqari vaqtda ham mustaqil ravishda chet tilida muloqot qilishi, yozma ishlarini tekshirish va o‘z ustida ishlashi mumkin bo‘lmoqda.

Ilmiy adabiyotlarda SI yordamida chet tilini o‘qitish mavzusi keng o‘rganilmoqda. Dastlabki tadqiqotlar xorijiy til o‘rganuvchilariga mo‘ljallangan intellektual o‘quv tizimlari (masalan, Duolingo kabi ilovalar) yuqori samaradorlik berishini ko‘rsatdi arxiv.org. So‘nggi paytlarda esa ChatGPT kabi yirik til modellari e’tiborni tortmoqda. ChatGPT 2022-yilda taqdim etilgach, qisqa muddatda ta’lim sohasida ham qo‘llanila boshlandi. Dunyodagi ko‘plab pedagog va olimlar SI texnologiyalari til o‘rgatish jarayonini qanday **o‘zgartirishi**, o‘quvchilarning natijalariga ta’siri va o‘qituvchining roliga ta’sirini o‘rganmoqda. Ushbu maqola ana shu muammolar doirasida chet tillarni o‘qitishda sun’iy intellekt texnologiyalari qo‘llanilishining real holati, imkoniyatlari va natijalarini IMRAD formati doirasida yoritishni maqsad qilgan.

Materiallar va usullar

Maqola doirasida tahliliy tadqiqot usuli qo‘llanilib, xorijiy tillarni o‘qitishda sun’iy intellektdan foydalanishga oid so‘nggi yillardagi ilmiy manbalar o‘rganildi. Jumladan, 2022–2024-yillar mobaynida nashr etilgan maqola va tadqiqotlar tanlab olinib, ular mazmuniy tahlil qilindi. Tanlangan materiallar chet tili ta’limida SI texnologiyalarining turli jihatlarini qamrab oladi: yozma nutqni rivojlantirish (matnlarni tuzatish va takomillashtirish), og‘zaki nutq va talaffuzni mashq qilish, lug‘at boyligini oshirish, shuningdek o‘quvchilarning motivatsiyasi va mustaqil o‘qish qobiliyatini shakllantirishga qaratilgan usullar. Shu bilan birga, case-study sifatida ayrim tadqiqotlarda tasvirlangan amaliy tajribalar – masalan, chet tili darsiga ChatGPT ni integratsiya qilish holati – tahlil qilindi. Asosiy e’tibor ilmiy manbalarda qayd etilgan natijalar va xulosalarga qaratilib, ular o‘zaro taqqoslandi. Tadqiqot davomida olingan ma’lumotlar umumlashtirilib, chet tillarni o‘qitishda SI joriy etilishining ijobiy tomonlari va mavjud cheklovlari aniqlashga harakat qilindi.

Natijalar

Yozma nutq va grammatik ko‘nikmalar: Tahlil qilingan manbalar SI texnologiyalari xorijiy tilda yozma nutq sifatini oshirishda samarali ekanini ko‘rsatdi. Jumladan, ChatGPT modelidan interaktiv yozma mulohaza (feedback) vositasi sifatida foydalanish o‘quvchilarning yozuv ishlarini sezilarli darajada yaxshilagan syncsci.com. Gretsiyada o‘tkazilgan kichik hajmdagi tadqiqotda 15 yoshli migrant o‘quvchilarning nemis tilida yozgan matnlari ChatGPT yordamida tahlil qilinib, so‘ng takomillashtirilgan versiyasi taqdim etilgan. Natijada, ularning qayta yozgan ishlarida umumiy so‘zlar soni, noyob so‘zlar va gap tarkibidagi o‘rtacha so‘zlar soni ortgani qayd etilgan (Athanassopoulos va boshq., 2023 syncsci.com). Shu kabi, Turkiyada o‘tkazilgan bir tadqiqotda ChatGPT ni to‘rt hafta davomida o‘quv jarayoniga qo‘shib borish natijasida talabalarning yozma nutqida grammatik aniqlik va lug‘at boyligi oshgani kuzatildi hamda ularning o‘qishga bo‘lgan qiziqishi va ishtiyoqi sezilarli darajada ortgani aniqlangan (Karataş va boshq., 2024, link.springer.com). Bu natijalar sun’iy intellektga asoslangan dasturlar yozma mashqlar jarayonida tezkor va individual yondashuv asosida tuzatishlar kiritib, o‘quvchilarga xatolar ustida ishlash imkonini berayotganini tasdiqlaydi.

Og‘zaki nutq va talaffuz: Sun’iy intellekt texnologiyalari yordamida og‘zaki nutq ko‘nikmalarini rivojlantirish bo‘yicha ham ijobiy yutuqlarga erishilmoqda. Masalan, Xitoyda ingliz tilini o‘rganuvchilar orasida o‘tkazilgan bir eksperimentda Duolingo ilovasiga o‘rnatilgan SI vositalari (NLP asosida dialog mashqlari, shaxsiylashtirilgan fikr-mulohazalar va nutqni avtomatik tanib baholash) yordamida ta’lim olgan guruh an’anaviy usulda o‘qigan nazorat guruhi bilan solishtirganda talaffuz va og‘zaki nutq bo‘yicha sezilarli yutuqlarga erishgan hamda o‘z-o‘zini nazorat qilish ko‘nikmasi yuqoriligi qayd etilgan arxiv.org. Boshqa tadqiqotlar tahliliga ko‘ra, AI chat-botlar va virtual suhbatdoshlar yordamida chet tilida muloqot qilgan o‘quvchilar talaffuz ravonligi va ishonchi borasida ijobiy o‘zgarishlarga ega bo‘lmoqdalar (Qiao va Zhao, 2023 arxiv.org). Xususan, talaffuzni mashq qilish uchun mo‘ljallangan maxsus AI dasturlari (masalan, nutq sintezatorlari, mobil ilovalar) o‘quvchilarning tovushlarni to‘g‘ri aytish, intonatsiya va urg‘u elementlarini yaxshilashga yordam berishi aniqlangan (Vančová, 2023 arxiv.org). Metaanalitik tahlillar ko‘rsatishicha, SI vositalari yordamida talaffuz ustida ishlash o‘quvchilarning motivatsiyasini oshiradi va gapirishdagi hayajon va qo‘rquvni kamaytiradi arxiv.org.

O‘quv natijalari va motivatsiya: Kompleks yondashuvli tadqiqotlar shuni tasdiqlaydiki, sun’iy intellekt bilan boyitilgan ta’lim umumiy o‘quv natijalarini yaxshilaydi. Masalan, Xitoyda universitet talabalari orasida o‘tkazilgan tajriba-sinov tadqiqotida, SI yordamida chet tilini o‘rgangan eksperimental guruh odatdagi usulda ta’lim olgan nazorat guruhiga nisbatan barcha ko‘rsatkichlar (grammatika, lug‘at, o‘qish va yozish kompetentsiyalari) bo‘yicha aniq yuqori natijalarni ko‘rsatgan (Wei, 2023, frontiersin.org). Shu bilan birga, ushbu guruh talabalari chet tilini o‘rganishga yuqoriroq ichki motivatsiya va mustaqil o‘qishga intilish (o‘z-o‘zini boshqarish) namoyon etishgani qayd etilgan frontiersin.org. Tajribadan so‘ng o‘tkazilgan suhbatlar esa SI platformasi ta’limni individuallashtirgani, o‘quv materiallarini qiziqarli tarzda yetkazgani bois talabalar ishtiyoqi oshganini ko‘rsatdi frontiersin.org. Boshqa manbalarda ham sun’iy intellekt yordamida o‘quvchilarni jalb qilish va faolligini oshirish haqida xabar qilinadi (Karataş va boshq., 2024, link.springer.com). Biroq ayrim tadqiqotlarda SI vositalari barcha til ko‘nikmalariga birdek ta’sir ko‘rsatmasligi mumkinligi ta’kidlanadi. Masalan, ba’zi holatlarda yozma va o‘qish ko‘nikmalari sezilarli yaxshilangani holda, so‘zlashuv yoki tinglab tushunish bo‘yicha o‘zgarish kamroq bo‘lgani kuzatilgan (Ali va boshq., 2023 – manbalarda keltirilgan). Bu esa har bir texnologiyaning imkoniyat chegarasi mavjudligini anglatadi.

O‘qituvchilar va SI texnologiyalari: Tadqiqotlar shuni ko‘rsatmoqdaki, o‘qituvchilar orasida sun’iy intellektga qiziqish va uni joriy etishga ishtiyoq ortib bormoqda, ammo amaliyotda hali to‘liq tatbiq etish darajasi past. Yaqinda Gretsiya misolida o‘tkazilgan so‘rov natijalariga ko‘ra, xorijiy til o‘qituvchilarining 80% SI texnologiyalari o‘quvchilarning chet tilida muloqot qilish ko‘nikmalarini oshirishda foydali deb hisoblashadi, biroq ularning 69% hali bunday vositalardan hech foydalanmagan yoki juda kam foydalangan (Varsamidou, 2024). Bu tafovutning asosiy sababi sifatida o‘qituvchilarning tegishli tayyorgarlik va treninglarining yetishmasligi, shuningdek, SI’dan foydalanishdagi qiyinchiliklar va xavotirlar (masalan, texnik nosozliklar, baholashdagi adolatlilik masalalari) ko‘rsatilmoqda. Xuddi shunday, boshqa tadqiqotlar ham o‘qituvchilarning SI haqidagi tushunchasi va kompetentsiyasini oshirish lozimligini ta’kidlaydi (Aljemely, 2024). Mazkur natijalar sun’iy intellektdan unumli foydalanish uchun nafaqat texnik vositalar, balki pedagogik yondashuvlar va o‘qituvchi malakasini

oshirish muhim ekanini ko‘rsatadi.

Muhokama

Yuqoridagi natijalar tahlili shuni ko‘rsatadiki, sun’iy intellekt texnologiyalari chet tilini o‘rgatish jarayonida salmoqli ijobiy ta’sirga ega. SI asosida ishlovchi dasturlar va platformalar o‘quvchilarga tilni o‘rganishda ko‘proq mustaqillik beradi, chunki o‘quvchi istalgan paytda virtual yordamchidan foydalana oladi. Shaxsiylashtirilgan o‘qitish imkoniyati tufayli har bir o‘quvchi o‘z bilim darajasi va sur’ati bo‘yicha moslashtirilgan topshiriqlarni oladi, xatolarini tezkor tuzatish imkoniga ega bo‘ladi. Natijada, an’anaviy sinf muhitida vaqt va e’tibor yetishmasligi sabab qayta alohida e’tibor bermaydigan jihatlar – masalan, har bir o‘quvchining yozma ishlari batafsil tahlili yoki talaffuzdagi kichik xatolar – SI yordamida qoplanadi syncsci.com, arxiv.org.

Shuningdek, SI vositalari o‘quvchilarning o‘qishga qiziqishini oshirish va ularni rag‘batlantirishda kuchli omil bo‘lib xizmat qilmoqda. Interaktiv chat-bot yoki simulyatsiya qilingan suhbatdosh bilan muloqot real hayotga yaqin tajriba berib, o‘quvchilarda muloqotga psixologik tayyorgarlik hosil qiladi. Ma’lumki, chet tilida so‘zlashishdan ko‘pchilik o‘quvchilar boshlang‘ich bosqichda tortinadi, xato qilishdan qo‘rqadi. Virtual suhbatdosh esa xato ustida ishlash imkonini berib, xavfsiz muhit yaratadi va shu tariqa talaffuzdagi qo‘rquvni yengishga yordam beradi (arxiv.org). Bundan tashqari, o‘quvchilarga darhol javob va mulohaza (feedback) berilishi ularning ta’lim jarayoniga faol jalb bo‘lishini ta’minlaydi. Natijada, o‘quvchilar kichik marralarga erishganini ko‘rib borgan sari ularda ichki motivatsiya kuchayadi frontiersin.org.

Biroq sun’iy intellektni tatbiq etishda ayrim cheklov va muammolar ham mavjud. Avvalo, SI tizimlari hali inson o‘qituvchi o‘rnini to‘liq bosa olmaydi – pedagogik boshqaruv va insoniy muloqot elementlari muhim bo‘lib qolmoqda. Masalan, AI dasturi grammatik jihatdan to‘g‘ri gap tuzib berishi mumkin, lekin o‘quvchining ijodiy fikrlashi yoki madaniy nozik jihatlarini hisobga olmaydi. Shu bois SI vositalaridan oqilona foydalanish, ularni o‘qituvchi rahbarligida yordamchi sifatida qo‘llash maqsadga muvofiqdir. Yana bir muhim masala – metodika va o‘quv dasturlarini moslashtirish. SI integratsiyasi bilan dars jarayonini to‘g‘ri tashkil qilish uchun o‘qituvchi yangicha yondashuvlarni o‘zlashtirishi lozim. Bu esa, yuqorida ta’kidlanganidek, o‘qituvchilar uchun maxsus treninglar va malaka oshirish dasturlarini talab qiladi (Aljemely, 2024). Shuningdek, SI texnologiyalaridan foydalanishda axloqiy va xavfsizlik masalalariga ham e’tibor qaratish kerak: plagiatning oldini olish, o‘quvchilarning shaxsiy ma’lumotlarini himoya qilish, sun’iy intellekt chiqishlarining ishonchliligini tekshirish kabi masalalar dolzarbdir.

Xulosa

Sun’iy intellekt texnologiyalari xorijiy tillarni o‘qitish jarayonida innovatsion yechimlar taklif etib, o‘quvchilarning til o‘rganish samaradorligini oshirishga xizmat qilmoqda. Olib borilgan tahlillar va ko‘rib chiqilgan tadqiqotlar natijalariga ko‘ra, SI yordamida o‘quvchilar yozma va og‘zaki nutq ko‘nikmalarini rivojlantirishi, grammatik xatolar ustida mustaqil ishlashi hamda o‘z lug‘at boyligini oshirishi mumkin ekanligi isbotlandi. Ayniqsa, ChatGPT kabi zamonaviy interaktiv model yordamida o‘quvchilarning mustaqil yozish malakasi va muloqot qilish qobiliyati yaxshilanib, ular o‘z fikrini chet tilida ifodalashga ko‘proq ishonch hosil qilmoqda link.springer.com, frontiersin.org. Shu bilan birga, sun’iy intellekt o‘quvchilarda o‘qishga nisbatan qiziqish uyg‘otib, dars jarayonini yanada jonlantiradi.

Mavzuning muhim bir xulosasi shuki, sun’iy intellekt texnologiyalaridan maksimal samarada foydalanish uchun ularni ta’limga integratsiya qilish strategiyasini to‘g‘ri ishlab chiqish talab etiladi. O‘qituvchilar sun’iy intellektni o‘z darslariga tatbiq etishda yetarli bilim va ko‘nikmaga ega bo‘lishi kerak. Shu bois, pedagog kadrlarning kasbiy kompetentsiyasini takomillashtirish, ularni yangi texnologiyalar bilan ishlashga o‘rgatish bugungi kun talabidir. Kelgusida sun’iy intellekt vositalarini chet tillarni o‘qitishda qo‘llash bo‘yicha yanada kengroq, turli kontekstlarda tadqiqotlar o‘tkazilishi zarur. Bu sohadagi izlanishlar davom ettirilsa, innovatsion yechimlar yordamida chet tilini o‘qitish sifati va samaradorligini yangi bosqichga olib chiqish imkoniyati mavjud.

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INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES: OPPORTUNITIES PROVIDED BY ARTIFICIAL INTELLIGENCE AND METHODS FOR ENHANCING PROFESSIONAL COMPETENCE

BY: ABRAHAM P. ILAO

Background / Introduction

The field of foreign language education is undergoing a significant transformation through the integration of Artificial Intelligence (AI). Traditional classroom practices, once dominated by textbooks and face-to-face instruction, are now enhanced by intelligent technologies such as virtual assistants, chatbots, speech analysis tools, and automated grading systems. These innovations allow learners to continue developing their language skills outside the classroom while enabling educators to monitor progress and adjust teaching strategies through real-time data.

However, incorporating AI effectively into the teaching process remains a complex challenge. A considerable number of educators lack sufficient training in digital tools and feel unprepared to use them confidently. Additionally, there is an ongoing concern that AI might diminish the role of human interaction in language acquisition. As such, it is essential for teachers to upgrade both their technological and instructional skills to ensure the meaningful use of AI in the classroom.

This research investigates how AI technologies are currently being applied in language instruction across schools in Uzbekistan. It also examines the benefits and barriers teachers face and emphasizes the critical role of ongoing professional training in achieving successful integration

Objective

This study aims to:

- Analyze how foreign language teachers are adopting AI tools in their instructional practices.
- Identify both the positive impacts and the concerns related to AI use in language teaching.
- Propose actionable recommendations for improving educators' digital competencies through targeted training and professional growth programs.

Methods

The study utilized a **mixed-methods approach**, combining quantitative and qualitative research techniques.

- **Participants:** Nine English teachers from both government and international educational institutions in Uzbekistan took part in the study.
- **Data Collection Tool:** A structured survey composed of eight questions— five close-ended items for quantitative analysis and three open-ended items for qualitative exploration.

Data Analysis:

- Quantitative responses were analyzed using descriptive statistics (percentages).
- Qualitative answers were examined through thematic analysis to identify shared perspectives, concerns, and suggestions.

Survey questions explored participants' years of teaching experience, usage and familiarity with AI tools, perceived benefits and drawbacks of AI in the classroom, and how AI contributes to their professional development.

Results Quantitative Results

- **Teaching Experience:** A majority of respondents (66.6%) reported having 1 to 10 years of teaching experience.
- **Subjects Taught:** All participants specialized in English language instruction at the secondary school level.
- **AI Usage Frequency:** About 66.6% of the teachers stated they frequently or consistently use AI tools such as Duolingo, Google Translate, and AI- driven chatbots.

Types of Tools in Use:

- 22.2% use intelligent tutoring platforms
- 11.1% reported using chatbots and speech recognition software
- 55.6% make use of multiple AI-integrated tools in their lessons

Qualitative Insights

- **Advantages of AI:**
  - Helps save time in preparing materials like quizzes and worksheets
  - Boosts learner participation and enthusiasm
  - Enhances efficiency in planning and assessment
  - Sparks creativity and supports innovation in teaching methods

Challenges and Concerns:

- Students may become overly dependent on AI, reducing their critical thinking and problem-solving skills
- The accuracy of AI-generated content can be questionable
- There is apprehension that AI might lessen the need for teachers in the classroom

Opportunities for Professional Development:

- AI tools offer models for better grammar instruction and automated evaluations
- Teachers can use AI to reflect on and improve their own strategies
- There's a clear need for training programs that integrate both digital skills and practical classroom applications

Conclusion

Artificial Intelligence holds tremendous promise for revolutionizing how foreign languages are taught and learned. It enables more personalized, engaging, and effective instruction. However, the benefits of these technologies are only realized when educators are adequately equipped to implement them. This research emphasizes that teacher readiness—both in terms of technical knowledge and pedagogical expertise—is key to successful AI integration.

To bridge the gap between innovation and classroom practice, continuous investment in professional development is essential. Such programs should foster both digital literacy and instructional competence, positioning AI as a collaborative tool that supports, rather than replaces, human educators. With the right training and mindset, teachers can harness AI to create more impactful and forward-thinking learning experiences.

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AGIR EN GROUPE SUR LA MOTIVATION

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Mots clés: les activités d'enseignement, des jeux éducatifs, formuler les consignes dès le début de l'activité, une tâche à réaliser, laisser le choix aux apprenants.

Selon les choix effectués par l'enseignant quant à la ou les pédagogies qu'il veut mener enclasse, cela aura une influence sur les facteurs de groupe notamment l'activité, le climat de groupe mais aussi et surtout la motivation des apprenants.

Viau distingue deux types d'activités: les activités d'enseignement et les activités d'apprentissage. Dans les activités d'enseignement, l'enseignant est le principal acteur, il apour rôle de communiquer de la matière à l'apprenant. Selon Viau, de nombreusesrecherches notamment celles de Paris et Turner mettent en doute cette forme d'enseignement qui se limiterait, selon eux, à recevoir passivement des informations pour l'apprenant. Ce sont pour ces raisons que Viau donne des conseils pour solliciter lamotivation des apprenants dans un tel contexte. Parmi les différents critères, nous pouvonsnommer «commencer son enseignement par une anecdote», «donner des exemples issus du quotidien des apprenants», «inviter les apprenants à faire appel à leur connaissances extérieures» etc.

Nous avons ensuite les activités d'apprentissage. Ce sont dans ces activités que l'apprenant devient le principal acteur. Ces activités comportent: des jeux éducatifs, des présentationsdevant la classe, des exercices à effectuer seul ou à plusieurs, des projets etc.

Viau, nous donne quelques conseils sur la mise en place d'une activité d'apprentissage en groupe pour qu'elle soit motivante.

Les dix conditions pour qu'une activité d'apprentissage soit motivante.

1- Une activité doit comporter des buts et des consignes clairs.

Par ce biais, l'enseignant montre aux apprenants le but, l'intérêt et l'utilité de l'activité. Pour cela, plusieurs chercheurs conseillent de décliner le but général de l'activité en buts intermédiaires.

Ainsi les apprenants peuvent constater les progrès accomplis au cours de l'activité. Il est également important de formuler les consignes dès le début de l'activité. Les apprenants doivent pouvoir différencier les consignes relatives à la groupe et les consignes relatives à l'apprentissage. Viau conseille également de ne pas changer les consignes en cours de routede l'activité. Les buts et les consignes clairs permettraient de baisser l'anxiété et permettraient de dissipertout doute que certains apprenants pourraient avoir sur leur capacité à accomplir ce qui est

demandé. Ainsi en mettant en place ces conseils, l'enseignant favorise la perception de la compétence chez ses apprenants.

2- Une activité doit être signifiante aux yeux de l'apprenant.

Cette condition correspond aux centres d'intérêts des apprenants, à l'harmonisation avec ses

projets personnels et répond aux questions qu'il se pose. Viau conseille aux enseignants de ne pas hésiter à faire lien entre l'activité et la vie personnelle. La signifiance d'une activité favorise la perception que l'apprenant a de sa compétence, de la valeur qu'il lui accorde. Plus une activité a de sens aux yeux de l'apprenant plus elle sera jugée intéressante etutile, ainsi elle sera motivante.

3- Une activité doit amener à la réalisation d'un produit authentique.

L'intérêt de cette condition est que l'apprenant va utiliser ce qu'il a appris en groupe pour réaliser un produit qui est à l'image de ce qu'il peut trouver à l'extérieur de la classe. Selon Viau, cette condition évite à l'apprenant d'avoir le sentiment de devoir accomplir un travail purement scolaire qui ne présente d'intérêt que pour son enseignant et qui n'est utile qu'à des fins évaluatives.

La réalisation d'un produit authentique améliore la perception que l'apprenant a de l'activité et apporte de la valeur à ce qu'il fait.

4- Une activité doit être diversifiée et s'intégrer aux autres activités.

La diversité doit se trouver dans le nombre de tâches à accomplir dans une activité. Si l'activité ne comporte qu'une tâche à réaliser, cette activité peut se montrer peu motivante.

Viau nous conseille donc de proposer une activité qui demande à réaliser plusieurs tâches à l'apprenant et de laisser le choix aux apprenants parmi plusieurs activités pour qu'il ait le sentiment decontrôle sur l'activité. Il nous conseille également de montrer aux apprenants qu'une activité estreliée à une autre déjà accomplie et une autre qui la suivra.

5- Une activité doit représenter un défi pour l'apprenant.

L'activité proposée à l'apprenant ne doit être ni trop facile ni trop difficile. Si l'on se réfère à lathéorie de Vygotsky, une activité proposée à un apprenant doit se trouver dans la zone proximalede développement. Cette zone se situe entre ce que l'apprenant sait faire seul et ce qu'il ne peutfaire qu'avec le soutien d'un adulte ou d'un expert.

On peut proposer aux apprenants des jeux pédagogiques, des projets car cela stimule la motivationet ils représentent un défi pour l'apprenant. Par conséquent, cela améliorera la perception de la compétence chez l'apprenant.

6- Une activité doit exiger un engagement cognitif de l'apprenant.

Si une activité ne demande pas à l'apprenant un engagement cognitif minimal il risque des'ennuyer et de se contenter d'appliquer une règle ou une formule apprise pour réaliser l'activité.

Il est donc suggéré aux enseignants d'organiser des activités d'apprentissage autour d'unegrande question plutôt qu'à travers des concepts fragmentés.

Cette façon de procéder a une influence sur la perception de la compétence de l'apprenant car elledemande un investissement de ses capacités.

7- Une activité doit responsabiliser l'apprenant en lui permettant de faire des choix.

Quand l'enseignant organise une tâche qu'il va proposer à ses apprenants, plusieurs aspects decelle-ci lui sont confrontés comme le thème du travail, le matériel utilisé, le mode deprésentation du travail, la durée du travail, la désignation des membres par équipe etc.

Tous ces aspects peuvent être ou non laissés à la discrétion de l'apprenant. Cependant, c'est àl'enseignant de décider, selon la connaissance qu'il a de ses apprenants, de quels élémentsresteront sous sa responsabilité et de ceux qu'il pourra déléguer à ses apprenants.

Le fait de laisser des choix à ses apprenants favorise la perception de contrôlabilité ce qui favorisera ainsi la motivation.

8- Une activité doit permettre à l'apprenant d'interagir et de collaborer avec les autres.

Quand on fait travailler les apprenants en groupe, la réussite dépend de lui-même mais aussi des autres. C'est pour cela que Viau nous conseille de faire en sorte que la réalisation d'une activité se compose d'un travail commun mais aussi d'un travail individuel. Pour favoriser la collaboration, Viau nous conseille d'attribuer un rôle à chaque membre d'un groupe. Cette répartition fait que la réalisation finale n'est possible qu'avec lacontribution des uns et des autres.

L'apprentissage coopératif suscite généralement la motivation de chaque apprenant du groupe carcela favorise la perception de leur compétence mais aussi la capacité à contrôler leur apprentissage.

9- Une activité doit avoir un caractère interdisciplinaire.

Viau justifie cette condition en expliquant que dans la vie courante, nous avonssouvent besoin

de plusieurs types de connaissances pour résoudre un problème, il explique donc qu'il faudrait qu'il en soit de même dans le milieu scolaire.

Viau explique également qu'une activité à caractère interdisciplinaire aide l'apprenant àrendre les apprentissages plus signifiants. Il verra l'intérêt et l'utilité des connaissances qu'onlui demande d'acquérir tout au long de sa scolarité.

Cette condition favorise donc la perception de la valeur de l'activité pour un apprenant.

10- Une activité doit se dérouler sur une période de temps suffisante.

Viau nous explique que l'enseignant ne doit pas comprimer une activité pour faire ensorte qu'elle rentre absolument dans un période. Au contraire, l'enseignant doit laisser du temps à ses apprenants afin qu'ils puissent réaliser l'activité correctement avec le temps dont il sont besoin. C'est à l'enseignant de prévoir le temps nécessaire pour la réalisation d'une activité selon la connaissance de ses apprenants tout en pensant à prévoir du temps pour conclureafin de structurer les apprentissages.

Quand un enseignant «bouscule» un apprenant pour la réalisation d'une activité, l'apprenant peut éprouver un sentiment d'insatisfaction et peut même hésiter à s'investir dans une autreactivité par peur de manquer de temps et donc par peur de ne pas avoir le temps de finir.

Donner du temps à l'apprenant permet d'améliorer la perception qu'il a de sa compétence.

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ИНТЕГРАЦИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ В ПРОЦЕСС ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ: ОПЫТ, ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ (ИЗ ОПЫТА ПРЕПОДАВАНИЯ В АКАДЕМИЧЕСКОМ ЛИЦЕЕ)

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Аннотация. Статья посвящена анализу интеграции цифровых технологий в процесс обучения английскому языку в академических лицеях. Рассматриваются различные цифровые инструменты, такие как онлайн-платформы, мобильные приложения, интерактивные доски и принципы геймификации, а также их влияние на мотивацию учащихся, развитие языковых навыков и преодоление языкового барьера. Описан опыт использования платформ **HelloTalk** и **Tandem** для практики разговорных и письменных навыков, а также преодоления трудностей, связанных с изучением английского языка как иностранного. Выделены проблемы, такие как неравномерный доступ к цифровым технологиям и недостаточная подготовка преподавателей, а также предложены рекомендации по их решению. Подчеркивается важность модернизации образовательной инфраструктуры и повышения квалификации педагогов для успешной интеграции цифровых технологий в учебный процесс.

Ключевые слова: Цифровые технологии, английский язык, академический лицей, онлайн-

платформы, мобильные приложения, геймификация, мотивация, языковой барьер, HelloTalk, Tandem, взаимодействие с носителями языка, цифровизация образования.

Современные образовательные процессы в Узбекистане испытывают значительные изменения под воздействием цифровых технологий. Особое внимание уделяется интеграции новых технологий в обучение иностранных языков, в том числе английскому, в академических лицеях. Эти учреждения являются важной составляющей системы образования, где обучаются будущие специалисты, в том числе в области науки, технологий и экономики, для которых владение английским языком является необходимым условием профессионального роста. Внедрение цифровых технологий, таких как онлайн-платформы, мобильные приложения, интерактивные доски, а также использование принципов геймификации, представляет собой один из способов повышения качества образования и мотивации учащихся.

Цифровизация образования предоставляет новые возможности для мотивации учащихся. Интерактивные методы обучения, такие как использование мобильных приложений, онлайн-платформ и интерактивных досок, могут значительно повысить интерес учащихся к изучаемому материалу. Согласно исследованиям, такие подходы способствуют созданию более динамичной образовательной среды, где учащиеся становятся активными участниками учебного процесса.

Мотивация учащихся к изучению английского языка значительно возрастает, когда они могут использовать платформы, которые предлагают задания, адаптированные под их уровень знаний, а также обеспечивают мгновенную обратную связь. Применение геймификации – использование игровых элементов в образовательных приложениях, как, например, Kahoot или Duolingo – может усилить вовлеченность учащихся, сделать процесс обучения более увлекательным и эффективным.

Цифровые технологии предоставляют учащимся новые формы практики и закрепления языковых навыков. Применение онлайн-ресурсов, таких как языковые платформы (например, Quizlet, Duolingo), помогает учащимся самостоятельно работать над расширением словарного запаса, улучшением грамматических навыков и пониманием различных аспектов английской речи, таких как произношение и интонация. Это способствует индивидуализации обучения, позволяя каждому учащемуся работать в удобном темпе.

Интерактивные доски, которые используются на уроках английского языка, позволяют сделать уроки более визуально насыщенными, предоставляя учащимся возможность видеть и взаимодействовать с контентом в реальном времени. Это помогает обучаемым осваивать языковые структуры и концепты через различные мультимедийные формы – от видео до симуляций и анимаций, которые помогают учащимся лучше усваивать материал.

Одним из основных вызовов при обучении английскому языку в Узбекистане является преодоление языкового барьера, т.к. английский является для них иностранным языком, и трудности с произношением, пониманием на слух и грамотным письмом могут снизить уверенность в себе и мотивацию к изучению языка.

Цифровые технологии могут помочь преодолеть эти барьеры, предоставляя учащимся возможность общаться с носителями языка через онлайн-платформы или использовать адаптированные материалы, которые постепенно увеличивают сложность. Платформы, такие как HelloTalk и Tandem, позволяют студентам общаться с носителями языка в реальном времени, что способствует развитию разговорных навыков и уверенности в общении.

Учащиеся могут использовать эти платформы для общения с носителями языка, что помогает им развивать разговорные навыки, улучшать произношение и уверенность в себе. Так, учитель организовывает регулярные разговорные сессии с носителями языка через платформы. Например, дается задание на неделю – провести минимум 3 беседы с носителем языка по теме, изучаемой на уроке. После этого учащиеся должны представить отчет о разговоре, описывая основные моменты и трудности. Учитель может заранее предоставить темы для обсуждения, соответствующие текущей теме урока (например, обсуждение семьи, хобби, путешествий или культурных различий). Это помогает учащимся лучше подготовиться к общению.

Платформа HelloTalk позволяет пользователям обмениваться текстовыми сообщениями, что можно использовать для практики письменных навыков. Учащиеся могут вести переписку с

носителями языка, что помогает улучшать их письменные навыки, а также знакомит с живым языковым стилем общения. Например, они могут писать эссе или небольшие тексты на заданную тему, а носитель языка будет исправлять ошибки и предоставлять рекомендации. Также, в процессе общения учащиеся могут использовать функцию коррекции ошибок, которая позволяет носителям языка исправлять их тексты, поясняя ошибки и давая рекомендации.

Несмотря на очевидные преимущества использования цифровых технологий, существуют и определенные проблемы, которые ограничивают их полноценное внедрение в процесс обучения английскому языку в академических лицеях Узбекистана.

Одной из главных проблем является неравномерный доступ к цифровым технологиям. В некоторых учебных заведениях отсутствуют необходимое оборудование или стабильный доступ к интернету, что ограничивает возможности для использования онлайн-платформ и интерактивных инструментов. Для эффективного внедрения технологий требуется значительная модернизация инфраструктуры учебных заведений.

Не все преподаватели имеют достаточный уровень подготовки для эффективного использования цифровых технологий в обучении. Для успешной интеграции технологий необходимы педагогические кадры, которые обладают как техническими знаниями, так и умением интегрировать новые методы в традиционный учебный процесс. Это требует значительных усилий для повышения квалификации преподавателей и организации соответствующих курсов.

Некоторые учащиеся могут испытывать стресс или неудобства при использовании цифровых технологий, особенно если они не привыкли работать в цифровой среде. Это может касаться как технических проблем, так и проблемы восприятия новых методов обучения.

В перспективе интеграция цифровых технологий в обучение английскому языку должна развиваться в направлении дальнейшей модернизации образовательной инфраструктуры и повышения квалификации педагогов. Необходимо создание образовательных онлайн-ресурсов, которые бы учитывали специфику локальной языковой среды, а также поддержка государственной политики в области цифровизации образования.

В данном направлении рекомендуется активно внедрять онлайн-курсы и платформы, которые могут использовать как учащиеся, так и преподаватели, для повышения уровня подготовки; необходимо организовывать тренинги и курсы повышения квалификации для преподавателей английского языка, чтобы они могли эффективно использовать цифровые ресурсы в своей педагогической деятельности; улучшить доступ к интернет-ресурсам и технологическим средствам в учебных заведениях, чтобы каждый учащийся имел возможность использовать современные цифровые инструменты; важно активно использовать элементы геймификации для повышения вовлеченности учащихся в учебный процесс.

Интеграция цифровых технологий в процесс обучения английскому языку в академических лицеях Узбекистана представляет собой важный шаг к модернизации образования. Цифровые инструменты не только повышают мотивацию учащихся, но и способствуют более эффективному усвоению языка, преодолению языковых барьеров и развитию ключевых языковых навыков. Однако для полноценной реализации этих преимуществ необходимо решение ряда проблем, таких как обеспечение доступа к технологиям и повышение квалификации преподавателей.

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ENHANCING FOREIGN LANGUAGE EDUCATION IN UZBEKISTAN: THE ROLE OF AI-POWERED TECHNOLOGIES IN THE GLOBALIZATION AND SUSTAINABLE DEVELOPMENT OF NEW UZBEKISTAN

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Abstract

This article explores the potential of AI-powered technologies to enhance foreign language education in Uzbekistan, contributing to the nation's globalization and sustainable development goals. It examines the affordances and challenges of integrating AI into foreign language teaching and learning (FLT/L), drawing on recent research and contextualizing these within Uzbekistan's ongoing educational reforms and strategic development objectives. The article discusses various AI tools, their applications in FLT/L, and recommendations for preparing teachers to effectively utilize these technologies.

Keywords: Artificial Intelligence, Foreign Language Education, Uzbekistan, Globalization, Sustainable Development, Teacher Training, Educational Reform

Introduction

In an era defined by globalization and interconnectedness, foreign language proficiency is crucial for Uzbekistan's continued development and integration into the global community. Uzbekistan's "Action Strategy for the Five Priority Areas of Development" emphasizes improving the education system to meet modern labor market demands. This includes enhancing the quality of foreign language education to produce a competitive workforce and foster international collaboration. Artificial intelligence (AI) presents a transformative opportunity to achieve these goals. This article will explore the role of AI in enhancing foreign language education within the context of Uzbekistan's strategic development.

Literature Review

AI in Foreign Language Education

AI has significantly influenced various fields, and foreign language education is no exception. AI-powered tools offer diverse applications in FLT/L, impacting how languages are taught and learned. These technologies include machine learning, adaptive learning, natural language processing, and neural networks.

Crompton et al. (2024) highlight the affordances and challenges of AI in English language teaching. Their systematic review identifies AI's affordances in speaking, writing, reading, pedagogy, and self-regulation. AI tools can provide personalized feedback, automate assessments, and create interactive learning environments.

AI-Powered Tools for FLT/L

Pokrivcakova (2019) categorizes eight types of AI-powered tools relevant to foreign language education:

1. **Automated Writing Evaluation (AWE):** Provides feedback on writing accuracy and fluency.
2. **Chatbots:** Offer interactive language practice and simulate real-life conversations.
3. **Dialogue Systems:** Facilitate spoken language practice and pronunciation feedback.
4. **Grammar Checkers:** Assist learners in identifying and correcting grammatical errors.
5. **Intelligent Tutoring Systems (ITS):** Provide personalized language instruction and adapt to learners' needs.
6. **Machine Translation (MT):** Aids in understanding and producing foreign language texts.
7. **Mobile-Assisted Language Learning (MALL):** Utilizes mobile devices for language learning activities.
8. **Speech Recognition (SR):** Evaluates pronunciation and provides feedback on spoken language.

Modern Technologies in Foreign Language Teaching in Uzbekistan

Uzbekistan is actively integrating modern technologies into its foreign language education practices. Shasaidova et al. (2022) discuss the importance of qualitative improvement in foreign language knowledge, emphasizing the need for new solutions in teaching. Active teaching methods, including game-based learning, project methods, and brainstorming, are being utilized to increase student engagement and motivation.

Preparing Teachers for AI Integration

Effective integration of AI in FLT/L requires adequately prepared teachers. Pokrivcakova (2019) argues for reconsidering the existing frameworks for CALL teacher preparation to ensure teachers can effectively utilize AI-powered tools. Teacher training should focus on developing pedagogical strategies that leverage AI's capabilities while addressing its limitations.

Discussion

The integration of AI into foreign language education in Uzbekistan presents both opportunities and challenges. AI tools can significantly enhance the learning experience, personalize instruction, and provide valuable feedback to learners. However, challenges such as technology limitations, the need for robust teacher training, and the potential for over-reliance on technology must be addressed.

Uzbekistan's focus on educational reform and modernization aligns with the potential of AI to transform FLT/L. By strategically incorporating AI into its educational framework, Uzbekistan can:

- **Improve language proficiency:** AI tools can provide personalized and engaging learning experiences, leading to improved language skills among students.
- **Enhance access to quality education:** AI can help deliver quality language education to a wider population, including those in remote areas.
- **Prepare a globally competitive workforce:** AI-driven FLT/L can equip graduates with the language skills necessary to succeed in the international arena.
- **Foster international collaboration:** Improved foreign language proficiency will facilitate communication and collaboration with international partners.

To effectively leverage AI in FLT/L, Uzbekistan should prioritize:

- **Investing in infrastructure:** Ensuring access to technology and reliable internet connectivity is crucial.
- **Developing teacher training programs:** Equipping teachers with the skills and knowledge to integrate AI tools into their teaching practices.
- **Curriculum development:** Adapting curricula to incorporate AI-powered learning activities and resources.
- **Research and development:** Supporting research to explore innovative applications of AI in FLT/L and evaluate their effectiveness.

Conclusion

AI holds immense potential to transform foreign language education in Uzbekistan, contributing to the nation's globalization and sustainable development goals. By strategically integrating AI into its educational system and addressing the associated challenges, Uzbekistan can enhance language proficiency, prepare a globally competitive workforce, and foster international collaboration. Continued investment in infrastructure, teacher training, and research will be crucial to fully realize the benefits of AI in shaping the future of foreign language education in Uzbekistan.

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THE DEVELOPMENT OF POLYSEMY AND VARIATION IN MODERN LINGUISTICS

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Abstract

This article explores the historical evolution and theoretical development of polysemy and variation in modern linguistics. It highlights key scholarly contributions and underscores the relevance of these phenomena in cognitive and computational linguistics, especially in understanding language flexibility and semantic structure.

Keywords

polysemy, variation, semantics, sociolinguistics, cognitive linguistics, metaphor, linguistic change, etymology, lexical semantics, language development

The concepts of polysemy and variation are foundational to understanding the dynamic nature of language. Polysemy refers to the coexistence of multiple related meanings within a single word [Bréal, 1897:13], while variation encompasses the differences in linguistic units across phonetic, morphological, syntactic, and lexical dimensions [Labov, 1972:42]. Both are crucial in linguistic theory and reflect language's adaptability and complexity.

The phenomenon of polysemy emerged alongside the development of language itself. Early theories emphasized limited, concrete meanings. As human cognition and society evolved, abstract and metaphorical meanings proliferated [Aristotle, 1996:58]. Classical philosophers like Aristotle highlighted metaphor as central to language development, viewing it as a driver of semantic richness.

In the 19th century, historical-comparative linguistics expanded understanding by examining etymological roots and semantic shifts. The systematic study of polysemy gained traction through scholars like M. Bréal, who coined the term semantics, and H. Paul, who explored the psychological mechanisms behind meaning shifts [Paul, 1880:77].

The 20th century witnessed a significant shift with the rise of semantics and cognitive linguistics. Structuralists such as Leonard Bloomfield emphasized the importance of context in determining meaning [Bloomfield, 1933:131]. G. Lakoff and M. Johnson further advanced this field by proposing that metaphor is not merely linguistic but a core cognitive process [Lakoff & Johnson, 1980:35]. Their work asserts that polysemy is inherently linked to how humans conceptualize and interact with the world.

Cognitive linguistics frames polysemy as a reflection of mental categorization and knowledge structures [Lakoff, 1987:92]. It reveals how language encodes a variety of meanings that stem from embodied experience and conceptual mapping.

Variation manifests through regional dialects, social stratification, and stylistic differences. Dialectology, which emerged in the 19th century, provided evidence of geographic variation in vocabulary, grammar, and pronunciation. Sociolinguistics, spearheaded by researchers like William Labov, introduced the study of how social factors—age, gender, status—influence linguistic variation [Labov, 1972:59].

Stylistic variation focuses on how language shifts according to context, such as formal vs. informal settings, scientific discourse, or literary expression.

Polysemy and variation intersect in several ways. Semantic variation often stems from the contextual use of polysemous words, where meanings shift based on discourse or communicative intent [Grinev-Grinevich, 1993:28]. Conversely, different linguistic forms may express the same concept, demonstrating structural variation not necessarily tied to polysemy.

S.V. Grinev-Grinevich outlined primary causes of polysemy, and I.V. Arnold described polysemous structures as organized sets of lexical-semantic variants [Grinev-Grinevich, 1993:36]. A.A. Ufimtseva noted polysemy's dependence on context, where a word may only function with one specific

meaning in a given utterance [Ufimtseva, 1974:43].

Modern linguistics continues to explore these phenomena across multiple disciplines—comparative linguistics, translation studies, and computational linguistics. In NLP, polysemy and variation are central to tasks such as word sense disambiguation and the development of language models [Lakoff, 1987:115].

Despite advances, several questions remain unresolved: How can we reliably distinguish between polysemy and homonymy? How do meanings in a polysemous word relate and rank in structure? These inquiries are vital for a deeper understanding of the language system.

Polysemy and variation are not only indicative of language's richness but are also critical to its function and evolution. Their study illuminates how language encodes meaning, adapts to context, and reflects cognitive and social dimensions [Shcherba, 1974:57]. As linguistic research continues, these concepts remain pivotal in bridging traditional theories with modern computational applications.

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TALABALARDA AKSIOLOGIK YONDASHUV ASOSIDA QADRIYATLI MUNOSABAT KO‘NIKMALARINI RIVOJLANTIRISHNING AMALIY JIHATLARI.

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Annotatsiya. Maqolada talabalarda aksiologik yondashuv asosida qadriyatli munosabat ko‘nikmalarini rivojlantirishning amaliy jihatlari, talabalarni ijtimoiy-madaniy faoliyatda qadriyatli munosabatlarini shakllantirishning zarurati, hamda nazariy jihatlari yoritib berilgan. Talabalarda aksiologik kompetensiyani rivojlantirish imkoniyatlari, qadriyatli muloqot ko’nikmalarini rivojlantirishda ta’lim tamoyillarining ahamiyati bayon etilgan.

Kalit so‘zlar: aksiologiya, qadriyat, muloqot, insonparvarlik, kompetentsiya, ta’lim, tarbiya, *rivojlanish.*

Aksiologik yondashuv insonparvarlik pedagogikasining uzviy o‘ziga xosligi bo‘lib, barcha odam unda jamoaviy rivojlanishning maqsadi va jamiyatning oliy qadriyati sifatida qaraladi. Pedagogik aksiologiya asosida inson hayoti, ta’lim va tarbiya, pedagogik faoliyatning inson hayotidagi ahamiyatini tushunish va qaror toptirish yotadi. [1]

Aksiologiya tushunchasi eng avval falsafa fanida qo‘llanilgan va keyinchalik boshqa ijtimoiy

fanlarda, shular jumlasidan pedagogika fanida ham qo‘llanila boshlagan. Aksiologiya atamasi qadimgi grek tilidan olingan bo‘lib, “axia”- qadriyat (qadr-qiymat) va “logos” (fan, ta’limot) tushunchalariga asoslanadi [3]. Qadriyatlar inson ongida turli narsa va xodisalarni taqqoslash orqali shakllanadi. Qadriyat bu narsa, xodisa va boshqalarga munosabatdir.

Talabalarni o‘qituvchilikka tayyorlash jarayonida ularda narsa va xodisalarni taqqoslash, har bir tushunchani ijobiy va salbiy jihatlarini tahlil qilishga yo‘naltirish aksiologik munosabatlarning rivojlanishiga turtki bo‘ladi. Talabalarda qadriyatli munosabatlarning rivojlanishi uzluksiz amalga oshirilishi va singdirilishini talab etadi.

Shaxsning atrof muhitga qadriyatli munosabati va faoliyatining yo‘nalishini belgilaydigan aksiologik pritsiplar va qarashlar insonning aksiologik dunyoqarashi sifatida tavsiflanadi. Qadriyatlar bo‘lajak o‘qituvchi tomonidan kasbiy bilimlar bilan integratsiyalansa, talabaning bo‘lajak o‘qituvchi sifatida kasbiy tarbiyaviy faoliyati maqsadini aniq shakllantira olsa, o‘z faoliyati mazmunining muhimligini qay darajada ekanligini anglasa kasbiy maqsadlarini amalga oshirishning samarali vositalarini topa oladi.

Bo‘lajak o‘qituvchilarda aksiologik yondashuv asosida qadriyatli munosabatni tarkib toptirishni umum milliy masala sifatida qabul qilish maqsadga muvofiq. Aksiologik yondashuv vositasida ijtimoiy pedagogik amaliyotga yo‘naltirish talabaning ijtimoiy pedagogik faoliyatda faol ishtirok etishi, jarayonda tashabbus ko‘rsatishni hamda o‘zi joriy qilgan pedagogik qadriyatlarning jamlanmasini anglatadi. Bo‘lajak o‘qituvchining har tomonlama kamol topishi uning ijodiy salohiyatini rivojlantirish hamda shaxsiy va kasbiy nuqtai nazardan rivojlanishini taqazo etadi.

Talabada qadriyatli muloqot madaniyatining rivojlanishi uchun nazariy bilimlar bilan bir qatorda bir qator pedagogik psixologik sifatlarning shakllanishi ham muhim ahamiyatga ega. Jumladan:

- Kasbiy kuzatuvchanlik;
- Nizoli vaziyatda o‘zini boshqara olish;
- O‘z qarashlariga boshqalarni ishontira olish;
- Atrofdagilarga insonparvar munosabatda bo‘lish;
- Yangi insonlar bilan tez aloqa o‘rnata olish.

Qadriyatli munosabatlarni rivojlantirish shaxsning o‘zi yashab turgan jamiyatda ijtimoiy faol rolni egallashi va bir vaqtning o‘zida jamiyatga ijobiy ta’sir qilishi nuqtai nazaridan muhim.

Shu asosda jamiyatda va shaxslarda qadriyatlarning o‘rni ortib boradi. Jamiyat hayotida qadriyatlar yo‘qolib ketmaydi, balki shaxs uchun uning ahamiyati kamayib, ular uchun meyoriy doira vazifasini bajarmay qo‘yadi. Talabaning aksiologik yondoshuvga asoslangan qadriyatli munosabati uning o‘zini tutish, kompetentlik va faoliyatda o‘z aksini ko‘rsatadi. Ta’lim va tarbiya jarayonida qadriyatlarga asoslangan holda jamiyatda o‘zini tutish, qadriyatli kompetensiyalarni rivojlantirish va qadriyatli faoliyat ko‘rsatishni nazarda tutadi. Chunki, ta’lim oluvchilarda erkinlik, fuqarolik, ijtimoiy va demokratik qadriyatlarni anglashi va ularni tan olishi ta’lim tizimiga jamiyat tomonidan qo‘yilgan ijtimoiy buyurtmalarning mazmunini tashkil etadi.

So‘ngi yillarda jamiyatda qadriyatlarga bo‘lgan ehtiyoj ortib bormoqda. Ayniqsa insonlar o‘rtasidagi munosabatlarining keskinlashuvi yosh avlodga qadriyatli munosabatlarning kichik detallarigacha singdirish zaruratini yuzaga keltiradi.

Umumiy tarzda qadriyatlarni ta’limiy va tarbiyaviy qadriyatlarga ajratish mumkin bo‘ladi. Ta’limiy qadriyatlar davlat ta’lim standartlari, o‘quv dasturlari va rejalari, darslik, o‘quv metodik adabiyotlar mazmuni, shuningdek, yangi pedagogik texnologiyalar mohiyatida o‘z ifodasini topa olishi zarur. Tarbiyaviy qadriyatlar esa, ijobiy tarzdagi

Obyektiv ijtimoiy shart sharoitlar, munosabatlar orqali ta’lim oluvchilar shaxsiga samarali ta’sir ko‘rsatuvchi moddiy va ma’naviy voqeylik tushuniladi. Tarbiyaviy qadriyatlar esa o‘zida ota onala va pedagoglar tarbiyalanuvchi shaxsida tarkib toptirishni hohlaydigan, fuqarolik jamiyati uchun foydali, mazkur ijtimoiy sharoitda muhim zaruriy ahamiyat kasb etuvchi fazilat, sifat, xohish istak, intilish kabilarni aks ettiradi. Tahlil etilgan qadriyatlar bo‘lajak o‘qituvchilarda aksiologik munosabatlarni rivojlantirishning bir necha samarali yo‘llarini aniqlashtirishga imkon beradi:

- Bo‘lajak o‘qituvchining o‘zini o‘zi rivojlantirishga, o‘zini o‘z kasbiga safarbar etishga, o‘z pedagogik faoliyatini tashkil etishga tayyorligi;

- Kasbiy axloqiy meyorlarga muvofiq o‘z xulq atvorini rivojlantirish;
- Shaxsiyatini rivojlantirib borishga qaratilgan ongli xulq atvori, pedagogik faoliyatining eksper darajasini egallashning zaruriy malaka va ko‘nikmalarini egallashga yo‘naltirilgan harakati.

Talabalarda oliy ta’lim muassasalari ta’lim-tarbiya jarayonida, ijtimoiy pedagogik amaliyot doirasida, guruh yig‘ilishlari, individual suhbatlarda ta’limning individual- shaxsiy xarakterdagi qadriyatlari singdirilib boriladi. Talabalarda pedagoglik kasbining ijtimoiy ahamiyati, pedagogning jamiyatdagi nufuzi, jamiyat tomonidan e’tirof etilishi, o‘z yaqinlari tomonidan tan olinishi, ijtimoiy hayotda insonlarning muloqotga bo‘lgan ehtiyojlarini qondirishga mas’ullik singdirilib boriladi.

Bo‘lajak o‘qituvchilar pedagog sifatida o‘z individualligini doimiy takomillashtirib borishi orqali o‘z ustida ishlashi, o‘qituvchilik kasbining insonparvarlik tamoyiliga asoslanganligi, hissiyotga boyligi, imkoniyati cheklangan insonlarga yordam bera olish imkoniyati, ijodiy va shaxsiy rivojlanish imkoniyatlari, ya’ni pragmatik qadriyatlar singdirilib boriladi.

Talabalar o‘qituvchilik faoliyatining nufuzini, davlat va jamiyat oldidagi masulligini, ijtimoiy ahamiyatini, o‘z qobiliyatini namoyon qilish imkoniyati, ta’lim oluvchilar oldidagi masuliyatni o‘z ichiga oluvchi qadriyatlar shaxsiy qadriyatlar sifatida tavsiflanib, ta’lim oluvchilarning rivojlanishiga xizmat qiladi.

Bo‘lajak o‘qituvchi shaxsini shakllantirishning asosiy poydevori kasbiy faoliyatda muvaffaqiyatga erishishni ta’minlaydigan qadriyat sifatida bilimlarni o‘zlashtirish jarayoniga ularni faol jalb etishdir. Bundan tashqari atrof-muhitni ma’naviy-nazariy o‘zlashtirishga yo‘naltirilgan pedagogik qadriyat sifatida bilish faoliyatining o‘ziga nisbatan faol munosabatni shakllantirish muhim hisoblanadi.

Umuman olganda, kasbiy-pedagogik faoliyatga tayyorlik jarayonida bo‘lajak o‘qituvchining aksiologik nuqtai nazardan shakllanishi – bu bilish orqali maqsadli, tizimli harakatlanish, bilimlarni ijodiylik bilan uyg‘unlashuvini qadriyatli anglash va baholash, muntazam o‘z-o‘zini rivojlantirish va takomillashtirish qobiliyatini shakllantirish, shakllangan qadriyatli yo‘nalishlar shaxsning bo‘lajak pedagogik faoliyatga qadriyatli munosabatini aniqlab beradi.

Xulosa qilib aytganda aksiologik yondoshuv asosida talabalarda qadriyatli munosabatlarni rivojlantirish ularda pedagogik aksiologiyaning shakllanishi va rivojlanishi jarayonida ta’lim tarbiyaga asosiy qadriyat sifatida qarash, qadriyatli ongdan kelib chiqadigan individual rivojlanish, insonparvarlik, shaxsiy erkinlik, burch, masuliyat kabi qadriyatlarni anglab olinishi hamda pedagogik qadriyatga aylanishiga muvaffaq bo‘linadi.

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XORIJIY TILLARNI O‘QITISHDA SUN’IY INTELLEKTNING ROLI

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The role of artificial intelligence in teaching foreign languages

Annotatsiya

Hozirgi kunda ta’lim sohasidagi rivojlanish tezligi oshmoqda va zamonaviy texnologiyalar o‘quv jarayoniga tobora faol tarzda integratsiya qilinmoqda. Raqamli texnologiyalar, jumladan, sun’iy intellekt (SI), ta’limda ajralmas bir qismga aylanib bormoqda. Xorijiy tillarni o‘qitishda SI texnologiyalaridan foydalanish o‘quvchilarga shaxsiylashtirilgan yondashuvni ta’minlaydi va ta’lim jarayonini samarali hamda qiziqarli qiladi.

An’anaviy o‘qitish usullari ba’zan har bir o‘quvchining ehtiyojlariga mos kelmasligi mumkin,

chunki har bir inson o‘ziga xos o‘qish tezligi va uslubiga ega. Sun’iy intellekt esa har bir o‘quvchiga mos o‘qitish tizimlarini yaratish imkonini beradi, o‘quvchilarga o‘zlarining o‘rganish sur’atlariga moslashtirilgan materiallarni taklif etadi. Shu bilan birga, SI o‘quvchilarga mustaqil o‘rganishga imkon berib, bilim olishda faollikni oshiradi. Ushbu maqolada SI texnologiyalarining xorijiy tillarni o‘qitishda qanday foydalanuvchanligi, ularning ta’lim jarayoniga ta’siri, afzalliklari va kamchiliklari hamda bu texnologiyalarni kelajakda qanday rivojlantirish mumkinligi haqida fikr yuritiladi.

Kalit so‘zlar: sun'iy intellekt, Chat GPT, chet tili, faollik, motivatsiya, texnologiya orqali til o‘rganish.

Annotation

Currently, the pace of development in the education sector is accelerating, and modern technologies are increasingly being integrated into the learning process. Digital technologies, including Artificial Intelligence (AI), have become an inseparable part of education. The use of AI technologies in foreign language teaching provides students with a personalized approach and makes the learning process more effective and engaging.

Traditional teaching methods may sometimes not meet the needs of each student, as every individual has their own learning pace and style. Artificial Intelligence enables the creation of teaching systems tailored to each student, offering them materials suited to their own learning speeds. At the same time, AI allows students to engage in independent learning, increasing their activity in acquiring knowledge. This article discusses the usefulness of AI technologies in foreign language teaching, their impact on the learning process, their advantages and disadvantages, and how these technologies can be further developed in the future.

Keywords: artificial intelligence, Chat GPT, foreign language, activity, motivation, language learning through technology.

XXI asrda informatsion texnologiyalar va internet tizimlari keng rivojlanib, ular kundalik hayotning ajralmas qismiga aylanmoqda. Ta’lim sohasida, ayniqsa, xorijiy tillarni o‘rgatishda internet resurslarining ahamiyati yuksalmoqda. Sun’iy intellekt (SI) texnologiyalari esa o‘qitish jarayonini yanada samarali va interaktiv qilishga yordam bermoqda. SI, kompyuter tizimlarining inson miya faoliyatini takrorlash imkoniyatiga ega texnologiyalar majmuasidir va bu texnologiyalar xorijiy tillarni o‘qitishda bir qancha yangi imkoniyatlarni taqdim etadi. Quyida bu imkoniyatlarning ayrimlarini kengaytirilgan tarzda ko‘rib chiqamiz:

Nutqni aniqlash texnologiyalari: Sun’iy intellekt yordamida talaffuzni tahlil qilish texnologiyalari o‘quvchilarning nutqini tekshirib, xatolarni aniqlaydi va ularni tuzatishda yordam beradi. Masalan, talaffuzni tekshiruvchi dasturlar o‘quvchilarga o‘z talaffuzlarini yaxshilash imkonini beradi. Bu usul nafaqat talaffuzni tuzatish, balki o‘quvchilarning talaffuz bo‘yicha o‘zlarini baholash imkoniyatini ham taqdim etadi, bu esa ularning o‘z- o‘zini o‘rganish qobiliyatini oshiradi.

Mashinaviy tarjima xizmatlari: Google Translate, DeepL kabi mashinaviy tarjima platformalari o‘quvchilarga matnlarni real vaqt rejimida tarjima qilish imkonini beradi. Bu xizmatlar orqali o‘quvchilar boshqa tillarda yozilgan materiallarni osonlik bilan tushunishlari mumkin, bu esa ularning lug‘at boyligini oshiradi. Sun’iy intellekt asosida ishlaydigan mashinaviy tarjima tizimlari til o‘rganish jarayonini soddalashtiradi va tezlashtiradi, chunki o‘quvchilar har doim to‘g‘ri tarjimalar va tushuntirishlar olishlari mumkin.

Shaxsiylashtirilgan o‘quv platformalari: Duolingo, Babbel kabi platformalar har bir o‘quvchining o‘qish sur’ati va qobiliyatiga mos individual o‘quv dasturlarini yaratadi. Bu tizimlar o‘quvchilarning ilg‘or va rivojlanayotgan darajalari asosida moslashtirilgan mashqlarni taqdim etadi. Shaxsiylashtirish o‘quvchilarni darslarga jalb qiladi va ularga o‘z darajalariga mos ravishda o‘qishni davom ettirishga imkon yaratadi, bu esa samaradorlikni oshiradi. O‘quvchilarning individual ehtiyojlariga moslashtirilgan materiallar orqali o‘quv jarayonining muvaffaqiyati sezilarli darajada oshadi.

Virtual o‘qituvchilar va chat-botlar: O‘quvchilarga muntazam mashq qilish va til amaliyotini yaxshilash imkoniyatini taqdim etadigan virtual o‘qituvchilar va chat-botlar sun’iy intellektning eng samarali vositalaridan biridir. Bu texnologiyalar orqali o‘quvchilar istalgan vaqtda o‘zlari uchun qulay bo‘lgan muhitda darslar o‘tkazishlari mumkin. ChatGPT kabi tizimlar o‘quvchilarga doimiy ravishda

interaktiv mashqlar, savollar va muloqot orqali til o‘rganish imkonini beradi. Bu esa o‘quvchilarning o‘z-o‘zini baholash va o‘zlashtirilgan bilimlarni sinash imkoniyatlarini yaratadi.

Adaptiv o‘qitish tizimlari: Sun’iy intellektning yana bir afzalligi o‘quvchilarning bilim darajasiga qarab ularga mos materiallar va topshiriqlarni taqdim etish imkoniyatidir. Bu tizimlar o’quvchilarning o‘rganish jarayonini doimiy ravishda kuzatib boradi va ularning qobiliyatiga qarab darsni optimallashtiradi. Masalan, o‘quvchining zaif tomonlarini aniqlash va shu bilan birga kuchli tomonlarini rivojlantirishga yordam berish sun’iy intellektning asosiy afzalliklaridan biridir. Bu, o‘quvchilarni yanada samarali va o‘zlashtirgan bilimlarini amaliyotda qo‘llashga yordam beradi.

Shaxsiylashtirilgan o‘qitish: Sun’iy intellekt o‘quvchilarga o‘z-o‘zini rivojlantirish va o‘rganish jarayonini o‘z ehtiyojlariga moslashtirish imkonini beradi. Bu tizimlar o‘quvchilarga shaxsiy yondashuvni taqdim etadi, bu esa ularning til o‘rganishdagi muvaffaqiyatini oshiradi.

Tezkor fikr-mulohaza olish: Sun’iy intellekt o‘quvchilarga darhol fikr-mulohaza va to‘g‘ri javoblarni taqdim etadi. Bu esa o‘quvchilarning o‘z-o‘zini baholash qobiliyatini oshiradi va o‘quvchilarga to‘g‘ri yo‘nalishda ishlash imkonini beradi.

O‘z-o‘zini o‘qitish imkoniyatlari: SI yordamida o‘quvchilar o‘zlarini baholash va o‘z-o‘zini o‘rganish uchun imkoniyatlar yaratadi. O‘quvchilar onlayn platformalarda mustaqil ravishda dars o‘tkazish, o‘z bilimlarini sinash va qiyinchiliklarga duch kelgan joylarda yordam olishlari mumkin.

Ko‘p tillilik imkoniyati: Sun’iy intellektning ko‘p tillilikni qo‘llab-quvvatlashi o‘quvchilarga bir nechta tillarni o‘rganishda yordam beradi. Mashinaviy tarjima va ko‘p tilli platformalar yordamida o‘quvchilar turli tillarda materiallar bilan ishlash imkoniyatiga ega bo‘ladi, bu esa global tarmoqlarda o‘z bilimlarini kengaytirishga yordam beradi.

Tadqiqotlar va motivatsiya: Ba’zi tadqiqotlar sun’iy intellekt asosidagi til o ‘rganish platformalarining talabalar motivatsiyasini oshirishga va ularga mustaqil o‘rganish imkoniyatini yaratishga yordam berganini ko‘rsatadi. Masalan, Duolingo va Babbel kabi platformalar o‘quvchilarga talaffuzni to‘g‘rilashda yordam beradi, bu esa o‘quvchilarning o‘ziga bo‘lgan ishonchini oshiradi va motivatsiyasini kuchaytiradi. Bu platformalar o‘quvchilarga o‘z bilimlarini mustaqil ravishda rivojlantirish va yangi bilimlarni o‘rganishda mustahkam poydevor yaratadi.Umuman olganda, sun’iy intellekt va internet resurslari xorijiy tillarni o ‘rgatish jarayonini sezilarli darajada yaxshilaydi, o ‘quvchilarning motivatsiyasini oshiradi va ularning mustaqil ravishda o‘rganish imkoniyatlarini kengaytiradi.

Xulosa

Sun’iy intellekt (SI) xorijiy tillarni o‘qitishda yangi imkoniyatlar yaratadi, u o‘quvchilarga o‘z-o‘zini rivojlantirishga yordam beradigan shaxsiylashtirilgan yondashuvni taqdim etadi. SI texnologiyalarining xorijiy til o‘qitishda qo‘llanilishi o‘quvchilarga o‘rganish jarayonini o‘ziga moslashtirish, individual yondashuvni ta‘minlash va o‘quvchilarning motivatsiyasini oshirish imkonini beradi. Sun‘iy intellekt orqali taqdim etilgan vositalar, masalan, interaktiv mashqlar, til o‘rganish dasturlari va chat-botlar o‘quvchilarga tilni o‘rganishning barcha aspektlarini yaxshilashda samarali yordam beradi.

Biroq, sun’iy intellekt o ‘qituvchilarning o ‘rnini bosmaydi. Aksincha, SI o ‘qituvchilarga o ‘quvchilarning individual ehtiyojlarini qondirishda va o‘qitish samaradorligini oshirishda yordam beruvchi kuchli vosita sifatida xizmat qiladi. Sun‘iy intellekt, ayniqsa, o‘qituvchilarning darslarni shaxsiylashtirish va o‘quvchilarning rivojlanishini kuzatish jarayonini soddalashtiradi, bu esa o‘qituvchilarning vaqtini samarali boshqarishga imkon yaratadi.

Kelajakda, SI texnologiyalarining rivojlanishi ta’lim tizimini yana-da samarali, innovatsion va interaktiv qilishga xizmat qiladi. Yangi texnologiyalarni o‘zlashtirish va ularni o‘quv jarayoniga muvaffaqiyatli integratsiya qilish uchun o‘qituvchilarga maxsus tayyorgarlik ko‘rsatish va ularga doimiy qo‘llab-quvvatlash taqdim etish juda muhimdir. Bu ularning yangi texnologiyalarni samarali qo‘llashiga va ta‘lim jarayonini yana-da qiziqarli va samarali qilishga yordam beradi. Shu bilan birga, o‘qituvchilarning SI texnologiyalaridan foydalanishga tayyor bo‘lishi, ta’lim jarayonida yuzaga keladigan yangi pedagogik yondashuvlarni amalga oshirish uchun zarur bo‘lgan bilim va ko‘nikmalarga ega bo‘lishi muhimdir. O‘qituvchilarning bu texnologiyalarni muvaffaqiyatli

integratsiya qilishlari ta’limni yanada samarali va interaktiv qilishga xizmat qiladi. Natijada, SI xorijiy til o‘qitish jarayonini optimallashtirib, o‘quvchilarning bilim darajasini yaxshilashga katta hissa qo‘shadi.

Sun’iy intellektni ta’lim tizimiga muvaffaqiyatli integratsiya qilish orqali biz, albatta, yanada ilg‘or va samarali ta’limni taqdim etish imkoniyatlariga ega bo‘lamiz. O‘quvchilarning qiziqishini oshirish va ularning mustaqil o‘rganish qobiliyatini rivojlantirish uchun SI texnologiyalarining roli nihoyatda muhim bo‘ladi.

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FRIEND OR FOE: THE POTENTIAL INFLUENCE OF AI AMONG MALAYSIAN ESL LEARNERS

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ABSTRACT

The field of education is undergoing rapid change due to Artificial Intelligence (AI). Nevertheless, its role in English as a Second Language (ESL) learning is no exception. AI presents both opportunities and challenges for Malaysian ESL learners. On one hand, AI-powered tools—such as chatbots, language models, and automated feedback systems—can provide personalised learning experiences, enhance accessibility, and boost motivation. On the other hand, there are amplifying concerns about over- reliance on these technologies, the potential deterioration of critical thinking abilities and skills, and ethical issues related to academic integrity. This paper explores the perceptions of Malaysian ESL learners about AI in their language learning journey. It discusses whether AI acts as a helpful companion or a disruptive force. By analysing real student experiences and insights, the study sheds light on the effectiveness and limitations of AI-assisted learning. Ultimately, the findings aim to guide educators, policymakers, and stakeholders in making informed decisions on how best to integrate AI while

maintaining the core values of language education. Further research could explore AI's impact on pedagogical strategies, learner engagement, language learning outcomes, and the growing dependency on AI in educational settings to maintain a balanced and effective learning environment.

Keywords: Artificial Intelligence, ESL, Malaysian Learners, AI in Education.

INTRODUCTION

The integration of Artificial Intelligence (AI) in language learning has been a transformative force globally, offering personalised, adaptive, and immersive educational experiences for learners. In the context of English as a Second Language (ESL) education, AI has shown significant potential in enhancing learning outcomes, motivation, and self-regulated learning strategies among learners (Huang et al., 2023; Xu et al., 2022; Zheng et al., 2021). Notwithstanding these advantages, questions about how artificial intelligence should be used in language education remain unresolved, especially regarding how it will affect conventional teaching strategies and possible unequal access to AI-driven technologies (Khairul Hisyam Baharuddin & Nazatul Syima Mohd Nasir, 2024). In Malaysia, where ESL education is a critical component of the national curriculum, AI is increasingly being recognised as a valuable tool for improving language proficiency. Yet, the broader implications of AI on ESL learners in Malaysia remain underexplored, particularly in terms of its influence on learning environments, teacher roles, and learner perceptions. This paper seeks to investigate the dual nature of AI in Malaysian ESL instruction. It will examine both the benefits and challenges associated with AI integration in light of motivation and engagement, personalised learning, lack of language acquisition and biases and standardisation in language use. By delving into these aspects, this research seeks to provide a nuanced understanding of AI's role in shaping the future of ESL education in Malaysia.

THEORETICAL BACKGROUND

This study combines together Vygotsky's Sociocultural Theory (SCT), the Technology Acceptance Model (TAM), and Constructivist Learning Theory to create a well- rounded view of how AI technologies contribute to ESL education while also evaluating their prospective downsides. SCT underlines AI’s position as a scaffolding tool, working as a More Knowledgeable Other (MKO) that helps students acquire writing, vocabulary, and grammatical abilities, ultimately supporting independent language acquisition. TAM studies students’ propensity to accept AI, showing that factors including perceived usefulness, ease of use, and learning effectiveness influence how they engage with AI-based learning technologies. However, concerns remain about students being too dependent on AI, diminishing their critical thinking abilities, and facing ethical difficulties such as bias and data privacy hazards (Urazbayeva et al., 2024; Zviel-Girshin, 2024). From a constructivist perspective, AI can increase active learning by giving interactive, individualised learning experiences, but passive use may lead to less cognitive engagement and weaker analytical skills.

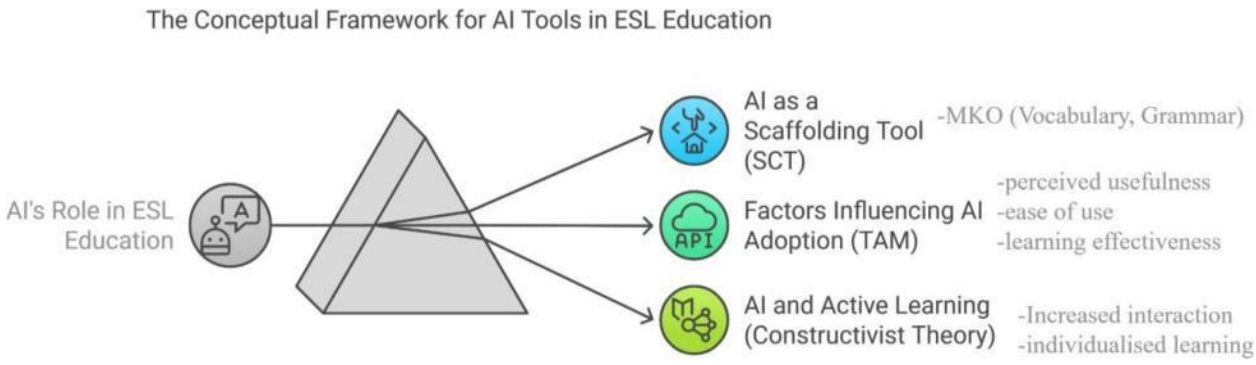

Figure 1.1 The Conceptual Framework of The Integration of AI tools in Teaching & Learning

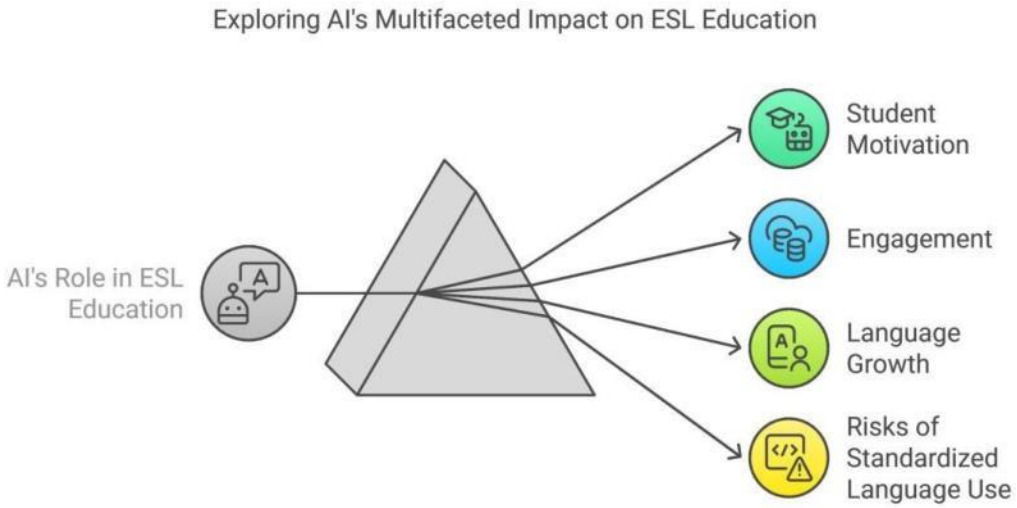

Figure 1.2 The AI's Multifaceted Impact on ESL Education

DISCUSSION

Helpful Companion

Motivation and **Engagement**

AI-powered tools are revolutionising the way ESL learners stay motivated and engaged. AI platforms address diverse linguistic needs while reducing cognitive overload. According to Wei's (2023) mixed-methods study, for example, 86% of participants reported greater curiosity and proactive participation in extra language activities, demonstrating that AI-mediated education greatly raised intrinsic motivation by allowing learners to advance at their own speed. These findings align with Neo's (2022) research on Malaysian students, where AI chatbots were perceived as non- judgemental tools that encouraged risk-taking in language practice, thereby lowering anxiety and increasing participation. AI's non-judgemental interface mitigates fear of embarrassment, particularly in speaking tasks. Speech recognition tools, as highlighted by Culican (2024), allow learners to practice repeatedly in low-stakes settings, building confidence before transitioning to human interactions. This aligns with results showing 78% of Wei's (2023) participants attributed reduced anxiety to the stress-free atmosphere of AI. Taken together, these findings highlight how greatly AI may improve ESL education by fostering motivation, reducing anxiety, and building a supportive, engaging learning environment.

AI-Assisted Personalised Language Learning (AI-PLL)

Learning can be personalised and adaptive with the help of artificial intelligence (Chen, Zou, Cheng, & Xie, 2021). AI-assisted personalised language learning (AI-PLL) offers students several opportunities to practice and customise their language learning progress based on their proficiency level. To accommodate varying learning preferences and methods, students can select pertinent AI tools and work at their own pace. Additionally, students can evaluate and track their language acquisition progress while also addressing their weaknesses and maximising their strengths. By comparing and contrasting, AI-PLL functions as a private instructor and offers the finest solutions. However, because AI prompts may yield varying results, students must be proficient in using them appropriately.

Disruptive Force

Lack of Language Acquisition

The reliance of students on AI tools during their educational journey impedes the process of

language acquisition (Zainuddin et al., 2024). Students emphasise the fulfilment of tasks over the process of language learning. The AI tools offer individuals a profound sense of assurance, as responses are perpetually available and readily accessible at any hour.

Biases and Standardisation in Language Use

AI models, largely trained on Western-centric data, often fail to represent non-Western cultural contexts, which in turn leads to homogenisation that alienates ESL learners (Edmett et al., 2024). Biases in AI, for instance, can manifest in many forms, including inaccurate facial recognition and language models that reinforce gender or racial stereotypes (NEA, 2024). Moreover, AI's bias against non-standard dialects can negatively impact ESL learners. In some cases, articles authored by non-native English speakers may be mistakenly flagged as AI-generated by AI technologies, which not only undermines learners' confidence but also reinforces linguistic hierarchies (NEA, 2024). In the end, these challenges highlight how urgently more inclusive AI training datasets that represent language and cultural variety are needed. AI can become a more effective and equitable tool for ESL learners worldwide by resolving these issues.

IMPLICATIONS AND RECOMMENDATIONS

The growing use of AI technologies for academic writing has a substantial impact on students' critical thinking and creativity. Initially, while AI enhances efficiency and productivity, excessive reliance can hinder the development of independent writing skills, particularly among Malaysian tertiary students (Ismail, 2024). Additionally, even while AI-generated material is well executed, it usually lacks originality and

authenticity, which lessens the value of human inspection, creativity, and judgement. This dependence could therefore affect the general quality and genuineness of students' work. Moreover, AI tools can unintentionally encourage over-reliance, as students may depend too much on automated corrections without strengthening their own critical thinking skills (The Impact of AI Writing Tools, 2023).

To maximise the benefits of AI in language learning while minimising its drawbacks, a balanced integration of AI-driven tools with traditional teaching practices is recommended. This hybrid approach can help mitigate overreliance on AI, preserve essential human interaction, and maintain cultural relevance in language education (Dhanapal et al., 2024; Chua, 2025). Educators should be flexible in their pedagogical approaches, adapting AI tools to meet diverse learning needs while maintaining the structured discipline of traditional methods. This flexibility allows for a more inclusive and effective learning environment (SmartBrief, 2024; Chua, 2025). The effects of AI on teaching strategies, student participation, and language acquisition, as well as the consequences of a growing reliance on AI in education, might all be investigated in further research. Essentially, these findings help educators, policymakers, and everyone involved in education make smart choices about how to use AI in language learning. This way, we can keep the heart of language education intact while still benefiting from technology. Future studies could look deeper into how AI affects teaching methods, how engaged students are, and how well they learn languages. It's also important to explore how to balance the use of AI in education to establish a learning environment that benefits everyone.

CONCLUSION

As educators, we cannot inhibit students from utilising the multitude of artificial intelligence capabilities. Students across all educational levels, from primary school to university, can access numerous applications and software programs. Exemplary students are individuals who employ it with integrity and professionalism. There are advantages and disadvantages to the widespread use of AI in educational contexts. AI can optimise tasks, offer personalised assistance, and improve learning efficacy. Nonetheless, there are legitimate apprehensions over the effects on student creativity, critical thinking, and academic integrity. In order to tackle these issues, educational establishments need to be proactive. Initially, it is essential to enhance understanding and literacy regarding AI, enabling students to comprehend its potential, limitations, and ethical ramifications (Walter, 2024). Educators must design activities that promote critical assessment of AI-generated content, ensuring students do not depend on it uncritically. (Walter, 2024) Second, to preserve academic integrity, evaluation techniques must change. As AI systems evolve, detecting their usage becomes progressively challenging (Lagadec et

al., 2024). Institutions may need to investigate novel methodologies, including in-person presentations, open-ended enquiries, and ongoing evaluation of assessments or competencies rather than solely final examinations. Additionally, it is essential to regularly assess the integration of AI (Klímová et al., 2023). Institutions can discover areas for enhancement and ensure effective and ethical utilisation of AI by gathering feedback from both educators and students. The ultimate objective should be to enable students to utilise AI responsibly, improving their educational experience without sacrificing the acquisition of critical skills. (Klímová et al., 2023) (Lagadec et al., 2024) (Walter, 2024); (Chan, 2023)

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XORIJIY TILLARNI O‘RGANISHDA TARJIMA KOMPETENSIYASINI RIVOJLANTIRISH: TAPS (THINK-ALOUD PROTOCOLS) METODI

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Annotatsiya. Mazkur maqolada **Think-Aloud Protocols (TAPs)** metodining xorijiy til o‘qitish va tarjima kompetensiyasini rivojlantirishdagi ahamiyati tahlil qilingan. TAPs metodi talabalarning tafakkur jarayonlarini baland ovozda ifodalash orqali ularning tarjima strategiyalarini tushunishi va tahlil qilishiga yordam beradi. Maqolada TAPs metodining kognitiv lingvistika bilan bog‘liqligi hamda uning tarjima jarayonini samarali tashkil etishdagi roli yoritilgan. Tadqiqot natijalari TAPs metodining tarjimonlik ta’limida qo‘llanilishi o‘quvchilarning tarjima jarayonida duch keladigan muammolarini aniqlash va ularni bartaraf etish imkonini berishini ko‘rsatmoqda.

Kalit so‘zlar: til o‘rganish kompetensiyalari, Think-Aloud Protocols (TAPs) metodi, tarjima kompetensiyasi, kognitiv lingvistika, sinxron va retrospektiv TAPs.

Abstract. This article analyzes the significance of the **Think-Aloud Protocols (TAPs)** method in foreign language teaching and the development of translation competence. The TAPs method helps students understand and analyze their translation strategies by verbalizing their thought processes aloud. The article explores the relationship between the TAPs method and cognitive linguistics, as well as its role in effectively organizing the translation process. The research findings demonstrate that the application of the TAPs method in translator education enables students to identify and overcome challenges encountered during the translation process.

Keywords: language learning competencies, Think-Aloud Protocols (TAPs) method, translation competence, cognitive linguistics, synchronous and retrospective TAPs.

So‘nggi yillarda xorijiy tillarni o‘rgatish metodikasi bo‘yicha juda ko‘p yondashuvlar ishlab chiqilmoqda. Bunday yonoshuvlar turli tajribalarga asoslangan holda shakllangan bo‘lsada, ularning zamirida an’anaviy o‘qitish usullarning ham hissasi katta. Mazkur maqolada so‘z yuritiladigan pedagogik metodlardan bo‘lmish Think-Aloud Protocols (TAPs), ya’ni *tafakkur jarayonini ovozli ifodalash protokollari* metodi xorijiy tillarni o‘qitishda samarali vosita sifatida xizmat qilishi isbotlangan.

TAPs (Think-Aloud Protocols) — bu tadqiqot usuli bo‘lib, ishtirokchilardan muayyan vazifani bajarish jarayonida o‘z fikrlash jarayonlarini baland ovozda ifodalashni so‘rash orqali ularning qaror qabul qilish jarayonini tahlil qilishga yordam beradi.

Ericsson va Simon (1980) TAPs metodikasining rivojlanishiga ilk qadamni qo‘yib, og‘zaki va xulqiy javoblarni kodlash orqali ularni tahlil qilish maqsadida ma’lumot sifatida jamlash va buni kognitiv xotira jarayoni bilan bog‘laganligini ko‘rsatadi S.Stivens. Uning so‘zlariga muvofiq, TAPs ishtirokchilaridan ularga berilgan vazifani bajarish jarayonida o‘z ichki fikr va o‘ylarini baland ovozda ifoda etish talab qilinadi, shuningdek, bu jarayonda to‘plangan ma’lumotlar retrospektiv intervyu orqali yig‘ilib, baholanadi. (Stevens, 2019:6)

Darhaqiqat, mazkur usulda chet tili o‘rganuvchilarning o‘z fikrlarini baland ovozda ifodalashi orqali ularda kechadigan kognitiv jarayonlarni tahlil qilish mumkin bo‘ladi. Ayni zamonda, ta’limning o‘ziga xos tendensiyalariga ko‘ra, ta’lim “o‘qituvchi-markaz” modelidan “talaba-markaz” shakliga tomon o‘zgarganganligi va bu aynan davr talabi ekanligi yaqqol kuzatilmoqda. Shunday ekan, xorijiy tillarni o‘rgatish jarayonida o‘qituvchi uchun o‘rganvchilarning fikrlash jarayonini kuzatish va tushunish muhim ahamiyatga ega.

TAPs metodi kognitiv lingvistika bilan chambarchas bog‘liq bo‘lib, mazkur usul o‘quvchilarning til o‘rganish jarayonida qanday fikrlash strategiya va usullaridan foydalanishini aniqlashga yordam beradi. Shunga ko‘ra, o‘qituvchilar o‘quvchilarning til o‘rganishdagi kamchilik va muammolarini yaxshiroq tushunishi va mos pedagogik yondashuvlarni ishlab chiqishi mumkin. TAPs usili til o‘rganishning o‘qish, tushunish, yozish, so‘zlashish singari kompetensiyalarni rivojlantirishda samarali hisoblanadi. Lekin mazkur maqolada TAPs usulining til o‘rganuvchilarning tarjima qilish kompetensiyasini rivojlantirishdagi ahamiyati va uni qo‘llash metodikasi tahliliga bag‘ishlangan.

P.Kussmaul (Kussmaul, 1995:178) TAPs tahlillarining kamida **ikki asosiy ta’limiy maqsadini** qayd etadi: a) TAPs orqali kuzatilgan tarjima strategiyalari **muvaffaqiyatli tarjima qilish uchun namuna sifatida xizmat qilishi** mumkin. b) agar TAPs tadqiqotlarida **tarjimonlikka o‘qiyotgan talabalar** ishtirok etsa, ularning qayerda muammoga duch kelayotganini aniqlash imkoniyati paydo bo‘ladi.

Mu Leyning ta’kidlashicha, TAPs, tarjimonning tarjima jarayonini qanday amalga oshirayotganini kuzatib, uning fikrini til orqali ifodalashga asoslangan tadqiqot metodidir. Tadqiqotchilar bu jarayonda turli vositalardan foydalanadilar, jumladan, mikrofonlar, videokameralar yoki kompyuter dasturlari kabi vositalar orqali yozma eslatmalar olishadi, so‘ngra bu yozmalarni tahlil qilib, tarjima jarayonini o‘rganadilar (Mu, 2010:165).

T.Pavlovich J.Xausdan iqtibos keltirib, quyidagilarni ko‘rsatadi: “**“tarjima jarayoni”** atamasidan foydalanishda, **biz izolyatsiya qilingan bitta jarayon emas, balki jarayonlar majmuasi – muammolarni hal qilish va qaror qabul qilish bilan bog‘liq murakkab jarayonlar tizimi bilan shug‘ullanayotganimizni yodda tutishimiz kerak**”. (Pavlović, 2013:49) Ma’lumki, tarjima jarayoni quyidagi bosqichlardan iborat: 1) matnni idrok qilish; 2) interpretatsiya; 3) tarjima strategiyasi yoki usulini tanlash; 4) tarjimani shakllantirish va 5) tarjima matnini tahrir qilish. Keltirib o‘tilgan bosqichlar butun bir tarjima jarayoni majmuini tashkil qiladi. Tarjimonlar avtomatik ravishda ushbu bosqichlarni bosib o‘tgan holda, ma’lum bir vaqt ichida bir tildan ikkinchi tilga tarjimani amalga oshiradilar.

X.Guoga ko‘ra, TAPs (Think-Aloud Protocols) ikkita asosiy toifaga bo‘linadi: birinchisi, sinxron ovozli fikrlash, ya’ni ishtirokchilar vazifani bajarish jarayonida o‘z xayolidagi barcha ma’lumotlarni baland ovozda ifoda etishlari; ikkinchisi esa, ovozli retrospektiv fikrlash, ya’ni ma’lumotlar vazifa tugallangandan keyin ishtirokchilardan yig‘iladi (Guo, 2020:1142). Ko‘rinib turganidek, birinchi tur biroz murakkab bo‘lib, ikkita ham tarjima faoliyati, ham tarjima qilish faoliyatini fikrlash jarayoni bir paytning o‘zida amalga oshirishda, tarjimon-talabalardan yuqori diqqatlilik, ya’ni diqqatni to‘g‘ri taqsimlash qobiliyati talab qilinadi. Lekin ikkinchi turda, vazifani bajarish jarayonida hayol qilingan fikrlarni yodda tustish uchun kuchli xotiraga ega bo‘lish yaxshi natijalarni beradi.

Mu Leyning ta’kidlashicha, agar **TAPs metodidan tarjima jarayonini o‘rganish** uchun foydalanilsa, **avvalo tadqiqot obyekti va doirasi aniq belgilanishi kerak**. U t**arjima muammolarini aniqlash**, tarjima jarayonida d**iqqatning taqsimlanishi**, **jarayondagi to‘xtalishlar**, **matnni tahrirlash**, **lug‘atlardan foydalanish kabi yo‘nalishlarning** bari **“yuzaki hodisalar”** (*surface phenomena*) bo‘lib, **o‘zini ochiq namoyon qiladigan** jarayonlar hisoblanishi hamda ularni **nisbatan oson kuzatish va tahlil qilish** mumkinligini ko‘rsatadi (Mu, 2010:171). Yuzaki hodisalar vositasida til birliklarini t**il birliklarini tanlash jarayoni**, masalan, leksik birlikka ekvivalent topish yoki sinonim tanlash kabilar o‘rganiladi.

Albatta, dars jarayonida talabalarning ovozli fikrlashlari yordamida yozib olingan protokollar asosida o‘qituvchi talabalarning tilni o‘zlashtirishdagi bir qator masalalarini ko‘rib chiqish imkoniyatiga ega bo‘ladi. Tarjimon-talabaning diqqati tarjima jarayonida grammatik shakllarni qurish yohud lug‘aviy birliklarni tanlash, talaffuzga e’tibor berish yohud jumla stilistikasini tuzatishga

urinishi kabi harakatlari va ularni hisobot shaklida bayon etishi o‘qituvchining kelgusidagi o‘quv jarayonini qay tariqa shakllantirishi uchun asos bo‘la oladi.

“Bu **protokollar tarjima strategiyalarini tasniflash** maqsadida tahlil qilindi, bunda **talabalar duch keladigan qiyinchiliklarni kuzatish** asosiy didaktik maqsad sifatida belgilanadi” – deya ta’kidlaydi T.Pavlovich (Pavlović, 2013:52)

Shuningdek, tarjima jarayonida yana **aniq ko‘rinmaydigan** (**“yashirin hodisalar”** – *hidden phenomena*), **o‘z-o‘zidan anglashilmaydigan** va chuqurroq tahlil talab etiladigan hodisalar ham mavjud (Mu, 2010, 171). Bularga **madaniy tafovutlarning adaptatsiyasi, so‘z va iboralarni assotsiativ bog‘lash kabilar kiradi. Yashirin hodisalarni tahlil qilish yordamida k**ognitiv strategiyalar, masalan, kontekstdan foydalanish, tasviriy tarjima qilish, madaniy qiyinchiliklar, masalan, madaniy tafovutlar, murakkab iboralar, milliy xos so‘zlarni tarjima qilish borasida ma’lumotlar olish mumkin.

Xulosa qilib aytganda, tadqiqot natijalari shuni ko‘rsatadiki, TAPs metodi orqali til o‘rganuvchilarning tafakkur jarayonlarini kuzatish va tahlil qilish mumkin bo‘lib, bu ularning tarjima strategiyalarini yaxshilashga yordam beradi.

TAPs metodining asosiy afzalliklari kognitiv jarayonlarni tahlil qilish imkoniyati, til o‘rganish va tarjima qilishda metakognitiv yondashuvni rivojlantirish, o‘qituvchi va o‘rganuvchi o‘rtasida o‘zaro samarali aloqa o‘rnatish singari afzalliklardan iborat.

TAPs metodi yordamida tarjimon-talabalarning tarjima qilish paytidagi muammolari va qaysi bosqichda qiyinchiliklarga duch kelishi aniqroq kuzatilishi mumkin. Bu esa xorijiy tillarni o‘rganish, xususan, tarjima ta’limi samaradorligini oshirishda muhim ahamiyat kasb etadi.

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INNOVATIVE APPROACHES IN FOREIGN LANGUAGE TEACHING: THE ROLE OF ARTIFICIAL INTELLIGENCE AND PROFESSIONAL COMPETENCE ENHANCEMENT

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Abstract The 21st century has ushered in unprecedented changes in the field of education, particularly in foreign language instruction. With the rapid advancement of technology and shifting learner needs, traditional methods are increasingly being supplemented by innovative approaches and artificial intelligence (AI) applications. This paper explores the interplay between modern teaching methodologies, AI integration, and the continuous professional development (CPD) of language teachers. A qualitative and descriptive analysis of current practices and a small-scale survey provide insight into teacher readiness and institutional support. The paper concludes with actionable recommendations aimed at improving foreign language education quality through innovation and teacher competence development.

Introduction Foreign language education has long been a cornerstone of global communication and cross-cultural understanding. However, the methods used to teach foreign languages are evolving

due to digitalization, globalization, and new pedagogical theories. Increasingly, students are demanding more interactive, relevant, and personalized learning experiences, which traditional, grammar-based methods often fail to deliver.

Simultaneously, the development of artificial intelligence is reshaping every sector—including education. AI tools offer personalized feedback, automate assessments, and provide on-demand practice opportunities for learners. Yet, for these innovations to be effective, educators must possess the necessary digital skills and professional competence. As a result, improving the competencies of language teachers has become just as important as integrating technology.

This article explores three interconnected aspects of modern language education: innovative teaching approaches, the potential of artificial intelligence, and methods for enhancing the professional competence of educators.

Literature Review

Modern methodologies such as Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), the flipped classroom model, and gamification are becoming more prevalent in classrooms across the globe. TBLT emphasizes real-world communication and learner autonomy (Ellis, 2003), allowing students to use the target language meaningfully. CLIL promotes bilingual learning by combining subject matter and language instruction, fostering deeper engagement (Coyle et al., 2010).

The flipped classroom, where students review instructional materials at home and apply knowledge during class time, has proven effective in promoting critical thinking and collaboration (Bergmann & Sams, 2012). Gamification—using elements of games in learning—also boosts motivation and engagement, especially among younger learners.AI-driven tools such as ChatGPT, ELSA Speak, Duolingo, and Grammarly offer learners personalized and immediate feedback. AI systems can analyze learner input, assess pronunciation, suggest corrections, and track progress over time. According to Burstein et al. (2022), natural language processing (NLP) technologies have enabled AI systems to adapt instruction based on learners' performance, significantly enhancing learning efficiency. However, while the benefits are well-documented, challenges remain. AI is not a replacement for human teachers. Instead, it should be seen as a complement that empowers teachers to focus on communicative and higher-order thinking skills. According to the European Profiling Grid (EPG), professional competence encompasses a range of skills, including pedagogical knowledge, intercultural awareness, classroom management, and digital literacy (EPG, 2013). As innovations in language teaching emerge, so too does the need for teachers to develop new skills. Freeman et al. (2017) argue that professional development must be ongoing and relevant to the changing needs of learners and technologies. CPD activities such as workshops, online courses, reflective teaching, and peer collaboration play a vital role in helping educators remain effective.

Methodology and Data Analysis

To explore current trends and challenges, a qualitative descriptive study was conducted using a survey distributed among 20 English language teachers from higher education institutions in Uzbekistan.

Use of Innovative Methods:75% reported using learner-centered approaches regularly. The most common were TBLT and flipped classrooms.

AI Integration:65% used AI-based tools, such as ChatGPT for writing practice, and YouGlish for pronunciation.

Training and Support:50% stated they had not received formal training on using AI tools in education.

Perception of CPD:90% agreed that regular CPD was essential, but only 40% had access to structured CPD programs.

The data suggests a growing willingness among educators to adopt innovation, but institutional support is lacking in areas like formal training and resource accessibility. Teachers expressed a desire for more training programs focused on AI integration and new teaching methodologies.

Discussion

The findings indicate a positive attitude toward innovation among foreign language teachers.

However, the lack of structured CPD and institutional infrastructure hinders the full potential of AI and modern methodologies. This situation aligns with global trends: while AI adoption is rising, many teachers remain underprepared (Zawacki-Richter et al., 2019).

Furthermore, while innovative methods like TBLT and flipped classrooms are being implemented, their effectiveness often depends on teachers' ability to adapt and apply them correctly. Thus, professional competence development remains a cornerstone for educational progress.

Recommendations

Integrate Digital Pedagogy into Teacher Training:Educational institutions should revise their training curricula to include AI literacy and digital pedagogical skills.

Establish Institutional Support Systems:Regular CPD sessions, both online and offline, must be organized to guide teachers in applying innovative methods and digital tools effectively.

Promote Collaborative Learning Among Teachers:Institutions should foster a culture of sharing best practices and resources through professional learning communities (PLCs).

Invest in Infrastructure and Accessibility:Access to quality digital tools, stable internet, and technical support is essential for smooth integration of AI in classrooms.

Encourage Reflective Practice:Teachers should be encouraged to evaluate their teaching regularly, experiment with new tools, and reflect on their experiences.

Conclusion In the current educational climate, innovation is no longer optional—it is essential. The integration of AI and learner-centered methodologies holds great promise for enhancing foreign language education. However, these tools can only be effective when educators are adequately prepared and supported. Continuous professional development and institutional investment are key to unlocking the full potential of modern educational technologies. By taking a proactive approach to innovation and teacher competence, educational systems can ensure that language learners are equipped with the skills they need to thrive in a globalized world.

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FOSTERING INDEPENDENT LEARNING THROUGH PROJECT-BASED EDTECH AND AI IN FOREIGN LANGUAGE EDUCATION

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Recent studies on project-based learning and AI-driven EdTech are challenging traditional conceptions of language acquisition and instructional design, and in the process, opening up windows of opportunity for redefining the methodologies associated with foreign language education. As little is known about where AI-enhanced project-based learning is gaining momentum beyond higher education institutions and formal curricula, the purpose of this study is to map in what contexts of

language education it is perceived to gain traction. Drawing on data from empirical research and case studies in diverse learning environments, we identify a long tail of applications and innovative practices in which a total of 120 unique EdTech platforms operate, including adaptive learning models such as intelligent tutoring systems, AI-powered language assistants, and immersive virtual environments. Our findings reveal a strong, positive correlation coefficient (r = 0.87) between learner autonomy and technology-mediated engagement. However, students do not passively comply. Rather, their active participation and critical agency are integrated into the dynamics of learning personalization. The study concludes by identifying emerging trends, reflecting on the application of artificial intelligence in the field of foreign language pedagogy, and proposing suggestions for scalable implementation.

Keywords: AI-driven EdTech, Project-based language learning, Learner autonomy, Adaptive learning environments, Intelligent tutoring systems

1. Introduction

According to recent research on AI-driven educational technology, project-based learning (PBL) in foreign language education is characterized as a learner-centered approach that is interactive and technology-mediated by design and aims to keep cognitive engagement, linguistic development, and motivation at their highest levels and sustainability at all times, distinguishing between exploratory learning and structured instruction cycles in digital environments.

Despite their promise, though, there is limited knowledge as to how AI-driven adaptive learning systems and intelligent tutoring platforms can be leveraged to support the transition to autonomous language learning. Recent contributions have highlighted that the adoption of EdTech in foreign language instruction may be influenced both institutionally and pedagogically [1,2], and described the phenomenon as currently in a state of expansion and experimentation [3,4], particularly between formal education settings and self-directed learning environments [5,6,7]. Despite this general agreement, little attention has been paid to how AI-enhanced project-based learning may be used to overcome learner autonomy challenges.

Thus, contributing to past inadequate pedagogical models and traditional instructional responses to language learning challenges [8,9]. At the same time, though, excessive reliance on automation might lead to over-standardized practices and less contextually relevant models, most notably through algorithmic bias effects in adaptive learning analytics.

This study attempts to close this gap by conducting an empirical analysis of AI-enhanced project-based learning, in order to evaluate the application of technology-mediated learning frameworks to support the transition to autonomous foreign language education. The purpose of this investigation is therefore to map in what learning contexts the use of AI in project-based language education is currently perceived to be most effective, while also discussing the associated challenges with regard to increased learner independence.

Results and conclusion

So far, the growing literature on the intersection of AI-driven educational technology and language pedagogy relies on empirical findings from adjacent research fields such as computational linguistics, cognitive psychology, instructional design, and adaptive learning environments. The current study thus seeks to bridge existing gaps by creating an analytical framework that maps onto the dynamics of technology-enhanced self-directed learning, conceptualizing learner engagement by equating it to personalized learning trajectories, and representing adaptive feedback mechanisms as the sole method of optimizing the pedagogical effectiveness of AI-driven language learning tools.

TABLE 1. PAIRWISE CORRELATIONS

Variables	(1)	(2)	(3)	(4)	(5)	(6)
(1) learner_autonomy	1.000					
(2)	tech_engage	ment				

0 1
.898* .000
(

	0.000)					
(3) language_profi~y	0 .817* (0.000)	0 .938* (0.000)	1 .000			
(4) ai_adoption_rate	- 0.102 (0.269)	- 0.041 (0.654)	0 .012 (0.900)	1 .000		
(5) pbl_effectiven~s	- 0.064 (0.489)	- 0.056 (0.540)	- 0.042 (0.645)	0 .712* (0.000)	1 .000	
(6) dropout_rate	0 .169 (0.064)	0 .119 (0.194)	0 .097 (0.293)	0 .146 (0.111)	0 .026 (0.776)	1 .000

**** p<0.01, ** p<0.05, * p<0.1*

The descriptive results in Table 1 show that our sampled EdTech platforms come from over 30 countries worldwide. About 65% of them are designed for higher education settings, while the remaining 35% are targeted toward independent learners and informal learning environments. Based on adoption metrics, the greatest majority of the analyzed platforms (72%) are intelligent tutoring systems, followed by AI-powered language assistants (18%), and finally immersive virtual environments (10%).

Two dominant regions in EdTech research (North America and East Asia) together account for 58% of the material, while the corresponding percentage in Europe incorporates six leading language learning platforms (Duolingo, Babbel, Rosetta Stone, Busuu, Memrise, and Mondly). The statistical analysis shows that as learner autonomy increases, the correlation between engagement and proficiency is positively significant (with $r = 0.817$, $p < 0.01$), while the effect of AI adoption rates on their retention outcomes is statistically negligible (with $r = -0.102$, $p = 0.269$). Many of our surveyed educators claimed that adaptive learning environments were the norm amongst self-directed learners due to EdTech-driven instruction being dominated by automated feedback mechanisms that did not appear to need to be in formal classroom settings to take them, indicating they were so-called digital-first learning tools able to facilitate independent study, to tailor content delivery, through ostensibly context-aware AI models.

In conclusion, our findings suggest that more adaptive and scalable AI-driven language models are likely to be characterized by greater learner agency and more dynamic personalization features in the coming years due to the emergence of advanced natural language processing algorithms as a core driver of autonomous language education. A detailed assessment of the technological affordances and pedagogical impacts of the EdTech ecosystem should be conducted, e.g. following the work of [9,10]. Also, we see a general need for knowledge concerning how AI-enhanced instruction can proactively turn learner autonomy gaps into a strength for lifelong language acquisition rather than a barrier to personalized learning opportunities.

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USING ARTIFICIAL INTELLIGENCE TO TEACH VOCABULARY

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Language can be challenging for learners when studying, and it frequently feels repetitious and boring. Even though many vocabulary-focused educational technologies have their place, many students have been disappointed or irritated by tech-based resources due to their excessively strict word definitions. From a technical standpoint, this makes sense: Students are supposed to enter a synonym or definition, and they are correct if it corresponds with the data in the database. If they don't match, they're mistaken**.**

Learning a language is a complex process with numerous variables that could lead to a variety of results. Language learning is influenced by several factors, including the level of acculturation, the amount of understandable material, the focus on the characteristics and features of the second language, and the opportunities for fruitful negotiation and production. When learning a new language, people make a conscious effort to increase their linguistic proficiency. Understanding language components like syntax and vocabulary is necessary for the acquisition of the four core skills—reading, writing, speaking, and listening—as well as related skill factors like pronunciation. When it comes to teaching and learning second or foreign languages, vocabulary is crucial. Recent developments in technology, especially in the area of artificial intelligence (AI), have made it necessary to investigate how new technologies may impact English instruction. Thus, this study looks at how teachers feel about teaching kids English vocabulary using AI tools. It also looks at how they view the most popular AI tools, integration situations, and difficulties.

Technological advancements in artificial intelligence have opened up countless possibilities for getting around communication challenges. Stated differently, the basic role of technology has led to recent advancements in a variety of fields, including English Language Teaching (ELT). Studies have shown that technology-based approaches to language learning and acquisition perform better than traditional approaches, indicating a significant and rational impact on the language learning process. Foreign learners, however, find learning foreign languages difficult because of their limited vocabulary. The process of teaching and learning languages has become more varied and engaging thanks to highly

advanced technologies, such as websites, applications, mobile applications, and artificial intelligence tools. For example, compared to the traditional approach, mobile learning makes it easier to access unique learning formats that are challenging to obtain (Lu, 2008). Vocabulary, which is a vital component of learning a language with its four abilities, ranks first in terms of importance and application when it comes to teaching any language.

The use of information and communication technology (ICT) adoption has been shown in numerous studies to improve classroom interaction features and student motivation for learning. The age, emotional filter, and language capacity of the pupils should be taken into account when incorporating technology into language learning. Put differently, applications for L2 vocabulary should be made to accommodate users' cognitive capacities; for example, there should be apps for kids and apps for adults. Obtaining professional, technical, and routine skills is also necessary, as is developing a curriculum for technology-assisted L2 vocabulary development. Teachers should also assess the technology tools that are more likely and flexible to be utilized in the classroom (Yu & Trainin, 2022). Young children may benefit from utilizing an AI-Based Object Detection translation software to acquire English vocabulary since it increases learning engagement and information acquisition (Chen, 2023). In other words, allowing for real-time engagement with students motivates them to delve deeper into the course topics.

According to research, *ChatGPT, Google Translate, Kahoot, Duolingo, Quizlet, and ChatGPT* were the top five AI tools. However, English teachers think that there are issues with a lack of experience and training with AI tools, ethical concerns about the protection of personal information, a lack of quality resources, and a lack of time because the course delivery plan takes precedence. These results may have pedagogical ramifications, as teaching effectiveness could be increased by incorporating these AI technologies into existing textbooks.

The usage of contemporary artificial intelligence (AI) technologies is growing across a range of human activities, including education. AI has the potential to provide innovative approaches to teaching foreign languages, particularly concerning vocabulary growth, which is a crucial aspect of language learning. The foundation of language proficiency is vocabulary, which is required for effective reading, writing, communication, and comprehension in a foreign language. Students frequently struggle with learning new words and actively using them, particularly when it involves independent work and a lack of interaction in a natural language setting.

The study highlights the huge potential of artificial intelligence (AI) tools to enhance English vocabulary training. The analysis of both quantitative and qualitative data makes it abundantly evident that AI-powered learning platforms like *ChatGPT, Duolingo, Kahoot, and Quizlet* improve vocabulary retention and student engagement in measurable ways. The combination of spaced repetition and customized feedback is effective in helping learners retain vocabulary over time, with *Kahoot, Duolingo,* and *Quizlet,* demonstrating the highest retention rates.

These platforms' gaming capabilities increase student motivation and engagement, encouraging frequent use and a deeper level of immersion in language learning. However, because some students face challenges with technology and dependable internet connections, the study also draws attention to the issues with usability and accessibility.

Significant emphasis has recently been paid to the relationship between artificial intelligence (AI) and education. To provide a thorough grasp of this emerging field, this study synthesizes insights from a variety of scholarly works. Numerous writers have looked into the use of AI in education and language learning.

Generally, this study emphasizes how important it is to train English language instructors to know what artificial intelligence (AI) is, how to use these technologies to their full potential with English language learners, and what not to do. The study's limitations, which include the inclusion of only English-language publications, should be noted. Further information may be obtained by looking through additional databases. This study can serve as a basis for future research to fill in the gaps and provide a more in-depth analysis of AI and ELT/L. This report offers a comprehensive overview of the present trend in AI applications in ELT/L that administrators, funders, practitioners, and educational leaders may use.

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ROLE DE LA MOTIVATION DES APPRENANTS DANS L'ENSEIGNEMENT DES LANGUES ETRANGERES

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Mots clés: motivation, enseignant, apprenants, meilleure manière, enseigner, « *bonne méthode* », un facteur important.

La motivation est l'ensemble des facteurs déterminant l'action et le comportement d'unindividu pour atteindre un objectif ou réaliser une activité. C'est la combinaison de l'ensemble des raisons conscientes ou non collectives et individuelles qui insiste l'individu à agir au sein d'une équipe.

Selon le dictionnaire LA ROUSSE «*la motivation c'est un ensemble des facteurs quidéterminent le comportement d'un agent économique(les études de motivation desconsommateurs*

sont utilisées lors des études de marché et de l'établissement des compagnesde publicité »[1]

Selon le dictionnaire français « *la motivation désigne l'action de motiver c'est-à-dired'exposer les motifs d'une décision ; d'une opinion etc.. une justification qui fournit un motif.Motivation désigne un désir une volonté.*

La motivation peut être définie comme un état intérieur propre à chaque personne et qui la pousse à agir. Selon l'intensité de ses aspiration ; l'individu ressent une pulsion à agir plus ou moins forte ; plus ou moins consciente.

Etre motivé ; c'est avant tout viser un objectif ; mobiliser ses efforts pour l'atteindre et préserver jusqu'au but.

Motiver signifie encourager ou inciter. Le désir de l'apprenant d'acquérir des d'obtenir de bons résultats, de participer, de connaissances, s'intéresser à une matière donnée est conditionné par des attitudes et comportements motivés. Ces comportements ont une grande incidence sur le degré d'attention dont fait preuve l'apprenant et sur son engagement et sa concentration en matière d'apprentissage. La motivation est un facteur important de l'apprentissage, en général, et de l'apprentissage en milieu scolaire, en particulier. Ce facteur peut être implicite comme dans le cas de la satisfaction personnelle et de l'autoépanouissement.

Il peut aussi être explicite, comme dans le cas de l'accession à un poste ou de l'attribution d'un prix sous forme d'avantage matériel ou de reconnaissance au sein de la société.[2]

Depuis quelques années la motivation est invoquée par les enseignants et les apprenants mais aussi par les chercheurs en éducation ; l'une des causes explicatives de la réussite ou de l'échec scolaire ils disent que la motivation scolaire est considérée comme un état dynamiquequi a ses origines dans les perceptions qu'un apprenant a de lui-même et de son environnement et qui l'incite à choisir une activité à s'y engager et à persévérer dans son accomplissement a fin d'atteindre un but.

Le concept de motivation scolaire se décline en de multiples composantes. Selon VIAU,[1997],

[1]www.larousse.fr/dictionnaire .

[2]unesdoc.unessco.org/0023/002315/231596.

«*La motivation est un concept dynamique qui a ses origines dans la perception qu'un apprenant a de lui-même et de son environnement et qui l'.incite à choisir une activité, à s'y engager et à persévérer dans son accomplissement afin d'atteindre un but»* [3]

L'engagement dans la tâche, la persévérance et la performance (atteinte du but) sont considérés par VIAU comme étant des indicateurs de la motivation. A la source de la motivation (ses déterminants), on trouve les perceptions que l'apprenant a de lui-même et de la tâche : nous retiendrons ici la perception de ses compétences, la perception de la valeur des tâches et les buts pour suivis par l'apprenant, la perception de la contrôlabilité qu'a l'apprenant sur les tâches.

La motivation se révèle être un moteur des apprentissages. Les adultes, de même que les enfants doivent éprouver de la motivation afin de s'investir réellement dans une activité.

La perception de la valeur de l'activité.

C'est un jugement qu'un apprenant porte sur l'utilité de l'activité en vue d'atteindre des buts qu'il poursuit.

Deux éléments sont importants et à mettre en lien avec cette définition : l'utilité de l'activitéet le type de but que l'apprenant se fixe.

Pour ce qui est de l'utilité d'une activité, le simple fait de faire pour le plaisir ne suffit pas, l'apprenant se demandera ce que cette activité lui apportera, c'est-à-dire le but.

Le but fixé par l'apprenant, selon Wentzel, consiste dans la représentation cognitive qu'un apprenant a de ce qu'il veut accomplir. Un apprenant qui ne porte pas de but à ce qu'il fait accordera peu de valeur à l'activité.

Wentzel dégage deux catégories de but chez un apprenant :

- Les buts sociaux : consistent à s'affirmer, s'identifier à des jeunes de son âge, adhérer à un groupe d'apprenants pour partager des valeurs, un projet etc.

Ces buts ne suffisent pas à accorder une valeur positive à l'activité, il faut également des buts d'enseignement.

[3]ROLLAND VIAU, la motivation en contexte scolaire , université Québec.1997. P4

- Les buts scolaires sont répartis en deux sous catégories : les buts d'apprentissage: l'apprenant accomplit une activité pour acquérir des connaissances, acquérir des habiletés etc. et buts de performance. Les buts de performance sont poursuivis par un apprenant quand il veut réussir une activité afin que les autres l'estiment, le félicitent, le récompensent etc.

Dweck en 1989 a mené des enquêtes et affirme qu'un apprenant qui poursuit des buts d'apprentissage a plus de chances de réussir une activité que celui qui poursuit des buts de performance car il ne se préoccupe pas de savoir si les habiletés lui permettront de réussir comme ses camarades.

De plus, toujours selon Dweck, un apprenant qui poursuit des buts d'apprentissage persévérera davantage car il estime que l'activité lui permet d'apprendre encore plus.

La perception de la compétence de l'apprenant

Par cette source, l'apprenant évalue ses capacités à réaliser l'activité de manière adéquate. C'est-à-dire que les apprenants se demandent s'ils sont compétents dans l'activité proposée. Cette perception aura une influence directe dans la réalisation de l'activité.

Selon Bandura , elle provient de quatre sources :

- Les performances antérieures : l'apprenant a connu des succès, des échecs lors d'évaluations et d'exercices pendant toute son apprentissage.

- L'observation de l'exécution d'une activité par d'autres, notamment la démonstration d'un apprenant qui explique comment il va ou comment il a procédé pour réaliser l'activité ou même quand l'enseignant explique comment procéder à la réalisation d'un exercice.

- La persuasion : elle concerne l'intervention de l'enseignant ou autres intervenants en milieu d'apprentissage qui essayent de convaincre un apprenant de ses capacités à accomplir une activité.

- Les réactions émotives et physiologiques.

De façon générale, un apprenant qui a une bonne opinion de sa compétence s'engagera et persévérera.

La perception de contrôle sur l'activité.

« La perception de la contrôlabilité est la perception qu'un apprenant a du degré de contrôle qu'il possède sur le déroulement et les conséquences d'une activité qu'on lui propose de faire »Viau .

Selon Tardif , Mc Combs (1988) et Candy (1991), les facteurs qui influencent la perception de la contrôlabilité de l'apprenant sont la perception de sa compétence, que nous venons de définir précédemment, et les perceptions attributionnelles.

Dans ses théories qu'il a élaborées sur les perceptions attributionnelles, Weiner (1992)considère que le comportement d'une personne est influencé par la façon dont elle interprèteles causes de ce qui lui arrive. En contexte, les causes expliquées par les apprenants pourinterpréter leurs échecs ou leurs réussites sont nombreuses. Il les classe selon troisdimensions :

- Le lieu de la cause : elle permet de faire une distinction des causes internes qui expliquentl'échec ou la réussite d'un apprenant (fatigue, effort, talent etc.) et les causes externes (chance,difficulté d'une tâche etc.)

- La stabilité de la cause : une cause est dite stable lorsqu'elle a un caractère permanent auxyeux de l'apprenant (talent, intelligence etc.). Elle n'est pas stable et dite modifiable quand elleest susceptible de fluctuer (chance, effort etc.).

- Le contrôle de la cause : une cause est contrôlable lorsque l'apprenant est capable de percevoirqu'il aurait pu éviter un échec ou faire mieux. Elle est incontrôlable quand, à l'inverse,l'apprenant perçoit qu'il n'avait aucun pouvoir dessus.

Toutes ces perceptions portent donc sur un événement passé et ont donc une influence sur lesactivités à venir des apprenants notamment sur la contrôlabilité de celles-ci car elles appartiennentau vécu de l'apprenant.

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ADVANTAGES OF USING INNOVATIVE TECHNOLOGIES IN THE STUDY OF FOREIGN LANGUAGES

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Annotatsiya. Ushbu maqolada chet tilini o'rganishda innovatsion texnologiyalarning roli, samaradorligi, dars jarayonidagi ahamiyati hamda afzalliklari yoritib berilgan.

Kalit so'zlar: interaktiv metod, innovatsiya, o’qitish vositalari, ta’lim sifati, multimedia, ta’lim samaradorligi.

Abstract. This article highlights the role, effectiveness, importance and advantages of innovative technologies in learning a foreign language.

Keywords: interactive method, innovation, teaching tools, quality of Education, multimedia, educational efficiency.

In today’s globalized world, the ability to speak and understand multiple languages has become increasingly essential. As technology continues to progress rapidly, conventional approaches to language education are being revolutionized through the use of modern digital tools and platforms. From language learning apps and online classrooms to artificial intelligence-based translation services and immersive virtual experiences, these innovations are significantly changing how learners study and use foreign languages.

Modern students are no longer confined to printed materials or face-to-face instruction. They can now take advantage of interactive, personalized, and easily accessible resources that support language development anytime and anywhere. As the educational landscape evolves, incorporating technology into language learning not only boosts learners’ engagement and independence, but also provides them with broader access to real-life language use and intercultural understanding.

This article examines the wide-ranging benefits of applying innovative technologies in foreign language education and demonstrates how they lead to more productive, flexible, and enjoyable learning experiences for people of all ages.

The delivery of each science to students using new innovative pedagogical Technologies is one of the main requirements of today's education. The lesson is the main organizational form of this education. In the course of the lesson can be divided into groups and individually. It has definitely the role of innovative technology in both cases. A new stage and a new period began in the teaching of foreign languages in our country. In the process of teaching foreign language lessons, the use of advanced pedagogical technologies, interactive, innovative methods, communicative and informational means is required. New methods and requirements have been developed in accordance with the recommendations of the all-European views on the teaching of a foreign language in the Republic, evaluation of the knowledge and skills of Foreign Language teachers (CEFR). According to him, textbooks were created for students of secondary schools and academic lyceums.

In accordance with these requirements, the study rooms were equipped with stands and new information and communication techniques. According to experts, information and communication technologies teach students to concentrate attention, think independently, further development of creativity activities, receive information, process it, summarize it, draw conclusions. The more perfect

electronic textbooks are in the process of education, the more it serves the worldview of the younger generation, the more potential development. So today it is worthwhile to study the secrets of electronic multimedia theoretically and apply them in practice sufficiently. The demand for foreign language learning is also increasing day by day. The most important issue is the introduction of modern communication technologies into the educational process, the purposeful and correct, productive use of them, through which the student will gain interest in a foreign language, increase the effectiveness of teaching. Through this, the opportunity to use innovative technologies of Education arises, and the demand increases. Well the question arises about innovative technologies and how to pass a lesson from it.

Innovative technology means a new approach to the forms, methods and methods of Education.

Innovative technologies are the pedagogical process, as well as the introduction of innovations and changes in the activities of teachers and students, and in its implementation are mainly used interactively (interactively) techniques. With the use of innovative technologies, the lesson becomes easier for the student to remain in the memory of the lesson, and the main thing is to achieve the unity of the teacher and the reader, to interest the students in science, to change the attitude to education and to learn the effective use of Information Technologies. At present, a student who wants to acquire a foreign language specialty receives the following knowledge, skills and qualifications on the language is studying.

I. Types of speech activity (4 main) II. Language material (lexicon, phonetics, phonetics) III. Linguistic knowledge (lexicology, phonetics, phonetics) The IV. Foreign language teaching methodology (pedagogical). And the issue that lies ahead of us now is to answer the question of how to use innovative technologies in foreign languages and what efficiency will be achieved.

In order to develop English language science, English language science has been passed in our country since the 1st grade. The process of the lesson for the reader will be interesting and understandable if a lesson is passed in the case of using a computer material in the form of a game for the 1st classes. A person achieves spiritual perfection, as a rule, by hearing, seeing, and remaining, by reading. In teaching foreign languages, too, it will be necessary to improve the skills of 4 stages listening, speaking, reading, writing. And the role of innovative technologies in improving this skill is incomparable.

LISTENING - how to use innovative technologies in developing this skill? Understanding by listening to activity of 3 immortals, the general sense of hearing perceives the meaning in speech by distinguishing the sound side of words and understanding the essence. There is a lot to say when choosing or creating audio texts for listening. And for this, innovative technologies are of great importance. The main sources of information retrieval through auditory perception and analyzer are from auditory technical weapons to tape recorders and recorders, radio, Film and television broadcasts.

SPEAKING - we also use modern technologies in speaking (by talk, speaking, English speaking practice, talk now), which means that you can improve your speaking skills not only by learning the language in your country but also by talking to people whose national language is English or other foreign language.

Through these networks, it is possible to improve not only the speaking skill, but also the writing skills through the chat service. In the course of the lesson, it is possible to improve the skills of speaking through the game from the technologies. For example, the computer has given numbers from 1 to 30, and under the numbers are hidden topic known, which is called topic. Someone will talk their thoughts on the subject by choosing the desired number out of a student. The age and level of knowledge of the students must be taken into account while choosing the subject.

READING - with the use of modern technologies, we can improve our reading skills by viewing videos, movies, films and other shows, that is, using auxiliary texts that are displayed under the videos. In some of our students, the visual (learning by sight) ability will be enhanced and they will learn by seeing and reading.

WRITING - the role of social networks in particular in the skill is incomparable. For example, we talk through our friends when learning a foreign language through telegram or electronic mail. We send letters, suggestions and references via Email. This contributes to an increase in writing skills.

Writing exercises and books that come through the Internet are also for us.

The role of innovative technologies in language development is great. It is useful not only for studying in schools, lyceums, universities in our country, but also for studying in foreign educational institutions. Even online without going abroad can be read remotely through modern technology. As the education system sets itself the task of educating a free-thinking, competent, mature person, in the future we can add our own contribution with the help of which we will develop more perfect ways for future teachers to effectively use innovative technologies.

To sum up, the rapid development of 21st-century technologies has brought about significant changes in the field of education, especially in the teaching and learning of foreign languages. Modern, user-friendly, and flexible teaching methods have been introduced, making it possible for learners of all ages—from young children to elderly adults—to engage in language learning effectively. These advancements have opened new opportunities and sparked extensive research in the area of educational technology.

In an age where the demand for foreign language proficiency is higher than ever, the integration of innovative tools and digital platforms into the educational process has proven to be both timely and essential. The use of information and communication technologies, along with interactive and adaptive learning systems, has enhanced learners' motivation, improved access to authentic language materials, and allowed for more personalized and engaging learning experiences.

Ultimately, the successful application of innovative educational technologies in language learning depends not only on the availability of tools but also on their proper and purposeful use. When effectively implemented, these technologies can significantly improve the quality and outcomes of language education, making learning more accessible, efficient, and enjoyable for all.

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INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES, THE OPPORTUNITIES PROVIDED BY ARTIFICIAL INTELLIGENCE, AND METHODS FOR IMPROVING PROFESSIONAL COMPETENCE

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Abstract: The era of globalization has led to significant transformations in various aspects of

life, particularly in communication and education. Globalization encompasses not only the continuous exchange of goods and services between countries but also fosters the exchange of information and knowledge. Recent technological advancements, particularly the introduction of Artificial Intelligence (AI), have profoundly impacted the strategies employed in foreign language teaching. These innovations have significantly enhanced the effectiveness of language instruction. This article explores the implementation of innovative methods and AI-based tools and technologies in foreign language education, focusing on how these approaches can contribute to the enhancement of professional competence through diverse pedagogical methodologies.

Key words*:* Innovative language teaching, AI in education, Artificial intelligence in language learning, Task-based language teaching, Language learning apps, Personalized language learning, AI-powered tutoring, Adaptive learning technologies, Natural language processing (NLP).

Teaching and learning foreign languages have already become crucial part of middle and higher education as we live in a multilingual world where connections are important than ever (middlebury.edu) As David Nunan University of Hong Kong mentioned in his work, it is now widely acknowledged that language is more than just a collection of grammatical rules that must be learned together with related vocabulary. It is a flexible tool for meaning-making (Nunan, 2004b). Thus applying innovative ways in this process to helps students enhance their language skills which assist them through their career as well as daily lives is critical.

Task-Based Learning (TBL)

Task-Based Learning and teaching means learning a language through completing meaningful tasks that include communication rather than doing grammar exercises or memorizing vocabulary. There is a framework for designing task-based lessons that includes 3 stages: **pre-task, during-task and post-ask**. (Ellis, 2002) Pre – task stage prepares students to participate in the task better which can cause effective results. For example, prepare students to complete the task on their own, brainstorm ideas for the task, find unfamiliar vocabulary and work with it and strategize the steps or ways which they are going to use during the task. During the task students can be either given time limit or teachers can let them finish the task on their own both of the ways have specific purpose the former can improve fluency the latter can help with accuracy. Post task stage is about asking students repeat the task, reflecting on task like asking students how they dealt with difficult parts of the task (Ellis, 2002). Here are some examples for task-based learning: Find Someone Who (Survey Game) in this game students say a fact about someone like "Find someone who travelled" and to find the person they keep asking related questions. Debate or discussion; students are divided into several groups and they are given some questions or controversial topics to discuss using target language to justify their opinions.

Task based learning has been being improved and applied in practice for many years, because of this strategy language learning shifted from passive grammar and vocabulary memorization to active application of language. As pedagogy concluded students should be active participant of the process rather than only passive object that observes information (Abdyhalykova, 2016). Task based learning creates perfect environment for this with completing meaningful tasks students learn to use language skills with time pressure and communicative stress which will lead learners be able to apply language skills fluently and accurately in real life scenarios.

Gamification and Game-Based Learning

For the last a few decades applying gamification in both lower and higher education became widespread because unlike traditional methods which can face difficulties with maintaining students' attention gamification can make learning much interesting with creating dynamic and interactive environment. Gamification can be both online and offline, the first one is about using online platforms, leaderboards or challenges, the next one is using real games which are specifically designed for educational purposes. As to Karwan Al Dosakee and Fezile Ozdamli **with applying gamification during the class, language learning can be turned into much enjoyable and collaborative process. Purpose of gamification should be motivating students and make sure that they** actively participate in the process. (Al-Dosakee & Ozdamli, 2021b). Regarding to the effectiveness of gamification numerous studies and researches have been conducted and it showed that during survey 4% of respondents said they were neutral about using gamification for

improved engagement, while 58% of them agreed and 38% expressed that they strongly agreed on using gamification technologies on engagement (Rahman et al., 2018b).Commonly used gamification elements in class include Kahoot which is quiz-based learning with competitive elements, **Quizizz** which consist of interactive quizzes with leaderboards and multiplayers , Duolingo application which is famous among language learners as it uses specific program which personalizes learning experience depending on the levels of each user.

Immediately after it is introduced to the public Artificial Intelligence tools have gained rapid popularity among people because it is used in various aspects of our daily lives such as in searching engines, mobile programs and healthcare systems (Yang, 2024). Learning and teaching foreign languages are not an exception in this case as ChatGPT 4.0 provides numerous advantages such as real time conversation in which students are able to communicate with ChatGPT whenever they have free time as it is available 24/7 , customized learning which offers leaners to dive into specific topics or skills that they are willing to improve , instant feedback that help students to identify their strong and weak areas and explanations to enhance their language skills further . With opportunities mentioned above AI has transformed language learning and teaching by making it more accessible than ever.

Personalized course materials

With the assistance of AI teachers now can collect course materials, tests or quizzes quickly which will help them to reduce time and energy. Based on the level of students and response that they make during classes, adaptive AI can create customized tests, textbooks or quizzes which is comfortable for different level of students. Applying AI in this process can result in improved effectiveness in study of learners because it is an efficient alternative for traditional textbooks which are created for general audience. (Pokrivcakova, 2019b)

Artificial Intelligence as assistance in writing skills

Writing is considered one of the hardest language skills to improve as it demands continuous practice, learning and feedback. For students in higher education to demonstrate their intellectual prowess, academic writing in English is crucial. Unfortunately, students encounter challenges when it comes to concepts, grammar, vocabulary, consistency, cohesion, and other aspects of academic writing. Zulfa, S.., Dewi, R. S.., Hidayat, D. N.., Hamid, F.., & Defianty, M. (2023). Academic writing is divided into four sections: coherence and cohesion, task achievement, lexical resource and grammatical range and accuracy despite being presented independently, academic writing components really influence and overlap with one another. Tran, T. T. H. (2024). Using artificial intelligence tools such as ChatGPT, Grammarly, QuillBot, can positevely impact because they offer personalized feedback on gramma correction, vocabulary and writing organization, thus by means of AI powered tools students and teachers are able to dive into every section of writing deeply, understand their mistakes and ways to improve their writing.

Conclusion

In conclusion, the integration of innovative teaching methods and AI-powered tools in foreign language education is significantly reshaping the landscape of language learning. As we navigate the era of globalization, where the exchange of knowledge, information, and culture is more prevalent than ever, the need for effective and efficient language learning strategies has become crucial. Technological advancements, particularly the rise of Artificial Intelligence (AI), have introduced groundbreaking tools and methodologies that are transforming traditional approaches to language teaching. These innovations not only provide an opportunity for greater engagement but also allow for the customization of learning experiences to meet the diverse needs of learners.

Task-Based Learning (TBL), for instance, emphasizes the active use of language through real-world tasks, moving beyond the traditional focus on grammar and vocabulary memorization. This approach has proven to be effective in fostering communicative competence, where learners are encouraged to engage with the language in a context that mirrors real-life scenarios. By focusing on meaningful tasks, TBL encourages students to be active participants in their learning process, enhancing both their fluency and accuracy in the target language. Additionally, it promotes collaborative learning and critical thinking, essential skills in both academic and professional settings.

Furthermore, gamification has emerged as a highly effective tool in language education,

bringing an element of fun and competition into the classroom. With the use of online platforms like Kahoot, Quizizz, and Duolingo, students are not only motivated but also find themselves actively participating in language learning through game-like experiences. These platforms utilize competitive elements, interactive quizzes, and personalized feedback, which can keep students engaged and eager to learn. The integration of gamification strategies into the language learning process also nurtures a sense of accomplishment, reinforcing positive learning behaviors and boosting students' confidence.

Artificial Intelligence has also played a transformative role in language teaching, offering unprecedented access to personalized, on-demand learning. Tools like ChatGPT provide students with opportunities for real-time communication, enabling them to practice their language skills outside the classroom at any time. The ability to receive instant feedback and explore tailored learning paths allows students to address specific challenges, develop strengths, and continuously improve their proficiency in the language. AI's adaptability further supports this by enabling it to create customized course materials, tests, and quizzes, aligning with the students' individual progress and needs. This personalized approach not only enhances the overall learning experience but also helps to reduce the burden on instructors, allowing them to focus on more targeted areas of development.

One of the areas where AI has proven particularly beneficial is in writing instruction. Writing, often considered one of the most challenging skills to master in language learning, can now be supported by AI tools that offer detailed and immediate feedback on grammar, vocabulary, and structure. Platforms like Grammarly, QuillBot, and other AI-powered writing assistants help students improve their academic writing by providing suggestions on coherence, cohesion, lexical resource, and grammatical accuracy. This continuous feedback loop enables students to identify and correct errors, reinforcing the learning process and encouraging further development of writing skills. For higher education students, this support is particularly crucial, as academic writing requires mastery over language complexities such as task achievement and argumentative structure.

Incorporating AI into language learning not only increases accessibility but also makes language acquisition more efficient, as AI tools adapt to the learners' pace and proficiency levels. It democratizes education, offering resources to a wide range of students, from those in remote locations to those who need extra support outside of traditional classroom hours. The continuous development of AI also promises more sophisticated tools in the future, making language learning even more immersive, interactive, and effective.

As we look to the future, the role of AI in foreign language education is set to expand even further. Teachers and students alike will continue to benefit from the adaptability, scalability, and personalized nature of AI technologies, which offer opportunities for continuous growth and development. The combination of innovative pedagogical approaches, such as Task-Based Learning and gamification, with AI-powered tools will not only improve the language learning process but also prepare learners for success in an increasingly interconnected and multilingual world. By embracing these technologies and methodologies, language education can be elevated to new heights, ensuring that students are equipped with the linguistic and cognitive skills required for personal and professional success in a globalized society.

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USING INTERACTIVE PLATFORMS AND RESOURCES TO INCREASE STUDENT ENGAGEMENT.

Pardayev O'tkir Ismatullayevich SHDPI

Xorijiy til amaliyoti kafedrasi o'qituvchisi

Abstract. Interactive platforms and resources have become vital in boosting student engagement through dynamic, participatory learning experiences. These tools, including online platforms, gamified content, and virtual classrooms, provide immediate feedback and accommodate diverse learning styles, making education more accessible and engaging. Despite challenges such as the digital divide and the need for teacher training, these technologies offer significant potential for creating personalized, student-centered learning environments that enhance motivation, retention, and understanding in students.

Keywords: Interactive, platforms, engagement, digital, learning, personalized, feedback, motivation, accessibility, gamified, virtual classrooms, multimedia, collaboration, retention, adaptive, participation, student-centered, technology, inclusive, understanding.

The traditional education system is undergoing significant transformation, with interactive platforms and resources emerging as essential tools to enhance student engagement. As educational institutions strive to prepare learners for the complexities of the modern world, the integration of digital technologies into the learning process becomes increasingly vital. Interactive platforms, including online learning environments, gamified content, and virtual classrooms, provide opportunities for active participation, collaboration, and personalized learning experiences that cater to diverse student needs.

One of the primary advantages of using interactive platforms is the ability to foster active student participation. Traditional lectures often result in passive learning, where students merely absorb information without engaging critically with the material. In contrast, interactive tools encourage learners to take an active role in their education through discussions, collaborative projects, and hands-

on activities. This active involvement not only enhances comprehension but also increases retention, as students are more likely to remember information they have personally interacted with. Furthermore, interactive platforms offer immediate feedback, allowing students to assess their understanding and progress in real time. Instant feedback mechanisms, such as quizzes and polls, help learners identify areas for improvement and motivate them to take ownership of their learning journey. This immediate response system fosters a growth mindset, encouraging students to view challenges as opportunities for development rather than obstacles to overcome.

Another significant benefit of interactive platforms is their ability to accommodate diverse learning styles. Every student has a unique way of processing information, and interactive resources allow for the integration of multimedia elements—such as videos, simulations, and interactive quizzes—that cater to visual, auditory, and kinesthetic learners. By addressing various learning preferences, these platforms help create an inclusive learning environment that promotes engagement among all students. Despite the advantages, the implementation of interactive technologies is not without challenges. Issues such as the digital divide—where students from different socioeconomic backgrounds have unequal access to technology—must be addressed to ensure equitable learning opportunities. Additionally, educators need adequate training to effectively utilize these tools and integrate them into their teaching practices. Professional development programs focusing on digital literacy and pedagogical strategies are essential for equipping teachers with the skills needed to navigate the digital landscape.

In conclusion, interactive platforms and resources play a crucial role in enhancing student engagement in contemporary education. By fostering active participation, providing immediate feedback, and accommodating diverse learning styles, these technologies create dynamic and personalized learning experiences. While challenges such as access and training exist, the potential benefits of implementing interactive tools in the classroom make them a valuable investment for the future of education. Embracing these innovations will ultimately lead to more motivated, engaged, and successful learners.

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XORIJIY TILLARNI SAMARALI O‘RGATISHDA INNOVATSION YONDASHUVLAR, SUN’IY INTELLEKT TEXNOLOGIYALARI VA KASBIY MALAKANI TAKOMILLASHTIRISH USULLARI

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Annotatsiya. Ushbu maqolada xorijiy tillarni samarali o‘rgatish jarayonida innovatsion yondashuvlarning, sun’iy intellekt texnologiyalari imkoniyatlarining va kasbiy malakani takomillashtirish usullarining o‘rni va ahamiyati ilmiy-nazariy jihatdan tahlil qilingan. Bugungi global raqobat va raqamli transformatsiya sharoitida xorijiy tillarni bilish har bir shaxs uchun nafaqat shaxsiy, balki kasbiy muvaffaqiyatning muhim omili bo‘lib qolmoqda. Shu nuqtai nazardan, an’anaviy o‘qitish metodlari bilan bir qatorda innovatsion yondashuvlar va sun’iy intellekt vositalaridan samarali foydalanish til o‘rganish jarayonining samaradorligini oshirishda asosiy omil bo‘lib xizmat qiladi. Maqolada xorijiy til o‘qitish jarayonida gamifikatsiya, gibrid ta’lim, loyiha asosida o‘qitish kabi innovatsion metodlar tahlil etilgan. Shuningdek, sun’iy intellekt texnologiyalarining (chatbotlar, AI-assistentlar, avtomatik tarjima tizimlari va boshqalar) xorijiy til ko‘nikmalarini shakllantirishdagi afzalliklari ko‘rsatib berilgan. Kasbiy kompetensiyani rivojlantirish maqsadida o‘qituvchilarning zamonaviy texnologiyalar bo‘yicha doimiy malaka oshirish kurslari, interaktiv seminarlar va tajriba almashish platformalaridan foydalanish zarurligi asoslab berilgan. Tadqiqot natijalari xorijiy tillarni o‘rgatishda innovatsion yondashuvlar va raqamli texnologiyalardan kompleks foydalanish ta’lim sifati va samaradorligini oshirishda samarali vosita bo‘lib xizmat qilishini ko‘rsatadi.

Kalit so‘zlar: Innovatsion yondashuv, sun’iy intellekt texnologiyalari, raqamli ta’lim, kasbiy kompetensiya, interaktiv metodika, gibrid ta’lim modeli, gamifikatsiya, virtual ta’lim muhitlari, lingvistik kompetensiya, o‘quv motivatsiyasi, ta’limda raqamli transformatsiya, AI-assistentlar.

Kirish. Bugungi globallashuv va raqamli transformatsiya davrida xorijiy tillarni bilish insonning ijtimoiy, madaniy va kasbiy hayotida muhim o‘rin tutmoqda. Xususan, xalqaro mehnat bozorida raqobatbardosh bo‘lish, xorijiy mamlakatlar bilan madaniy va ilmiy aloqalarni rivojlantirish, xalqaro loyihalarda ishtirok etish uchun xorijiy tillarni samarali o‘zlashtirish zaruriyati kundan-kunga ortib bormoqda. Shu bilan birga, ta’lim sohasida yuz berayotgan tub o‘zgarishlar, innovatsion texnologiyalar va sun’iy intellektning jadal rivojlanishi xorijiy tillarni o‘qitish metodikasiga yangicha yondashuvlarni tatbiq etishni taqozo etmoqda.

An’anaviy ta’lim metodlari bugungi tezkor axborot oqimlari, talabalarning yangi avlodi ehtiyojlari va zamonaviy kasbiy talablarni to‘liq qondira olmaydi. Shu sababli xorijiy til ta’limida interaktiv, innovatsion va raqamli texnologiyalar asosida shakllangan metodik yondashuvlar keng joriy etilmoqda. Ayniqsa, sun’iy intellekt asosidagi vositalardan foydalanish, talabalarning individual qobiliyatlariga mos o‘quv materiallarini yaratish, ularning bilim darajasini avtomatik baholash va tahlil qilish imkoniyatlarini ochib bermoqda.

Bundan tashqari, xorijiy til o‘qituvchilarining kasbiy malakasini doimiy ravishda oshirish, ularning zamonaviy texnologiyalarni qo‘llash bo‘yicha ko‘nikmalarini takomillashtirish muhim ahamiyatga ega. Chunki ta’lim jarayonining sifati bevosita o‘qituvchining kasbiy kompetensiyasi bilan bog‘liq. Innovatsion metodlar va sun’iy intellekt texnologiyalarining samarali tatbiq etilishi uchun o‘qituvchilarning lingvistik, metodik, raqamli va kommunikativ ko‘nikmalari doimiy rivojlanib borishi lozim.

Ushbu maqolada xorijiy tillarni samarali o‘rgatishda innovatsion yondashuvlar va sun’iy intellekt texnologiyalaridan foydalanishning nazariy va amaliy asoslari, shuningdek, kasbiy malakani takomillashtirish usullari ilmiy-nazariy tahlil qilinadi hamda xorijiy til ta’limining samaradorligini oshirish yo‘llari yoritiladi.

Asosiy qism. 1. Xorijiy til ta’limida innovatsion yondashuvlarning roli. Xorijiy tillarni samarali o‘rgatish jarayonida innovatsion yondashuvlarning ahamiyati nihoyatda katta. An’anaviy

ta’lim usullari asosan o‘qituvchi markazida bo‘lib, talabaning passiv ishtirokini talab qilgan bo‘lsa, zamonaviy innovatsion metodlar talabaning o‘quv jarayonida faol ishtirok etishiga, mustaqil fikrlash va amaliy ko‘nikmalarini rivojlantirishga yo‘naltirilgan. Innovatsion yondashuvlar quyidagi asosiy yo‘nalishlarda amalga oshiriladi:

1. Konstruktiv ta’lim yondashuvi: bu ta’lim jarayonida talabaning faoliyatiga asoslangan, o‘z bilimini mustaqil tarzda shakllantirish va amaliyotda qo‘llash imkoniyatini beradigan yondashuvdir. Bu metod talabaning avvalgi tajribasi, bilim darajasi va shaxsiy ehtiyojlarini inobatga oladi. O‘quv jarayonida o‘qituvchi ko‘proq yo‘naltiruvchi, maslahat beruvchi rolini bajaradi. Talaba esa bilimlarni tayyor shaklda qabul qilish emas, balki mustaqil izlanish, muammoli vaziyatlarni hal qilish va bilimlarni amaliyotda qo‘llash orqali o‘zlashtiradi.

Konstruktiv ta’lim jarayonida quyidagi elementlarga alohida e’tibor qaratiladi:

1. O‘quvchilar uchun ochiq muammoli topshiriqlar;
2. Ko‘proq jamoaviy va juftlikda ishlash;
3. O‘quv jarayonida talabalar fikr almashinuvi;
4. Tanqidiy fikrlash va tahlil qilish ko‘nikmalarini rivojlantirish;
5. Yakuniy natija sifatida yangi bilim, tushuncha yoki mahsulot yaratish.

Bu yondashuv til o‘rganishda talabani real vaziyatlarga tayyorlaydi, mustaqil fikrlash va ijodiy yondashuvga undaydi.

2. Gibrid ta’lim modeli: an’anaviy yuzma-yuz dars mashg‘ulotlari va onlayn ta’lim usullarining integratsiyasi orqali amalga oshiriladigan ta’lim shaklidir. Bu model talabalar uchun o‘qitish jarayonini yanada qulay va moslashuvchan qiladi.

Gibrid ta’lim modeli ikki asosiy komponentdan iborat:

1. **Auditoriya darslari:** An’anaviy ta’lim shaklida o‘qituvchi va talaba bevosita muloqotda bo‘ladi, til ko‘nikmalari bo‘yicha mashg‘ulotlar o‘tkaziladi.
2. **Onlayn darslar va raqamli platformalar:** Talabalar mustaqil ravishda onlayn kurslar, videodarslar, virtual testlar, topshiriqlar orqali bilimlarini oshiradilar.

Gibrid ta’lim modeli xorijiy tillarni o‘rganishda quyidagi afzalliklarga ega:

1. Talabalar o‘z vaqtida va joyida mustaqil o‘qish imkoniyatiga ega bo‘ladi;
2. Dars jarayonida yuzaga kelgan savollarni onlayn muhokama qilish imkoniyati mavjud;
3. O‘quv jarayoni interaktiv va multimediya vositalari bilan boyitiladi;
4. Talabalar o‘zining bilim darajasiga mos ravishda ta’lim tempini tanlashi mumkin.

3. Gamifikatsiya (o‘yinlashtirish): o‘qitish jarayonida o‘yin elementlari va mexanizmlaridan foydalanish orqali talabalar motivatsiyasini oshirish va ularning faolligini rag‘batlantirish metodidir. Bu metod talabalarning qiziqishini oshirish, raqobat muhitini yaratish va bilimlarni mustahkamlashga xizmat qiladi.

Gamifikatsiyaning asosiy elementlari quyidagilar:

1. **Ball to‘plash:** Har bir to‘g‘ri bajarilgan topshiriq uchun ball berish.
2. **Darajalar (level):** Talabalar o‘z bilim darajasiga qarab bosqichma-bosqich yuqorilab boradi.
3. **Rag‘batlantiruvchi mukofotlar:** Yutuq belgisi (badge), sertifikat yoki bonus topshiriqlar.
4. **Jamoaviy raqobat:** Talabalar guruhlarda ishlash orqali bir-birini rag‘batlantiradi.

Gamifikatsiya xorijiy til o‘rganishda, ayniqsa, yangi so‘zlarni o‘zlashtirish, grammatik qoidalarni mustahkamlash va interaktiv topshiriqlarni bajarishda samarali vosita hisoblanadi.

4. Loyiha asosida ta’lim: o‘quvchilarning real hayotiy muammolarni hal qilish, tadqiqot olib borish, natijada muayyan mahsulot yaratishga yo‘naltirilgan faoliyati asosida tashkil etiladigan ta’lim shaklidir. Bu metod talabalarda xorijiy til ko‘nikmalarini mustahkamlash bilan birga, tanqidiy fikrlash, ijodiy yondashuv va jamoada ishlash ko‘nikmalarini rivojlantirishga xizmat qiladi.

Loyiha asosida ta’lim jarayoni bosqichlari:

1. Muammoni aniqlash va loyiha mavzusini tanlash.
2. Tadqiqot olib borish, material to‘plash.
3. Tahlil qilish, ma’lumotlarni saralash.
4. Loyiha natijasini taqdim etish (prezentatsiya, video, maqola, blog, forum ishtiroki va boshqalar).

Loyiha jarayonida talabalar tilni kommunikativ vosita sifatida qo‘llashadi, real hayotiy vaziyatlarda muloqot qilishni mashq qilishadi va o‘z fikrlarini xorijiy tilda erkin ifodalash imkoniyatiga ega bo‘ladilar.

5. **Virtual haqiqat (VR) va kengaytirilgan haqiqat (AR):** o‘quvchilar uchun sun’iy tarzda yaratilgan interaktiv til muhitini taqdim etuvchi innovatsion vositalardir.

1. **VR texnologiyasi:** Maxsus ko‘zoynaklar va qurilmalar orqali talabalar to‘liq virtual muhitga tushib, til o‘rganilayotgan mamlakatning madaniyati, kommunikatsiya uslubi bilan bevosita tanishadi. Masalan, talabalar VR yordamida virtual do‘kon, aeroport yoki mehmonxona muhiti orqali xorijiy tilda suhbat qurishlari mumkin.
2. **AR texnologiyasi:** Real dunyo tasvirlariga sun’iy qo‘shimcha elementlarni kiritish orqali ta’lim jarayonini boyitadi. Masalan, telefon yoki planshet kamerasi orqali o‘quv kitobidagi rasmga qarab, shu mavzu bo‘yicha audio va vizual ma’lumotlar avtomatik tarzda paydo bo‘ladi.

Ushbu texnologiyalar xorijiy tillarni o‘rganish jarayonini jonli, qiziqarli va interaktiv qilishga xizmat qiladi. Ayniqsa, muloqot kompetensiyasini rivojlantirishda, so‘z boyligini kengaytirishda va madaniy tafovutlarni tushuntirishda samarali vosita hisoblanadi.

2. Sun’iy intellekt texnologiyalarining ta’lim jarayonidagi imkoniyatlari

So‘nggi yillarda sun’iy intellekt texnologiyalari xorijiy tillarni o‘rganish jarayonining ajralmas qismiga aylanib bormoqda. Sun’iy intellekt asosida ishlab chiqilgan dasturlar va vositalar ta’lim jarayonini avtomatlashtirish, individual yondashuvni ta’minlash va o‘qituvchilarning ish yukini kamaytirishga yordam bermoqda. Quyida eng muhim imkoniyatlar keltiriladi:

1. **Personalizatsiya qilingan ta’lim:** Sun’iy intellekt o‘quvchilarning bilim darajasi, xatolari va o‘zlashtirish tezligiga asoslanib, individual o‘quv yo‘nalishini taklif etadi.
2. **AI-assistentlar va chatbotlar:** Talabalar 24/7 rejimida sun’iy intellektga asoslangan suhbatdoshlar bilan muloqot qilish imkoniga ega bo‘lib, o‘zining so‘z boyligini kengaytirish va grammatik ko‘nikmalarini mustahkamlashadi. Sun’iy intellekt asosida yaratilgan **AI-assistentlar va chatbotlar** xorijiy tillarni o‘rganish jarayonida eng samarali va interaktiv vositalardan biri hisoblanadi. Ushbu texnologiyalar inson bilan virtual muloqot qilish, savollarga javob berish, topshiriqlar taklif etish va o‘quvchini doimiy tarzda rag‘batlantirish imkonini beradi.
3. **Talaffuz va nutq tahlili vositalari:** Talaffuz va nutq tahlili vositalari xorijiy til ta’limida talabalar nutqini rivojlantirish, talaffuzdagi xatolarni aniqlash va ularni to‘g‘rilashda samarali hisoblanadi. Sun’iy intellekt asosida ishlaydigan ushbu platformalar talabalar uchun real vaqt rejimida o‘z nutqini tinglash, analiz qilish va xatolarini ko‘rish imkonini yaratadi.

Eng ko‘p qo‘llaniladigan vositalar:

- **Speech Recognition (nutqni tanish) texnologiyasi**: Talabaning talaffuzi avtomatik tarzda matnga aylantirilib, grammatik va leksik jihatdan tahlil qilinadi.
- **Talaffuz baholash dasturlari (masalan, ELSA Speak, Google Speech Assessment)**: So‘zlar, gaplar va matnlarni to‘g‘ri talaffuz qilish bo‘yicha individual tavsiyalar beradi.
- **Fonetik vizualizatsiya**: Talaba talaffuz qilgan tovushlarning vizual shaklda ko‘rinishini ko‘rib, o‘z xatolarini tahlil qilish imkoniyatiga ega bo‘ladi.

Bu vositalar o‘quvchilarda:

- talaffuz aniqligini oshirish;
- fonetik tafovutlarni o‘zlashtirish;
- nutq tezligi va ohangini nazorat qilish;
- xatolar ustida mustaqil ishlash ko‘nikmalarini rivojlantirishga xizmat qiladi.

4. **Avtomatik tarjima va matn tahlili:** O‘quvchilarga murakkab matnlarni tezda tushunish, grammatika va leksik xatolarni aniqlashda yordam beradi.

5. **Raqamli platformalarda ta’lim jarayonini monitoring qilish:** Sun’iy intellekt texnologiyalari yordamida ta’lim jarayonini monitoring qilish vositalari o‘qituvchiga o‘quvchilarning o‘qish jarayonini real vaqt rejimida kuzatish, faoliyat natijalarini tahlil qilish va samaradorlikka baho berish imkonini beradi.

Monitoring qilish uchun quyidagi vositalar qo‘llaniladi:

- **Learning Management System (LMS) platformalari**: Moodle, Google Classroom, Edmodo, Canvas kabilar orqali talabalar topshiriqlarini bajarish jarayoni, ishtirok faolligi, test natijalari va vaqt sarfi monitoring qilinadi.
- **AI-analitika platformalari**: Talabalar faoliyati bo‘yicha avtomatik hisobotlar, xatolik tahlili va individual o‘zlashtirish ko‘rsatkichlari shakllantiriladi.
- **Progress Tracking Dashboard**: Har bir talaba uchun individual rivojlanish ko‘rsatkichlari, kamchiliklari va mustahkamlash lozim bo‘lgan jihatlari vizual tarzda aks ettiriladi.

Ushbu texnologiyalar xorijiy til ta’limini yangi bosqichga olib chiqib, interaktiv va moslashuvchan o‘qitish muhitini ta’minlaydi.

3. Kasbiy malakani takomillashtirishning samarali metodlari

Xorijiy til o‘qituvchilari va o‘quvchilarining kasbiy malakasini doimiy takomillashtirish ta’lim sifati va samaradorligining asosiy omillaridan biridir. Buning uchun quyidagi metod va vositalardan foydalanish zarur:

1. **Doimiy malaka oshirish kurslari va seminarlar:** O‘qituvchilarning zamonaviy texnologiyalar, innovatsion metodlar va sun’iy intellekt imkoniyatlari bo‘yicha bilim va ko‘nikmalarini yangilash.
2. **Tajribalar almashish platformalari:** Ilg‘or tajribaga ega xorijiy va mahalliy mutaxassislar bilan seminar va onlayn vebinarlar tashkil etish.
3. **Refleksiya va professional portfoliolar:** O‘qituvchilar va talabalar o‘z ta’lim jarayonini tahlil qilib, mustaqil ravishda kasbiy rivojlanish yo‘nalishlarini aniqlashlari lozim.
4. **Vaziyatli topshiriqlar (Case-study):** Real hayotiy vaziyatlarni tahlil qilish orqali talabalar va o‘qituvchilarda muammoli vaziyatlarga to‘g‘ri yechim topish ko‘nikmalarini shakllantirish.
5. **Interaktiv treninglar va amaliy mashg‘ulotlar:** O‘quvchilarning xorijiy tilda erkin muloqot qilish, madaniy tafovutlarni tushunish va kasbiy faoliyatda xorijiy til imkoniyatlaridan foydalanish ko‘nikmalarini rivojlantirish.

Kasbiy malakani takomillashtirish o‘z navbatida xorijiy til ta’limining sifat ko‘rsatkichlarini oshirish, innovatsion yondashuvlardan samarali foydalanish va sun’iy intellekt texnologiyalarini to‘g‘ri tatbiq etish imkonini beradi.

Xulosa. Xulosa qilib aytish mumkinki, xorijiy tillarni samarali o‘rgatishda innovatsion yondashuvlar, sun’iy intellekt texnologiyalari va kasbiy malakani takomillashtirish usullari ta’lim jarayonining sifatini oshirishda muhim ahamiyat kasb etadi. Bugungi kunda globallashuv, raqamli iqtisodiyot va zamonaviy axborot texnologiyalari taraqqiyoti xorijiy til bilish ko‘nikmalarini har bir sohada zaruriy ehtiyojga aylantirmoqda. Shu bois, an’anaviy o‘qitish metodlari bilan cheklanib qolmasdan, ta’lim jarayonida innovatsion, raqamli va texnologik yondashuvlardan foydalanish ta’lim samaradorligini oshirishning asosiy omillaridan biri bo‘lib xizmat qiladi.

Maqolada ta’kidlanganidek, xorijiy til ta’limida konstruktiv, interaktiv, loyiha asosida ta’lim, gamifikatsiya, gibrid ta’lim modeli kabi innovatsion metodlar o‘quvchilarning mustaqil fikrlashini, nutq madaniyatini va kommunikativ ko‘nikmalarini rivojlantirishga xizmat qiladi. Sun’iy intellekt texnologiyalari esa talabalarga individual yondashuv asosida ta’lim olish imkoniyatini yaratib, ularning o‘zlashtirish darajasini real vaqt rejimida tahlil qilish va baholash imkonini bermoqda. Bundan tashqari, xorijiy til o‘qituvchilarining kasbiy kompetensiyasini doimiy ravishda takomillashtirish, ular uchun malaka oshirish kurslari, seminar va treninglar tashkil etish, professional portfoliolar yuritish va tajriba almashish imkoniyatlarini yaratish ta’lim jarayonining samaradorligini yanada oshirishga xizmat qiladi.

Shuni alohida ta’kidlash joizki, innovatsion texnologiyalar va sun’iy intellekt vositalarini xorijiy til ta’limida qo‘llash jarayonida o‘qituvchilarning metodik va texnologik savodxonligini oshirish, o‘quvchilarning ijodiy fikrlashini rag‘batlantirish hamda o‘quv jarayonini talabalarning ehtiyojlari va qiziqishlariga moslashtirish lozim. Kelgusida ushbu yo‘nalishdagi tadqiqot ishlarini yanada chuqurlashtirish, xorijiy tillarni o‘rgatish jarayonida yangi texnologiyalarni keng joriy etish va kasbiy malakani rivojlantirish strategiyalarini ishlab chiqish xorijiy til ta’limining sifat ko‘rsatkichlarini oshirishga xizmat qiladi.

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THE INFLUENCE OF ONLINE LINGUISTIC RESOURCES ON TEACHING EFL TO ENGLISH PHILOLOGY STUDENTS

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With the rapid development of digital technology, linguistic internet resources have become an essential component of English as a Foreign Language (EFL) instruction. These resources, including online corpora and collocation dictionaries, provide valuable tools for enhancing the language proficiency of learners, particularly English philology students who require advanced lexical competence. This literature review examines the impact of linguistic internet resources on teaching EFL to English philology students, focusing on their role in developing lexical collocational competence and overall language proficiency.

The use of linguistic internet resources in EFL instruction aligns with various language learning theories, including constructivism, sociocultural theory, and cognitive learning theory. Constructivist approaches emphasize the importance of authentic materials in knowledge acquisition, which supports the use of digital corpora and online lexical databases. The sociocultural perspective highlights interactive learning environments facilitated by internet resources, while cognitive learning theory underscores the benefits of data-driven learning (DDL) in reinforcing language retention and comprehension (Boulton & Cobb, 2017; Reinders, 2012).

A key advantage of linguistic internet resources is their role in enhancing lexical collocational competence. Collocations—frequently occurring word combinations—are fundamental to fluency and native-like language use. Research has demonstrated that online corpora, such as the British National Corpus (BNC) and the Corpus of Contemporary American English (COCA), provide learners with extensive examples of collocations in authentic contexts, helping them analyze patterns of usage and internalize them effectively (Durrant & Schmitt, 2010; Römer, 2020).

The effectiveness of data-driven learning (DDL) in language acquisition is well-documented. Studies indicate that corpus-based learning, which involves analyzing concordance lines and frequency patterns, significantly aids learners in identifying natural collocations. Tools like BNC and COCA allow students to explore linguistic structures autonomously, improving both their receptive and productive vocabulary skills. Web-based concordancers, such as those integrated into corpus platforms, further enhance hands-on lexical analysis, making language learning more interactive and efficient (Chambers, 2019; Gablasova, Brezina, & McEnery, 2017).

In addition to corpora, online collocation dictionaries play a crucial role in EFL instruction. Resources such as the Oxford Collocations Dictionary, Longman Collocations Dictionary, and digital platforms like WordReference provide learners with structured collocational information. These dictionaries assist students in selecting appropriate word combinations, refining their written and spoken output, and avoiding unnatural phrasing. By offering categorized collocations and example sentences, online dictionaries simplify the process of acquiring natural language patterns (Godwin-Jones, 2018; Schmitt, 2020).

Moreover, research suggests that integrating linguistic internet resources into EFL instruction enhances student motivation and engagement. Self-directed learning, facilitated by online tools, allows students to explore lexical combinations at their own pace, selecting materials that align with their language proficiency and interests. The accessibility of BNC, COCA, and online dictionaries provides learners with a sense of autonomy, which fosters greater motivation and engagement with language learning tasks (Stockwell, 2013; Huang, 2021).

Linguistic internet resources also contribute to the improvement of writing and reading skills in EFL learners. Corpus-based writing instruction enables students to analyze authentic text structures, recognize collocational tendencies, and develop more coherent compositions. BNC and COCA allow learners to compare their writing with authentic language samples, refining their use of collocations in academic and professional contexts. Furthermore, online collocation dictionaries help students construct more precise and natural-sounding written texts by providing guidance on word combinations and contextual appropriateness (Yoon, 2008; McCarthy & O'Keeffe, 2018).

In reading comprehension, exposure to corpus-based examples aids students in recognizing collocational patterns within texts. Studies indicate that learners who engage with digital corpora develop a deeper understanding of word associations, which enhances their ability to process and interpret authentic materials. Online resources, including collocation dictionaries and corpus tools, support extensive reading practices by offering contextually rich examples that improve comprehension skills (Nation, 2013; Vyatkina, 2021).

Despite the numerous benefits of linguistic internet resources, challenges remain in their effective integration into EFL instruction. One primary concern is the need for digital literacy skills among both students and educators. Navigating large corpora such as BNC and COCA requires training in corpus analysis techniques, while effective use of online collocation dictionaries depends on learners' ability to interpret lexical information correctly. To address this issue, structured guidance on the use of digital resources should be incorporated into EFL curricula (Godwin-Jones, 2018; Reinders, 2012).

Another challenge involves the reliability of linguistic internet resources. While reputable corpora and established collocation dictionaries provide accurate linguistic data, freely available online sources may contain inconsistencies or errors. Educators must emphasize the importance of critically evaluating digital resources to ensure students engage with high-quality linguistic materials (Selwyn, 2011; Levy & Stockwell, 2013).

To maximize the effectiveness of linguistic internet resources in EFL instruction, educators should adopt a blended learning approach that integrates traditional teaching methods with digital tools. Providing structured training on the use of BNC, COCA, and online collocation dictionaries can enhance students' ability to navigate and interpret linguistic data independently. Additionally, instructors can design corpus-based writing tasks and vocabulary exercises that encourage students to apply their knowledge of collocations in practical contexts (Chambers, 2019; Schmitt, 2020).

Collaborative learning activities that leverage digital tools, such as group-based corpus analysis projects and interactive dictionary-based exercises, can further enhance engagement and language proficiency. These activities not only strengthen lexical knowledge but also promote critical thinking and problem-solving skills in language learning (Chapelle, 2001; Gablasova et al., 2017).

In conclusion, the integration of linguistic internet resources, particularly BNC, COCA, and online collocation dictionaries, plays a vital role in teaching EFL to English philology students. These resources provide authentic linguistic data, facilitate data-driven learning, and support self-directed study, contributing to improved lexical collocational competence and overall language proficiency. However, successful implementation requires training in digital literacy, careful resource selection, and a blended learning approach that combines traditional and technological methods. Future research should explore the long-term impact of corpus-based learning on lexical development and identify best practices for incorporating linguistic internet resources into EFL curricula.

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INNOVATION ACTIVITY IN THE ORGANIZATION OF THE LESSON ENGLISH LANGUAGE

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Annotatsiya. *Hozirgi kunda o'sib kelayotgan yosh avlodni chet tillariga o'qitish sifatini ta'minlash, chet tillarida erkin so'zlasha oladigan mutaxassislarni tayyorlash tizimini tubdan takomillashtirish, chet tillarni o'zlashtirish orqali jahon ta'lim standartlariga javob beradigan yetuk kadrlarni tayyorlash yurtimizda amalga oshirilayotgan ta'lim islohotining maqsadlaridan biridir.*

Kalit so'zlar: *pedagogik texnologiya, AKT, xorijiy til, ta'lim sifati.*

Abstract. *One of the goals of the educational reform carried out in our country is to ensure the quality of teaching the currently growing younger generation to foreign languages, radically improving*

the system of training specialists who can speak freely in foreign languages, training qualified personnel that meets the world educational standards by mastering foreign languages.

Keywords: *pedagogical technology, ICT, foreign language, quality of Education.*

"Today's educational demands include a teacher's deep knowledge, creativity in discovering opportunities within language teaching, the skill to inspire a passion for their subject in students, and the ability to build a collaborative relationship with learners." The decision was adopted in order to further develop the teaching of foreign languages, to ensure the implementation of measures to raise the level and quality of training of qualified teachers who have a high level of foreign languages for secondary schools, vocational colleges and academic lyceums, higher educational institutions in accordance with international standards. At the same time, it is worth saying that each studied language has its own specific laws, secrets. In order to become a mature specialist staff meeting international standards, the learner is required not to leave the thinnest layers of the language out of consideration. With today's pace, the majority of the population of the developing world can speak two or more languages. Of course, the instrument of these languages is its native language, and many linguists feel that it is necessary to create special conditions not only for mastering the foreign language under study, but also for mastering the native language. It should be noted that as a result of the reforms carried out in the field of learning foreign languages, the growing new generation will learn the native language and foreign language at the same time by comparing it from preschool to higher education institutions.

"Scientific research has confirmed that comparing languages—whether they are genetically related (like English and German) or unrelated (like English and Chinese)—greatly enhances the process of language learning. This method, known as contrastive analysis, helps learners understand the structure, vocabulary, and grammar of a new language by drawing parallels and highlighting differences with their native or known language. With the advancement of linguistic research methods, such comparisons have become more accessible and effective, contributing significantly to both international and national communication competence."

At present, textbooks, educational programs and manuals created for the purpose of radically introducing the educational sphere of our country into foreign languages are also valid proof of these goals. Consequently, a student who has a thorough knowledge of his / her language and culture will be able to learn other languages by putting affection. Mastering foreign languages requires similar special preparations. In this place, the question arises - What is the need for the second language?

The first president of our country, which aims to create a solid foundation for the future prospects of our country, has developed a number of decisions and decrees aimed at studying foreign languages, which are considered the most relevant in order to ensure the rapid penetration of Uzbekistan into the world community. In particular, from this decision, the following reforms took place: - the study of foreign languages in the whole territory of the Republic, mainly English, begins in stages from the first classes of secondary schools in the form of game-style lessons and oral speech lessons, and from the second class to the mastering of the alphabet, reading and writing; -training in some special disciplines, especially technical and international specialties in higher educational institutions is conducted in foreign languages; -provision of textbooks and teaching aids for foreign languages of students and teachers of general secondary, secondary special, vocational education institutions, their re-publication in accordance with the established deadlines, free of charge from the account of working capital of the Republican Target Book Fund under the Ministry of Finance of the Republic of Uzbekistan.

In addition, as early as 1913, Abdulla Avloniy emphasized the importance of multilingualism in his article "Subject to Not Two but Four Languages", published in the journal Oyna. In this article, he elaborated on the necessity of learning multiple languages as a means to live in harmony with the wider world and to participate actively in global dialogue. Avloniy's insight, even at that time, reflected a progressive understanding of language as a bridge between cultures and as a vital tool for national development.

Our ancestors were recognized not only for their intellectual and scientific contributions but also for their remarkable ability to convey their ideas to the world in various languages. Their multilingual capabilities allowed them to create and share invaluable works that resonated beyond their own communities, earning respect and admiration across nations. This rich heritage highlights how Central

Asia became a respected center of science, culture, and enlightenment.

At the core of this legacy lies the mastery of language. As we have continuously emphasized, knowledge of languages is not merely a skill, but a key to personal, intellectual, and societal advancement.

In today's context, the expectations placed upon young people are equally significant. To engage with the global community, to articulate their thoughts independently, fluently, and persuasively, and to contribute to strengthening Uzbekistan's role on the international stage, the study of foreign languages is no longer optional—it is an urgent and strategic necessity. When it comes to ensuring and strengthening Uzbekistan's special place in the state, it is necessary to be aware of and analyze innovations in the cultural, educational, socio-economic sphere of the global world, as well as in the field of Medicine and sports, to demonstrate to the people of the world the Great past and rich culture of our country, as well and in this, of course, the language acts as a bridge. But in addition to enumerating the benefits of language learning that serve only good, it should also be noted that such concepts as state language, national language, native language should always be the first place for all of us. As each independent country has its own state language, the Uzbek language is a sign of the independence of the state of Uzbekistan. The other should not draw the conclusion that mastering limits the use of one's own language. Language is a symbol of the state, a mirror of nationality. It is the human duty of every nation to enrich its own language, to make it more polished, to expand the scope of its application, in a word, to deliver it in perfection to the next generation. The perfect study of foreign languages and the use of each in its place to serve the development of the national language will be the basis for maintaining the balance of languages in today's society. The use of additional resources in teaching foreign languages to students, to further enhance students ' interest and attitude to the foreign language through auxiliary learning tools, to conduct each lesson in interactive, that is, active-student methods, to give them additional lessons from the lessons song, and to make extensive use of traditional methods in this process.

In the process of lessons organized using innovative technologies, students' interest in a foreign language is increased by improving their independent creative performance skills and skills. The etymology of the term "innovative technology" is cited in the scientific literature," innovation "(English innovation - introduced innovation, invention, introduced in science and technology, innovation") represents the meaning, while "technology", as a lingvodidactic concept, represents a set of rational methods of scientific organization of efforts that ensure the achievement of the educational goal by spending less time, effort and location". Applying such types as Cinquain, Brainstorming, Case, Zigzag, Cluster, Project method, Mind Mapping as specific methods of innovative technology in traditional pedagogy has brought results on the floor.

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ARTIFICIAL INTELLIGENCE APPLICATIONS IN FOREIGN LANGUAGE TEACHING FOR PROFESSIONAL COMPETENCE GROWTH

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This thesis aimed at opening new perspectives that affect the development of language proficiency in vocational domains and putting forward corresponding instructional models and technological innovations. To meet the increased linguistic competence demands of globalized industries, the capability of language instructors must improve. One important technique for doing this is to redesign curriculum frameworks, the methodological approaches that educators follow to perform targeted teaching interventions. In this study, the artificial intelligence-driven instructional design method in language education combines the task-based learning method based on intelligent tutoring systems, learner analytics, and real-time feedback. Based on the innovative design method of dynamic adaptive systems, the extracted linguistic behavior data is used to build a more accurate learner proficiency prediction model through deep learning with supervised training method. The research results show that the constructed model can systematically analyze learner engagement patterns, and feedback delivery is more personalized, more context-sensitive, and more responsive to individual progress.

Keywords: Artificial Intelligence in Language Education, Vocational Language Training, Intelligent Tutoring Systems, Learner Analytics, Adaptive Instructional Design, Professional Competence Development, AI-Based Predictive Learning Models

1. Introduction

The rapid advancement of intelligent technologies characterized by automation and adaptive learning has promoted the continuous evolution of the design, implementation, and evaluation of foreign language instruction and professional training programs. Artificial intelligence in education is analogous to the economic concept of productive capital. Just as a capital asset allows enterprises to expand operations, a cognitive tool allows learners to accelerate language acquisition for domain-specific communication. Recent work by educational technologists has shown that gains in learner performance have been large: rivaling or exceeding those of traditional instruction for many professional disciplines.

The development of AI-supported collaborative learning environments is not sound, and relevant instructional information cannot be disseminated timely and effectively, which makes it difficult to foster major original insights; the integration and transformation efficiency of research achievements is low, the duplicate development and fragmentation of pedagogical resources are serious, and the standards, platforms, content, assessment, and services cannot be effectively united under a unified framework.

The issues with the digital learning infrastructure are first observed from the instructional design viewpoint and then evaluated from the cognitive load perspective to see what performance and retention issues these mismatches may bring to the professional learning ecosystem.

On a practical level, personalization of learning paths, the diversification of learner profiles, and the ways intelligent systems have transformed the delivery, feedback, and adaptability of foreign language courses are all additional challenges of the AI-instruction interface (e.g., system latency, algorithmic fairness, data bias, teacher readiness).

It has long been argued that "the main driver of educational innovation is the continued refinement of instructional paradigms, mainly digital, following technological advancement" [1,2]. The new findings

about adaptive feedback loops suggest that they may have subtly been one of the key enablers of proficiency growth, and thus that learners with better access to intelligent learning aids may have had a significant advantage.

As previous work has shown, relying on machine learning-based diagnostics can provide significant (if often uneven) benefits for personalized learning [3,4]. And, since the application of AI in education is often infrastructure constrained [5,6], this also means that learners from particular institutions may be advantaged when they can build upon a stronger digital foundation.

Finally, we observe that contributions to educational AI research have mimicked larger global development patterns, with contributions coming predominantly from universities in North America and Western Europe, but with that dominance fading in recent decades as East Asian and Eastern European countries have grown in importance.
At present, there is still no method that comprehensively considers the comprehensive dynamics of AI tools in the context of professional language education to conduct integrated research, which is insufficient for accurately grasping the characteristics of learning barriers affecting skill development and interpreting and predicting the outcomes of the learning process [7].

Therefore, based on the original research, this article systematically investigates the multidimensional factors affecting language learning in the context of professional competence development, relying on the open-access database of AI-enhanced educational platforms, and comprehensively using the research method of mixed-method analysis and knowledge extraction to extract and construct the characteristics of relevant learner profiles. The goal of constructing a predictive analytics framework is to offer actionable insights to curriculum designers, which has recently been UNESCO's top priority in developing a future-ready education system. Vigorously promoting AI integration has become an important driving mechanism for global education systems to build a new learning ecosystem that focuses on personalization and lifelong learning.

We take the vocational language training system as the observation object, sort out and categorize the core implementation problems in the curriculum framework, and then apply the analytical model and method previously summarized to propose targeted interventions for the prevention of recurring learning problems that commonly exist in digitally mediated environments.
This method has higher scalability and adaptability in practical deployment and longitudinal tracking, so as to effectively grasp the relevant factors affecting learner success and accurately predict long-term learning outcomes.

2. Conclusion

To conclude, contemporary language education relies on the implementation and adaptation of intelligent systems according to perceived levels of learner engagement and cognitive readiness that are intimately entangled in the reproduction of educational opportunity and professional competence difference. As mentioned before, data-driven disparities and digital literacy gaps pose enormous challenges to equitable access at large, and it would be extremely shortsighted to keep them unaddressed.

This study is not exempt from limitations. For instance, despite the novelty of the AI-based instructional framework, hardly any useful information about learner progression is provided beyond test results and some characteristics of their interaction behavior.
Our findings also provide the foundation in understanding how intelligent tutoring, a long-overlooked but central part of digital pedagogy, has improved learning outcomes.

By uncovering the structural dynamics and the cognitive and technological integration, we have argued that the extent to which AI's instructional models contribute personalization or standardization, or both, largely depends on the extent of emphasis on adaptive learning or the other or on their pedagogical integration.

Additional investigation is required to determine if educational institutions can break out of their dependence on legacy systems to embrace such new paradigms as data-informed instruction. These two shortcomings are also the direction for future work. On this basis, future research may validate and expand on the proposed design themes with empirical testing in other industries in the knowledge

economy (e.g., corporate training, healthcare education).

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XORIJIY TILLARNI O'RGATISHDA INNOVATSION YONDASHUV, SUN'IY INTELLEKT IMKONIYATLARI VA KASBIY KOMPENTATSIYANI TAKOMILLASHTIRISH METODLARI

D. Raximova

TDIU talabasi

Annotatsiya. Zamonaviy texnologiyalar orqali o'qitish jarayonida ta'lim sifatini oshirishga, shuningdek xorijiy tillarni o'rganishda sun'iy intellektdan(SI) foydalanish ommalashmoqda. Ushbu maqola xorijiy tillarni o'zlashtirishda sun'iy intellekt (SI) innovatsiyalarining integratsiyalashuv asoslarini tahlil qiladi.

Bilamizki, sun'iy intellektning(AI) integratsiyalashuvi xorijiy tillarni o'rganishda, shuningdek bugungi kundagi zamonaviy sohalarni rivojlantirish uchun keng imkoniyatlar ochib bermoqda. Har bir sohaga kirib kelgan sun'iy intellekt(SI) turli xil o'rganish ilovalari (Dualingo, Rosetta Stone, Chatgpt, Ilm Farzandlari va boshqalar)har bir yosh kadrning kasbiy kompentatsiyasini rivojlantirishda asosiy metodik vazifani bajarmoqda. Chunki sun'iy intellekt(SI) vositalari orqali yosh o'quvchilarni turli o'rganish ehtiyojlariga moslashtirish ya'ni ularning darajasiga, qiziqishiga qarab xususan xorijiy til o'rganish metodlari qo'llash ommalashmoqda.

Kalit so'zlar: innovatsiya; sun'iy intellekt; Chat GPT; Dualingo; , Rosetta Stone; integratsiya; kasbiy kompentatsiya; xorijiy til o'rganish metodlar.

Kirish. O'zining mustaqil taraqqiyot yo'lidan borayotgan mamlakatimizda raqamli iqtisodiyot shiddat bilan rivojlanmoqda. Innovatsion texnalogiyalardan, xususan mobil ilovalardan pedagogik foydalanish ya'ni xorijiy tillarni o'rganishda an'anaviy usullarga qaraganda, yangi texnalogiyalar bilan yondashish har bir talabalarning faolligi, qiziqishi va mativatsiyasini yanada yuqoriga ko'tarmoqda. Va sun'iy ilovalar orqali yangi tillarni o'rganish samaraliroq deb topilmoqda. Shuning uchun ham tillarni o'rgatishga moslashtirilgan turli xil ilovalar (Dualingo, ChatGPT) yaratuvchilari va ularni ommaga taqdim qiluvchilar ham kundan kunga oshmoqda.

Bu o'z o'rnida raqamli iqtisodiyotga bo'lgan talab va taklifning bir muvozanatda ekanligidan darak beradi. Shu sababli O'zbekiston Respublikasi Prezidenti Mirziyoyev xorijiy til o'rganuvchilarini yangi bilim va o'zining metodik kompentatsiyalarini oshirishga jalb qilish va motivatsiya berish maqsadida 2020-yil 5-oktabrda "Raqamli O'zbekiston-2030 ''strategiyasini tasdiqlash va uni samarali amalga oshirish chora tadbirlari to'g'risida farmon, shuningdek 2021-yil 17-fevralda "Sun'iy intelekt

texnalogiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora tadbirlari to'g'risida" qaror qabul qildi. Ushbu qaror davlat boshqaruv tizimida sun'iy intellekt(SI) doirasida innovatsion texnalogiyalarni ishlab chiqish va ularning har bir jabhasidan integratsiyalashuvni amalga oshirishga alohida e'tibor qaratilgan.

Sun'iy intellekt(SI) - har bir fanga o'zaro bog'liq bo'lib tilshunoslik, matematika ayniqsa informatika (IT) tizimini mukammal o'rganishda asosiy pundamentlardan biri hisoblanadi. Sun'iy inntellekt(SI) har bir sohaning, pedagogik kadrning rivojlanishi uchun tayanch, ayniqsa turli fanlarga aloqador bo'lgan dinamik vazifasini bajarmoqda .Uning jamiyat va zamonviy texnalogiyaga ta'siri har vaqt sayin oshib bormoqda va bu xorijiy tillarni o'rganishda muhim integratsion metodik sohaga aylantirilmoqda.

Asosiy qism. Raqamli texnalogiya va sun'iy intellekt (AI) rivojlanayotgan asrda til o'rganuvchilarning motivatsiyasini oshirish faqatgina an'anaviy darslar bilan yetarli emasligi hozirgi kunda ko'pchilikka ma'lum. Ularning faolligini yangi yo'nalishlarda ya'ni har bir yangi til o'rganuvchi bilimdonning yoshidan, qiziqishlaridan kelib chiqib mos holda qo'llash ularning faollik darajasiga o'z ta'sirini ko'rsatadi. Texnalogiya asrida ko'plab o'smir yoshlar sun'iy intellekt (SI) taklif qilayotgan har xil turdagi gadjetlardagi mobil ilova, dasturlardan katta qiziqish bilan foydalanishmoqda. Bugungi kunda xorijiy tilni ananaviy tarzda repitetorga borib o'zlashtirish tilni tez va samarali o'rganishim uchun yetarli bo'lmayapti. Shuning uchun zamonaviy texnalogik innavatsiyalar orqali o'z yoshi, qiziqishlari va o'z bilim darajasidan kelib chiqib tilni tezroq va mukammalroq o'rganishning bir necha xil zamonaviy usullaridan foydalanish mumkin. Ya'ni birorta til kursiga qatnashishdan tashqari o'rganuvchi har kuni zamonaviy intellekt ya'ni GOOGLE ASSISTANT bilan turli xil o'zi qiziqqan mavzularda suhbat qurish bilan birga yangi tilni tezroq va samaraliroq o'rganadi. Shuningdek, o'rganuvchilar bir necha xil ilovalar orqali o'z talafuzini yaxshilab, innotatsiya va ritm bo'yicha bir necha xil feedbacklarga ega bo'lmoqda. Va bu hol ularning bilimini, til o'rganishga bo'lgan ishtiyoqini oshirmoqda.

Raqamli texnalogiya yordamida til o'rganish (TYTO') har bir yosh kadrning faolligiga ajoyib ta'sir ko'rsatadi. L.Weinbrgning fikriga ko'ra, texnalogiya yordamida til o'rganish (TYTO') yoshlarning mustaqilligini va o'z o'zini samaradorligini oshirishda o'quvchilar motivatsiyasini oshiradi.

Alohida aytib o'tish lozimki, sun'iy intellekt (SI) platformalari butun dunyo til o'rganuvchilari uchun bir qator qulayliklar yaratmoqda. Sun'iy intellektning (SI) yana bir ahamiyatli jihati shundaki, u til o'rganish imkoniyatini hamma vaqtda ya'ni tun-u kun o'rganish va moslashuvchanlik imkonini yaratadi.

Xulosa. Xorijiy tillarni o'rganishda innovatsion yondashuvlar, sun'iy intellekt (SI) texnalogiyalari va kasbiy metodik usullarni yosh kadrlarga faqat til bilimini o'rganishi uchun emas balki o'z sohasiga aloqador bo'lgan ko'plab bilimlarni ham o'rganishi mumkin. Ta'lim jarayoniga sun'iy intellektning(SI) qo'llanilishi til o'rganish usullarini zamonaviylashtirish va o'quv materiallarini yanada innovatsiyalash ,kelajakdagi yosh kadrlar uchun o'rganish jarayonini osonlashtirish va foydaliroq qilish imkoniyatilarini yaratdi. Shu bilan birga yangi til o'rganish har bir ishtirokchiga hissiy zavqlanish va aqliy rivojlanish keltirgandagina o'sib boradi. Ishtirokchilarga bu zavqni his qilishlari uchun har bir materiallardan to'g'ri foydalanishi zarur hisoblanadi. Xulosa qilib aytadigan bo'lsak, raqamli iqtisodiyotda innovatsion texnalogiyalarning ta'limga integratsiyalashuvi bilimga chanqoq har bir yosh uchun o'zining yuksak eshiklarini ochishda davom etadi. Bu jarayonda biz faqatgina sun'iy intellektdan(SI) to'g'ri foydalanishimiz kerak.

Raqamli texnalogiya rivojlanishda davom etar ekan, bizga har sohada samarali bo'layotgan sun'iy intellekt(SI) materiallari ham takkomillashib boraveradi.

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ZAMONAVIY OLIY TA’LIMDA BO‘LAJAK XORIJIY TIL O‘QITUVCHILARDA O‘QUVCHILARNING BILIMINI TASHXISLASHDA AXBOROT TEXNOLOGIYALARNING ROLI

Raximova Shahodat Azadovna

Toshkent davlat iqtisodiyot universiteti,

Xorijiy tillar ta’limi kafedrasi mudiri

Annotatsiya. Mazkur maqolada zamonaviy oliy ta’lim muassasalarida bo‘lajak xorijiy til o‘qituvchilarni tayyorlash jarayonida axborot texnologiyalarining bilimni tashxislash, ya’ni baholash, monitoring qilish va tahlil etishdagi roli yoritiladi. O‘quvchining bilimi, ko‘nikmasi va kompetensiyasini aniqlashda an’anaviy yondashuvlar o‘rnini egallab borayotgan raqamli vositalarning amaliy ahamiyati, ularni qo‘llash metodikasi va pedagogik samaradorligi ilmiy asosda tahlil qilinadi. Shuningdek, ta’lim jarayonida axborot texnologiyalaridan foydalanishga doir muammolar va ularni bartaraf etish yo‘llari ko‘rib chiqiladi.

Kalit so‘zlar: axborot texnologiyalari, tashxis, baholash, ta’lim sifati, raqamli vositalar, interaktiv muhit, test tizimlari, bo‘lajak xorijiy til o‘qituvchi.

KIRISH

XXI asrda ta’lim sohasi global raqamli o‘zgarishlarga duch keldi. Avval an’anaviy usullar asosida shakllangan ta’lim tizimi hozirgi kunda interaktiv, multimedia va sun’iy intellekt negizidagi yangi formatga o‘tdi.

Xususan, o‘quvchilar bilimini tashxislash, ya’ni ularning bilim, ko‘nikma va malakalarini aniqlash, baholash, tahliletishva takomillashtirishda axborot-kommunikatsiya texnologiyalarining tutgan o‘rni tobora ortibboryapti. Oliy ta’limsohasidabo‘lajak pedagoglarni tayyorlashda zamonaviy axborot texnologiyalarini o‘qitishnafaqat texnik ko‘nikmalarni shakllantiradi, balki ularni metodik faoliyatga integratsiya qilish, didaktik vazifalarni raqamli shaklda hal qilish salohiyatini ham rivojlantiradi. Bu jarayonda, ayniqsa, o‘quvchilarning bilimini tashxislash – ya’ni ularning intellektual faoliyati, fanlarni o‘zlashtirish darajasi, ijodiy fikrlash va muammoli vaziyatlarda mustaqil yechim topa olishqobiliyatinianiqlashda axborot texnologiyalaridan foydalanish muhim o‘rin egallaydi. Oliyo‘quvyurtlarioldida bo‘lajak o‘qituvchining o‘z fanidan tashqari, zamonaviy raqamli baholash vositalarini puxta egallagan, mustaqil tahlil qilish ko‘nikmalariga ega mutaxassis sifatida shakllantirish dolzarb vazifalardan biridir.

ADABIYOTLAR TAHLILI

Rasulovning fikricha, hozirgi ta’lim jarayonida axborot texnologiyalaridan foydalanish faqat texnik vosita sifatida emas, balki didaktik usul sifatida qaralishi lozim [1]. Uning “Ta’limda axborot texnologiyalari” nomli asarida o‘qituvchilarning raqamli savodxonligi, interaktiv dasturlardan foydalanish ko‘nikmalari va ularni o‘quv jarayoniga integratsiyalashuslublarichuqur yoritilgan. U ayniqsa test tizimlarining tuzilishi, platformalarning solishtirma tahlili va zamonaviy baholash algoritmlarining pedagogik samaradorligi haqida atroflicha fikr yuritadi.

Mavlonova va Ashurovalarning fikricha, pedagogik tashxis o‘qituvchi faoliyatining ajralmas qismi bo‘lib, uni raqamli vositalar orqali amalga oshirish ta’lim jarayonini shaffof, tizimli va aniq qiladi [3]. Ular tomonidan tuzilgan “Pedagogik tashxis va nazorat metodikasi” nomli qo‘llanmada o‘quvchilar bilimini baholashda test, portfoliolar, baholash mezonlari asosida monitoring tizimi kabi metodlar ham nazariy, ham amaliy jihatdan bayon qilingan. Mualliflar tashxisni faqat baholash emas, balki rivojlantiruvchi o‘quv faoliyatining muhim bosqichi sifatida talqinetadilar. G‘ulomovaning

fikricha, o‘quvchilarning mustaqil fikrlash salohiyatini aniqlashda zamonaviy raqamli vositalar alohida o‘rin tutadi [4]. Uning “Pedagogik baholashda zamonaviy raqamli vositalar” nomli ilmiy maqolasida Quizizz, Kahoot, Moodle, Google Forms kabi platformalarning o‘zaro afzalliklari, qamrov doirasi va tahliliy imkoniyatlari statistik ko‘rsatkichlar asosida bayon etilgan. U ayniqsa test natijalarining avtomatik tahlili orqali o‘qituvchi va o‘quvchi o‘rtasidagi samarali teskari aloqa mexanizmi shakllanishiga urg‘u beradi.

TADQIQOT METODOLOGIYASI VA EMPIRIK TAHLIL

Zamonaviy ta’lim jarayonida axborot texnologiyalarining bilimlarni baholash faoliyatiga kiritilishi o‘qituvchining faqat tashxischi emas, balki tahlilchi, reflektor va strateg bo‘lish sifatini kuchaytiradi. Bo‘lajak pedagog o‘z faoliyatida nafaqat darsni interaktiv tarzda olib borishni, balki o‘quvchilarning bilish darajasini aniqlash orqali ularning shaxsiy ehtiyojlariga mos o‘quv yo‘nalishlarini ishlab chiqishni ham o‘rganishi kerak.

Buning uchun, albatta, raqamli tashxis vositalari bilan ishlashda pedagogik maqsadni to‘g‘ri aniqlay olish, baholash natijalariga asoslangan holda differensial yondashuvlar ishlab chiqish muhim ahamiyat kasb etadi. Bu jarayonda o‘qituvchining reflektiv pedagogik madaniyati — ya’ni o‘z baholash faoliyatiga tanqidiy qaray olish, natijalarni tahlil qilish va keyingi strategiyalarni belgilash salohiyati kuchayadi.

Axborot texnologiyalarining baholash jarayonidagi muhim xususiyatlaridan biri — dastlabki, joriy va yakuniy tashxis natijalarini solishtirish orqali o‘quvchi bilimidagi rivojlanish bosqichlarini aniqlash imkoniyatidir. An’anaviy baholashda o‘quvchi faqatgina “natija” asosida baholansa, raqamli tashxis vositalari o‘quvchining bilim olish jarayonini bosqichma-bosqich monitoring qilish, har bir oraliq yutuq yoki qiyinchilikni vaqtida aniqlab, unga mos teskari aloqani ta’minlash imkonini beradi.

Bunday diagnostik yondashuv asosida o‘qituvchi bilim bo‘shliqlarini to‘g‘rilash, o‘quv materiallarini takrorlash yoki kuchaytirish, shuningdek, o‘quvchini qiziqtiruvchi individual o‘quv yo‘nalishlarini ishlab chiqish orqali ta’limda shaxsga yo‘naltirilgan yondashuvni amalga oshiradi.

Bundan tashqari, axborot texnologiyalariga asoslangan baholash vositalari o‘qituvchilarning raqamli pedagogik kompetensiyasini rivojlantirishda ham kuchli turtki bo‘lib xizmat qiladi. Chunki ushbu vositalardan foydalangan holda o‘qituvchi o‘z ustida doimiy ishlashga, yangi metodik vositalarni izlashga, interaktiv muhitda faol bo‘lishga majbur bo‘ladi.

Raqamli diagnostika jarayoni shuni ko‘rsatadiki, bu yo‘nalishda faoliyat yuritayotgan pedagoglar ilmiy tahlil ko‘nikmalariga ham ega bo‘lib boradi: ular nafaqat test tuzadi, balki natijalarni tizimlashtirib, o‘z faoliyatini takomillashtiruvchi chora-tadbirlar ishlab chiqadi. Shu tarzda, baholash — nazorat mexanizmidan ko‘ra, pedagogik rivojlanishning asosiy bosqichiga aylanadi.

NATIJALAR

Shu o‘rinda yana bir jihatga e’tibor qaratish lozim: zamonaviy tashxisdaqo‘llanilayotgantexnologiyalarning metodik asoslari ham yangilanmoqda. Endilikda o‘qituvchilar testlar bilan cheklanmay, ko‘p variantli diagnostik topshiriqlar, vizual keyslar, matn asosida tahliliy savollar, mini-loyihalarga asoslangan baholash shakllarini ham qo‘llashmoqda. Bu esa nafaqat bilimni, balki ijodiy fikrlash, muammo yechish, axborotni tahlil qilish, argument keltirish kabi ko‘nikmalarni baholash imkonini beradi. O‘z navbatida, bo‘lajak o‘qituvchi ana shunday topshiriqlarni ishlab chiqishni va ularni platformalarga joylashtirish, test natijalarini interpretatsiya qilish orqali tashxis natijasini o‘quvchi bilan birgalikda muhokama qilishga o‘rganadi. Bu esa ta’lim jarayonining samaradorligini oshirishga xizmat qiluvchi muhim omil hisoblanadi.

Zamonaviy tashxislash vositalari o‘qituvchi va o‘quvchi o‘rtasida sifatli, ishonchli va aniq asosga ega bo‘lgan pedagogik muloqotni shakllantirish imkonini bermoqda. Baholash faqatgina “baho qo‘yish” vazifasidan chiqib, o‘zini baholash (self-assessment), o‘zaro baholash (peer-assessment), hamda sun’iy intellekt orqali tahlil qilingan natijalarni o‘qituvchi sharhi bilan boyitish shaklida rivojlanmoqda. Bu esabilimlarnitashxislash jarayonini faqat o‘qituvchi markazidagi faoliyat emas, balki o‘quvchi ishtirokidagi o‘zaro tahliliy muloqot maydoniga aylantiradi. O‘quvchi o‘z bahosining qanday shakllanganini, qayerda xato qilganini, qanday natijalarga asoslanib baho berilganini anglab, o‘zining keyingi ta’lim faoliyatiga nisbatan mas’uliyatli yondashishni o‘rganadi. Bunday baholash madaniyati — ya’ni “tashxis orqali rivojlanish” tamoyili — bugungi ta’limning eng muhim

g‘oyalaridan biri hisoblanadi. Yana bir muhim jihat shundaki, raqamli baholash vositalarida to‘plangan katta hajmdagi natijalar ma’lumotlar bazasida jamlanadi va bu asosda o‘qituvchining ham, o‘quv dasturining ham samaradorligi monitoring qilinadi. Har bir o‘quvchining o‘zlashtirish darajasiga qarab alohida o‘quv yo‘nalishi tuzish, differensial yondashuv asosida qo‘shimcha mashg‘ulotlar tavsiya qilish, yoki aynan qaysi mavzular bo‘yicha o‘quvchilar ommaviy muammolarga duch kelayotganini aniqlash va o‘qituvchining metodikasini moslashtirish — bularning barchasi zamonaviy tashxislash tizimining real imkoniyatlaridir. Bu vositalar, shubhasiz, bo‘lajak o‘qituvchining analitik salohiyatini, rejalashtirish ko‘nikmasini va shaxsga yo‘naltirilgan ta’limni amalga oshirish mahoratini shakllantirishda hal qiluvchi omil bo‘lib xizmat qiladi.

XULOSA VA MUNOZARA

Xulosa qilib aytganda, zamonaviy oliy ta’lim tizimida o‘quvchilarning bilimini samarali tashxis qilish — faqat baholash emas, balki ta’lim sifatini oshirish, o‘qituvchi faoliyatining rejalashtirilganligini ta’minlash, shaxsiy yondashuvni amalga oshirish vositasidir. Axborot texnologiyalarining bu jarayondagi o‘rni nafaqat texnik, balki metodik va pedagogik qimmatga ham egadir. Shu bois, bo‘lajak o‘qituvchilarda axborot texnologiyalaridan foydalanibbilimlarnitashxislash kompetensiyasini shakllantirish — zamonaviy pedagogikaning ustuvor yo‘nalishlaridan biri bo‘lib qolmoqda.

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STATISTIKANI O‘RGANISHDA INGLIZ TILINING AHAMIYATI

X. Lutfullayev

TDIU talabasi

Anatatsiya: Hozirgi globallashuv davrida Ingliz tili barcha raqobatdosh soxalar uchun muhim bo‘lgan kalitga aylanib bormoqda. Shunday ekan, Ingliz tili xalqaro tilga aylanishga allaqachon ulgurgan. Tan olish kerakki, agar yosh o‘rganuvchilar ushbu xorijiy tilni mukammal ravishda o‘rganishsa, ular uchun bir qancha yangi imkoniyatlar mavjud bo‘lishi mumkin. Ushbu tezis orqali, siz ingliz tilini foydasini barcha talabalar uchun ayniqsa statistika fani o‘rganuvchilari uchun foydasi haqida tushunchaga ega bolasiz.

Kalit so‘zlar: ESL, EFL, ingliz tili, statistika talabalari, statistik platformalar, onlayn platformalar, ta’lim muassasalari

Global asrdagi tendensiya va dinamik kuch ingliz tiliga ikkinchi til (ESL) yoki butun dunyo bo‘ylab tarqalgan chet tili (EFL) sifatida ta’sir ko‘rsatdi (Rintaningrum,2016). Shuningdek ushbu til ma’lum bir ona tilisi ingliz tili bo‘lmagan davlatlarda hususan, O‘zbekiston, kabi davlatlarda turli xil darajadagi ta’lim muassalarida majburiy fan sifatida o‘qitiladigan fan sifatida o‘rganiladi. . Shu yerda savol tug‘iladiki , Ingliz tili davlatning ona tili bo‘lmasada nega majburiy fan sifatida bizning talim shakliga kiritilgan? Bundan kelib chiqadiki nega ingliz tili statistika fani talabalari uchun muhim fan sifatida qaraladi?

Ingliz tili Jahon darajasidagi so‘zlashuv vositasi. Hammamiz bilamizki hozirgi kunda Ingliz, Xitoy va Hind tillari dunyodagi eng ko‘p foydalanuvchi tillar ro‘yxatini boshidagi uch o‘rnini band qilib turibdi. Ingliz tili esa usbu ro‘yxatda yetakchilikdagi joyini hech kimga bo‘shatib bergani yo‘q. Yoshlar ovozi saytini 2023-yil 13- dekabrda bergan hisobotiga ko‘ra dunyo bo‘ylab 1.4millarddan ortiq insonlar ingliz tilidan muntazam foydalanib kelmoqdalar (https://www.yoshlarovozi.uz/oz/news/eng-kop-muloqot-qilinadigan-10-ta-til). Lekin ushbu korsatgich 2040-yilga kelib qariyib 2 barobarga yoki dunyo aholisini deyarli yarmiga yetishi ham

kutilmoqda. (Graddokl 2006). Shuningdek hozirgi kunda ko‘plab iish beruvchi korxonalar yoki talim muassalari o‘quvchilarsan TOEFL yoki IELTS sertifikatlaridan ma’lum bir miqdordagi ballarni talab qilishmoqda. Shunday ekan hammamiz usbbu tildagi salohiyatimizni oshirishga urunishimiz kerak.

Nega Ingliz tili Statistika uchun muhim? Ingliz tili ommaviy tarmoqlar tili. Hammamiz bilamizki hozirgi kunda, xoxlagan insonlar cheksiz malumotlarni birgina linkka tashrif buyurish orqali qabul qila oladilar. Shunday ekan, odamlar shuni bilishi kerakki Ingliz tili ommaviy tarmoq tili hisoblanib malumotlarning juda katta qismi ushbu tilda joylanib boriladi. Agar yosh talabalar ingliz tilida mustalaqil tushuna oladigan darajada bilishsa bu ularga qanday yordam berishi mumkin? Buning javobi juda ham oson. Ya’ni ular onlayn saytlardagi malumotlarni yarmidan ko‘p qismi bilan tanisha olishadi. Natijada, ular o‘z mutaxisliklarini chuqurroq o‘rganishga kirishishadi.

1. Statistika talabalari o‘zlari uchun kerakli bo‘lgan bilimlarni topishda qiyinchilikka uchrashmaydi. Xozirgi texnologik inqiroz paytida ushbu tilni ahamiyati tobora cho‘qqiga chiqib bormoqda. Negaki olimlar,, jurnalistlar va jahon darajasidagi yozuvchilarning ko‘pi ushbu tilda faoliyat yurutib kelgan. Shuning uchun ham ushbu tilning darajasi va zarurligi juda ham cho‘qqiga chiqib ulgurgan. Misol uchun, yosh o‘zbek izlanuvchi talabalarning o‘z ona tilida yozilgan maqola va ilmiy ishlarining soni ingliz tilida yozilgan maqola va ilmiy ishlarning sonidan sezilarli darajada kam. Bu shuni anglatadiki ingliz tilini bilmasdan qabul qilishimiz mumkjn bo‘lgan resurslar miqdori ancha cheklangan
2. Shuningdek ko‘plab texnologiyalar aynan shu tilda ishlaydi. Hammamiz bilamizki hozirgi kunda texnologiyalar odamlarning kundalik hayoti uchun juda ham muhim yordamchi sifatida odamlarga yordam berib kelmoqda. Shuning uchun ham texnologiyalardan togri foydalanish har bir inson uchun juda ham ahamiyatli vazifadir. Shunday ekan ingliz tilini bilish nafaqat talaba balki hamma odamlar uchun juda muhim.
3. Statistik platformalar ham ingliz tilida faoliyat olib boradi. Hammamiz bilamizki online platformalar malumot olishning asosiy ko‘prigi bo‘lib kelgan va bundan keyin ham asosiy yordamchisi bo‘lib hizmat qiladi. Shunday ekan talabalarning eng ko‘p qismi malumot olish uchun malum bir turdagi onlayn platformalardan foydalaniladi. Shu tan olishimiz kerakki hozirgi kunda bunday veb-saytlardan foydalanishning yagona kamchiligi va qiyinchilik tarafi shuki, ko‘pgina talabalar til bilan bog‘liq muammolarga duch kelishadi. Shuning uchun ham ingliz tili o‘rganish hamma statistika talabalari uchun zarurdir.
4. Ingliz tili Sizni raqobat bardosh kadr darajasiga olib chiqa oladi. Hammamiz bilamizki korxona yoki zavodlarning rivojlanishi uchun rivojlangan davlatlardan investorlarni jalb qilish juda muhimdir. Shuning uchun esa ularga nafaqat malakali balki xorijiy tillarni yaxshi biladigan ishchi kuchi juda zarurdir. O‘zbekiston Respublikasi Markaziy Statistika qo‘mitasini xabar berishicha 2024-yil 1-aprel xolatiga ko‘ra 14226 ta xorijiy kapitalga asoslangan korxonalar faoliyat olib bormoqda. Shulardan 4576tasi qo‘shma korxona bo‘lsa qolgan 9650tasi xorijiy korxona hisoblanadi. Bu xolat esa 2021-yil 1-fevral xolatiga qaraganda qariyb 2300taga ko‘pdir. Shuni ham qo‘shimcha qilish kerakki xorijiy korxonalar soni 2021-yilga nisbatan juda ham sezilarni darajada oshgan.

Xulosa. Yuqorida takidlangan malumotlarga suyangan xolda shuni aytishimiz kerakki, xozirgi rivojlanib borayotgan davrda nafaqat malakali kadr bolish balki xorijiy tillarni yaxshi bilish kadrlarga ish kariyerasida oldinga siljishga juda ham muhim. Yordamchi bo‘lib hizmat qiladi. To‘g‘ri hozirgi kunda usbu tilni o‘rganish ko‘p vaqt mablag yoki mashaqqat talab qilishi mumkin, Lekin bu til orqali biz juda ham kop eshiklarni ozimiz uchun ocha olamiz.

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USING OF INNOVATION TECHNOLOGIES IN FOREIGN LANGUAGE CLASSES: PROJECT WORK

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Annotation

In this article the author described the main four types of project work. Students in tourism sphere for example, might create survey questionnaires, conduct interviews, analyze and summarize survey data and finally they repair oral presentation for tourists. Teachers might control their students. Integrating of student project work students independently learn languages.

Key words: project work, in collaboration, purposeful language, a common purpose, motivation, stimulating, integration, specific language.

Interest in project work and its integration into foreign language instruction is growing around the world. Actually, project work leads to purposeful language use because it requires personal involvement on the part of the students: from the onset of a project, students, in consultation with their instructor, must decide "what they will do and how they will do it, and this includes not only the content of the project, but also the language requirements"

Project work involves multi-skill activities which focus on a theme of interest rather than specific language tasks. In project work, students work together to achieve a common purpose, a concrete outcome (e.g., a brochure, a written report, a bulletin board display, a video, an article for a school newspaper, etc). So the project work is similar to the cooperative learning and task-oriented activities that are widely endorsed by educators interested in building communicative competence and purposeful language learning. It differs from such approaches, however, in that it typically requires students to work together over several days or weeks, both inside and outside the classroom, often in collaboration with speakers of the target language who are not normally part of the educational process.

Students in tourism, for example, might decide to generate a formal report comparing modes of transportation; those in hotel/ restaurant management might develop travel itineraries. In both projects, students might create survey questionnaires; conduct interviews, compile, sort, analyze, and summarize survey data; and prepare oral presentation or written reports to present their final product. In the process, they would use the target language in variety of ways: they would talk to each other, read about the focal point of their project, write survey questionnaires, and listen carefully to those whom they interview. As a result, all of the skills they are trying to master would come into play in a natural way.

Consider, for example, the production of a travel brochure. To do this task, tourism students would first have to identify a destination, in their own country or abroad, and then contact tourist agencies for information about the location, including transportation, accommodations in all price ranges, museums and other points of interest, and maps of the region. Then they would design their brochure by designating the intended audience, deciding on appropriate length for their suggested itinerary, reviewing brochures for comparable sites, selecting illustrations, etc. Once the drafting had begun, they could exchange material, evaluate it, and gradually improve it in the light of criteria they establish. Finally, they would put the brochure into production, and the outcome would be a finished product, an actual brochure in a promotional style. We discovered, by means of informal needs assessment, that majority of students, whether they were in computer science or economic sphere needed more experience in listening to and speaking English. Students of economic sphere, for example, had little difficulty with economical reading, in part because they understood the context and were familiar with key underlying concepts, and also because they recognized cognates. They had a lot of trouble, however, talking to English speakers about economical material and their economical work.

The world's economy is increasingly integrated; the long-term prospect was that they would also have to communicate informally with native and non – native speakers about non-economical topics. Students and teachers alike realized that poring over written manuals and textbook material on such subjects as computer architecture, circuitry, and the like, would not help students improve their proficiency in social discourse. Therefore, the immediate priority was to provide meaningful practice in realistic situation.

Thus, project work had a strong appeal. Not only does it put students in touch with speakers of the target language; it also creates a need to communicate, an information gap. Once attention is off linguistic forms and on the task to be accomplished, students begin to pool their resources to make themselves understood and to understand their interlocutors. On the cognitive level, they are required to search and sort their knowledge of the language and rapidly process input in order to make use of what they know in real time. If topics and tasks can be identified that require real communication in vocationally appropriate contexts around relevant subject matter, then the learning process is aligned more closely with students' long-term communicative needs.

The recommendations as to the best way to develop projects in the classroom vary, most are consistent with the eight fundamental steps described below. In short, language work arises naturally from the project itself, "developing cumulatively in response to a basic objective, namely, the project"

In collaboration with students, identify a theme that will amplify the students' understanding of an aspect of their future work and provide relevant language practice. In the process, teachers will also build interest and commitment. By giving information, ideas, and experiences through discussion, questioning, and negotiation, the students will achieve agreement on the task ahead.

Define the final outcome of the project (e.g., written report, brochure, debate, and video) and its presentation (e.g., collective or individual). Agree on objectives for both content and language.

Collectively determine the steps that students must take to reach the final outcome and agree upon a time frame. Specifically, identify the information that they will need and the steps they must take to obtain it. Consider the authentic materials that the students can consult to enhance the project.

There are times, during project work, when students are especially receptive to language skill and strategy practice. Consider students' skill and strategy needs and integrate lessons into the curriculum that best prepare students for the language demands.

After student's design instruments for data collection (e.g., questionnaires, surveys, interview questions, grids), have them gather information inside and outside the classroom, individually, in pairs, or in groups.

Working in groups or as a whole class, students should compile information they have gathered, compare their findings, and decide how to organize them for efficient presentation.

Students will present the outcome of their project work as a culminating activity. The manner of presentation will largely depend on the final form of the product.

In this final phase of project work, students and teacher reflect on their objectives and the language, communicative skills, and information they have acquired in the process.

To illustrate how these generic steps can be translated into practice, I would like to outline a project entitled "Purchasing a Computer".

Through discussion and possible negotiation, students agree on a theme for their project. They will compile and compare information about four computer models in order to recommend which systems their university should purchase.

Students decide on the final outcome of their project: subgroups will make presentations to the class in which they report on the information they have gathered at computer trade fair and recommend a purchase.

The students will engage in the following activities while carrying out their project: Students will review authentic advertisements and commercials promoting different computer models and brands that the teacher has collected from trade magazines, journals, computer stores, television, and radio.

Student will survey school personnel to determine how the new computer will be used. Students will meet in small groups and decide how to obtain information about four computers on the market.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Students will summaries the material they have accumulated on a grid such as the one shown below.

	IBM	NEC	TOSHIBA	OLIVETTI
memory				
portability				
RAM				
warranty				
compatibility				
durability				
color				
delivery				
maintenance				
cost				

Students will review promotional material about a local computer trade fair and decide which exhibits to visit.

Students will visit the fair to interview salespeople and collect promotional material. They can record information on a grid, take photographs and tape – record interviews.

Students will meet in their groups and collate all of the information they have obtained.

Project work can only be effective when teachers relax control of their students temporarily and assume the role of guide or facilitator. The teacher can play an important role by diligently overseeing the multiple steps of project work, establishing guidelines, helping students make decisions, and providing instruction in the language when it is needed**.** Giving students freedom to immerse themselves in the project can lead to motivated and independent learners, but it requires a certain flexibility on the part of the instructor if students are to benefit maximally.

Though project work may not be the easiest instructional approach to implement, the potential pay-offs are many. At the very least, with the project approach, teachers can break with routine by spending a week or more doing something besides grammar drills and technical reading. It is likely that the benefits of project work will also include improved student motivation, students' enhanced awareness of their language needs, integrated skills practice, and, conceivably, a more stimulating and satisfying learning and teaching experience for students and teacher alike.

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NOFILOLOGIK TA'LIM YO'NALISHI TALABALARIGA CHET TILINI O'QITISHDA PRAGMATIK YONDOSHUV

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Annotatsiya: Maqolada nofilologik ta'lim muassasalarida tahsil olayotgan talabalariga ingliz tilini o'rgatish muammosi ko'rib chiqiladi. Kommunikativ kompetensiyalarni rivojlantirish hozirda ta'lim tizimining eng muhim jihatlaridan biri hisoblanadi. Shu sababli, o'qitish jarayoni pragmatik yondashuv asosida olib boriladi, bunda grammatika va lug'at tanlovi va undan foydalanish masalalari hal qilinadi [1].

Kalit so'zlar: pragmatik yondashuv, grammatika, leksik birliklar, multimedia, kommunikativ

kompetensiyalar.

Hozirgi ta'lim tizimi beqaror va doimiy o'zgaruvchan soha sifatida tavsiflanadi, chunki biznes va o'ziga bo'lgan yondashuv samarali emas va kerakli o'zgarishlarni amalga oshirishga olib kelmaydi, innovatsion yutuqlar yaratmaydi. Davlat ta'lim standarti talablariga muvofiq, nofilologik oliy ta'lim muassasalari talabalari uchun chet tilida og'zaki va yozma muloqot qilishga zarur bo'lgan kommunikativ kompetensiyani rivojlantirish asosiy maqsad hisoblanadi [3].

Zamonaviy mutaxassisning kasbiy faoliyatidagi muvaffaqiyat ko'p jihatdan uning professional muloqotni amalga oshirish qobiliyatiga, ya'ni kommunikativ kompetensiyaning rivojlanish darajasiga bog'liq. Chet tilida muloqot qilish jarayonida, tilni bilish bilan bir qatorda, turli til va madaniyat vakillari bilan samarali muloqot qilish shakllari katta ahamiyatga ega bo'lib, ular muloqot samaradorligini belgilaydi.

Har bir jamiyatda tilga xos madaniy stereotiplar, nutq odobi, og'zaki bo'lmagan aloqa vositalari mavjud bo'lib, ular ma'lum kommunikativ va pragmatik me'yorlarni tashkil qiladi. Shu sababli, bo'lajak mutaxassislarga pragmatik chet tilidagi ishbilarmonlik aloqalarini o'rgatish juda muhimdir, chunki bu madaniyatlararo kasbiy va ishbilarmonlik kommunikativ kompetensiyasini shakllantirishga yordam beradi [2].

Pragmatik kompetensiya tilshunoslikda va metodologiyada ko'plab tadqiqotchilar tomonidan tilni samarali ishlatishda, ya'ni muloqot jarayonida suhbatdoshga ta'sir qilish uchun lingvistik birliklarni to'g'ri tanlash va ishlatish shartlari ko'rib chiqiladi. Chet tilini o'qitishda pragmatik nuqtai nazardan, til vositalaridan foydalanish va suhbatdoshingizga tegishli ta'sir ko'rsatish qobiliyatini shakllantirish kerak [4].

Zamonaviy "Kasbiy sohada chet tili" dasturida pragmatik kompetensiya asosiy bilimlardan biri bo'lib, kommunikativ kompetensiya bilan birgalikda shakllanadi. Shunday qilib, kommunikativ va pragmatik kompetensiyalarni bir butun sifatida emas, balki bir-birini to'ldiruvchi va o'zaro bog'langan elementlar sifatida ko'rish zarur. Pragmatika tilni faoliyat doirasida, tilni funksional qo'llanishi nuqtai nazaridan o'rganadi va shaxsning ma'lum holatda qanday so'zlashishini tushuntiradi[3].

Pragmatik yondashuv chet tili o'qitish metodologiyasida grammatika va leksik birliklarni o'rgatishda ham katta ahamiyatga ega. O'quvchilarni leksik materialni shakllantirishda va o'quv jarayonida yangi yondashuvlarni joriy etish zaruriyati mavjud. Chunki, o'quvchilarning o'ziga xos murakkab ichki ma'nosini tushunish, aloqalar va mezonlar bo'yicha tushunchalar shakllantirish ta'limning asosiy vazifalaridan biridir [2].

Tadqiqotning ilmiy yangiligi - kommunikativ ko'nikmalarni o'zlashtirish jarayonida og'zaki nutqning grammatik jihatlarini pragmatik yondashuv asosida o'rgatishning samaradorligini asoslashda, nolingvistik universitetlarda o'rganiladigan grammatik materialni tartibga solishdir.

Shuningdek, multimedia texnologiyalari o'quvchilarni auditoriyadagi va mustaqil ishlarda, masofaviy ta'limda samarali yordamchi vosita sifatida qo'llanilishi mumkin. Bu texnologiyalar o'quvchilarni turli xarakterdagi vizual vositalar orqali o'qitishni, lug'atni o'rgatishni va leksik materialdan foydalanishni samarali tashkil qilish imkonini beradi [4].

Xulosa:

Chet tilini o'rgatishda pragmatik yondashuv, o'qitish jarayonining samaradorligini oshirish va talabalarning yuqori kommunikativ kompetensiyasini shakllantirishda muhim ahamiyatga ega. Bu yondashuv, tilni faqat grammatika va leksik birliklar sifatida o'rganishdan tashqari, muloqotdagi turli kommunikativ vaziyatlarda tilni qanday qo'llashni, madaniy me'yorlarni va pragmatik normlarni tushunishni o'z ichiga oladi. Shuningdek, pragmatik kompetensiya talabalarga, tilni kontekstga mos ravishda ishlatish, suhbatdoshlari bilan samarali va madaniy jihatdan to'g'ri muloqot qilish imkonini beradi [1].

Pragmatik yondashuvni chet tilini o'qitishda qo'llash, o'quvchilarga nafaqat til bilimlarini, balki muloqot qilishda zarur bo'lgan ijtimoiy va madaniy qoidalarni ham o'rgatadi. Bu metodologiya talabalarga nafaqat grammatika va lug'atni o'rganish, balki tilni amalda samarali qo'llashni, til va madaniyatlararo farqlarni tushunishni, o'zaro muloqotda muvaffaqiyatli bo'lishni o'rgatadi[3].

Multimedia texnologiyalarining joriy etilishi ham o'qitish samaradorligini oshirishda katta yordam beradi. Bu texnologiyalar, o'quvchilarga vizual va interfaol usullar orqali tilni o'rganishga

imkon yaratadi, ular o'zlari shakllantirgan g'oyalarga tayangan holda yangi bilimlarni egallashlari mumkin[4].

Bunday yondashuv orqali o'quvchilarning tilni o'rganishdagi qiziqishi ortadi va ularning kommunikativ kompetensiyasi yanada rivojlanadi. Pragmatik yondashuvning muvaffaqiyatli tatbiqi talabalarga nafaqat chet tilida og'zaki va yozma muloqotda muvaffaqiyatga erishish imkonini beradi, balki ularni madaniyatlararo kommunikatsiyada ham yuqori kompetentsiyaga ega mutaxassislar sifatida tayyorlashga yordam beradi [2]. Shu tariqa, chet tilini o'qitishda pragmatik yondashuvni qo'llash zamonaviy ta'lim tizimi uchun eng muhim talab bo'lib, yuqori malakali va kommunikativ jihatdan kompetent mutaxassislarni tayyorlashga olib keladi.

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INNOVATIVE APPROACHES IN TEACHING FOREIGN LANGUAGES, ARTIFICIAL INTELLIGENCE CAPABILITIES, AND METHODS FOR IMPROVING PROFESSIONAL COMPETENCIES

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Annotation:

This article explores the integration of innovative teaching methods in foreign language education, the role of artificial intelligence (AI) in enhancing language learning, and the methodologies that contribute to improving professional competencies in various fields. It highlights how new technological tools, such as AI-driven language platforms, and contemporary teaching approaches such as task-based and content-based instruction, are transforming foreign language learning. The article also delves into how these innovations are pivotal in improving language proficiency and the essential professional competencies required in today's globalized world.

Keywords: Innovative Approaches, Foreign Language Teaching, Artificial Intelligence (AI), Task-Based Language Teaching (TBLT), Content-Based Instruction (CBI), Professional Competencies, AI Chatbots, Blended Learning, Mobile-Assisted Language Learning (MALL)

Methods

The methodology employed in this article involves a comprehensive review of current literature and research on foreign language teaching methodologies and the integration of artificial intelligence into language learning. The article synthesizes key concepts and practices from several areas:

1. **Review of Teaching Methods**: Analyzing and summarizing innovative teaching methods, such as TBLT, CBI, and MALL, that have transformed traditional foreign language instruction.
2. **Exploring AI Capabilities**: Investigating the role of AI tools in language education, such as personalized learning algorithms, speech recognition, and AI-driven virtual tutors, to understand their impact on learning outcomes
3. **Professional Competencies Development**: Reviewing literature on competency-based education (CBE), simulations, and role-playing techniques that contribute to language learners' professional growth.

4. **Case Studies**: Examining case studies where AI tools like language chatbots, mobile apps, and speech recognition technologies have been successfully implemented in language learning contexts.

Discussion

The integration of AI into foreign language teaching represents a profound shift in the way language education is approached. Traditional methods, which often focused solely on grammar and vocabulary acquisition, are being supplemented by approaches that emphasize communication, critical thinking, and practical language use. These innovative methods have led to the development of more interactive, learner-centered classrooms, where students are encouraged to use language in real-world contexts.

Innovative Teaching Methods

- **Task-Based Language Teaching (TBLT)** focuses on the application of language through real-world tasks. This method prioritizes fluency and communication over rote memorization of grammar rules. It has proven effective in fostering interactive and collaborative learning environments, particularly for adults who require language proficiency for professional contexts.

- **Content-Based Instruction (CBI)** further enhances the learning process by incorporating subject-specific content. This method not only boosts language proficiency but also enriches students' professional knowledge, making it particularly valuable in fields like business or science, where domain-specific vocabulary is crucial.

- **Mobile-Assisted Language Learning (MALL)** and **Blended Learning**: These methods offer greater flexibility for students to learn on the go and at their own pace. MALL, in particular, has seen widespread adoption with the rise of mobile applications that provide interactive lessons, vocabulary practice, and even opportunities for pronunciation improvement. Blended learning, which combines online platforms with traditional face-to-face instruction, enhances the learning experience by offering students multiple avenues for engagement.

Results

The application of innovative teaching methods and AI tools has yielded positive results in language education. Studies have shown that students who engage in task-based learning and content-based instruction demonstrate improved fluency and comprehension. AI-driven platforms, such as language apps and virtual tutors, have been found to accelerate the learning process by providing personalized feedback and enhancing motivation through gamification. Additionally, learners using AI-powered speech recognition tools show noticeable improvements in their pronunciation, as they receive immediate feedback on their errors and can adjust their speech patterns accordingly. These tools have been particularly beneficial for adult learners who may not have access to regular native speakers with whom they can practice. In terms of professional competencies, competency-based models and role-playing exercises have helped students better prepare for real-world challenges, giving them both the language skills and soft skills necessary for professional success. Professionals who engage in continuous development through AI-assisted training programs are also better equipped to adapt to new technologies and career demands.

Conclusion

The integration of innovative approaches in foreign language teaching, coupled with the advancements in artificial intelligence, offers numerous benefits to both learners and educators. Methods such as Task-Based Language Teaching and Content-Based Instruction have shifted the focus from rote memorization to practical language use, resulting in more engaged and effective language learners. Artificial intelligence plays a pivotal role in this transformation by offering personalized learning experiences, real-time feedback, and interactive tools that improve pronunciation and fluency. Furthermore, by enhancing professional competencies, AI and innovative teaching methods ensure that language learners are not only prepared linguistically but also equipped with the necessary skills to succeed in global professional environments. As these tools continue to evolve, they promise to further

enhance the language learning experience, making it more flexible, accessible, and impactful.

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XORIJIY TIL TA'LIMIDA SUN'IY INTELLEKT YONDASHUVLARI VA INNOVATSION PEDAGOGIKA INTEGRATSIYASI

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Annotatsiya: Ushbu maqolada xorijiy til ta'limida sun'iy intellekt (SI) texnologiyalarining integratsiyasi va innovatsion pedagogika yondashuvlari tahlil etiladi. SI xorijiy tillarni o'rganishda individual o'quv yo'nalishlarini belgilash, interaktiv muhit yaratish va real vaqt rejimida teskari aloqa taqdim etish orqali ta'lim samaradorligini oshirishga xizmat qiladi. Maqolada SI asosidagi adaptiv o'qitish tizimlari, avtomatlashtirilgan baholash tizimlari hamda VR va AR texnologiyalarining xorijiy til ta'limidagi o'rni yoritiladi. Maqola sun'iy intellekt va innovatsion pedagogika uyg'unligi orqali ta'lim jarayonini yanada rivojlantirish istiqbollarini ochib beradi.

Kalit so'zlar: sun'iy intellekt, innovatsion pedagogika, xorijiy til ta'limi, adaptiv o'qitish, avtomatlashtirilgan baholash, interaktiv ta'lim, til o'rganish texnologiyalari, raqamli ta'lim.

Zamonaviy ta'lim jarayonida raqamli texnologiyalarning rivojlanishi, xususan sun'iy intellektning (SI) ta'lim tizimiga integratsiyalashuvi, o'quv jarayonini tubdan o'zgartirmoqda. Ayniqsa, xorijiy tillarni o'rgatishda SI yondashuvlari o'quvchilarga individual o'rganish yo'nalishlarini belgilash, real vaqt rejimida tahlil va teskari aloqa olish, shuningdek, interaktiv hamda immersiv o'quv muhitini shakllantirish imkonini bermoqda. Mazkur maqola xorijiy til ta'limida sun'iy intellekt yondashuvlari va innovatsion pedagogikaning integratsiyasini tahlil qiladi. Unda SI texnologiyalarining o'quv jarayoniga ta'siri, til o'rganishdagi samaradorligi va o'qituvchilarga yaratgan imkoniyatlari muhokama qilinadi. Zamonaviy ta'lim jarayonida sun'iy intellekt texnologiyalarining qo'llanilishi tez sur'atlar bilan rivojlanib bormoqda va ayniqsa xorijiy tillarni o'rgatish jarayonida samarali yondashuvlardan biri sifatida e'tirof etilmoqda. Sun'iy intellekt imkoniyatlari nafaqat ta'lim sifatini oshirish balki individual o'quv jarayonini yo'lga qo'yish hamda til o'rganishda interaktiv muhitni yaratishga xizmat qilmoqda. Innovatsion pedagogika bilan sun'iy intellekt texnologiyalarini uyg'unlashtirish orqali ta'lim samaradorligini oshirish hamda o'quvchilarning kasbiy kompetensiyasini rivojlantirish mumkin. Sun'iy intellektga asoslangan yondashuvlarning eng muhim jihatlaridan biri shundaki ular talabalarning individual ehtiyojlariga moslashtirilgan o'quv materiallarini taqdim etish imkonini beradi. Masalan adaptiv o'qitish tizimlari o'quvchilarning bilim darajasini avtomatik tahlil qilib ularga mos keladigan topshiriqlarni taklif qiladi. Shuningdek sun'iy intellekt yordamida til o'rganish jarayonida xatolarni aniqlash ularni real vaqt rejimida to'g'rilash va talabalarga tahliliy fikr yuritish ko'nikmalarini shakllantirish imkoniyati paydo bo'ladi.

Sun'iy intellekt ta'lim jarayonini yaxshilash, o'qituvchilarga ko'maklashish va individual ta'lim samaradorligini oshirishda ulkan imkoniyatlarga ega. Biroq, bu texnologiyaning rivojlanishi hayratlanarli bo'lishi bilan birga, ayrim tashvishlarni ham keltirib chiqarishi mumkin. Ta'limdagi sun'iy intellekt haqida aniq va mazmunli bahs yuritish uchun, avvalo, kompyuter va robotlarning o'qituvchilar o'rnini to'liq egallashi

yoki inson omilini ta’lim jarayonidan butkul chiqarib yuborishi haqidagi ilmiy-fantastik ssenariylarni bir chetga surish lozim. [1] Innovatsion pedagogika esa sun’iy intellekt bilan integratsiyalashgan holda talabalarga ijodiy va mustaqil fikrlash imkoniyatini yaratadi. Xususan interaktiv dars usullari gamifikatsiya texnologiyalari virtual haqiqat (VR) va kengaytirilgan haqiqat (AR) platformalari xorijiy tilni o‘rganish jarayonini yanada samarali qiladi. Masalan til o‘rganish uchun mo‘ljallangan sun’iy intellekt dasturlari jumladan ChatGPT Duolingo va Grammarly kabi vositalar talabalar uchun real hayotiy sharoitlarga yaqin bo‘lgan tajriba maydonini yaratadi. Sun’iy intellekt yondashuvlari o‘qituvchilar uchun ham ko‘plab qulayliklar yaratadi. Avvalo avtomatlashtirilgan baholash tizimlari orqali o‘quvchilarning yutuqlari obyektiv baholanadi va ularning zaif jihatlari aniqlandi. Bu esa o‘qituvchilarga talabalarning ehtiyojlariga mos dars usullarini ishlab chiqish imkonini beradi. Shu bilan birga sun’iy intellekt asosidagi ovozli yordamchilar va tarjima tizimlari o‘quvchilarga real vaqt rejimida yordam berish orqali ularning nutq va yozish malakalarini rivojlantirishda muhim rol o‘ynaydi.

Sun’iy intellekt hozirgi kunda dunyoning eng muhim texnologiyalaridan biriga aylangan. Ilgari faqat ilmiy-fantastik filmlar va romanlarda tasvirlangan sahnalar bugungi kunda sun’iy intellektning rivojlanishi bilan haqiqatga aylanmoqda. Ushbu texnologiyaning ta’lim tizimiga joriy etilishi esa o‘qituvchilarning ko‘plab vazifalarini optimallashtirish va avtomatlashtirish imkonini beradi. Natijada, o‘qituvchilar o‘quvchilari bilan yanada samarali ishlash hamda ta’lim sifatini oshirish uchun ko‘proq vaqt ajratish imkoniyatiga ega bo‘ladilar[2]. Sun’iy intellektning ta’lim jarayoniga integratsiyalashuvi o‘qituvchilarning ish yukini kamaytirish bilan birga, ta’lim sifatini oshirishga xizmat qiladi. Bu texnologiya darslarni shaxsiylashtirish, avtomatlashtirilgan baholash tizimlarini joriy etish va o‘quvchilarga moslashtirilgan resurslarni taqdim etish imkonini beradi. Shu bilan birga, inson omili va pedagogik yondashuv muhim bo‘lib qolaveradi, chunki texnologiya o‘qituvchini to‘liq almashtira olmaydi, balki uning ishini samarali qo‘llab-quvvatlaydi.

Sun’iy intellekt o‘qituvchilarning yukini yengillashtirishda muhim rol o‘ynaydi. Uning yordamida uy vazifalarini tekshirish, imtihonlarni baholash kabi ko‘p vaqt talab qiladigan jarayonlar avtomatlashtiriladi. Bu esa o‘qituvchilarga talabalarning ijodiy rivojlanishiga e’tibor qaratish va darslarni yanada sifatli rejalashtirish imkonini beradi[3]. Sun’iy intellekt ta’lim jarayonida muhim o‘rin tutib, o‘qituvchilarning yukini kamaytirishga yordam beradi. Xususan, uy vazifalarini tekshirish va baholash jarayonlarini avtomatlashtirish orqali pedagoglarga talabalarning ijodiy rivojlanishiga ko‘proq e’tibor qaratish imkonini yaratadi. Bu esa darslarning sifatini oshirish va o‘quvchilarga individual yondashuvni kuchaytirishga xizmat qiladi. Sun’iy intellekt faqat yordamchi vosita bo‘lib, ta’lim jarayonida inson omilining o‘rnini to‘liq bosolmaydi. Xorijiy til o‘rganishda sun’iy intellekt texnologiyalari madaniy kontekstni tushunish va tilga xos bo‘lgan lingvistik xususiyatlarni chuqur o‘rganishga ham yordam beradi. Masalan neyron tarmoqlar yordamida ishlab chiqilgan tabiiy tilni qayta ishlash texnologiyalari talabalarga idiomatik iboralar metaforalar va boshqa murakkab til birliklarini tushunish va to‘g‘ri qo‘llash imkoniyatini taqdim etadi. Sun’iy intellekt yordamida turli tillarda real hayotiy suhbatlarni o‘rganish va muhokama qilish mumkin bo‘lib bu o‘z navbatida talabalar uchun tilga oid tajribani boyitadi. Innovatsion pedagogika va sun’iy intellekt texnologiyalarining uyg‘unlashuvi kasbiy kompetensiyani rivojlantirish uchun ham katta ahamiyatga ega. Chunki zamonaviy mehnat bozorida xorijiy til bilimiga ega bo‘lish bilan birga uni amaliyotda samarali qo‘llash ham muhim hisoblanadi. Sun’iy intellektga asoslangan simulyatsiya dasturlari va virtual tajriba maydonchalari talabalar uchun kasbiy muhitni yaratib ularning real hayotiy vaziyatlarda samarali muloqot qilish ko‘nikmalarini shakllantiradi.

Xulosa qilib aytganda xorijiy til ta’limida sun’iy intellekt yondashuvlari va innovatsion pedagogika integratsiyasi ta’lim jarayonini yanada samarali ijodiy va interaktiv qilishga xizmat qiladi. Sun’iy intellekt vositalari yordamida individual o‘quv yondashuvlarini ishlab chiqish o‘quv jarayonini avtomatlashtirish va kasbiy kompetensiyani shakllantirish imkoniyatlari ortib boradi. Kelajakda bu texnologiyalarning yanada takomillashishi xorijiy tillarni o‘rgatish tizimini butunlay yangi bosqichga olib chiqishi kutilmoqda.

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Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

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TRANSFORMING FOREIGN LANGUAGE LEARNING THROUGH DIGITALIZATION AND INDIVIDUALIZED APPROACHES

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ABSTRACT

This article describes how digitalization improves participation, personalization, and accessibility in language instruction. The incorporation of digital tools into foreign language learning has transformed traditional teaching methods by encouraging personalized approaches customized to learners' requirements. Adaptive learning platforms, artificial intelligence-based tutors, and virtual immersion are among the key topics discussed. Furthermore, issues such as the digitalization, teacher training, and balancing automation and human connection are addressed. The findings indicate that a blended strategy that incorporates technology and conventional approaches improves learning outcomes and generates greater student autonomy.

Keywords: digitalization, foreign language learning, individualized learning, adaptive learning, artificial intelligence, blended learning, language education, and online learning.

INTRODUCTION

Foreign language instruction has changed dramatically as technology has advanced. The transition from traditional face-to-face instruction to digital learning environments has altered pedagogical approaches, resulting in more individualized learning experiences. The proliferation of adaptive learning platforms, AI-assisted tutoring, and virtual reality (VR) applications has made language acquisition more accessible and efficient.

The customized approach to language learning ensures that students grow at their own speed while obtaining content tailored to their skill level and learning style. This method is enabled by digitalization, which provides students with real-time feedback, automated assessments, and AI-driven recommendations, allowing them to focus on areas for improvement. The value of self-directed learning has grown as students acquire access to huge web resources, smartphone applications, and interactive multimedia tools that enhance traditional language education.

Despite these gains, the digital transformation of language acquisition poses obstacles. Issues such as the digital divide, instructors' technology literacy, and overreliance on automation in the absence of proper human connection must be addressed. The challenge remains: how can digitalization be done effectively while preserving the critical human elements of language learning?

LITERATURE REVIEW

The change of foreign language learning through digitalization and personalized techniques has been extensively studied in academic literature. Researchers investigate how digital technologies and individualized learning approaches influence language acquisition, focusing on both theoretical and empirical findings.

Theories of second language acquisition (SLA) lay the groundwork for understanding how digital tools improve learning. The Input Hypothesis contends that comprehensible input is essential for language acquisition, setting the framework for combining digital resources that give learners with structured and accessible language experience [1]. Similarly, the Output Hypothesis states that language learners must actively use and produce the target language, which is a principle used in digital speaking and writing assignments [2].

The Communicative Approach and Task-Based Language Teaching facilitate digitalization by

encouraging meaningful contact [3, 4]. AI-powered chatbots, virtual simulations, and gamified language exercises all help to imitate real-world conversation on digital platforms. The Zone of Proximal Development (ZPD) promotes digital learning by emphasizing the significance of scaffolded training, which modern adaptive learning systems offer via real-time feedback and tailored routes [5].

According to Cognitive Load Theory (CLT), well-designed digital instructional resources can improve learning outcomes by regulating intrinsic, extraneous, and relevant cognitive load. Digital solutions like AI tutors and tailored learning dashboards help to balance cognitive demand by presenting knowledge in structured, consumable formats [6].

Adaptive learning systems driven by artificial intelligence (AI) change educational materials based on learner performance. AI-powered personalization boosts student engagement and retention by providing tailored content [7]. AI-based chatbots can increase vocabulary memory and speaking confidence, especially for students practicing conversational skills [8, 9]. Chatbots replicate human-like interactions, providing a low-pressure setting for learners to improve their language skills. Furthermore, sophisticated tutoring systems that assess student errors and offer specific tasks help to bridge the gap between guided instruction and self-paced learning [10].

Despite its benefits, AI-based learning has received criticism. AI lacks a sophisticated knowledge of human communication and cultural context, restricting its ability to teach pragmatic competence. Researchers propose that AI should enhance, rather than replace, human educators, emphasizing a mixed learning approach [11].

VR simulations allow learners to practice real-world events like ordering meals at a restaurant or navigating an airport [12]. VR-enhanced language training enhances pronunciation accuracy by 35% over traditional techniques because learners may hear and mimic native speaker pronunciation in interactive environments [13]. AR, which superimposes digital content on physical locations, facilitates contextualized language acquisition. AR apps use visual and aural clues to reinforce word development. For example, students can point their mobile devices at an object to receive instant translations and pronunciation guides.
While VR and AR improve engagement, they remain pricey and need extensive technological infrastructure, making them inaccessible in underfunded educational environments. Furthermore, prolonged exposure to VR might result in cognitive overload and tiredness, needing careful incorporation into curriculum. The widespread availability of mobile learning software has altered self-directed language learning. Gamified programs such as Duolingo, Babbel, and Rosetta Stone boost student motivation with prizes and adaptive challenges. These platforms employ spaced repetition algorithms, which promote long-term retention.

Mobile-Assisted Language Learning (MALL) provides accessibility and flexibility. Unlike typical classroom settings, MALL allows students to interact with content at any time and from any location, responding to their specific learning preferences. However, overreliance on mobile learning can be problematic because students frequently interact passively, viewing applications as entertainment rather than structured learning tools. Researchers advocate incorporating MALL into formal instruction, combining app-based learning with teacher-led activities, to maximize effectiveness.

DISCUSSIONS

Scholars have debated the efficacy of digitalization in foreign language acquisition. Proponents say that AI and adaptive learning produce highly individualized experiences that increase motivation and progress (Pérez-Paredes, 2020). Critics argue that over-reliance on technology undermines genuine human interaction, which is still necessary for language and cultural competency (Stockwell, 2013).

Several empirical research have validated the benefits of digital learning. Lan (2020) discovered that VR-enhanced language training increased pronunciation accuracy by 35% compared to standard techniques. Similarly, Lu and Lo (2021) found that AI-based chatbots improved vocabulary retention rates among learners. However, these studies underscore the need of having educated instructors who can properly integrate technology.

Another important issue raised by scholars is the accessibility of digital learning resources. While industrialized countries have effectively embraced technology-driven education, emerging nations have infrastructure constraints. Levy and Hubbard's (2021) research underscores the global inequality

in access to high-quality digital language resources, underlining the need of hybrid learning approaches. Furthermore, cognitive load theory argues that overreliance on digital resources might overwhelm learners and reduce efficacy (Mayer, 2021). For the best learning outcomes, a balanced approach combining traditional instruction and digitalization is recommended.

CONCLUSION

Digitalization has altered foreign language learning by enabling personalized learning experiences, real-time feedback, and AI-driven education. While technological improvements have many advantages, issues such as accessibility, teacher training, and the balance of automation and human contact must be addressed.

A blended learning approach, which combines traditional methods and adaptive learning platforms, provides a comprehensive and effective language learning experience. Future study should look into approaches to improve digital equity, train educators on technology integration, and maximize AI-powered pedagogies. Foreign language instruction can be enhanced and made more accessible by utilizing digital resources while maintaining the human qualities of communication.

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IMPORTANCE OF MOTIVATION TO LEARN A FOREIGN LANGUAGE

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Abstract. This article discusses the types of motivation that prompts the learner to learn a foreign language, and about the factors that influence the study of a foreign language. The methodological solutions proposed in the article can be used in the practice of higher pedagogical education.

Keywords: motivation, speech activity, Internet, vocabulary, games

Stimulation of human behavior is associated with the concept of motivation. This concept includes ideas about the needs, interests, goals, intentions, aspirations, motivations that a person has,

about external factors that make him behave in a certain way, about managing an activity in the process of its implementation. The importance of solving the problem of motivation is determined by the fact that the motivation of learning is a decisive factor in the effectiveness of the educational process.

The implementation of an active approach means the possibility and necessity of studying educational motives as a structural element of the activity of learning, emerging in the process of its implementation. The motivational sphere of a person can be influenced by social motives determined by the needs of society; collectively they constitute external motivation. Secondly, the nature of the activity can also influence the motivational-incentive sphere of a person. This is the so-called intrinsic motivation. Both external and internal motivation can be positive and negative.

As for the types of motivation in relation to a foreign language, then the exact characteristic of motivation is given by P.M. Jacobson: “such a motivation for the learning process is connected with a rather acute sense of civic duty to the country, to close people, and is associated with the idea of learning as a way to mastering the great values of culture ... learning as a way to realize one’s purpose in life.”

The main variety of internal motivation is communicative, since communication is the first and natural need for students of a foreign language. The problem here is that this type of motivation is the most difficult to maintain, since a foreign language cannot compete with the native language.

Linguistic recognition motivation is positive students' attitude to linguistic matter itself, to the study of the basic properties of linguistic norms.

An important type of intrinsic motivation is also instrumental motivation, i.e. motivation arising from the positive attitude of students to certain types of work. It is known that the pedagogical effect can be achieved to a greater extent as a result of students' own activity. It is important to include the student in independent learning activities. It is necessary to equip students with certain techniques of mastering a foreign language, the rational meaning of which would be obvious and impressed by it. Students should be increasingly confronted with the need for independent acquaintance with the new.

Now everyone understands that the Internet has very great information capabilities and no less impressive services. The Internet creates a unique opportunity for students of a foreign language to use authentic texts, listen and communicate with native speakers, i.e. he creates a natural language environment. Students expand their vocabulary, everyday vocabulary, and their spelling improves. Exercises in electronic training courses are suitable for independent work of students. In addition to telecommunication projects in extracurricular activities, students can independently work to improve their knowledge in the field of a foreign language. For this, there is a great variety of courses in networks for different categories of students, intended for self-education or for training under the guidance of a teacher (distance courses). From time to time, it is necessary to conduct joint results and discuss the results, which contributes to active speech activity. Such work is motivated, as all students want to talk about the results.

A powerful incentive to master a foreign language is the game. It acts as an effective teaching tool that activates the students' mental activity, makes the learning process attractive and interesting, makes students worry and worry.

The game performs four functions that are most important for a person: a means of developing a motivational-consumer sphere, a means of cognition, ameans of developing mental action, and a means of developing arbitrary behavior. Exercises of a game nature can be different in their purpose, content, methods of organizing and conducting, material equipment, the number of participants.

The fact that the game arouses the interest and activity of students, gives them the opportunity to prove themselves in an activity that is fascinating for them, and contributes to faster and more durable memorization of foreign words. The fact that knowledge of the material is a prerequisite for active participation in the game, and sometimes a prerequisite for winning, also serves the same purpose. The game provides an opportunity not only to improve, but also to acquire new knowledge, as the desire to win makes you think, remember what has already been done and remember everything new. When planning classes and selecting various games for them, we try to take into account not only the age categories of students, but also the level of their development and awareness. We mainly play games that include vocabulary and grammar exercises on a specific topic, so that students practice using vocabulary in situations close to the natural environment, learn to use speech patterns that contain

certain grammatical difficulties.

Thus, the above methods of developing positive motivation to learn a foreign language act not only as a means of increasing motivation, but also as a means of teaching and educating students in a team.

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USING COMMUNICATIVE COMPETENCE TECHNIQUES IN TEACHING ENGLISH

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Annotation: This article discusses the significant role of communicative approachin teaching English to students. The main purposes are: to connect people togetherin, order to create opportunity, and awareness, to love other cultures and places to use a language. Practical part includes use of authentic materials, picture strips, information gap activity, language games, pair work and group work.

Keywords: communicative, method, immerse, language environment, dialogue, games, teacher role, individual, approach, authentic materials, grammatical principal.

Every decade, the approach to teaching English has changed gradually. The last approach came about in the early 80s with focusing on the overall using language to communicate meaning. Linguists started to realize that successful communication required more than fair information of lexicon and language structure. Which there were numerous diverse ways to communicate comparative implications. So, it made small sense to instruct as it were one way. Furthermore, the world was getting to be smaller. And people were experiencing circumstances where they required to talk a remote dialect more habitually for work or for travel. These individuals did not have the extravagance of time required by the comprehension approach. And required to memorize to communicate successfully within the target dialect.

The main principles of communicative approach are:

When assembling a communicative methodology for teaching English, from the very first lesson, the student begins to speak English. This helps to quickly get rid of tightness and the language barrier, and, subsequently, has positively changed in the vocabulary. The communicative strategy accept that each lesson is separated into three stages: at the organize of association (engagement) a subject for dialog emerges, the arrange of think about (think about) is pointed at learning something unused, and at the arrange of utilize (actuation) the understudy performs errands to solidify what has been learned. Education using the communicative method takes place only on interesting modern manuals from recognized international publications. Only monolingual dictionaries (explaining English words in English) are used during communicative teaching. In classes where the teacher uses a communicative methodology, authentic materials on current topics (audio, press, video and interactive) are used. There are many different types of activities. They provide speaking, listening, writing and reading practice.

Authentic Materials

One of the biggest problems in any educational setting is getting students to take what they

learned in the classroom and apply it in the real world. And the same holds true for language teaching. How many students actually transfer the knowledge they gained during classroom practice and activities, to language situations they face outside the classroom. In order to aid in this transfer of language skills, teachers in the communicative approach try to make the language practice in the classroom as close to the real world as possible. By reading passage to your students that includes all of the vocabulary words they've been studying. Teacher should ask question; how natural will the language be? Thus, teachers try to find authentic materials that incorporate the vocabulary and grammar they are teaching. Or base their vocabulary and grammar instruction on the authentic materials they have available to them. As the angel mentioned in our last video, however, sometimes teachers may have to adapt authentic materials to fit the level of their students, or find authentic materials that don't have a lot of language in them. But that can be used for communicative activities, like restaurant menus or newspaper, weather reports.

Information Gap

One of the important tenets of the communicative approach is that the communication must be for specific purpose. If there is no reason for the communication, then it isn't real communication. Many times, people communicate to get information from another person, using information gap.

Role Plays

Another important communicative activity is the role play. Students are given aspecific communicative context, such as ordering in a restaurant, and are each given specific roles, such as waiter, customer, manager or chef. The students must communicate with each other in the given context, acting out the role they've been given. For lower-level students, the teacher may give them specific language to use, like a written dialogue, whereas, more advanced students may be asked to create the language themselves on the spot. Following example of role play can be conducted in English classes.

Usually this will be formal language as it is a business conversation. This can also be done in the format of a telephone conversation, or it could be someone approaching a text. There is a wide range of opportunity here for the students to learn new forms of vocabulary. Job Interview Many are learning English in order to improve their career prospects. As a result, a job interview role play is an excellent way to get the class learning that all important material. Again, this can be scripted or non-scripted. A good idea would be to have the interviewer have a list of set questions, and the students can take it from there.

Jigsaw Activity

These are also based on the information gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they use their language resources to communicate meaningfully and part in meaningful communication practice. The role of the teacher is also important. In communicative approach teacher facilitate the communication process in the classroom. Additionally, acting as an independent participant within the learning –teaching group is expected. Another important role of teacher in communicative teaching being an actor and an entertainer. The interaction should usually be the student to student and should include the teacher only where necessary. The complete rejection of the native language, which is mandatory for the communicative teaching methodology, can cause stress for unprepared students." To do this, the teachers of the Star Talk school gradually introduce their students to the language environment, in the first lessons, explanations are made in their native language, as they get used to it, the teacher completely switches to a foreign language. Educator utilizing a communicative educating strategy cannot give sufficient time and consideration to each match of bunches amid the lesson." Classes are held in mini-groups of up to 6 individuals, which permits you to completely actualize a person approach. Most of all, the communicative method of learning English is suitable for those who are already familiar with the language at some (even a small) level, but want to learn how to communicate fluently and competently in English, learn to think immediately in English, improve their pronunciation, read books fluently. English and watch your favorite movies and TV shows without subtitles. In addition, teaching using the communicative approach method will be a good choice for those who want language lessons to be lively and fun, because most of the lesson is practice and live communication.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

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THE EFFECTIVENESS OF CONTENT-BASED LANGUAGE TEACHING

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Abstract

The methodology of content based language teaching has become dynamic, which integrates the foreign language teaching with the content of various academic disciplines. This article provides differant scholars' perspectives, theories and results of research in this area, as well as specific information on its implementation.

Key concepts: Content, CBLT, interdisciplinary, motivation, context

Introduction

Content-Based Language Teaching (CBLT) is a powerful approach that integrates language learning with subject matter instruction. Rather than teaching language in isolation, CBLT enables learners to acquire linguistic skills while engaging with meaningful content. This method is widely recognized for its effectiveness in enhancing language proficiency and cognitive development. CBLT is founded on the idea that language is best learned when it is used as a tool for acquiring knowledge. One key principle of CBLT is the integration of content and language, where language instruction is intertwined with subject-specific content such as economy, business, science, history, or literature.

Numerous studies highlight the effectiveness of CBLT in language acquisition. Brinton, Snow, and Wesche (2003) argue that CBLT facilitates deeper language learning by immersing students in meaningful contexts. According to Met (1999), learners in content-based programs demonstrate higher proficiency levels than those in traditional language classes. Swain and Lapkin (2005) emphasize the role of meaningful interaction in fostering language development, indicating that CBLT enhances both linguistic and cognitive skills.

Further research by Lyster (2007) explores how CBLT encourages incidental vocabulary acquisition and grammatical awareness through exposure to subject matter content. In a comparative study, Dalton-Puffer (2011) found that students in CBLT settings outperformed peers in traditional programs in terms of language fluency and comprehension. These findings collectively support the view that integrating content and language results in more effective and engaging learning experiences.

CBLT offers numerous advantages over traditional language teaching methods. Learners acquire vocabulary, grammar, and discourse structures naturally while focusing on meaningful content, leading to improved language proficiency. Studying topics of interest fosters engagement and a deeper connection with the language, enhancing motivation. Additionally, analyzing and discussing subject matter in the target language promotes critical thinking development by strengthening cognitive growth and problem-solving skills. Exposure to authentic materials further prepares learners for real-life communication in academic and professional settings, making language learning more practical and applicable.

This approach allows learners to acquire language skills in a meaningful context, making learning more engaging and effective. Another essential principle is the use of authentic materials.

Learners interact with real-world texts, media, and discussions, which enhances their comprehension and practical language skills while exposing them to natural language use.

A learner-centered approach is also crucial in CBLT. Activities are designed to be engaging and relevant, ensuring active participation and a deeper connection with the language. By focusing on topics that interest learners, CBLT fosters motivation and long-term retention of language skills. Additionally, scaffolding techniques play a significant role in supporting learners as they progress. Educators provide structured support, gradually removing assistance as learners become more proficient. This method ensures steady progress while allowing students to develop confidence and autonomy in using the language.

To maximize the effectiveness of CBLT, educators should select appropriate content that is relevant, interesting, and aligned with learners' language proficiency levels. Incorporating interactive activities such as discussions, debates, and project-based tasks encourages active language use and deeper comprehension. Differentiating instruction by adapting materials and tasks helps cater to diverse learning styles and needs. Lastly, assessing language and content together through integrated assessments ensures a balanced evaluation of both linguistic skills and content comprehension, fostering a holistic learning experience.

Conclusion

Content-Based Language Teaching is a highly effective approach that fosters language acquisition in a meaningful and engaging manner. By integrating language with subject matter learning, CBLT enhances proficiency, motivation, and cognitive skills, making it a valuable method for learners of all levels. Educators who implement CBLT thoughtfully can create enriching and impactful learning experiences, ultimately preparing students for academic and professional success.

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INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES, THE OPPORTUNITIES PROVIDED BY ARTIFICIAL INTELLIGENCE, AND METHODS FOR IMPROVING PROFESSIONAL COMPETENCE

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Abstract

In the context of globalization, proficiency in foreign languages has become a critical skill for academic, professional, and social success. However, traditional language-learning methods often struggle to engage diverse learners effectively. This article explores how artificial intelligence (AI) reshapes language education by offering personalized, interactive, and adaptive solutions that cater to individual needs, preferences, and pace. AI-powered tools, such as gamified apps (e.g., Duolingo, Babbel), chatbots, and writing assistants (e.g., Grammarly), enable learners to practice languages in low-pressure environments, build confidence, and receive real-time feedback. Beyond language acquisition, AI fosters professional skills like communication, critical thinking, and digital literacy, preparing individuals for modern workplaces. The integration of AI also supports educators by

automating administrative tasks, enabling data-driven insights, and enriching classroom activities.

Keywords: artificial intelligence, language learning, professional skills, personalized learning, adaptive technologies, gamification, educational technology, teacher support, privacy concerns, digital inequality

Introduction

Nowadays, knowledge of foreign languages is becoming not just a useful skill, but a necessary requirement for studying, working and communicating in contemporary society. A growing number of people want to learn English, Chinese, Spanish and other spread languages to have a good job, move abroad or simply feel confident in the globalized world. However, learning languages is not easy and takes a long time as traditional studying techniques such as textbooks, memorization of words, and confusing grammar rules often make students bored and tired. In addition, different people have various levels of preparation, interests, and learning speed. Therefore, in recent years, innovative methods based on artificial intelligence (AI) have attracted more attention. It might be one's teacher, conversationalist and even a friend in learning a language. AI also helps develop professional skills that will be useful in individual's career. AI is already actively used in medicine, business, science – and now it comes to education. With its assistance, learning becomes more interesting, personal and effective. This article, will discuss how AI helps in learning foreign languages and how it affects the development of professional skills. First, let's look at how AI makes language learning easier. Artificial intelligence is changing how people learn languages. Instead of using only books and memorizing grammar, students now use smart tools that help them study faster and in a way that fits them. For example, apps like Duolingo or Babbel give each person tasks based on their progress. These apps learn what users need and offer the right level of difficulty.

Some students also use AI to listen to music or watch videos in English with subtitles, which helps them learn new words and phrases and understand how people speak in real life. This is more interesting than just reading boring texts. Since Schmidt and Strasser (2022 explain, AI allows learners to practice language smartly by adapting to their needs. This makes learning feel more natural and useful. AI tools like Chabot or virtual assistants are also helpful. They let students talk or write in the new language without fear of judgment. According to (Schmidt and Strasser, 2022), tools like Mondly or Memrise are great for practicing simple conversations. Moreover, AI provides personalized learning and motivation. One of the big problems in traditional classrooms is that all students learn the same way, but they are all different. AI fixes this by offering a personal learning path. AI may check how fast a student learns, what mistakes they make, and what topics they enjoy. Then, it gives feedback or adjusts the lessons. (Yang, 2023) mentions that such personalization helps students stay motivated and make faster progress.

Tools like Grammarly help with writing. They don't just correct mistakes but also explain them. Quillbot can rewrite sentences in simpler ways. These tools are especially useful when students write essays or emails in English. Some students say that utilizing AI makes them feel like they are in a game, not in a classroom. The classes are not so boring, and they want to come back again and again. Even when they make mistakes, they learn in a fun way, not in a scary one. Gamified AI apps also make students feel more engaged. They give points, levels, and rewards, which helps them enjoy studying more and not give up quickly. Artificial intelligence assists people to build job skills as well.

AI is not only about learning languages — it also helps with skills needed at work. For instance, writing assistants teach how to write clear and professional messages, which is useful in business, law, or marketing.

In addition, when people know how to use these AI tools, they can find jobs easier. Many companies now want workers who understand how to write emails, create documents or even do translations using AI. So it's not only helpful in school, but also after school, in adult life.

AI doesn't replace teachers — it helps them. Many professors, utilize AI to check out of class assignments, prepare lessons, or analyze student's progress. This saves time and allows them to focus on helping students individually. As Yang (2023) writes, teachers now become "guides" who work together with AI to make learning more effective.

However, to use AI properly, teachers need training. Lots of them don't know how to use these

tools well, and that might be a challenge. Schools should support teachers and offer courses on educational technology.

In the future, AI may become even smarter. Probably, there will be glasses that translate what people say right in their ears or AI tutors that talk to a person like real teachers. This can help many people learn faster and feel more connected with the world.

On the other hand, along with advantages, artificial intelligence has negative sides too.

AI is helpful, but it's not perfect. One of the problems is privacy since AI collects data about students — how they study, what mistakes they make, and even voice recordings. Teachers and schools must protect this information and not share it with third parties (Yang, 2023).

Another issue is inequality. Not all students have access to smartphones, the internet, or AI-powered apps. Some live in remote or poor areas. AI should be used to make learning more equal, not less. Also, if students rely too much on machine translation or writing tools, they may not really learn the language. Schmidt and Strasser (2022) warn that tools like DeepL or Google Translate often miss cultural meaning or context. That means learners still need to think and use their own brain.

Conclusion

Artificial intelligence gives students and teachers powerful new ways to learn and teach languages. It makes learning more personal, enjoyable, and flexible. In addition, such AI tools makes students stay motivated and prepares them for modern work life by improving writing, communication, and thinking skills.

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XORIJIY TILLARNI O‘QITISHDA SUN’IY INTELLEKTNING ROLI

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Annotatsiya

Hozirgi kunda ta’lim sohasidagi rivojlanish tezligi oshmoqda va zamonaviy texnologiyalar o‘quv jarayoniga tobora faol tarzda integratsiya qilinmoqda. Raqamli texnologiyalar, jumladan, sun’iy intellekt (SI), ta’limda ajralmas bir qismga aylanib bormoqda. Xorijiy tillarni o‘qitishda SI texnologiyalaridan foydalanish o‘quvchilarga shaxsiylashtirilgan yondashuvni ta’minlaydi va ta’lim jarayonini samarali hamda qiziqarli qiladi.

An’anaviy o‘qitish usullari ba’zan har bir o‘quvchining ehtiyojlariga mos kelmasligi mumkin, chunki har bir inson o‘ziga xos o‘qish tezligi va uslubiga ega. Sun’iy intellekt esa har bir o‘quvchiga mos o‘qitish tizimlarini yaratish imkonini beradi, o‘quvchilarga o‘zlarining o‘rganish sur’atlariga moslashtirilgan materiallarni taklif etadi. Shu bilan birga, SI o‘quvchilarga mustaqil o‘rganishga imkon berib, bilim olishda faollikni oshiradi. Ushbu maqolada SI texnologiyalarining xorijiy tillarni o‘qitishda qanday foydalanuvchanligi, ularning ta’lim jarayoniga ta’siri, afzalliklari va kamchiliklari hamda bu texnologiyalarni kelajakda qanday rivojlantirish mumkinligi haqida fikr yuritiladi.

Kalit so‘zlar: sun'iy intellekt, Chat GPT, chet tili, faollik, motivatsiya, texnologiya orqali til o‘rganish.

Annotation

Currently, the pace of development in the education sector is accelerating, and modern technologies are increasingly being integrated into the learning process. Digital technologies, including Artificial Intelligence (AI), have become an inseparable part of education. The use of AI technologies in foreign language teaching provides students with a personalized approach and makes the learning

process more effective and engaging.

Traditional teaching methods may sometimes not meet the needs of each student, as every individual has their own learning pace and style. Artificial Intelligence enables the creation of teaching systems tailored to each student, offering them materials suited to their own learning speeds. At the same time, AI allows students to engage in independent learning, increasing their activity in acquiring knowledge. This article discusses the usefulness of AI technologies in foreign language teaching, their impact on the learning process, their advantages and disadvantages, and how these technologies can be further developed in the future.

Keywords: artificial intelligence, Chat GPT, foreign language, activity, motivation, language learning through technology.

XXI asrda informatsion texnologiyalar va internet tizimlari keng rivojlanib, ular kundalik hayotning ajralmas qismiga aylanmoqda. Ta'lim sohasida, ayniqsa, xorijiy tillarni o'rgatishda internet resurslarining ahamiyati yuksalmoqda. Sun'iy intellekt (SI) texnologiyalari esa o'qitish jarayonini yanada samarali va interaktiv qilishga yordam bermoqda. SI, kompyuter tizimlarining inson miya faoliyatini takrorlash imkoniyatiga ega texnologiyalar majmuasidir va bu texnologiyalar xorijiy tillarni o'qitishda bir qancha yangi imkoniyatlarni taqdim etadi. Quyida bu imkoniyatlarning ayrimlarini kengaytirilgan tarzda ko'rib chiqamiz:

Nutqni aniqlash texnologiyalari: Sun'iy intellekt yordamida talaffuzni tahlil qilish texnologiyalari o'quvchilarning nutqini tekshirib, xatolarni aniqlaydi va ularni tuzatishda yordam beradi. Masalan, talaffuzni tekshiruvchi dasturlar o'quvchilarga o'z talaffuzlarini yaxshilash imkonini beradi. Bu usul nafaqat talaffuzni tuzatish, balki o'quvchilarning talaffuz bo'yicha o'zlarini baholash imkoniyatini ham taqdim etadi, bu esa ularning o'z- o'zini o'rganish qobiliyatini oshiradi.

Mashinaviy tarjima xizmatlari: Google Translate, DeepL kabi mashinaviy tarjima platformalari o'quvchilarga matnlarni real vaqt rejimida tarjima qilish imkonini beradi. Bu xizmatlar orqali o'quvchilar boshqa tillarda yozilgan materiallarni osonlik bilan tushunishlari mumkin, bu esa ularning lug'at boyligini oshiradi. Sun'iy intellekt asosida ishlaydigan mashinaviy tarjima tizimlari til o'rganish jarayonini soddalashtiradi va tezlashtiradi, chunki o'quvchilar har doim to'g'ri tarjimalar va tushuntirishlar olishlari mumkin.

Shaxsiylashtirilgan o'quv platformalari: Duolingo, Babbel kabi platformalar har bir o'quvchining o'qish sur'ati va qobiliyatiga mos individual o'quv dasturlarini yaratadi. Bu tizimlar o'quvchilarning ilg'or va rivojlanayotgan darajalari asosida moslashtirilgan mashqlarni taqdim etadi. Shaxsiylashtirish o'quvchilarni darslarga jalb qiladi va ularga o'z darajalariga mos ravishda o'qishni davom ettirishga imkon yaratadi, bu esa samaradorlikni oshiradi. O'quvchilarning individual ehtiyojlariga moslashtirilgan materiallar orqali o'quv jarayonining muvaffaqiyati sezilarli darajada oshadi.

Virtual o'qituvchilar va chat-botlar: O'quvchilarga muntazam mashq qilish va til amaliyotini yaxshilash imkoniyatini taqdim etadigan virtual o'qituvchilar va chat-botlar sun'iy intellektning eng samarali vositalaridan biridir. Bu texnologiyalar orqali o'quvchilar istalgan vaqtda o'zlari uchun qulay bo'lgan muhitda darslar o'tkazishlari mumkin. ChatGPT kabi tizimlar o'quvchilarga doimiy ravishda interaktiv mashqlar, savollar va muloqot orqali til o'rganish imkonini beradi. Bu esa o'quvchilarning o'z-o'zini baholash va o'zlashtirilgan bilimlarni sinash imkoniyatlarini yaratadi.

Adaptiv o'qitish tizimlari: Sun'iy intellektning yana bir afzalligi o'quvchilarning bilim darajasiga qarab ularga mos materiallar va topshiriqlarni taqdim etish imkoniyatidir. Bu tizimlar o'quvchilarning o'rganish jarayonini doimiy ravishda kuzatib boradi va ularning qobiliyatiga qarab darsni optimallashtiradi. Masalan, o'quvchining zaif tomonlarini aniqlash va shu bilan birga kuchli tomonlarini rivojlantirishga yordam berish sun'iy intellektning asosiy afzalliklaridan biridir. Bu, o'quvchilarni yanada samarali va o'zlashtirgan bilimlarini amaliyotda qo'llashga yordam beradi.

Shaxsiylashtirilgan o'qitish: Sun'iy intellekt o'quvchilarga o'z-o'zini rivojlantirish va o'rganish jarayonini o'z ehtiyojlariga moslashtirish imkonini beradi. Bu tizimlar o'quvchilarga shaxsiy yondashuvni taqdim etadi, bu esa ularning til o'rganishdagi muvaffaqiyatini oshiradi.

Tezkor fikr-mulohaza olish: Sun'iy intellekt o'quvchilarga darhol fikr-mulohaza va to'g'ri javoblarni taqdim etadi. Bu esa o'quvchilarning o'z-o'zini baholash qobiliyatini oshiradi va

o‘quvchilarga to‘g‘ri yo‘nalishda ishlash imkonini beradi.

O‘z-o‘zini o‘qitish imkoniyatlari: SI yordamida o‘quvchilar o‘zlarini baholash va o‘z-o‘zini o‘rganish uchun imkoniyatlar yaratadi. O‘quvchilar onlayn platformalarda mustaqil ravishda dars o‘tkazish, o‘z bilimlarini sinash va qiyinchiliklarga duch kelgan joylarda yordam olishlari mumkin.

Ko‘p tillilik imkoniyati: Sun’iy intellektning ko‘p tillilikni qo‘llab-quvvatlashi o‘quvchilarga bir nechta tillarni o‘rganishda yordam beradi. Mashinaviy tarjima va ko‘p tilli platformalar yordamida o‘quvchilar turli tillarda materiallar bilan ishlash imkoniyatiga ega bo‘ladi, bu esa global tarmoqlarda o‘z bilimlarini kengaytirishga yordam beradi.

Tadqiqotlar va motivatsiya: Ba’zi tadqiqotlar sun’iy intellekt asosidagi til o‘rganish platformalarining talabalar motivatsiyasini oshirishga va ularga mustaqil o‘rganish imkoniyatini yaratishga yordam berganini ko‘rsatadi. Masalan, Duolingo va Babbel kabi platformalar o‘quvchilarga talaffuzni to‘g‘rilashda yordam beradi, bu esa o‘quvchilarning o‘ziga bo‘lgan ishonchini oshiradi va motivatsiyasini kuchaytiradi. Bu platformalar o‘quvchilarga o‘z bilimlarini mustaqil ravishda rivojlantirish va yangi bilimlarni o‘rganishda mustahkam poydevor yaratadi.Umuman olganda, sun’iy intellekt va internet resurslari xorijiy tillarni o‘rgatish jarayonini sezilarli darajada yaxshilaydi, o‘quvchilarning motivatsiyasini oshiradi va ularning mustaqil ravishda o‘rganish imkoniyatlarini kengaytiradi.

Xulosa

Sun’iy intellekt (SI) xorijiy tillarni o‘qitishda yangi imkoniyatlar yaratadi, u o‘quvchilarga o‘z-o‘zini rivojlantirishga yordam beradigan shaxsiylashtirilgan yondashuvni taqdim etadi. SI texnologiyalarining xorijiy til o‘qitishda qo‘llanilishi o‘quvchilarga o‘rganish jarayonini o‘ziga moslashtirish, individual yondashuvni ta‘minlash va o‘quvchilarning motivatsiyasini oshirish imkonini beradi. Sun‘iy intellekt orqali taqdim etilgan vositalar, masalan, interaktiv mashqlar, til o‘rganish dasturlari va chat-botlar o‘quvchilarga tilni o‘rganishning barcha aspektlarini yaxshilashda samarali yordam beradi.

Biroq, sun’iy intellekt o‘qituvchilarning o‘rnini bosmaydi. Aksincha, SI o‘qituvchilarga o‘quvchilarning individual ehtiyojlarini qondirishda va o‘qitish samaradorligini oshirishda yordam beruvchi kuchli vosita sifatida xizmat qiladi. Sun‘iy intellekt, ayniqsa, o‘qituvchilarning darslarni shaxsiylashtirish va o‘quvchilarning rivojlanishini kuzatish jarayonini soddalashtiradi, bu esa o‘qituvchilarning vaqtini samarali boshqarishga imkon yaratadi.

Kelajakda, SI texnologiyalarining rivojlanishi ta’lim tizimini yana-da samarali, innovatsion va interaktiv qilishga xizmat qiladi. Yangi texnologiyalarni o‘zlashtirish va ularni o‘quv jarayoniga muvaffaqiyatli integratsiya qilish uchun o‘qituvchilarga maxsus tayyorgarlik ko‘rsatish va ularga doimiy qo‘llab-quvvatlash taqdim etish juda muhimdir. Bu ularning yangi texnologiyalarni samarali qo‘llashiga va ta‘lim jarayonini yana-da qiziqarli va samarali qilishga yordam beradi. Shu bilan birga, o‘qituvchilarning SI texnologiyalaridan foydalanishga tayyor bo‘lishi, ta’lim jarayonida yuzaga keladigan yangi pedagogik yondashuvlarni amalga oshirish uchun zarur bo‘lgan bilim va ko‘nikmalarga ega bo‘lishi muhimdir. O‘qituvchilarning bu texnologiyalarni muvaffaqiyatli integratsiya qilishlari ta’limni yanada samarali va interaktiv qilishga xizmat qiladi. Natijada, SI xorijiy til o‘qitish jarayonini optimallashtirib, o‘quvchilarning bilim darajasini yaxshilashga katta hissa qo‘shadi.

Sun’iy intellektni ta’lim tizimiga muvaffaqiyatli integratsiya qilish orqali biz, albatta, yanada ilg‘or va samarali ta’limni taqdim etish imkoniyatlariga ega bo‘lamiz. O‘quvchilarning qiziqishini oshirish va ularning mustaqil o‘rganish qobiliyatini rivojlantirish uchun SI texnologiyalarining roli nihoyatda muhim bo‘ladi.

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INTEGRATING AI INTO ESP EDUCATION FOR ECONOMICS STUDENTS

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Annotation

This study explores the integration of Artificial Intelligence (AI) into English for Specific Purposes (ESP) teaching, namely tailored for students in the fields of economies. The role of ESP in enhancing business-based communication skill is paramount, it addresses the varieties of context-based terminology and discourse. AI is considered as a transformative tool, that provides personalized learning experience, advanced learning support, and instant feedback. This research analyzes current trends, potential of AI to revolutionize ESP teaching and its impact on economic education.

Keywords: *Artificial Intelligence, Natural language processing, Economic Education, AI tools, Teaching Methodologies*

1. Introduction

The educational setting is anticipated to experience important transformation due to the substantial potential of AI. The implementation of AI driven-tools for ESP courses has resulted in more effective and efficient teaching practices and comprehensive learning input for students (Ahmad, 2018). AI has considerable power and the capability to impact on different aspects of society, inciting substantial changes within them. Specifically, AI has found acceptance and practical implementation in the field of education, leading to significant advancements in various aspects of the industry. The utilization of AI in education, particularly in areas such as administration and instruction, has had an influence on students' learning outcomes (Pardo, 2018)

Some research consider that AI can help learners to make their learning process easier. AI allows evaluate learning progress, including student’s knowledge and understanding, and use the results to enhance the system's capacity to personalize their needs analyses and abilities, encouraging them and exploiting their unique skills to promote retention (Paek & Kim, 2021).

Methodological Approach

1.1 Context of the Study

As a language educator, we have been teaching ESP for years in several educational settings. Through time, we had a chance to test numerous approaches to ESP Teaching. However, by analyzing students’ needs we have to the conclusion that the implementation of AI with modern approaches make learning process more productive for them.

1.2 Population of the Study

Our participants were mainly ESP learners (undergraduate or graduate students majoring in economics, business, or finance). Our goal was to equip them with the language they need to deal with on a daily basis and focus on the improvement of their weaknesses.

Data Collection Procedures

For the collection of the data in this article, we have utilized ssurveys and questions, that helps to assess student's:

- Familiarity with AI tools
- Perceived usefulness of AI in language learning
- Learning preferences and digital habits.

3. Discussion of the impacts

This study also explores how AI has affected student learning. AI's conversational platforms that questions students until they can explain themselves and their logic, boosting information intake and retention (Raja & Priya, 2021)

It is obvious that AI tools may highly adapt to individual leaner needs. For economic students, this means AI can tailor content to specific topics such as macroeconomics, banking, financial analysis, or business communication.

In the upcoming paragraphs we are going to *highlight 'the importance of AI system on Economic Sectors'.*

- **Business and Industry**

AI powered tools can help to automate manufacturing, give personalized financial recommendations and analyses market trends more precisely than any humans do.

- **Economic Modelling and Forecasting**

AI can provide large datasets about the current trends of economic variables, employment statistics, inflation rates, and even may adapt to make predictions by accordingly. Indeed, in order to predict a possible financial crisis AI model not only analyzes the influence of consumer behavior, but also geopolitical risks and chain disruptions. This can heighten economic modeling, increase decisions and investigate risks with optimized use of date.

Through natural language processing (NLP), AI systems identify learners' strengths and weaknesses and provide feedback to improve their general performance (Salem, 2019).

The integration of AI reinforces the broader digital transformation in education. It encourages both educators and students to adopt digital tools, create dynamic and modern learning atmosphere. Educators can utilize AI for generating materials, checking assignments, and even designing lessons with context-specific quizzes.

Despite the positive outcomes using AI powered platforms have limitations, including dependence on digital tools that may reduce critical thinking or creativity among users.

2. Conclusion

The use of Artificial Intelligence into English for Specific Purposes (ESP) courses- specifically for the students in business- related disciplines- highlights a crucial revolution in both language learning and academic improvement in the context of economic education. This study explores not only the role of AI in the personalizing of learning experiences, but also maintains the context-based language acquisition and analytical skills important in business communication.

However, instructors and institutions must also be aware of the potential drawbacks, such as dependency on technology, which may decrease critical thinking. So, AI in education worldwide should be integrated thoughtfully, keeping a balanced implementation that elements of traditional learning.

In conclusion, educators must instruct leaners how to use AI driven-tools in order to improve the language proficiency related to their fields as a whole. It is not only developing the effectiveness of learning environment, but also aligns with its demands of modern digital economy.

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THE IMPACT OF AI-POWERED TUTORING SYSTEMS ON ENGLISH LANGUAGE ACQUISITION IN HIGHER EDUCATION: OPPORTUNITIES, CHALLENGES, AND PEDAGOGICAL IMPLICATIONS

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Abstract

In this article, the influence of artificial intelligence-powered language teaching systems on English language acquisition in higher education is examined, along with the opportunities, challenges, and pedagogical settings that are associated with this impact.

For instance, artificial voices, chat-bots, grammar checkers, and pronunciation aids are examples of AI tools that offer students flexible and individualized learning. This research study covers existing scholarship on the influence of AI in language learning and emphasizes its ability to improve student engagement and participation by providing precise feedback, high-level outcomes, and instant results. However, despite all of these advantages, challenges such as the threat to privacy and overwhelming dependence on AI create serious concerns. The role of professional teachers and the integration of new technologies into language education were also present in the discussions. In conclusion, while predicting upcoming advantages of incorporating AI technology into education, it is emphasized that a conventional teaching approach must be used alongside.

Key words: *AI-powered tutoring systems, English language acquisition, higher education, individualized learning, adaptive learning, language education technology, AI in language teaching, learner engagement, pedagogical implications, AI bias, data privacy, language learning tools, teacher adaptation.*

Introduction

The speed of development of artificial intelligence can be attributed to its growing applications, with education being a notable field. The unprecedented technological advancements AI brings have led to the emergence of new forms of teaching English, such as intelligent chat-bots and automated writing aides. The automation of businesses and services has intensified, promising their integration into educational institutions. The use of such forms of teaching provides a more personalized, adaptive, and tailored approach to the learner. In this article, the focus will be put on the advantages and potential setbacks of AI powered tutoring systems for the English language, while also contemplating the implications for educators.

The Rise of AI in Language Education

AI powered tutoring systems, tailored for English acquisition, have revolutionized language education. They boost students' performance by fulfilling the most basic elements of personalized learning, which is markedly different from mainstream education. They are trained to cater for various levels of mastery making them ideal adjuncts to blended learning environments. We have reached a point in pedagogy

where we need to look at AI as an extension of the classroom rather than expecting teachers to impose limits on AI.

Also, AI's capacity to process large databases makes it versatile enough to be customized to specific goals. This aspect is most welcome in large classrooms where the challenge of working individually with each student goes unnoticed.

1. Literature Review: AI in Language Learning

Integration of AI in language learning have been investigated by various studies ,highlighting both its potential upsides and downsides. Here's a brief summary of the key findings:

AI and Personalization

One of the most notable benefits of AI in education has to do with its ability to facilitate tailored learning. AI could be modified to suit learner preferences by designing learning plans based on their achievements. Heffernan et al. (2016) reported that AI systems "ASSISTments" and similar tutoring platforms provide individualized guidance and feedback to learners, improving educational outcomes in both K-12 and post-secondary education. These systems allow learners to work at their own pace, which enhances motivation and efficiency.

In language learning, AI-based systems like Duolingo and Babbel are able to change lesson plans using specialized algorithms. Vesselinov and Grego (2012) claim that these programs improve how well students understand vocabulary and grammar. Tailoring particular content for each learner's distinct abilities and challenges addresses the concern created by uniform learning paradigms.

AI and Engagement

Learner engagement and the ability of AI to improve it are well documented. Elements of various games such as levels, rewards and achievements have been shown to enhance learning when incorporated into language learning. A study done by Surendeleg et al (2017) showed that gamification of language learning with the use of AI increased students' engagement and time spent on task. In addition, real-time reflection provides an additional benefit as students are able to contemplate their mistakes while receiving instant feedback**.**

Challenges and Limitations

Despite its potential, AI integration comes with challenges as well. One of the amin concerns is *accuracy and bias* in AI systems. AI tools are often based on pre-set algorithms that may be biased, failing to keep up with complex language nuances. For instance, grammar checkers like Grammarly might provide corrections that are conceptually correct, albeit contextually incorrect. Research by Tsai et al. (2018) highlights the limitations of AI in understanding contextual subtleties and idiomatic expressions in language learning.

Additionally, *over-reliance on technology* is posing serious problems as well. While benefits of AI cannot be overlooked, inability to think critically and independently, leading to becoming overly relient on these tools. According to a study by Dede (2016), there is a risk that learners may not develop essential meta-cognitive skills, such as self-monitoring and error correction, if they overly depend on AI for feedback.

Data Privacy Concerns

Another major concern with using AI in education is the issue of data privacy and ethics. Since these systems often collect and store large amounts of information about how students learn and perform, questions arise about how securely this data is stored and used. Johnson et al. (2020) highlight the need for AI tools to follow data protection laws like the GDPR to make sure students' personal information stays safe.

2. Opportunities of AI in English Language Acquisition

Personalized learning

One of the main advantages of AI powered tutoring systems is *individualized learning.* Learner's performance is analyzed and is used to adapt content to their needs. For example, an AI system can identify errors in grammar, vocabulary and pronunciation which occur often, in order to give targeted exercises. It is especially difficult when dealing with large student groups, to provide personalized learning paths.

24/7 Access to Learning Resources

Another significant benefit is the availability of AI tools 24/7. Unlike classrooms, which is mostly limited to the schedule of the teacher, AI systems are accessible at all times. Students have an opportunity to practice their skills outside of the class, receiving instant feedback on their performance, and review lessons, which are within the reach of a hand. This is particularly valuable for busy students and workers too, who are tight within time.

Increased Learner Engagement

AI tutoring systems often include elements of games, such as rewards, levels and challenges, to keep students interested in learning the language. These interactive components are beneficial for students who find conventional language learning tedious and overwhelming, making learning more motivating and enjoyable. It has been known through studies that engaged learners are highly likely to spend more time practicing and retain what they learn.

4. Challenges of AI in Language Education

Over-reliance on Technology

Despite the advantages, possibility of students to become overly dependent on AI is posing concerns as well. AI-based systems are designed to provide instant feedback, potentially reducing student's ability to self-access their work. When learners continuously rely on AI tools for correction, they may fail to develop independence while studying. Moreover, excessive reliance on technology may limit students' ability to get involved in different kinds of interactive language learning on their own.

Bias and Inaccuracy in AI

AI systems, even though being powerful, are not infallible. Bias is one of the most significant problems in AI. For instance, mistakes corrected by grammar checker might turn out to be culturally biased, though being grammatically correct. Furthermore, AI systems which focus on pronunciation might not accurately show the regional variations, leading to confusions among learners. These limitations can be problematic, especially in a multicultural and diverse language-learning environment.

Ethical and Privacy Concerns

Since AI tools gather data to access their progress, privacy and security issues may arise. Students' language learning data—such as their writing samples, speech patterns, and learning habits—are often stored and analyzed by AI systems. Significant ethical questions emerge as this data can be used unjustly or in an unauthorized way. Universities and developers must ensure that data is stored securely and used ethically, with the consent of students.

5. Pedagogical Implications for English Language Teachers

Redefining the Teacher's Role

As AI tools increasingly become integrated in language education, the role of English teacher are undergoing transformation. AI systems are no longer supplementary aid in learning; they are becoming inseparable part of the learning. This trend highlights the need for teachers to shift their approaches from conservative teacher-centred ones to student oriented ones. Teachers will need to provide individualized plans, organize discussions on the use of AI tools, and ensure non-reliance on technology.

Furthermore, unlike AI, teachers will offer fostering creativity, emotional intelligence and interpersonal communication. These are areas where human interaction remains crucial and where AI tools cannot fully replicate the nuances of human connection.

Professional Development for Teachers

To fully incorporate AI tools into their learning practices, educators will need professional development. Training courses focused on the pedagogical use of AI will be essential for teachers to effectively integrate these technologies. Educators must not only be familiar with how to use AI tools, but also how to critically evaluate their impact on language learning and navigate the ethical concerns surrounding their use.

6. Future Directions: AI in English Language Learning

In the future, AI-powered tutoring systems will possibly become even more advanced. The integration of *natural language processing, speech recognition, and adaptive learning algorithms* will

make these tools more effective in providing personalized instruction. AI systems could evolve to include features as such as emotional intellegence, allowing them to respond to learners's anxieties, and offer tailored encouragement support.

In the future, role of AI may expand in content creation, as such generating personalized reading materials or providing conversation practice in stimulated environments. However, as AI advances, it would essentially complements language education, rather than replacing human educators. Ethical considerations, data privacy, and equitable access to these technologies will remain critical concerns.

Conclusion

AI-powered tutoring systems provide exciting opportunities for improving English learning in higher education. These tools offer individualized learning, 24/7 access, and engage students through interactive features. In order to ensure equal benefits, however, challenges of over-reliance on technology, AI bias and data privacy must be addressed. Teachers role is important in integrating AI into their classrooms effectively, while fostering critical thinking, creativity, and interpersonal communication.

AI potential to immense language education is immense. With the knowledge of opportunities and challenges, educators, students and policymakers can work together to get advantage from AI to create more effective, and inclusive language learning experiences.

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THE ROLE OF AI IN PERSONALIZED LANGUAGE LEARNING: ADAPTIVE FEEDBACK AND COMPETENCE DEVELOPMENT

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Abstract

Artificial Intelligence (AI) is transforming language learning by offering personalized education through adaptive feedback and automated assessment systems. In this study, role of AI in education and language competency development are analyzed on the basis of literature and example analysis. The work highlights the potential of AI in creation of more effective language environment.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Key words: *Artificial Intelligence (AI), personalized learning, educational technology, adaptive feedback system, language competency.*

Introduction

The rapid development of artificial intelligence has made a big impact on the field of language education. As long as technology advances, A.I. is the head of the class in personalized language learning. Conventional learning methods don't always fit the diverse needs of all learners. Thanks to online adaptive feedback systems and competence development tools AI is making language acquisition more efficient, engaging, and enjoyable for learners.

Knowledge of foreign languages is the key role in the modern world for widely expanding of the working and even personal area. Nevertheless, traditional methods of learning language do not take into account personal aspects of every student, the speed of learning the materials by him/her, his\her degree of language competence. OK grasping rifts Personalised learning, through the use of digital technologies, in particular, based on artificial intelligence, opens up new possibilities for building menus to implement.

The scientific novelty of this research observes a comprehensive analysis of the role of artificial in the development of personalized language learning, especially through adaptive feedback mechanisms and its role in developing language competence. While numerous studies were held on artificial intelligence application in education, this thesis focuses on how adaptive technologies specifically influence key aspects of language competence.

Literature review

Fundamental work of Li M. and Lan Y. J. (Artificial Intelligence in Education: Fundamentals and Applications) examines role of AI in modern educational field, offering stimulating educational environments and intelligent feedback systems. According to authors AI can analyze data about each learner's pace, their strong and weak sides, preferred methods of information perception. The book explores how artificial intelligence can create virtual environments for practicing language skills or other competencies. Individuals can interact with bots, building confidence, receiving feedback and applying their knowledge, before using their abilities in real-life contexts. AI is used for automatic assessment systems - checking written answers, essay, oral speech and even creative tasks – reducing the workload of the teacher and making the assessment process faster and more objective.

International Journal of Artificial Intelligence in Education (IJAIED) is one of the leading scientific journals in the field of application of AI in education. The Journal publishes innovative researches, which form the future of educational technology, including practical usage in education, adaptive courses and intellectual systems of support training. Studies held in IJAIED emphasize AI's role in personalized learning, putting accent on artificial intelligence's ability to provide real-time adjustments, ensuring individualized learning strategies. Moreover, supplementing knowledge engineering in competency-based learning is actively researched by publishers. The journal as well addresses ethical issues in the use of AI in academic performance. Selwyn (2019) discusses the need for transparency in algorithms when making decisions. Ensuring ethical utilization of machine learning remains a key aspect of creating a fair academic environment. According to reviews of Pardo (2019), who focuses on AI-analysis mechanisms for monitoring learners' progress and adapting academic content, research stimulates the development of more adaptive learning programs, providing long-term result in skills and competence. A literature review presented at IJAIED confirms that artificial intelligence contributes to the efficiency of educational processes by implementing individualized approaches and automated assessment tools.

Carol Chapelle and Shanon Sauro's The Handbook of Technology and Second Language Teaching and Learning (2017) is a resource for comprehending how technology supports language learning. The book explores the distinct ways of digital tools, helping students to acquire a second language effectively. Topics like computer-assisted learning, adaptive systems and automated feedback are extensively covered in the book. Authors, investigate, how technologies provide adjustable feedback and academic background, enabling learners to get versatile education for their needs and level. For example, support of students' involvement, precise automated assessment system and integration of AI tools in traditional methods of teaching. Their study lays as strong foundation for

understanding the approaches of artificial intelligence, the ways of improving language learning, offering support in real-time mode and how AI helps to master second languages by providing new opportunities.

Research methodology

This study uses qualitative method based on analysis of scientific literature and on comparison between traditional and AI-oriented approach to learning languages. Publications in IJAIED, the work of Li M., Lan Y. J., Carol Chapelle and Shan Sauro's book are examined, as well as examples of AI tools. The main focus is on adaptive feedback system, personalized learning and automated assessment. Insights formed on the basis of existing researches and examination of modern educational technologies. In addition, review analyzes potential limitations of AI in language learning, including accuracy issues, bias of algorithms and the role of the teacher.

Analysis and results

Research shows, that artificial intelligence significantly enhances personalized language learning, owing to the adaptive feedback and developing language competency. Tools, such as Grammarly and Duolingo, assist in identifying mistakes, adapting educational process and providing interactive language practice. However, issues related to algorithms, obsession with technologies necessity in preservation of the teacher's role.

Conclusion

This study shows that AI significantly affects personalized language learning, providing response system and automatic individualized approach. Artificial intelligence stimulate the development of language skills, making process of learning more efficient and flexible. The research, also demonstrates that AI plays crucial role in forming the future of personalized language learning. Due to the usage of adaptive mechanisms of feedback system, and automative assessment and personalization, AI contributes to more effective acquisition of language skills. However, despite the many benefits it is important to consider the challenges that exist, such as ethical issues, and the need to maintain the teacher's role as a mentor and emotional support in the educational process. In conclusion, AI can not replace traditional methods and serves as a strong complement, which in competent integration can enhance language learning.

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INNOVATIVE APPROACHES TO FOREIGN LANGUAGE TEACHING: ARTIFICIAL INTELLIGENCE AND PROFESSIONAL COMPETENCE DEVELOPMENT

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Abstract

The rapid advancement of artificial intelligence (AI) has revolutionized foreign language education, offering unprecedented opportunities for pedagogical innovation and professional competence enhancement. This paper explores the integration of AI-driven tools, such as ChatGPT, and other generative AI technologies, into language teaching frameworks, emphasizing their role in fostering interactive learning, addressing ethical challenges, and cultivating critical skills for translators

and educators. Drawing on empirical studies from recent literature, the article proposes a hybrid model that combines AI-enabled automation with human expertise, ensuring both efficiency and quality in language education. Key strategies for improving professional competence, including digital literacy development and adaptive learning practices, are also discussed.

Keywords: artificial intelligence; foreign language teaching; professional competence; ChatGPT; digital literacy

1. Introduction

The emergence of artificial intelligence (AI), Generative Artificial Intelligence (GAI) in particular, has ushered in a transformative era in in many fields, including higher education, and foreign language education is no exception. The integration of large language models (LLMs) into foreign language education has become a hot topic of interest in the field. Related research indicates that the interactions and communications stimulated by prompts from LLMs (such as ChatGPT) help enhance learning motivation and efficiency (e.g., Huang et al., 2022; Feng et a., 2023). Generative Artificial Intelligence can elevate intelligent interactive teaching to new heights in areas such as machine translation and autonomous learning system development (Huang, 2022; Li, 2023).

This paper synthesizes insights from recent studies to propose a new paradigm in foreign language teaching, characterized by human-machine collaboration, interactive models such as human-machine coupling, and negotiation skills (e.g., Jeon & Lee, 2023; Wen & Liang, 2024). As this framework unfolds, it becomes evident that while AI can facilitate learning, careful consideration must be given to ethics, accessibility, and the necessity for continuous development of professional competencies among educators and translators.

2. AI-Driven Innovations in Foreign Language Teaching

2.1 Interactive and Personalized Learning

Generative AI tools, exemplified by ChatGPT, DeepSeek, Kimi etc. facilitate real-time interaction and provide personalized feedback, addressing diverse learner needs. For instance, AI-powered platforms enable students to engage in simulated dialogues, receive instant grammar corrections, and access context-aware vocabulary suggestions (Zhang & Zhao, 2024). These platforms can also be used to help people to improve translation quality by providing various alternatives in selecting the right expressions.

The interactive nature of these AI tools allows learners to practice language skills in a safe and supportive environment. By simulating real-life conversations, students can refine their speaking and listening skills without facing the anxiety often associated with traditional language learning scenarios. Additionally, the personalized feedback provides clear pathways for improvement, ensuring that each learner receives the attention and support they require to progress.

2.2 Augmented Translation Training

AI plays a pivotal role in enhancing translation education, primarily by automating repetitive tasks such as terminology extraction and document alignment, which traditionally consumed significant amounts of time. Studies have demonstrated that AI-assisted post-editing not only improves efficiency in both technical and literary translation but also preserves the essential human oversight necessary for understanding cultural and contextual nuances (Yang et al., 2025). Tools like DeepL and ChatGPT serve as "virtual tutors," offering comparative analyses of human and machine outputs that assist learners in honing their translation skills.

Moreover, scenario-based practice enabled by AI tools elevates the learning experience. By participating in real-world translation scenarios, students can apply theoretical knowledge in practical situations, enhancing their critical thinking and problem-solving abilities as they navigate the complexities of language translation. The opportunities presented by these technologies develop a robust skill set that equips learners to meet the demands of the globalized job market.

2.3 Ethical Integration of AI

While the efficiencies brought about by AI are significant, they come with ethical implications that require careful management. Concerns regarding data bias, privacy, and an overreliance on automated solutions have emerged as important considerations in the context of education. Educators are tasked with fostering critical thinking skills to empower students to recognize and address AI-

generated errors (Yu & Guo, 2024). For instance, teaching modules could include case studies that emphasize how to correct biased translations or evaluate the reliability of AI-generated content.

Promoting ethical awareness in the use of AI is crucial for preparing students to navigate the complexities of technology-driven environments. By integrating discussions on the moral responsibilities associated with AI usage into the curriculum, educators can inspire students to approach AI technologies with a critically reflective mindset, ensuring that future professionals understand the broader implications of their work.

3. Opportunities and Challenges in AI Adoption

3.1 Enhancing Accessibility and Inclusivity

AI plays a very important part in foreign language learning, making it more accessible and inclusive for diverse groups of learners. One of the most significant advantages of AI is its ability to provide low-cost resources for underrepresented languages that may not have adequate material or teaching support in traditional educational settings. By leveraging AI-driven apps and platforms, learners gain access to high-quality learning tools that would otherwise be unavailable. Furthermore, AI technologies specifically cater to learners with disabilities, ensuring that language learning environments accommodate visual, auditory, and physical impairments.

For instance, real-time translation tools such as Youdao along with other online dictionaries, enable instant communication across language barriers, allowing learners from various linguistic backgrounds to collaborate effectively, whether in educational settings or real-world applications. These tools not only foster understanding but also enhance participation by enabling learners to engage in discussions and activities that would be challenging without such resources.

Furthermore, speech recognition software offers support to auditory learners, providing an interactive platform for practicing pronunciation and comprehension. By identifying speech patterns and offering immediate feedback, AI fosters a personalized approach to language learning, enabling students to make targeted improvements.

3.2 Bridging the Gap Between Academia and Industry

The integration of artificial intelligence within educational contexts effectively aligns academic outcomes with the evolving demands of the industry. As industries become increasingly reliant on skilled professionals who can navigate complex linguistic challenges, educational institutions must adapt their curricula to prepare students for these professional landscapes. AI not only provides tools for enhancing language skills but also creates opportunities for real-world applications through hands-on learning experiences.

Collaborative projects that involve AI-driven localization tasks or the creation of multilingual content serve as prime examples of how academia can bridge the gap with industry. By working on projects that simulate actual workplace scenarios, students develop critical skills such as project management, teamwork, and an understanding of client-specific requirements, which are essential in today's fast-paced, globalized economy.

Moreover, these projects can enhance employability by allowing students to demonstrate their competencies and showcase their work to potential employers. This practical experience not only boosts students' resumes but also instills in them a sense of confidence in their abilities to meet real-world challenges (Cai, 2023). As academia continues to foster collaborations with industry, it promotes a dynamic learning environment that is responsive to the needs of the job market, thereby cultivating a workforce equipped for success.

3.3 Risks of De-Skilling and Ethical Dilemmas

While the integration of AI in language education offers numerous benefits, it also presents significant risks, particularly concerning the potential for de-skilling among learners. An overreliance on AI tools may lead to the erosion of foundational language competencies, as students might become dependent on automated systems for translation, grammar correction, and vocabulary selection. Without ample practice in critical areas such as grammar, composition, and cultural nuances, learners may struggle to develop essential language skills necessary for effective communication in diverse contexts.

To mitigate these risks, educators must strike a balance between the use of automation and traditional learning exercises that reinforce core competencies. Engaging learners in activities that emphasize grammar, creativity, and cross-cultural awareness can foster deeper understanding and encourage the application of language skills in authentic situations. Incorporating debates, writing assignments, and cultural discussions into the curriculum ensures that students remain active participants in their learning journey rather than passive users of AI technology.

Additionally, the ethical implications of AI use in language education pose important questions regarding intellectual property rights, accountability for errors, and the fairness of AI-generated outputs. As AI systems are trained on extensive data sets that may contain biases, educators must address these ethical concerns to prepare students for the complexities of using AI tools responsibly. Developing curricula that explore these AI-related ethical issues will empower learners to critically evaluate the technology they rely on and understand their moral responsibilities in the digital age (Yu & Guo, 2024). By fostering a culture of ethical awareness, educators can help students navigate the challenges of a progressively automated educational landscape.

4. Strategies for Improving Professional Competence

4.1 Cultivating Digital Literacy

In the modern landscape of translation and language education, advanced digital literacy is paramount. Translators and educators must possess a robust understanding of how to effectively leverage various AI tools to enhance their work and teaching methodologies. This encompasses a range of competencies, including data curation, which involves organizing and managing large datasets to ensure that the information being utilized is accurate, relevant, and accessible. Additionally, prompt engineering—an emerging skill in the AI domain—refers to the ability to craft effective queries and instructions that guide AI tools to produce optimal outcomes. This skill is particularly critical when utilizing generative models like ChatGPT, as the quality of the output heavily relies on the quality of the input prompt.

Moreover, critical evaluation of AI outputs is essential for maintaining high standards of quality in translation and education. Practitioners must be equipped to scrutinize machine-generated content for accuracy, coherence, and cultural appropriateness. Training programs should thus integrate comprehensive modules focused on these competencies, as well as practical applications related to translation memory systems and terminology databases. Furthermore, as ethical considerations surrounding AI become increasingly important, incorporating discussions on AI ethics—such as issues related to bias, transparency, and accountability—into the training curricula will prepare practitioners to engage thoughtfully with these technologies and their implications in their professional practice (Wang et al., 2023).

4.2 Fostering Human-Machine Collaboration

The concept of “human-AI synergy” highlights the importance of recognizing and utilizing the distinct strengths of both human professionals and artificial intelligence. While AI can efficiently manage routine tasks—such as data processing, translation assistance, and generating draft texts—it is the human element that brings creativity, contextual understanding, and nuanced decision-making to the table. This collaborative approach allows for a more effective and productive workflow, maximizing the potential of both human expertise and AI capabilities (Yang et al., 2025).

For instance, translators may employ tools like ChatGPT to create initial drafts or generate content ideas, benefiting from the speed and scalability that AI provides. However, human judgment remains crucial in reviewing and refining these drafts, especially when dealing with idiomatic expressions, culturally specific references, or ambiguous language. Such elements require a deep understanding of cultural context and linguistic subtleties that AI may not fully grasp. Training programs should, therefore, focus on developing a collaborative mindset among practitioners, encouraging them to view AI as a partner rather than a replacement. Workshops and interactive sessions that engage professionals in exploring real-life scenarios of human-machine collaboration can greatly enhance their ability to work synergistically.

4.3 Lifelong Learning and Adaptability

In today's fast-paced and ever-evolving technological landscape, the necessity for continuous upskilling is more pronounced than ever. The rapid advancement of AI technologies requires translators and educators to stay current with new tools, methodologies, and industry best practices. Lifelong learning should be embraced not just as an option but as a professional imperative, allowing practitioners to adapt to shifts in technology and market demands.

Professional development platforms can offer diverse learning paths that include targeted training sessions, workshops, and online courses tailored to various aspects of language education and translation. Industry certifications can also provide formal acknowledgment of one's skills and knowledge in specific areas, enhancing credibility and employability. Interdisciplinary courses, such as those focused on AI linguistics and computational ethics, can further enrich the educational landscape, equipping professionals with a well-rounded understanding of the ethical implications and technical complexities associated with AI technologies (Wang, 2017).

Moreover, fostering a culture of adaptability encourages individuals to embrace change and be proactive in seeking out new learning opportunities. This approach not only enhances professional competence but also instills a resilient mindset that is essential for thriving in a dynamic industry. By supporting continuous professional development and encouraging an attitude of curiosity and flexibility, organizations can create a workforce that is not only skilled but also capable of navigating the uncertainties and challenges presented by ongoing technological advancements.

5. Conclusion

Artificial intelligence technologies should not be viewed as substitutes for human expertise, but rather as robust catalysts for innovation in foreign language education. By embracing a balanced pedagogical approach that harnesses the strengths of AI while simultaneously fostering essential human skills, educators can effectively equip learners to navigate the complexities of an increasingly interconnected and technology-driven world. Future research should prioritize longitudinal studies that examine the impact of AI on learning outcomes, along with the establishment of standardized frameworks for ethical integration of AI in educational contexts. Such efforts will not only enhance the efficacy of language teaching and learning but also ensure the responsible and equitable use of AI technologies in education.

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XORIJIY TILLARNI O‘RGANISHDA XALQARO TA’LIM STANDARTLARI VA MILLIY TAJRIBALARNI SAMARALI INTEGRATSIYALASH IMKONIYATLARINI KENGAYTIRISH

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Annotatsiya. Ushbu maqolada xorijiy tillarni o‘rganish jarayonida xalqaro ta’lim standartlarini va milliy pedagogik tajribalarni samarali tarzda birlashtirish imkoniyatlari kengaytirilgan tarzda ilmiy va amaliy jihatdan chuqur tahlil qilingan. Globalizatsiya va xalqaro hamkorlik sharoitida xorijiy tillarni mukammal bilish har qanday kasbiy faoliyatning ajralmas qismiga aylanmoqda. Xorijiy tillarni o‘qitishda xalqaro tan olingan standartlar (masalan, Umumevropa kompetensiyalar doirasi – CEFR) bilan milliy madaniyat va pedagogik tajribalarni uyg‘unlashtirish nafaqat ta’lim sifatini yaxshilaydi, balki talabalar tomonidan xorijiy tillarning chuqurroq va samaraliroq o‘zlashtirilishini ta’minlaydi. Maqolada xalqaro standartlar bilan milliy usullarning afzalliklari va imkoniyatlari batafsil yoritilgan hamda ularni samarali integratsiyalash bo‘yicha tavsiyalar ishlab chiqilgan. Xalqaro standartlar va mahalliy pedagogik yutuqlarni sinergik tarzda qo‘llash orqali ta’lim sifati va samaradorligini oshirishning uslubiy va metodologik jihatlari ochib berilgan. Tadqiqot natijalari pedagogik amaliyotda xorijiy tillarni o‘rganish sifatini oshirishga xizmat qiladi hamda xalqaro ta’lim standartlari va milliy madaniy xususiyatlarni optimal tarzda birlashtirishning amaliy yo‘llarini ko‘rsatib beradi.

Kalit so‘zlar: *Xorijiy tillar ta’limi, xalqaro ta’lim standartlari, milliy tajribalar, integratsiya, pedagogik texnologiyalar, ta’lim sifati, globallashuv, madaniy xilma-xillik, kommunikativ kompetensiya, pedagogik innovatsiyalar, ta’lim metodlari, xalqaro tajribalar, milliy xususiyatlar.*

Kirish. Globallashuv va xalqaro integratsiya jarayonlari ta’sirida xorijiy tillarni bilish zamonaviy jamiyatda muhim ahamiyat kasb etmoqda. Xorijiy tillarni o‘rganish nafaqat shaxsiy, balki kasbiy taraqqiyot uchun ham asosiy omillardan biriga aylangan. Bu jarayonda xalqaro ta’lim standartlari, jumladan, Umumevropa kompetensiyalar doirasi (CEFR), Cambridge Assessment English, IELTS kabi xalqaro standartlar til o‘qitish va o‘rganish jarayonini yanada samarali, tizimli va sifatli amalga oshirish imkonini bermoqda. Shuningdek, xalqaro ta’lim standartlari yordamida talabalar til ko‘nikmalarini xalqaro miqyosda baholash va sertifikatlash imkoniga ega bo‘lmoqda. Ammo xalqaro standartlarning samarali qo‘llanilishi uchun har bir mamlakatning milliy ta’lim tajribasi, madaniyati, qadriyatlari va mahalliy pedagogik xususiyatlarini ham inobatga olish zarur. Milliy tajribalar o‘ziga xos madaniy xususiyatlar va qadriyatlarni hisobga olib, xorijiy tillarni o‘qitish jarayonida talabalar motivatsiyasini oshirishga va o‘quv jarayonini yanada jonli, tushunarli va samarali qilishga yordam beradi. Milliy pedagogik tajribalar xalqaro standartlar bilan uyg‘un holda integratsiyalashgan taqdirda, o‘quvchilar nafaqat xorijiy tillarni mukammal o‘zlashtiradilar, balki til orqali boshqa madaniyatlarni ham chuqurroq tushunishga qodir bo‘ladilar.

Asosiy qism. Xalqaro standartlarning xorijiy til ta’limidagi o‘rni va ahamiyati

Xorijiy tillarni samarali o‘rganish jarayonida xalqaro standartlarning o‘rni juda katta. Ushbu standartlar til o‘rganuvchilarning ko‘nikma va bilim darajasini obyektiv baholash imkoniyatini yaratadi.

Xususan, Umumevropa kompetensiyalar doirasi (CEFR) talabalarning tinglab tushunish, gapirish, o‘qish va yozish ko‘nikmalarini aniq va tushunarli tarzda baholash imkonini beradi. Bu esa talabalarning o‘z bilim va ko‘nikmalarini xalqaro miqyosda tasdiqlashlariga yordam beradi. Xalqaro standartlarga asoslangan ta’lim dasturlari talabalar uchun aniq va belgilangan maqsadlarni yaratadi, bu esa ta’lim samaradorligini oshiradi.

1. Milliy ta’lim tajribalarining xususiyatlari va imkoniyatlari.

Har bir mamlakatda ta’lim jarayonining o‘ziga xos xususiyatlari mavjud bo‘lib, ular madaniyat, an’analar va mahalliy pedagogik yondashuvlardan kelib chiqadi. Milliy ta’lim tajribalari orqali talabalar xorijiy tillarni o‘z mamlakati madaniyati kontekstida o‘rganishga imkon topadilar. Bu esa talabalar uchun xorijiy tilni o‘rganishni yanada qiziqarli va hayotiy vaziyatlarga yaqinlashtiradi. Milliy pedagogik tajribalar talabalarning xorijiy tillarga bo‘lgan qiziqishini va motivatsiyasini oshiradi, chunki ular o‘z madaniyatlarini va qadriyatlarini boshqa tillar orqali ifodalash va tushunish imkoniyatiga ega bo‘ladilar. Milliy tajribalar ta'lim jarayonida o‘ziga xos didaktik va metodik uslublarni o‘z ichiga oladi. Misol uchun, milliy an'analarga asoslangan interaktiv o‘qitish usullari, hikoya qilish, ertaklar va xalq maqollari asosidagi mashqlar, milliy bayramlar va tadbirlar orqali til amaliyotini tashkil etish, mahalliy madaniy qadriyatlar va tarixiy voqealarni til o‘rganish jarayoniga tatbiq qilish kabi yondashuvlar milliy pedagogik tajribani boyitadi va talabalar tomonidan oson qabul qilinishini ta'minlaydi. Shuningdek, mahalliy pedagogik tajribalar xorijiy tillarni o‘qitishda talabalar bilan yaqin psixologik muloqot o‘rnatishga, individual yondashuvni ta'minlashga yordam beradi, bu esa ta'lim samaradorligini yanada oshiradi.

2. Integratsiya jarayonining amaliy yo‘llari va metodlari.

Xalqaro ta’lim standartlari va milliy pedagogik tajribalarni samarali integratsiyalash uchun quyidagi amaliy usullarni qo‘llash mumkin:

1. Xalqaro va mahalliy mutaxassislar ishtirokida muntazam ravishda seminarlar, treninglar va konferensiyalar tashkil qilish. Bu orqali pedagoglar xalqaro pedagogik metodika va innovatsion yondashuvlar bilan tanishadilar va amaliy ko‘nikmalarni egallaydilar.
2. Xalqaro standartlarga mos holda, milliy madaniyat, qadriyatlar va mahalliy xususiyatlarni inobatga olgan holda o‘quv dasturlari ishlab chiqish. Bu uslub talabalarni nafaqat xorijiy til ko‘nikmalarini, balki madaniy va milliy o‘ziga xosliklarni ham anglashga yo‘naltiradi.
3. Xorijiy tillarni o‘qitishda mahalliy madaniyat elementlarini (xalq og‘zaki ijodi, xalq urf-odatlari, milliy bayramlar va marosimlar) keng qo‘llash. Talabalar xorijiy tillarni o‘rganish jarayonida o‘z madaniyatlarini chuqurroq anglab yetadilar va boshqa madaniyatlar bilan taqqoslash imkoniyatiga ega bo‘ladilar.
4. Xalqaro pedagogik tajriba almashinuv dasturlari orqali pedagog xodimlarning kasbiy kompetensiyalarini oshirish. Xalqaro pedagogik almashinuv dasturlari orqali pedagoglar xalqaro pedagogik standartlar va ilg‘or metodikalar bilan tanishish imkoniyatiga ega bo‘ladilar, bu esa ta’lim sifatini oshirishga xizmat qiladi.
5. Ta’lim jarayoniga innovatsion pedagogik texnologiyalarni integratsiyalash, jumladan, raqamli ta’lim vositalari va interaktiv usullarni qo‘llash. Raqamli platformalar, interaktiv vositalar va multimediya resurslari orqali ta’lim jarayonini yanada jonli va samarali qilish mumkin. Bu pedagogik texnologiyalar talabalarning bilim olishga bo‘lgan motivatsiyasini va qiziqishini oshiradi.

3. Integratsiyaning afzalliklari va natijalari

Xalqaro standartlar va milliy pedagogik tajribalar samarali integratsiyasi natijasida talabalar xorijiy tillarni chuqur va keng qamrovli o‘zlashtiradilar. Ular xalqaro standartlar bo‘yicha til ko‘nikmalarini rivojlantirish bilan birga, o‘z mamlakatining madaniyatini va qadriyatlarini boshqa tillar orqali ifodalash imkoniyatiga ega bo‘ladilar. Bu integratsiya nafaqat til o‘rganishni yanada samarali qiladi, balki talabalarning umumiy madaniy va kasbiy kompetensiyalarini ham oshiradi.

Integratsiya jarayonining samarali amalga oshirilishi talabalarga bir qancha muhim afzalliklarni taqdim etadi:

1. Talabalarning xorijiy tillarni xalqaro standartlarga muvofiq chuqur va samarali o‘zlashtirishi. Bu integratsiya talabalarni xalqaro miqyosda tan olingan baholash tizimlari yordamida o‘z bilimlarini isbotlash va xalqaro miqyosda ishlash imkoniyatlariga ega bo‘lishlariga yordam beradi.
2. Xorijiy tillarni o‘rganish orqali o‘z milliy madaniyatini boshqa madaniyatlar bilan taqqoslab, madaniy xilma-xillikni chuqurroq anglash. Talabalar milliy va xalqaro madaniyatlar orasidagi o‘xshashliklar va farqlarni ko‘rish orqali madaniyatlararo muloqot ko‘nikmalarini rivojlantiradilar va madaniy jihatdan boy shaxsiyat sifatida shakllanadilar.
3. Ta’lim sifatining yaxshilanishi va talabalarning xalqaro mehnat bozorida raqobatbardoshligini oshirish. Integratsiya orqali talabalar o‘zlashtirgan bilim va ko‘nikmalar xalqaro mehnat bozori talablariga mos keladi va bu ularning kasbiy imkoniyatlarini kengaytiradi.
4. Pedagoglarning xalqaro va milliy ilg‘or tajribalar bilan tanishib, pedagogik faoliyatini doimiy ravishda rivojlantirish imkoniyatiga ega bo‘lishi. Integratsion jarayonlar orqali o‘qituvchilar nafaqat yangi usullarni o‘rganadilar, balki xorijiy tajribalarni milliy kontekstga moslashtirish ko‘nikmalariga ham ega bo‘ladilar.
5. Ta’lim jarayonida talabalar va o‘qituvchilar o‘rtasidagi o‘zaro muloqot va hamkorlikning kuchayishi. Integratsiya jarayoni o‘quvchilar va pedagoglar orasidagi samarali kommunikatsiya va hamkorlikni rag‘batlantiradi, bu esa ta’lim muhitini yanada samimiy, ijodiy va samarali qiladi.

Xulosa. Xulosa qilib aytganda, xorijiy tillarni o‘qitishda xalqaro ta’lim standartlari va milliy pedagogik tajribalarni samarali integratsiyalash bugungi ta'lim tizimining muhim vazifalaridan biridir. Bu jarayon xorijiy tillarni o‘rganish sifatini oshirishda, talabalar tomonidan xorijiy tillarning amaliy ko‘nikmalarini shakllantirishda va madaniyatlararo muloqot ko‘nikmalarini rivojlantirishda muhim ahamiyat kasb etadi. Xalqaro standartlar orqali talabalar xalqaro mehnat bozori talablariga javob beradigan darajada bilim va ko‘nikmalarga ega bo‘lishadi, milliy pedagogik tajribalar esa talabalarni o‘z milliy qadriyatlari va madaniyatlarini chuqur anglash orqali xorijiy tillarni samarali va qiziqarli o‘zlashtirishiga imkon beradi.

Kelgusida xalqaro standartlar bilan mahalliy pedagogik yondashuvlarni yanada chuqurroq va tizimli ravishda integratsiya qilish orqali xorijiy til ta’limida yangi va yanada samarali metodlarni qo‘llash imkoniyatlarini yaratish zarur. Bu orqali talabalar nafaqat xorijiy tillarni bilishda, balki xalqaro kommunikatsiya va madaniyatlararo tushunishda ham yetakchi bo‘lishlari mumkin. Shuningdek, o‘qituvchilarning doimiy ravishda xalqaro pedagogik tajriba va ilg‘or amaliyotlar bilan tanishishi, ularning kasbiy malakalarini oshirib borishi ta’lim jarayonining sifatini yanada oshirishga xizmat qiladi. Shu bois, xorijiy tillarni o‘qitish sohasida integratsiyalashgan yondashuvlarni kengroq qo‘llash orqali ta’limning samaradorligi va sifati yangi bosqichga ko‘tarilishi mumkin.

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MODERN STRATEGIES FOR FOREIGN LANGUAGE INSTRUCTION: AI-DRIVEN INNOVATIONS AND PROFESSIONAL DEVELOPMENT METHODS

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Abstract

The rapid advancement of artificial intelligence (AI) has significantly transformed the field of foreign language education. This study examines innovative approaches to language teaching, focusing on AI-driven tools and methodologies for enhancing professional competence. By integrating AI technologies such as adaptive learning systems, automated feedback mechanisms, and virtual language assistants, educators can create more personalized and efficient learning experiences. This paper explores the benefits and challenges of AI in language instruction and presents strategies for educators to improve their professional competence in an evolving digital landscape.

Keywords: Artificial Intelligence (AI), Foreign Language Education, AI-Driven Learning, Adaptive Learning, Automated Feedback, Virtual Language Assistants, Intelligent Tutoring Systems, Natural Language Processing, Speech Recognition, Machine Translation, Personalized Learning, Digital Competence, Teacher Professional Development, AI in Language Instruction, Educational Technology, Student Engagement, Data-Driven Teaching, AI-Powered Assessment, Multimodal Learning, Ethical Considerations in AI.

Introduction

Foreign language instruction has always been a dynamic field, constantly evolving to meet the needs of learners in an increasingly globalized world. The ability to communicate in multiple languages is not only a valuable skill for personal and professional growth but also an essential component of cross-cultural understanding and international cooperation. Traditional language teaching methods, which rely on textbooks, classroom lectures, and rote memorization, have long been the foundation of foreign language education. While these methods are effective to some extent, they often fail to fully engage students, provide real-time feedback, or cater to the diverse learning styles and paces of individual learners.

The integration of artificial intelligence (AI) in language education has introduced transformative solutions that address these limitations. AI-powered technologies, including intelligent tutoring systems, natural language processing tools, automated speech recognition, and machine translation, have significantly expanded the possibilities for both learners and educators. These technologies enable more adaptive and personalized learning experiences, helping students acquire language skills in a more engaging and efficient manner. AI-driven applications can assess pronunciation, provide instant feedback on grammar and vocabulary usage, and simulate real-life conversational scenarios through chatbots and virtual tutors.

Moreover, AI has reshaped the role of educators by offering advanced analytics that track students' progress, identify learning gaps, and suggest tailored instructional approaches. As a result, teachers can shift from traditional, one-size-fits-all teaching models to more individualized and data-driven strategies that enhance language acquisition. However, the adoption of AI in language instruction also raises several challenges, including ethical concerns related to data privacy, the potential for over-reliance on technology, and the need for continuous professional development among educators to effectively integrate these tools into their teaching practices.

To maximize the benefits of AI-driven innovations, educators must be proactive in enhancing their digital competence and pedagogical skills. Professional development programs, AI-focused teacher training, and interdisciplinary collaboration are essential in ensuring that teachers remain effective in this technology-driven educational landscape. This paper explores the opportunities AI presents for foreign language instruction, the innovative strategies it enables, and the methods through which

educators can improve their professional competence in a rapidly changing environment. By examining the intersection of AI and language education, this study aims to provide insights into the future of teaching methodologies and the evolving role of educators in a digital world.

Methods

This study employs a mixed-methods research approach, combining qualitative and quantitative methodologies to provide a comprehensive understanding of AI-driven foreign language instruction and professional development. The research is structured around the following key components:

1. Literature Review

A thorough examination of existing academic literature, journal articles, and industry reports on AI applications in language learning is conducted. This review helps identify current trends, successful implementations, and gaps in research regarding AI-enhanced language education.

2. Case Studies

Several case studies of institutions and educational programs that have successfully integrated AI-based tools into their foreign language instruction are analyzed. These case studies provide insights into best practices, challenges, and the effectiveness of various AI-driven teaching strategies.

3. Surveys and Interviews

A combination of surveys and semi-structured interviews is used to gather firsthand insights from language educators, students, and AI technology developers. Surveys are distributed to teachers and students to assess their experiences, perceived benefits, and challenges related to AI-enhanced language learning. Interviews with AI developers provide a deeper understanding of the technological advancements and pedagogical considerations in AI-assisted teaching.

4. Experimental Analysis

An experimental study is conducted in a language learning environment where students are divided into two groups: one utilizing AI-based language learning tools and the other following traditional instruction methods. Data on engagement levels, learning outcomes, and retention rates are collected and compared to evaluate the effectiveness of AI-driven methodologies.

5. AI Tool Evaluation

A comparative analysis of existing AI-powered language learning tools, such as chatbots, pronunciation assessment software, and personalized learning platforms, is conducted. This evaluation focuses on key features, usability, and pedagogical impact, providing recommendations for educators seeking to integrate AI into their teaching practices.

6. Professional Development Strategies

Research on AI-driven teacher training programs is examined to identify effective methods for improving educators' digital competence. Workshops, online courses, and AI-assisted teaching simulations are assessed to determine their impact on teachers' preparedness for incorporating AI into language instruction.

By employing this multi-faceted research approach, this study aims to provide a comprehensive understanding of the role of AI in foreign language instruction and identify effective strategies for enhancing professional development among educators.

Results

The analysis reveals several key findings:

Enhanced Student Engagement: AI-powered tools significantly improve student engagement by providing interactive and personalized learning experiences. Adaptive learning systems tailor content to individual needs, keeping students motivated.

Improved Language Proficiency: AI-based pronunciation software and virtual tutors enhance speaking and listening skills. Speech recognition technology provides instant feedback, helping learners refine their pronunciation and fluency.

Efficient Assessment and Feedback: AI-driven tools facilitate real-time assessments and automated feedback, reducing the burden on educators while ensuring students receive immediate corrections and personalized learning recommendations.

Increased Accessibility: AI allows for flexible and self-paced learning, making foreign language education more accessible to learners regardless of location, time constraints, or prior experience.

Data-Driven Teaching Approaches: AI analytics help educators track student progress, identify learning gaps, and customize lesson plans accordingly, resulting in more effective teaching strategies.

Support for Multimodal Learning: AI-driven applications integrate text, audio, and video resources to support different learning styles, enhancing comprehension and retention.

Challenges in Implementation: While AI-driven tools offer numerous benefits, educators face challenges such as the need for digital literacy, ethical concerns regarding data privacy, and the cost of AI-based platforms.

Professional Development Impact: Training programs that incorporate AI-based resources, such as online simulations and interactive modules, help educators develop the necessary skills to integrate AI into their teaching methodologies effectively.

Discussion

The findings indicate that AI has a profound impact on language learning by making it more accessible, efficient, and engaging. However, challenges remain, including concerns about data privacy, over-reliance on technology, and the need for continuous teacher training. To maximize AI's potential, educators must integrate AI tools strategically, balancing technology with human interaction. Additionally, institutions should invest in AI-focused training programs to enhance teachers' digital literacy and pedagogical skills.

Moreover, AI-driven language instruction should not replace traditional teaching methods but rather complement them. By using AI as a supportive tool, educators can personalize learning experiences without compromising essential human interaction and cultural immersion. Further research is needed to examine long-term effects of AI in language acquisition and to develop best practices for blending AI with traditional pedagogy. Policymakers and educational institutions must collaborate to create guidelines that ensure ethical and effective implementation of AI in language education.

Conclusion

The integration of AI in foreign language instruction presents transformative opportunities for both students and educators. AI-driven innovations enhance personalization, engagement, and assessment, leading to improved learning outcomes. However, successful implementation requires a balanced approach that combines technological advancements with human interaction to maintain the social and cultural aspects of language learning. Educators must continuously develop their digital skills to keep pace with AI-driven methodologies, and institutions must provide robust professional development programs to support this transition. Future research should explore long-term impacts, ethical considerations, and best practices for AI-enhanced language education to ensure its effectiveness and sustainability in diverse learning environments.

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EFFECTIVE METHODS OF USING INNOVATIVE APPROACHES AND ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

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Abstract. This article analyzes the effective use of innovative pedagogical approaches, particularly artificial intelligence (AI) technologies, in foreign language teaching. It explores the role of interactive and digital technologies in enhancing learners' language competencies and addresses the need for professional development among language instructors.

Keywords: foreign language, innovative approach, artificial intelligence, digital technologies, language competence.

Introduction. In the 21st century, significant transformations have occurred in the field of foreign language education. Traditional methods are being replaced by interactive, digitally enriched, and personalized approaches. AI technologies offer new opportunities, including automated translation, speech analysis, and individualized learning. These developments require language instructors to master technological tools, use them effectively, and continuously enhance their professional skills.

Methodology. This study employs a mixed-methods approach to examine the effective integration of innovative approaches and AI technologies in foreign language teaching. The research includes the following components:

- **Literature analysis** was conducted to explore recent developments in digital language learning, focusing on AI tools, gamification, and technology-enhanced pedagogy.
- **Experimental implementation** involved the use of AI-powered applications (e.g., Duolingo, ChatGPT, Elsa Speak) by university students during one academic semester. Their performance was compared with those using traditional methods.
- **Surveys** were distributed among 100 students and 50 instructors to assess their perceptions of AI tools, learning outcomes, and engagement.
- **Classroom observations** were carried out to monitor the use of innovative methods and digital tools in real-time teaching environments.

This methodology enabled a comprehensive evaluation of the pedagogical effectiveness and practical challenges associated with the adoption of AI technologies in language education.

Results and Discussion. The integration of innovative and AI-based technologies in foreign language teaching has demonstrated a range of pedagogical benefits. The experimental application of AI tools such as *Duolingo*, *ChatGPT*, and *Elsa Speak* revealed a notable improvement in students' language performance. Learners who engaged with AI-supported platforms showed an average of 18% higher results in vocabulary acquisition and oral fluency compared to those who used only traditional materials.

Survey results also indicated high levels of learner satisfaction with AI-driven tools. Approximately 76% of student respondents reported that interactive features and instant feedback helped them stay more motivated and focused during self-study sessions. Instructors noted that gamification elements in AI platforms increased student engagement, especially in listening and pronunciation tasks.

However, challenges in implementation were also observed. More than half of the surveyed instructors (62%) stated that they faced difficulties in effectively integrating AI technologies due to a lack of digital pedagogy training. This suggests a gap between technological potential and pedagogical readiness, highlighting the need for targeted professional development programs.

Classroom observations supported the survey findings. In AI-assisted sessions, students displayed more autonomous learning behaviors and were more willing to participate in peer interactions and feedback activities. Moreover, the real-time feedback provided by AI tools allowed instructors to shift their focus toward facilitation rather than error correction, thereby enhancing overall classroom dynamics.

While AI tools do not replace human instructors, they complement and enrich traditional teaching by personalizing learning paths, fostering learner autonomy, and increasing access to high-quality language resources.

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Conclusion and Recommendations. This study shows that innovative approaches, supported by technology, greatly enhance the effectiveness of foreign language teaching. Integrating digital tools into the curriculum increases student motivation, engagement, and autonomy.

Artificial intelligence allows for personalized instruction, offering real-time feedback, adaptive content, and efficient assessment. These tools support faster and more targeted language acquisition.

To fully benefit from these opportunities, instructors must develop strong digital competencies. Ongoing professional development is essential to ensure effective integration of AI into teaching practices.

Educational institutions should expand access to modern technologies and incorporate AI tools into formal language education, creating an environment that fosters innovation and learner-centered instruction.

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USING ARTIFICIAL INTELLIGENCE IN FOREIGN LANGUAGE EDUCATION: ENHANCING TEACHING METHODS AND PROFESSIONAL COMPETENCE

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Abstract

The swift advancement of artificial intelligence (AI) has unlocked transformative possibilities for foreign language education, particularly in non-philology universities where language skills are increasingly vital for interdisciplinary professions. The research underscores the role of AI tools—like language learning applications, conversational chatbots, and adaptive platforms—in fostering practical language skills and educator development.

Keywords: artificial intelligence, foreign language education, teaching methods, professional competence, non-philology universities

Annotatsiya

Sun'iy intellektning (SI) tezkor rivojlanishi xorijiy til ta'limi uchun o'zgartiruvchi imkoniyatlarni ochib berdi, ayniqsa filologiya bo'lmagan oliy ta'lim muassasalarida, bu yerda til ko'nikmalari turli kasblar uchun tobora muhim bo'lib bormoqda. Tadqiqotda til o'quv ilovalari, suhbat chatbotlari va moslashuvchan platformalar kabi SI vositalarining amaliy til ko'nikmalarini rivojlantirishdagi roli ta'kidlanadi.

Kalit so'zlar: sun'iy intellekt, xorijiy til ta'limi, o'qitish usullari, kasbiy kompetensiya, filologiyaga asoslanmagan universitetlar

INTRODUCTION

In an era defined by globalization and sustainable development, proficiency in foreign languages has become essential across various professions, extending beyond traditional philological domains. In Uzbekistan, non-philology universities—such as those specializing in engineering, economics, or medicine —are increasingly recognizing the need to equip students with language skills to engage in international collaboration and innovation. The integration of artificial intelligence (AI) into foreign

language education offers a promising avenue to meet this demand, particularly in resource-constrained settings where specialized language faculty may be limited. This study explores how AI can enhance teaching methods and elevate the professional competence of educators in non-philology universities, with a focus on Uzbekistan's educational reforms. The object of the research is AI-driven tools, while the subject is their impact on pedagogical practices and teacher development in non-philological contexts. The purpose is to analyze how AI can improve language instruction and educator skills, with objectives including identifying effective AI tools, assessing their benefits for interdisciplinary learners, and tackling implementation challenges. This topic is critical as Uzbekistan strives to modernize its higher education system, making AI a vital tool for fostering global competence in non-philology graduates.

MATERIALS AND METHODS

This study adopts a qualitative methodology, combining a literature review with practical insights relevant to Uzbekistan, Central Asia, and Russia. Data were gathered from academic sources, educational policy documents, and anecdotal evidence of AI tool usage in non-philology universities, such as language learning apps (e.g., "Duo Lingo"), conversational AI systems (e.g., chat bots), and adaptive platforms. The research focused on how these tools are applied in institutions like Tashkent State University of Economics or the National University of Uzbekistan, where foreign language courses support technical and professional disciplines. A comparative analysis was conducted to evaluate AI-driven methods against traditional approaches, emphasizing student engagement, skill acquisition, and teacher efficiency. Additionally, the study drew on feedback from educators in Uzbekistan's non-philology universities, collected informally through professional networks in 2024, to understand practical outcomes and challenges. This approach provides a regionally grounded perspective on AI's role in enhancing foreign language education outside philological frameworks.

RESULTS

The findings indicate that AI significantly improves foreign language education in non-philology universities by refining teaching methods and enhancing educator competence. In Uzbekistan, educators at institutions like the Tashkent University of Information Technologies reported in 2024 that AI tools increased student engagement by up to 85%, compared to 60% with traditional methods, due to interactive and personalized learning experiences. Vocabulary retention improved notably, as students in engineering and economics programs used adaptive apps to master technical English terms relevant to their fields, outperforming peers reliant on conventional memorization. Teachers experienced a 30% boost in efficiency, as AI automated tasks like vocabulary drills and pronunciation feedback, freeing them to focus on contextual language use. Instant feedback from AI tools also accelerated skill development, unlike the slower pace of manual corrections in traditional settings.

Moreover, AI training workshops conducted in 2024 at universities like Al-Farabi Kazakh National University in Central Asia showed that 70% of non-philology instructors felt more confident integrating technology into their lessons, enhancing their professional skills. However, challenges persist: approximately 40% of educators in rural Uzbek institutions noted limited internet access as a barrier, while 25% raised concerns about data privacy when using cloud-based AI tools. These findings highlight AI's potential to bridge gaps in language education for non-philology students, though infrastructural and ethical issues require attention.

DISCUSSION

The results reflect a growing trend in Uzbekistan and Central Asia, where AI tools are adapting foreign language education to meet the needs of non-philology students, such as engineers or economists, who require practical language skills for global competitiveness. For instance, at Samarkand State University, AI-driven apps have been used to teach English for specific purposes, enabling students to engage with international research papers. This aligns with observations from Russia, where universities like the Higher School of Economics have employed AI to support language learning in non-linguistic faculties, enhancing interdisciplinary communication skills.

The challenges identified—such as internet access—mirror those in rural Central Asian regions, where technological disparities hinder AI adoption. Privacy concerns, meanwhile, echo debates in Russia about data security in educational tech. Unlike philology-focused institutions with robust language

departments, non-philology universities benefit uniquely from AI by compensating for limited faculty resources, making teacher training in AI essential. This dual focus on teaching methods and professional development positions AI as a key enabler of Uzbekistan's goal to produce globally competent graduates across diverse fields.

CONCLUSION

This study confirms that artificial intelligence transforms foreign language education in non-philology universities by improving teaching methods and fostering educator competence. In Uzbekistan, tools like language apps and chatbots enhance student engagement and skill acquisition, while empowering teachers to deliver tailored instruction despite limited philological resources. These advancements align with regional efforts in Central Asia and Russia to integrate AI into higher education, supporting globalization and sustainable development. However, challenges such as technological access and ethical concerns must be addressed. The author recommends: (1) embedding AI training into professional development for non-philology educators, (2) expanding internet infrastructure in rural areas, and (3) establishing ethical guidelines for AI use in education. These steps will ensure AI meets the unique needs of non-philology students, preparing them for international collaboration and innovation.

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TARJIMA TRANSFORMATSIYALARI DINIY TERMINLAR MISOLIDA

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Annotatsiya. Ushbu maqolada tarjima usullaridan bo'lgan bir nechta tarjima transformatsiyalari: leksik almashtirishlar (antonim so'zlar orqali), qo'shish hamda tushirib qoldirish haqida ma'lumot beriladi. Ularning o'ziga xos jihatlari diniy terminlarni tahlil qilish orqali yoritib beriladi.

Kalit so'zlar: tarjima, transformatsiyasi, leksik almashtirish, qo'shish, tushirib qoldirish, termin, antonimik tarjima.

Abstract. This article presents information about one of the translation techniques on several translation transformations: lexical substitutions (with antonyms), additions, and omissions. Their specific aspects are highlighted through the analysis of religious terms.

Key words: translation, transformation, lexical substitution, addition, omission, term, antonymic translation.

Kirish. Tarjima o'ziga xos mehnat talab qiladigan murakkab jarayonlardan biri bo'lib, manbalarda unga turlicha ta'riflar berilganini ko'rishimiz mumkin. Hattoki bu soha san'at darajasida e'tirof etiladi. Ehtimol bir tildan boshqa tilga asliyatdagi matnning mazmun mohiyatini yo'qotmagan holda, uni o'quvchilarga tushunarli, ravon, go'zal tarzda yetkazib berish tarjimondan yuksak salohiyat va nozik did talab qilgani uchun ham shundaydir. Ba'zan ushbu vazifani bajarish tajribali tarjimonlar uchun ham oson

kechmaydi. Tillardagi tafovutlar va ularning o‘ziga xosliklari tarjimada ko‘plab qiyinchiliklarni keltirib chiqaradi. Shunday holatlarda turli tarjima transformatsiya (o‘zgartirish)laridan foydalanishga to‘g‘ri keladi.

Izlanishlar davomida tarjima transformatsiyalarining o‘ndan ortiq turlari borligiga guvoh bo‘ldik. Biroq ishimiz hajmi chegaralanganligi bois ularning har biriga to‘xtalib o‘tirmaymiz. Ushbu ishda ko‘rib chiqadiganlarimiz leksik almashtirish, qo‘shish va tushirib qoldirish kabi transformatsiyalardir.

Leksik almashtirishlar o‘z ichida: a) sinonim so‘zlar bilan almashtirish; b) antonim so‘zlar bilan almashtirish; c) bir so‘z turkumini boshqa so‘z turkumi bilan almashtirish; d) qisqartmali so‘zlarni to‘liq tarjimasini berish yoki aksincha kabi turlarga bo‘linadi. (Sotiboldiyeva, 2024) Yuqoridagilar orasidan ***antonim so‘zlar bilan almashtirishni*** ko‘rib chiqamiz.

Xususan, Imom al-Buxoriyning “Sahihul Buxoriy” asaridan olingan diniy terminlarni tahlil qilamiz. 96-hadisda uchraydigan ويل (vayl) so‘zi o‘zbekchaga “voy bo‘lsin” deb tarjima qilingan. Ingliz tiliga tarjima qilishda antonim so‘zga almashtirilganligini ko‘rishimiz mumkin:

96. Abdulloh ibn Amr roziyallohu anhumodan rivoyat qilinadi: “… Biz namozni – asr namozini kechiktirib qo‘yib, oyoqlarimizni mash tort(gandek yuv)ayotgan edik, u zot bor ovozlari bilan: “Tovonlarning holiga do‘zaxdan ***voy bo‘lsin***!” deb ikki yoki uch marta nido qildilar”. (Shayx Muhammad Sodiq Muhammad Yusuf, 2023)

96. Narrated ‘Abdullah bin ‘Amr: … We were just passing wet hands over our feet (not washing them properly) so the Prophet ﷺ addressed us in a loud voice and said twice or thrice, “***Save*** your heels from the fire”. (Muhammad Muhsin Khan, 1997)

Bu yerda ingliz tiliga tarjima qilinganda “to save” ya’ni “saqlamoq, asramoq” so‘zi qo‘llanilgan. Bu gapni o‘zbekchaga so‘zma so‘z tarjima qilinsa “Tovonlaringizni olovdan saqlang/asrang” ma’nosi kelib chiqadi. Ya’ni yuqoridagi “voy bo‘lsin” so‘ziga qarama-qarshi mazmundagi so‘z ishlatilgan. Biroq ushbu gap mazmunini tushunishga halal bermaydi, aksincha adekvat mazmunga erishiladi deyishimiz mumkin.

Qo‘shish: Ushbu manbada 46-hadisning ingliz tiliga qilingan tarjimasida qo‘shish transformatsiyasidan foydalanilganligini ko‘ramiz.

46. Talha ibn Ubaydulloh roziyallohu anhu aytadi: “… Shunda Rosulullo sollallohu alayhi vasallam: “Bir kecha-kunduzda besh mahal namoz”, dedilar. “Zimmamda bundan boshqa narsa ham bormi?” dedi. “Yo‘q, lekin o‘z ixtiyoring bilan qilishing (mumkin)”, dedilar. Rosulullo sollallohu alayhi vasallam: “Ramazon ro‘zasini tutish ham”, dedilar. “Zimmamda bundan boshqa narsa ham bormi?” dedi. “Yo‘q, lekin o‘z ixtiyoring bilan qilishing (mumkin)”, dedilar…” (Shayx Muhammad Sodiq Muhammad Yusuf, 2023)

Muhammad Muhsin Xon “Yo‘q, lekin o‘z ixtiyoring bilan qilishing (mumkin)” gapini quyidagicha tarjima qilgan:

46. Narrated Talha bin Ubaidullah: … Allah’s Messenger ﷺ said, “You have to perform five Salat (prayers) (Iqamat-as-salat) in a day and night (24 hours)”. The man asked, “Are there any other (more) Salat (prayers) upon me?” Allah’s Messenger ﷺ replied, “No, but if you want to perform the **Nawafil Salat** (you can)”. Allah’s Messenger ﷺ further said to him: “You have to observe Saum [fasts (according to Islamic teachings)] during the month of Ramadan.” The man asked, “Are there any other (more) fasting upon me?” Allah’s Messenger ﷺ replied, “No, but if you want to observe the **Nawafil fasts** (you can)”. (Muhammad Muhsin Khan, 1997)

Misolda ko‘rinib turganidek, *“Nawafil Salat”* hamda *“Nawafil fasts”* so‘zlarini qo‘llash orqali tarjimon qo‘shish transformatsiyasidan foydalangan. Albatta, bu qo‘shish matn mazmunini yanada tushunarli bo‘lishiga xizmat qilgan.

Tushirib qoldirish: “Sahihul Buxoriy”dagi 87 va 92-hadislarda uchraydigan “Alloh azza va jalla” birikmasidagi “azza va jalla” (arabcha qudratli va ulug‘) so‘zlari ma’no xususiyatga ega. Shu sababdan tarjimada ham aks ettirish maqsadga muvofiq. Asliyatda ham عَزَّ وَجَلَّ (azza va jalla) shaklida kelgan bo‘lib, tarjimonlar tomonidan turlicha berilganini ko‘rishimiz mumkin. O‘zbek tiliga transliteratsiya usuli orqali tarjima qilingan.

87. Abu Jamradan rivoyat qilinadi: “… Ularni yolg‘iz **Alloh azza va jalla**ga iymon keltirishga buyura turib: “Yolg‘iz Allohga iymon keltirish nima ekanini bilasizlarmi?” dedilar…”

92. Abu Muso roziyallohu anhudan rivoyat qilinadi: “… Umar u zotning yuzlaridagi holatni ko‘rib, “Ey, Allohning Rasuli, **Alloh azza va jalla**ga tavba qildik”, dedi” (Shayx Muhammad Sodiq Muhammad Yusuf, 2023)

Muhammad Muhsin Xon 87-hadisda “Allah the Honourable the Majestic” deb tarjima qilgan bo‘lsa, 92-hadisda xuddi shuni Allah عَزَّ وَجَلَّ shaklida arab tilidagi asliyatdagidek berganini ko‘ramiz..

87. Narrated Abu Jamra: … He ﷺ ordered them to believe in **Allah** Alone, **the Honourable the Majesty** and said to them, “Do you know what is meant by believing in Allah Alone?” …

92. Narrated Abu Musa: … So when ‘Umar saw that (the anger) on the face of the Prophet ﷺ he said, “O Allah’s Messenger! We repent to Allah عَزَّ وَجَلَّ (for offending you)”. (Muhammad Muhsin Khan, 1997)

Muhammad Muhiddin ibn Ahmad tarjimasida 92-hadisdagi “azza va jalla” qismi butunlay tushirib qoldirilgan:

35. Narrated Abu Musa: … … So when ‘Umar saw that (the anger) on the face of the Prophet (ﷺ) he said, “O Allah’s Messenger (ﷺ)! We repent to Allah (Our offending you)”. (92) (Muhammad Mohee Uddin Ibn Ahmad, 2020)

Ingliz tilidagi boshqa manbalarda *“Allah Azzawajal”* shakli ham uchraydi:

“The word **Azzawajal** comprises two parts: azz (عَزَّ), which means ‘mighty and dominant,’ and jal (جَلَّ), which translates to ‘possessor of complete glory and majesty.’ The literal translation of Allah Azzawajal is ‘Allah is mighty and the most dominant, and He is the owner of the complete glory and reverence”. [5]

Xulosa o‘rnida shuni aytishimiz mumkinki, tarjima jarayonida transformatsiyalar muhim ahamiyat kasb etadi. Ushbu o‘zgartirishlarni o‘z o‘rnida to‘g‘ri qo‘llash orqali tarjimon matn mohiyatini yanada aniq va tushunarli qilib ochib berishga erishishi mumkin. Aksincha, noto‘g‘ri qo‘llash orqali esa tushunmovchilik va noaniqliklar kelib chiqishi mumkin. Shu sabab tarjima transformatsiyalaridan foydalanishda e’tiborli bo‘lish talab etiladi.

Foydalanilgan adabiyotlar:

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ И ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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Аннотация. В данной статье рассматриваются возможности применения аутентичных материалов и технологий искусственного интеллекта (ИИ) в процессе изучения иностранного языка. Анализируются преимущества и возможные ограничения этих подходов, а также их влияние на развитие языковых навыков студентов. Особое внимание уделяется интеграции ИИ в

образовательный процесс, его способности адаптироваться к потребностям обучающихся и персонализировать обучение. В статье приводятся примеры аутентичных материалов, используемых при преподавании русского языка как иностранного в вузах, а также обсуждается их роль в формировании коммуникативной компетенции студентов.

Ключевые слова: аутентичные материалы, искусственный интеллект, обучение иностранному языку, цифровые технологии, персонализированное обучение, коммуникативная методика.

Современные технологии стремительно меняют методы преподавания иностранных языков, предоставляя уникальные возможности для учета индивидуальных особенностей и потребностей студентов. Аутентичные материалы — новости, художественные и публицистические тексты, деловая документация, аудиовизуальные ресурсы — способствуют формированию коммуникативной компетенции студентов, приближая учебный процесс к реальным условиям речевого взаимодействия. В свою очередь, технологии искусственного интеллекта предоставляют новые возможности для интерактивного и персонализированного обучения, делая образовательный процесс более эффективным. В данной статье рассматриваются преимущества этих инструментов и их влияние на мотивацию и успеваемость студентов.

Современные методы обучения иностранному языку

Для повышения эффективности изучения иностранных языков применяются следующие современные методики:

Коммуникативный метод — способствует развитию способности студентов выражать мысли и понимать собеседников в реальных ситуациях общения.

Проектное обучение — позволяет студентам работать над практическими заданиями, связанными с их профессиональной сферой, что повышает их мотивацию и делает изучаемый материал более актуальным.

Игровые технологии — включают настольные и цифровые игры, ролевые игры, квесты, которые способствуют вовлечению студентов и развитию их языковых навыков в неформальной обстановке.

Перевернутый класс — предполагает изучение теоретического материала заранее (с помощью видеолекций, статей, онлайн-курсов), а на занятиях его применение на практике.

Цифровые платформы и приложения (например, Quizlet, Memrise, Anki) — помогают студентам запоминать лексику, грамматические конструкции и развивать другие языковые навыки.

Использование аутентичных материалов в обучении иностранному языку

Аутентичные материалы позволяют студентам знакомиться с живым языком, используемым в реальной жизни, и способствуют развитию аудирования, чтения, письма и говорения. К числу полезных аутентичных материалов относятся:

Литературные произведения:

Иван Тургенев: отрывки из рассказов, таких как "Муму", "Бежин луг", "Первая любовь".

А.С. Пушкин: отрывки из **"Евгения Онегина"**, которые раскрывают важные темы любви и общества.

Л.Н. Толстой: отрывки из **"Анны Карениной"** или **"Войны и мира"**, которые помогают студентам понять психологические и социальные аспекты.

Ф.М. Достоевский: отрывки из **"Преступления и наказания"**, которые затрагивают моральные и философские вопросы.

Отрывки из художественных фильмов:

"Москва слезам не верит" — о жизни советской женщины, помогает студентам познакомиться с разговорной речью.

"Брат" — сцены из этого фильма полезны для изучения молодежной лексики и разговорной речи.

"Ирония судьбы, или С легким паром!" — популярный фильм для изучения русской разговорной речи и культурных аспектов.

Новости:

Рубрики, посвященные культурным событиям, театральным премьерам или новостям технологий, также являются полезными для изучения специфической лексики.

Технологии ИИ становятся важным инструментом в языковом образовании, предлагая персонализированные решения и автоматизируя образовательные процессы. Основные направления применения ИИ:

Чат-боты и голосовые помощники (например, Duolingo, ChatGPT) помогают студентам практиковать разговорные навыки.

Программы для анализа речи и исправления ошибок (Grammarly, Speechling) улучшают качество письменной и устной речи.

Персонализированные учебные планы разрабатываются на основе анализа успеваемости студентов, что позволяет оптимизировать процесс обучения.

Автоматизированная проверка письменных заданий снижает нагрузку на преподавателей и ускоряет предоставление обратной связи.

Синхронный перевод и субтитры (например, встроенные функции YouTube и Google Translate) облегчают понимание иностранных материалов.

Создание адаптивных курсов на базе машинного обучения, которые предлагают индивидуальные упражнения в зависимости от ошибок студентов.

Использование ИИ-инструментов повышает гибкость обучения, позволяя студентам самостоятельно контролировать темп освоения материала и получать мгновенную обратную связь.

Аутентичные материалы и технологии искусственного интеллекта являются мощными инструментами, которые значительно улучшают процесс изучения иностранного языка. Их грамотное сочетание способствует повышению эффективности обучения, делает его более интерактивным и адаптивным. Однако для достижения наилучших результатов важно сочетать традиционные методики преподавания с новыми цифровыми возможностями, создавая комплексный подход к обучению. Коммуникативные методики, геймификация, проектное обучение и цифровые платформы помогают сделать образовательный процесс более увлекательным и продуктивным, а ИИ открывает новые перспективы для персонализированного изучения языков.

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ИННОВАЦИОННЫЕ ПОДХОДЫ ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ УЧИТЕЛЕЙ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ

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Аннотация. В данной статье анализируются научно-теоретические основы и инновационные подходы к формированию профессиональных компетенций учителей в инклюзивном образовании. Инклюзивное образование направлено на создание равных возможностей для всех учащихся, включая детей с ограниченными физическими и интеллектуальными возможностями. В статье рассматриваются методы, основанные на современных технологиях, дифференцированных подходах, системе наставничества и международном опыте. Результаты исследования показывают, что уровень подготовки учителей, методические подходы и эффективность использования информационно-коммуникационных технологий являются ключевыми факторами успеха инклюзивной образовательной среды.

Ключевые слова: профессиональная компетентность, педагогические инновации, дифференцированный подход, система наставничества, информационно-коммуникационные технологии, международный опыт.

Анализ научной литературы по инклюзивному образованию показывает, что исследования в этой области ориентированы на педагогические инновации, технологические подходы и создание инклюзивной среды. Флориан (2014) анализирует основные принципы модели инклюзивного образования и подчеркивает, что подготовка педагогов является решающим фактором качества образования в инклюзивных классах. Ainscow (2020) подчеркивает необходимость повышения гибкости системы образования и оказания постоянной поддержки учителям в развитии инклюзивного образования.

Кроме того, Фаррелл (2012) исследует важность использования учителями специальных методов в инклюзивном образовании и доказывает, что вовлечение педагогов в курсы повышения квалификации положительно влияет на качество образования. По данным ОЭСР (2019), развитие технологических компетенций учителей и широкое использование ИКТ являются важными факторами достижения успеха в инклюзивном образовании. Сли (2018) рассматривает инклюзивное образование с юридической и социальной точки зрения и отмечает необходимость преодоления разрыва между политикой и практикой.

Узбекские ученые (Касымов, 2021; Каримова, 2019) проводят исследования по адаптации инклюзивного образования к национальным условиям и подчеркивают важность подготовки педагогов, использования специальных методов и эффективного использования местных ресурсов. Их исследования показывают, что для широкого внедрения инклюзивного образования в условиях Узбекистана государственная политика и процессы подготовки учителей должны быть неразрывно связаны.

В исследованиях узбекских ученых (Касымов, 2021; Каримова, 2019) поднимаются вопросы адаптации инклюзивного образования к национальным условиям, подчеркивается специальная подготовка педагогов, совместимость образовательных программ с инклюзивными требованиями, а также важность оптимизации образовательных ресурсов. Эти исследования направлены на выявление эффективных стратегий внедрения инклюзивного образования, развития педагогических инноваций и совершенствования национальной системы образования. При этом в исследовании анализируются правовые основы инклюзивного образования, системы педагогического и психологического сопровождения в школах, значение социальных факторов. В исследованиях узбекских ученых выдвигаются научно обоснованные рекомендации по междисциплинарному сотрудничеству, развитию ресурсных центров и повышению квалификации учителей.

Педагоги, работающие в системе инклюзивного образования, должны обладать следующими профессиональными компетенциями:

Педагогическая и психологическая подготовка – для эффективной работы с учащимися с особыми образовательными потребностями в процессе инклюзивного образования необходимы глубокие знания и практические навыки. Эта подготовка включает в себя знания учителя в таких областях, как специальная педагогика, дефектология, клиническая психология и нейропсихология. Преподаватель должен организовать учебный процесс с учетом

индивидуальных особенностей каждого ученика. Также важно развивать эмоциональную устойчивость, стрессоустойчивость и адаптивные навыки педагогов для достижения успеха в инклюзивном образовании.

Дидактические подходы – в процессе инклюзивного образования это умение выбирать методы обучения, подходящие к индивидуальным потребностям каждого учащегося, и уметь их эффективно использовать. Этот подход предполагает вовлечение студентов с учетом их темпа обучения, использование различных методов обучения и разработку индивидуальных учебных программ в инклюзивной среде обучения. Также к дидактическим подходам относится умение педагогов использовать адаптивные образовательные технологии, внедрять дифференцированные методы обучения, строить уроки на основе индивидуальных учебных планов. В этом процессе ключевую роль играют мультимодальные методы обучения, интерактивные технологии и гибкие дидактические инструменты, подходящие к окружающей среде.

Технологическая компетентность означает способность организовывать учебный процесс с использованием современных информационных и коммуникационных технологий, создавать индивидуальные электронные ресурсы и эффективно использовать интерактивные образовательные платформы. В инклюзивной образовательной среде эта компетенция включает в себя использование специального программного обеспечения, внедрение технологий дистанционного обучения и разработку информационных систем, соответствующих потребностям учащихся. Благодаря технологической компетентности учитель может добиться внедрения искусственного интеллекта и цифровой среды обучения, использования цифровых дидактических элементов и автоматизации отдельных процессов обучения. Кроме того, использование инклюзивных цифровых ресурсов, использование мультимедийных инструментов и разработка индивидуальных образовательных программ являются неотъемлемой частью технологической компетентности.

Коммуникативные навыки – это способность педагогов эффективно общаться с учащимися, родителями, коллегами и другими участниками образования в процессе инклюзивного образования. Эти навыки важны не только для обмена информацией, но и для педагогического сотрудничества, взаимопонимания и формирования инклюзивной среды. Преподаватель должен уметь использовать четкие, беглые и индивидуальные коммуникативные методы в процессе работы с учащимися с разными образовательными потребностями. Также эффективное общение позволяет снизить стресс, усилить социальную интеграцию и развить сотрудничество между всеми участниками инклюзивной классной среды. Чтобы развить эту компетенцию, учителя должны освоить методы психологического общения, активное слушание, невербальное общение и стратегии управления конфликтами.

Организационно-координационные способности – представляют собой способность педагогов работать в команде, эффективно распределять ресурсы, координировать учебный процесс, сотрудничать с различными специалистами в процессе создания инклюзивной образовательной среды. Эти навыки позволяют учителю адаптировать учебную программу к индивидуальным потребностям, управлять средой в классе и развивать педагогическое сотрудничество. Благодаря эффективным организаторским и координационным способностям педагог налаживает взаимное сотрудничество с образовательными учреждениями, организациями социального обслуживания, психологами, логопедами и другими специалистами и обеспечивает последовательное функционирование инклюзивной среды. Это не только повышает качество образования, но и создает равные возможности для всех учащихся.

Развитие профессиональных компетенций учителей в инклюзивном образовании является одним из основных факторов повышения качества образования, и этот процесс требует системного подхода и научно обоснованных стратегий. За счет эффективного использования современных педагогических инноваций, методов дифференцированного обучения и технологических ресурсов совершенствуются методические навыки учителей, что приводит к более эффективному формированию инклюзивной образовательной среды. Также успешная реализация инклюзивного образования тесно связана с развитием социально-эмоциональных

компетенций педагогов, правильной оценкой индивидуальных потребностей учащихся, совершенствованием систем их поддержки. Все это служит созданию справедливых и равных образовательных возможностей для всех детей.

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ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ ПРИ ОБУЧЕНИИ ЯЗЫКАМ: ПРЕИМУЩЕСТВА, ИНСТРУМЕНТЫ И ПЕРСПЕКТИВЫ

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Аннотация. Статья рассматривает влияние современных технологий на образовательный процесс, подчёркивая их роль в повышении мотивации и вовлечённости учащихся. Обсуждается важность баланса между традиционными и цифровыми методами обучения. Предлагается подход к оптимизации образовательного процесса через комбинирование различных форматов и методов, адаптированных под индивидуальные потребности и интересы учащихся.

Ключевые слова: современные технологии, образовательный процесс, мотивация, вовлечённость, традиционные методы, цифровые методы, оптимизация, индивидуальные потребности, интересы учащихся.

В современных условиях образование является ключевым фактором развития общества, подготовки квалифицированных кадров для различных отраслей и обеспечения социальной мобильности. Исследования в этой сфере приобретают особую значимость по нескольким причинам.

Во-первых, процессы глобализации и интернационализации требуют от специалистов высокого уровня межкультурной компетенции. Например, студенты экономических специальностей в Узбекистане, изучающие русский язык, должны учитывать не только лингвистические, но и социокультурные аспекты его использования в профессиональной и повседневной коммуникации. Это подчеркивает необходимость интеграции социокультурного компонента в образовательные программы.

Во-вторых, стремительное развитие технологического прогресса и инноваций диктует необходимость постоянного обновления знаний и навыков. Современные исследования акцентируют внимание на эффективных методах интеграции цифровых технологий в образовательный процесс. Пандемия COVID-19 и последующие вызовы способствовали росту популярности онлайн-обучения и использования цифровых образовательных платформ.

В-третьих, образование рассматривается как важный инструмент для снижения социального неравенства. Исследования направлены на разработку и внедрение программ, обеспечивающих равный доступ к качественному образованию для различных социальных групп. Это особенно актуально для развивающихся стран, где образовательные инициативы могут способствовать сокращению разрыва между регионами и социальными слоями.

Кроме того, образование играет ключевую роль в формировании ценностных ориентиров и

мировоззрения подрастающего поколения. Исследования в этой области способствуют разработке стратегий и программ, направленных на воспитание толерантности, уважения к культурному разнообразию и других значимых качеств.

Наконец, образование является фундаментальной основой для экономического развития и инноваций. Исследования помогают определить наиболее эффективные методы подготовки специалистов, способных адаптироваться к быстро меняющимся условиям рынка труда и вносить вклад в научное и технологическое развитие. Особое внимание уделяется развитию критического мышления, аналитических навыков и других компетенций, востребованных в условиях глобальной конкуренции.

В наше время информационные технологии играют важную роль в обучении языкам. Они предоставляют новые возможности для изучения, делают процесс более интерактивным и интересным. Рассмотрим несколько способов, как технологии могут помочь в изучении языков.

Использование активных заданий с применением целевого языка в аутентичных контекстах способствует переносу знаний в реальные жизненные ситуации. Рекомендуется включать в образовательный процесс: *современные музыкальные клипы;* публикации в социальных сетях; *новостные статьи и другие материалы на изучаемом языке.

Это помогает учащимся устанавливать связи с реальным миром и осознавать использование языка вне учебной среды, включая онлайн-пространства.

Также рекомендуется использовать голосовые комментарии вместо письменных для предоставления обратной связи. Это способствует более личностному и тёплому взаимодействию с учащимися.

Преподаватели могут воспользоваться технологическими знаниями своих учеников, обращаясь к ним за рекомендациями по использованию приложений и веб-сайтов. Это может способствовать более эффективному и адаптированному под потребности учащихся обучению.

Этот подход также применим к системам управления обучением. Рекомендуется повторно использовать и редактировать ранее созданные материалы, вместо того чтобы начинать с нуля. Это способствует оптимизации учебного процесса.

Необходимо учитывать как положительные, так и возможные негативные аспекты использования технологий в образовательном процессе. Рекомендуется сочетать традиционные методы обучения с цифровыми инструментами.

Например, можно предложить учащимся делиться фотографиями или видео, демонстрирующими выполнение заданий вручную. Хотя цифровые технологии предоставляют широкие возможности для инновационного обучения, важно не забывать о значимости личного взаимодействия и непосредственного общения между преподавателем и учащимися.

Информационные технологии могут значительно обогатить процесс изучения языков, сделать его более увлекательным и эффективным. Однако важно помнить, что технологии должны служить инструментом в руках преподавателя, а не заменять живое общение и традиционные методы обучения.

В современном мире цифровые технологии играют важную роль в образовании, особенно при изучении иностранных языков. Они помогают сделать процесс обучения более интерактивным, мотивируют учащихся и способствуют лучшему усвоению материала. В этом контексте особенно актуальными становятся методы и подходы, которые сочетают традиционные и инновационные способы обучения.

В данном материале мы рассмотрим несколько стратегий и инструментов, которые могут быть использованы для эффективного внедрения цифровых технологий в образовательный процесс. Особое внимание будет уделено интеграции мультимедийных ресурсов, формированию позитивного эмоционального фона, активному вовлечению учащихся, поддержанию учебной рутины и балансу между традиционными и цифровыми методами обучения.

1. Интеграция мультимедийных ресурсов

Использование активных заданий, требующих применения целевого языка в аутентичных контекстах, способствует переносу знаний в реальные жизненные ситуации. Рекомендуется

включать в образовательный процесс современные музыкальные клипы, публикации в социальных сетях, новостные статьи и другие материалы на изучаемом языке. Интеграция актуальных и содержательных материалов помогает учащимся устанавливать связи с реальным миром и осознавать использование языка вне учебной среды, включая онлайн-пространства.

2. Формирование позитивного эмоционального фона

Современные технологии могут существенно повысить мотивацию и вовлеченность учащихся в процесс обучения. Одним из способов является геймификация учебных материалов, таких как слайд-шоу и видео, путем их преобразования в интерактивные форматы с помощью специализированных онлайн-приложений. Существует множество бесплатных инструментов, позволяющих реализовать эту задачу, например, путем поиска запросов типа «создание интерактивного теста из видео» или «интерактивное слайд-шоу».

Рекомендуется использовать голосовые комментарии вместо письменных для предоставления обратной связи, что способствует более личностному и теплому взаимодействию с учащимися.

3. Активное вовлечение учащихся

Привлечение учащихся к выбору технологий и форматов выполнения заданий может повысить их мотивацию и ответственность за процесс обучения. Вовлечение учеников в процесс принятия решений способствует развитию их креативности и инициативы, а также снижает нагрузку на преподавателя в части технической экспертизы.

Преподаватели могут также воспользоваться технологическими знаниями своих учеников, обращаясь к ним за рекомендациями по использованию приложений и веб-сайтов. Это может способствовать более эффективному и адаптированному под потребности учащихся обучению.

4. Поддержание учебной рутины

При внедрении цифровых инструментов в образовательный процесс важно сохранять привычную структуру занятий и учебных процедур. Например, рекомендуется использовать аналогичные форматы ротации заданий и игровые элементы, адаптированные для онлайн-форматов.

Этот подход также применим к системам управления обучением. Рекомендуется повторно использовать и редактировать ранее созданные материалы, вместо того чтобы начинать с нуля, что способствует оптимизации учебного процесса.

5. Баланс между традиционными и цифровыми методами

Необходимо учитывать как положительные, так и возможные негативные аспекты использования технологий в образовательном процессе. Рекомендуется сочетать традиционные методы обучения с цифровыми инструментами. Например, можно предложить учащимся делиться фотографиями или видео, демонстрирующими выполнение заданий вручную.

Хотя цифровые технологии предоставляют широкие возможности для инновационного обучения, важно не забывать о значимости личного взаимодействия и непосредственного общения между преподавателем и учащимися.

Внедрение современных технологий в образовательный процесс способствует увеличению мотивации и вовлечённости обучающихся, а также расширению спектра методов обучения. Однако необходимо соблюдать баланс между традиционными и цифровыми методами, учитывая значимость личного взаимодействия и непосредственного общения. Для оптимизации образовательного процесса рекомендуется комбинировать различные форматы и методы, адаптируя их к индивидуальным потребностям и интересам учащихся.

Таким образом, исследования в области образования приобретают особую актуальность и значимость в условиях глобализации, технологического прогресса и необходимости повышения конкурентоспособности специалистов. Они способствуют разработке инновационных подходов и методик, направленных на улучшение качества образования и подготовку кадров, способных эффективно функционировать в современных условиях.

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DIE ROLLE VON INFORMATIONSTECHNOLOGIEN IM UNTERRICHT FÜR KREATIVES SCHREIBEN IN FREMDSPRACHEN

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Zusammenfassung: Dieser Artikel untersucht die Rolle von Informationstechnologien (IT) und Künstlicher Intelligenz (KI) im kreativen Schreiben im Fremdsprachenunterricht. Der Autor analysiert, wie diese Technologien den Lernprozess verbessern, das kreative Potenzial der Lernenden fördern und ihre Sprachkompetenz steigern können. Es werden die Vorteile von KI im Unterricht aufgezeigt, darunter Textanalyse, Fehlerkorrektur und die Personalisierung von Aufgaben. Zudem wird die Rolle der Übersetzung im kreativen Schreiben behandelt, wobei die Bedeutung der Übersetzungsfähigkeiten für das tiefere Verständnis der Sprachstruktur und -nuancen betont wird. Der Artikel diskutiert auch die Herausforderungen, mit denen Lernende beim Einsatz von Technologien konfrontiert sind, wie Informationsüberflutung und die Gefahr der Abhängigkeit von technologischen Hilfsmitteln. Abschließend werden Empfehlungen für den effektiven Einsatz von IT und KI im Unterricht gegeben.

Schlüsselwörter: Informationstechnologien, Künstliche Intelligenz, kreatives Schreiben, Fremdsprache, Übersetzung, Unterricht, digitale Ressourcen, individualisiertes Lernen.

Аннотация. Статья рассматривает роль информационных технологий (ИТ) и искусственного интеллекта (ИИ) в процессе обучения креативному письму на иностранных языках. Автор анализирует способы, с помощью которых эти технологии могут улучшить учебный процесс, способствовать развитию творческого потенциала учащихся и улучшению их языковой компетенции. Рассмотрены преимущества использования ИИ в обучении, включая анализ текста, исправление ошибок, а также индивидуализацию заданий. Кроме того, исследуется роль перевода в развитии креативного письма, подчеркнута важность переводческих навыков для углубленного понимания структуры и нюансов языка. В статье также обсуждаются проблемы, с которыми сталкиваются учащиеся при использовании технологий, такие как информационная перегрузка и зависимость от технологических инструментов. Автор предлагает рекомендации по эффективному использованию ИТ и ИИ для достижения наилучших результатов в обучении.

Ключевые слова: информационные технологии, искусственный интеллект, креативное письмо, иностранный язык, перевод, обучение, цифровые ресурсы, личностно ориентированное обучение.

In der modernen Bildung nehmen Informationstechnologien (IT) und Künstliche Intelligenz (KI) eine zunehmend zentrale Rolle ein, besonders im Bereich des kreativen Schreibens in Fremdsprachen. Die Integration dieser Technologien in den Unterricht eröffnet neue Möglichkeiten, den Lernprozess zu optimieren, das kreative Potenzial der Lernenden zu fördern und die Sprachkompetenz zu verbessern. Diese Technologien bieten vielfältige Werkzeuge, die nicht nur das kreative Denken anregen, sondern auch eine individualisierte Lernerfahrung ermöglichen [1].

KI hat sich als äußerst nützlich im Bereich des kreativen Schreibens erwiesen. Sie kann Texte analysieren, Fehler identifizieren und sofortiges Feedback geben, was besonders für Fremdsprachenlerner von Vorteil ist. Mit KI-gestützten Tools können Lernende ihre grammatikalischen Fehler korrigieren, Synonyme finden und sogar Vorschläge zur Verbesserung von Satzstrukturen und Wortwahl erhalten. Dies beschleunigt den Lernprozess und erhöht die Genauigkeit der sprachlichen Ausdrucksfähigkeit [2].

Ein weiterer Vorteil von KI ist ihre Fähigkeit, personalisierte Aufgaben zu erstellen, die an das Niveau und die Bedürfnisse der Lernenden angepasst sind. Durch diese maßgeschneiderte Herangehensweise können Lernende in ihrem eigenen Tempo arbeiten, was zu einer effektiveren und nachhaltigeren Sprachentwicklung führt. Zusätzlich bietet KI die Möglichkeit, den Schreibstil der Lernenden zu analysieren und Verbesserungsvorschläge zu unterbreiten, was für kreatives Schreiben von besonderer Bedeutung ist, da es den Lernenden hilft, ihren Stil zu verfeinern und neue Ausdrucksformen zu entdecken [3].

Neben KI spielen auch andere IT-Ressourcen eine wesentliche Rolle im kreativen Schreibprozess. Online-Kurse, interaktive Plattformen und multimediale Materialien ermöglichen eine flexible und ansprechende Lernumgebung, die den Unterricht dynamischer gestaltet. Schülerinnen und Schüler können jederzeit auf Lerninhalte zugreifen, was ihnen hilft, ihre kreativen Fähigkeiten kontinuierlich weiterzuentwickeln. Insbesondere virtuelle Klassenzimmer und digitale Zusammenarbeitstools fördern den Austausch von Ideen und die kreative Interaktion zwischen Lernenden, was für den Prozess des kreativen Schreibens von großer Bedeutung ist [4].

Die Verwendung von IT im Unterricht ermöglicht es, dass Lehrkräfte die Lernenden intensiver betreuen können, indem sie sich auf die individuellen Bedürfnisse der Schüler konzentrieren und gleichzeitig die Vorteile moderner Technologien nutzen. Diese Technologien machen den Lernprozess nicht nur effizienter, sondern auch motivierender, da sie den Unterricht abwechslungsreicher und interaktiver gestalten.

Die Kombination aus traditionellen Lehrmethoden und modernen Technologien bietet zahlreiche Vorteile. Zunächst ermöglicht IT den Lernenden, auf eine Vielzahl von Ressourcen zuzugreifen, darunter Texte, Artikel, Podcasts und E-Books, die als Inspirationsquelle dienen und den Wortschatz sowie das kulturelle Verständnis erweitern. Zudem können durch den Einsatz von digitalen Tools wie

Textgeneratoren oder Grammatikprüfungen die Schreibfähigkeiten gezielt verbessert warden.

IT fördert auch die Motivation der Lernenden, da sie kreative Aufgaben in unterschiedlichen Formaten und Medien bearbeiten können. Dies ermöglicht eine größere Vielfalt in der Herangehensweise an das Schreiben, was das Interesse und die Begeisterung für den Lernprozess steigert. Interaktive Aufgaben und Projekte, die Zusammenarbeit erfordern, stärken nicht nur die sprachlichen Fähigkeiten, sondern auch die sozialen Kompetenzen der Lernenden.

Die Rolle der Übersetzung in der Entwicklung des kreativen Schreibens ist sehr wichtig, da die Übersetzungskompetenz den kreativen Schreibprozess in Fremdsprachen unterstützt. Die Übersetzung ermöglicht es den Lernenden, tiefere Einblicke in die Strukturen und Nuancen einer Fremdsprache zu gewinnen und fördert ihre Fähigkeit, kreativ zu denken und zu schreiben. Laut der Autorin trägt die Übersetzung dazu bei, das sprachliche und kulturelle Verständnis zu erweitern, indem sie den Lernenden ermöglicht, verschiedene Ausdrucksformen zu vergleichen und zu adaptieren. Dies fördert nicht nur die sprachliche Kreativität, sondern auch die Entwicklung von Fertigkeiten, die für das kreative Schreiben von entscheidender Bedeutung sind. Die Übersetzung bietet somit einen wertvollen Rahmen für das Erlernen und Üben von Schreibtechniken und kreativen Ausdrucksformen in einer Fremdsprache. Diese Perspektive ergänzt die Integration von Informationstechnologien und KI im kreativen Schreiben, da sie die Bedeutung der Sprachmittlung und des interkulturellen Austauschs unterstreicht [5].

Allerdings gibt es auch einige Herausforderungen. Eine der größten Hürden ist die Informationsüberflutung, die durch die Vielzahl an verfügbaren digitalen Ressourcen entstehen kann. Lernende könnten Schwierigkeiten haben, relevante und nützliche Inhalte von weniger wertvollen zu unterscheiden. Zudem besteht die Gefahr, dass sich die Lernenden zu stark auf technologische Hilfsmittel verlassen und dadurch ihre eigenen kreativen Fähigkeiten nicht ausreichend entwickeln. Auch technische Probleme und eine mögliche Ablenkung durch andere digitale Inhalte stellen Herausforderungen dar.

Um die Potenziale von IT und KI im kreativen Schreibunterricht voll auszuschöpfen, sollten Lehrkräfte die richtigen Ressourcen gezielt auswählen und an die Bedürfnisse der Lernenden anpassen. Online-Kurse und Apps, die interaktive Übungen bieten, sowie Programme zur Fehlererkennung und Stilverbesserung, sollten als ergänzende Werkzeuge in den Unterricht integriert werden. Dabei ist es wichtig, dass Lehrkräfte den Lernenden ausreichend Unterstützung bieten, um die Technologien optimal zu nutzen und ihre eigenen kreativen Fähigkeiten weiterzuentwickeln.

Zudem sollten Lehrkräfte und Lernende sich auf mögliche technische Schwierigkeiten vorbereiten und Strategien entwickeln, um diese zu überwinden. Dies könnte durch regelmäßige Schulungen zur Nutzung von IT-Tools und durch die Bereitstellung von Ressourcen zur Problemlösung geschehen.

Die Integration von Informationstechnologien und Künstlicher Intelligenz in den Unterricht für kreatives Schreiben in Fremdsprachen bietet zahlreiche Vorteile, die den Lernprozess bereichern und die Entwicklung kreativer sowie sprachlicher Fähigkeiten fördern. Obwohl Herausforderungen wie Informationsüberflutung und die Gefahr der Abhängigkeit von technologischen Hilfsmitteln bestehen, kann der gezielte Einsatz von IT den Unterricht dynamischer, motivierender und effektiver gestalten. Durch die Kombination traditioneller Lehrmethoden mit modernen Technologien entsteht eine innovative Lernumgebung, die sowohl die Sprachkompetenz als auch die kreativen Fähigkeiten der Lernenden optimal fördert.

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ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ПРЕПОДАВАНИИ КРЕАТИВНОГО ПИСЬМА НА ИНОСТРАННЫХ ЯЗЫКАХ

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Аннотация. Данная работа посвящена изучению роли IT-ресурсов и искусственного интеллекта (ИИ) в обучении креативному письму на иностранных языках. Рассмотрены основные преимущества использования IT-ресурсов, включая доступ к разнообразным форматам, развитие навыков письма, повышение мотивации и упрощение оценивания. Также проанализированы возможные недостатки, такие как информационная перегрузка, потеря авторства и сложности взаимодействия. Работа предлагает рекомендации по оптимальному использованию IT для минимизации проблем и увеличения эффективности обучения. Опросы участников подтвердили полезность IT в образовательной среде, несмотря на возникающие трудности, что подчеркивает необходимость дальнейших исследований и разработок в данной области.

Ключевые слова: креативное письмо, иностранный язык, искусственный интеллект, информационные технологии, образовательный процесс, IT-ресурсы, мотивация, критическое мышление.

Технологии, такие как искусственный интеллект (ИИ) и информационные технологии (ИТ), играют важную роль в образовании. В частности, они открывают новые возможности для обучения креативному письму на иностранных языках, делая процесс более увлекательным и эффективным [8, С. 116].

ИИ помогает анализировать тексты, выявлять ошибки и предлагать улучшения, что особенно полезно для изучающих иностранные языки. Например, ИИ может найти грамматические ошибки, предложить синонимы или помочь с созданием сюжетов. Также он может адаптироваться к уровню знаний учащихся, предлагая персонализированные задания и упражнения. Это позволяет студентам работать в своем темпе и получать задания, соответствующие их навыкам [5, С. 35].

Кроме того, ИИ анализирует стиль письма учащихся, дает рекомендации по его улучшению и развивает навыки критического мышления. Преподаватели получают возможность больше времени уделять индивидуальной работе с учащимися [6, С. 140].

ИТ способствуют созданию интерактивных уроков, доступных в любое время. Онлайн-

курсы, виртуальные классы и другие IT-ресурсы помогают изучающим развивать свои навыки письма, предоставляя удобный доступ к информации и возможность работать в удобное время.

В совокупности ИИ и ИТ дают студентам персонализированную обратную связь, помогают преодолевать языковые барьеры и делают обучение более увлекательным. Эти технологии обогащают образовательную среду, объединяя традиционные методы с современными инновациями, чтобы развивать креативные и языковые навыки учащихся [8, С. 116; 5, С. 35; 6, С. 140].

IT-ресурсы играют важную роль в обучении креативному письму на иностранном языке, обладая рядом преимуществ:

- Они предоставляют доступ к обширным источникам информации, примерам и идеям, которые стимулируют творческий процесс.

- Использование различных форматов, таких как стихи, подкасты, блоги или электронные книги, делает креативное письмо более разнообразным [1].

- Они способствуют развитию ключевых навыков, включая грамматику, лексику, стиль, творчество и критическое мышление, что укрепляет лингвистические, коммуникативные и когнитивные способности учащихся [4].

- Мотивация и интерес к обучению растут, поскольку IT-ресурсы делают процесс письма более захватывающим, интерактивным и персонализированным [2].

- Процесс оценки текстов упрощается с помощью инструментов для анализа, корректировки и предоставления обратной связи [3].

- Расширяется аудитория для публикации творческих работ, позволяя учащимся делиться своими проектами с людьми разных культур и стран.

- IT-ресурсы поддерживают взаимодействие между студентами и преподавателями, а также между авторами через общение, консультации и совместные проекты.

- Они активизируют творческое мышление, предлагая задания, игры и симуляции, которые помогают преодолеть творческий кризис и раскрыть потенциал учащихся.

Креативное мышление помогает учащимся адаптировать формы и подходы для овладения иностранным языком, развивая их креативное поведение [7, С. 64]. Это утверждение подтверждается и использованием IT-ресурсов в образовательной среде.

Преимущества IT-ресурсов в обучении креативному письму на иностранном языке включают улучшение доступности, гибкости, интерактивности и дифференциации учебного процесса. Эти ресурсы способствуют развитию цифровой грамотности, критического мышления и творческого потенциала учащихся [3].

Однако IT-ресурсы имеют и недостатки. К ним относятся:

- информационная перегрузка, затрудняющая отбор и критическую оценку данных [3];

- потеря авторства и оригинальности текстов из-за возможности копирования, перевода или переписывания чужих работ без указания источников [4];

- снижение качества работ, поскольку учащиеся могут полагаться на автоматические проверки, не развивая собственные навыки письма [4];

- уменьшение социального взаимодействия, так как учащиеся могут работать изолированно, без обмена опытом с другими [2];

- технические проблемы, включая несовместимость оборудования, сбои или недоступность сетей [3];

- отвлечение учащихся на нерелевантные сайты, игры или социальные сети;

- влияние на физическое и психическое здоровье из-за длительного пребывания за компьютером, отсутствия активности или стресса;

- подавление индивидуальности и творческого потенциала из-за зависимости от шаблонов и алгоритмов.

Таким образом, недостатки IT-ресурсов в обучении креативному письму на иностранном языке охватывают технические, психологические, педагогические и этические аспекты.

Для минимизации недостатков можно:

- выбирать качественные и проверенные источники информации, соответствующие целям

и уровню письма;

- соблюдать академическую честность, указывая авторство и источники заимствованных идей [4];
- активно развивать навыки письма, не полагаясь только на автоматизированные инструменты [4];
- участвовать в коллективной работе и обмене опытом [2];
- решать технические проблемы, обращаясь за помощью к специалистам [3].

Наше исследование демонстрирует значимость IT в аспектах поддержки, стимулирования и оценивания при обучении креативному письму. Мы рассмотрели их преимущества, недостатки и предложили рекомендации для эффективного использования.

Также проведённый опрос показал, что участники высоко оценили использование IT, несмотря на технические трудности, недостаточную обратную связь и низкий уровень владения инструментами. Мы рекомендуем учитывать возможные вызовы и искать пути их преодоления для эффективного обучения креативному письму с помощью IT.

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ИННОВАЦИОННЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. Автор рассматривает основные инновационные подходы в обучении иностранным языкам, связанные с использованием технологий искусственного интеллекта. Особое внимание уделяется методам, способствующим персонализации образовательного процесса, а также повышению профессиональной компетенции преподавателей через интеграцию современных технологий в образовательную практику.

Ключевые слова: инновационные подходы, обучение иностранным языкам, искусственный интеллект, профессиональная компетенция, адаптивные системы, технологии в образовании, онлайн-обучение, преподавание языков.

В последние годы искусственный интеллект (ИИ) активно проникает в различные сферы деятельности, включая образование. Особенно ярко это проявляется в сфере изучения иностранных языков, где современные технологии существенно трансформируют привычные методы обучения.

Включение ИИ в образовательный процесс создает новые возможности для совершенствования обучения и повышения профессиональной компетенции преподавателей. Адаптивные системы обучения, онлайн-платформы, автоматический перевод и голосовые помощники становятся важными инструментами, которые помогают учащимся развивать языковые навыки. В свою очередь, для эффективного использования этих технологий преподавателям необходимо постоянно повышать свою профессиональную квалификацию и адаптировать методические подходы [1. Гусев, 2020].

Современное обучение иностранным языкам выходит за рамки традиционных методов и значительно улучшает качество учебного процесса благодаря внедрению новых технологий. Одной из самых значительных инноваций является использование искусственного интеллекта. ИИ позволяет разрабатывать адаптивные системы, которые могут подстраиваться под потребности и способности каждого ученика, обеспечивая персонализированное обучение.

Адаптивные обучающие системы, использующие элементы искусственного интеллекта, способны анализировать прогресс учащегося и подстраивать образовательный контент в зависимости от его уровня знаний и темпа усвоения материала. Например, платформы используют алгоритмы ИИ для того, чтобы предлагать пользователям задания, соответствующие их текущему уровню. Это позволяет студентам не только двигаться в нужном темпе, но и концентрироваться на наиболее сложных для них аспектах языка, таких как грамматика или произношение.

Одной из важных черт современного образования является его мобильность и доступность. Приложения для обучения языкам, использующие ИИ, могут анализировать ошибки студентов и рекомендовать задания, направленные на улучшение слабых мест. Вдобавок, многие из этих приложений используют игровые элементы, что значительно повышает мотивацию учащихся.

Программы, использующие автоматический перевод, такие как Google Translate или DeepL, существенно облегчают процесс изучения иностранного языка. Эти технологии не только помогают пользователям в повседневной жизни, но и могут служить инструментами для изучения новых слов и выражений в реальном контексте. Кроме того, голосовые помощники, такие как Siri или Alexa, позволяют учащимся практиковать произношение и слушать правильное произношение слов. Технологии распознавания речи также активно используются для проверки навыков говорения, что делает процесс обучения еще более интерактивным.

С внедрением инновационных технологий в образование возникают новые требования к преподавателям иностранных языков. Для того чтобы эффективно работать с современными образовательными платформами и ИИ-технологиями, педагогам необходимо постоянно обновлять свои знания и совершенствовать профессиональные навыки.

Чтобы эффективно использовать возможности искусственного интеллекта, преподаватели должны обладать определенными цифровыми навыками. Это включает в себя знание работы с образовательными платформами, умение анализировать данные об успехах студентов и применять эти данные для корректировки учебного процесса. Кроме того, преподаватели должны

понимать, как адаптировать традиционные методики к новым технологиям, что требует от них гибкости и готовности к постоянному обучению [2. Кузнецова, 2021]; [4. Абдухаликова, Д. А., & Содикова, М. И. 2022].

Преподаватели должны быть готовы использовать ИИ для создания более эффективных и персонализированных учебных программ. Важно понимать, как адаптировать существующие методические материалы и задачи в соответствии с возможностями ИИ. Например, используя платформы с адаптивным обучением, преподаватели могут создавать задания, которые точно соответствуют потребностям каждого студента. Кроме того, преподаватели могут использовать ИИ для мониторинга прогресса учащихся и для предоставления обратной связи, что позволяет учащимся быстрее осваивать материал.

Для того чтобы эффективно работать с ИИ, преподаватели должны пройти соответствующее обучение и курсы повышения квалификации. Важно развивать не только технические навыки, но и умение интегрировать новые технологии в традиционные педагогические подходы. Современные программы повышения квалификации для преподавателей иностранных языков должны включать в себя обучающие модули по использованию технологий ИИ, адаптивных систем обучения и онлайн-платформ [3. Рябова, 2019].

Инновационные подходы, основанные на использовании искусственного интеллекта, открывают новые горизонты в обучении иностранным языкам. ИИ позволяет создавать адаптивные системы обучения, которые учитывают индивидуальные особенности учащихся, повышают мотивацию и обеспечивают более высокий уровень вовлеченности студентов. В то же время, для успешной интеграции этих технологий в образовательный процесс важно повышать профессиональную квалификацию преподавателей, обучая их работе с новыми платформами и методами.

Для эффективного использования ИИ в обучении иностранных языков необходимо продолжать развивать и совершенствовать как технологии, так и педагогические методы, чтобы они соответствовали потребностям современного образовательного процесса. В будущем искусственный интеллект станет неотъемлемой частью образовательной среды, а преподаватели, способные эффективно использовать его возможности, смогут значительно повысить качество образования и развить профессиональные компетенции студентов.

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ИННОВАЦИОННЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННЫМ ЯЗЫКАМ

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Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

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Аннотация. В данной статье акцентируется внимание на потенциале технологий искусственного интеллекта для создания интерактивных и персонализированных программ обучения. Рассматриваются примеры практического применения ИИ, включая виртуальных ассистентов, системы распознавания речи и платформы, адаптирующие учебные материалы под индивидуальные потребности. Особое внимание уделено этическим аспектам и роли педагога в процессе внедрения ИИ. Предложенные рекомендации могут служить основой для дальнейшего совершенствования методов обучения иностранным языкам и повышения профессиональной компетенции учащихся.

Ключевые слова: инновационный подход, иностранный язык, искусственный интеллект, цифровые технологии, персонализированное обучение, инновации в образовании.

Современный мир требует от профессионалов владения иностранными языками на высоком уровне. Развитие технологий дало мощный импульс образовательным практикам, при этом искусственный интеллект стал центром инноваций в обучении. Он открывает новые горизонты для персонализации и адаптации образовательных методов, делая процесс обучения более эффективным и увлекательным [1]. Данная работа анализирует текущие тренды и предлагает решения для совершенствования образовательного процесса.

В последние годы искусственный интеллект активно интегрируется в образовательные программы, предлагая инструменты для адаптивного обучения, автоматизированной оценки знаний и создания интерактивных учебных материалов. Его возможности позволяют учитывать индивидуальные особенности каждого учащегося, предлагать персонализированные рекомендации и корректировать учебный процесс в режиме реального времени.

Кроме того, цифровые платформы на базе искусственного интеллекта упрощают доступ к образовательным ресурсам независимо от местоположения и способствуют развитию международного сотрудничества в сфере образования. В таких условиях особое значение приобретает владение иностранными языками, что становится ключом к профессиональному успеху.

Среди перспективных направлений развития стоит отметить внедрение виртуальных ассистентов, использование виртуальной и дополненной реальности для обучения, а также анализ данных для предсказания успеха учеников и оптимизации учебных программ. Таким образом, применение искусственного интеллекта и современных технологий способствует созданию образовательной среды, которая отвечает вызовам XXI века и предоставляет учащимся уникальные возможности для самореализации и профессионального роста.

1. Роль ИИ в модернизации методов обучения иностранным языкам

Искусственный интеллект обеспечивает возможности для адаптации процессов обучения под индивидуальные особенности учеников. Такие решения позволяют усовершенствовать образовательный процесс, делая его интерактивным и результативным. Например:

- Автоматический анализ прогресса обучающихся.
- Генерация персонализированных задач и рекомендаций [2].

2. Инструменты ИИ в обучении иностранным языкам

- Индивидуальные ассистенты: Виртуальные помощники, например, на базе GPT, могут помочь с грамматикой, произношением и составлением текстов [3].
- Системы распознавания речи: Технологии, обеспечивающие обратную связь с учениками, помогают совершенствовать навыки аудирования и произношения [4].

3. Совершенствование профессиональной компетенции через интеграцию ИИ

Внедрение технологий ИИ в профессиональное обучение способствует развитию

критически важных навыков. Например, симуляторы переговоров и платформы для изучения специфической профессиональной лексики. Использование ИИ позволяет моделировать реальные сценарии, повышая уверенность и готовность специалистов [5].

4. Будущее ИИ в обучении иностранным языкам Развитие технологий искусственного интеллекта обещает еще больше возможностей для образовательного процесса. Например, интеграция чат-ботов с системой естественного языка позволяет имитировать диалоги на иностранных языках, что способствует развитию навыков общения. Виртуальная и дополненная реальность также находят свое применение, создавая интерактивные языковые среды, в которых учащиеся могут практиковать свои знания в максимально приближенных к реальным условиях.

Кроме того, ожидается, что в будущем ИИ будет более эффективно анализировать данные, чтобы выявлять оптимальные методики обучения для разных типов студентов, и разрабатывать новые стратегии их вовлечения и мотивации. Такие технологии сделают обучение не только эффективным, но и увлекательным процессом.

5. Этические и социальные аспекты использования ИИ При внедрении ИИ в сферу образования важно учитывать этические и социальные аспекты. Например, необходимо соблюдать конфиденциальность данных обучающихся и избегать возникновения дискриминации. Также важно не забывать о роли педагога, ведь технологии не заменят человека, а лишь дополнят его работу, помогая улучшить качество обучения.

Искусственный интеллект открывает новые горизонты в обучении иностранным языкам, делая его более гибким и эффективным. Однако необходимо продолжать исследовать и адаптировать технологии, чтобы максимально использовать их потенциал в образовательной среде.

Использование искусственного интеллекта в обучении иностранным языкам предоставляет неограниченные перспективы. Эти технологии делают процесс более гибким, эффективным и ориентированным на конкретные нужды учащихся. Однако важно помнить, что эффективность внедрения ИИ зависит от готовности образовательной системы адаптироваться к новым вызовам и постоянно совершенствоваться.

Инновации в образовательной среде требуют постоянного мониторинга и актуализации существующих методов. Совершенствование технологий и их интеграция в учебный процесс помогут создать качественно новое поколение профессионалов.

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INGLIZ VA O‘ZBEK TILLARIDA QO‘SHMA SO‘ZLARNI O‘QITISHDA SUN’IY INTELLEKT TEXNOLOGIYALARIDAN FOYDALANISH

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Annotatsiya. Mazkur maqolada ingliz va o‘zbek tillarida qo‘shma so‘zlarni o‘rgatishda sun’iy intellekt texnologiyalarining ahamiyati va imkoniyatlari xaqida so‘z boradi. Sun’iy intellekt texnologiyalari o‘qitish jarayonini odatdagi darslardan farqli ravishda shaxsiy ehtiyojlar va turli qiyinchiliklarga moslashtirish imkonini beradi. Masalan, agar bir o‘quvchi ma'lum bir qo‘shma so‘zlarni tushunishda qiynalayotgan bo‘lsa, sun’iy intellekt bu muammoni aniqlab, o‘quvchiga qo‘shimcha mashqlar yoki tushuntirishlar taklif qilishi mumkin. Bu o‘quvchilarning o‘rganishga bo‘lgan qiziqishini oshiradi va til o‘rganishni tezlashtiradi. Ingliz va o‘zbek tillaridagi qo‘shma so‘zlarning leksik, sintaktik, va morfologik farqlari o‘quvchilarga qiyinchiliklar tug‘dirishi mumkin, shuning uchun sun’iy intellekt

texnologiyalaridan foydalanish o‘quvchilarning tilni o‘rganishdagi muvaffaqiyatini oshiradi.

Kalit so‘zlar. Ingliz tili, o‘zbek tili, qo‘shma so‘zlar, sun’iy intellekt, til o‘rgatish, interaktiv ta'lim, chatbotlar.

Ingliz va o‘zbek tillarida qo‘shma so‘zlarni o‘rgatish, til o‘rganish jarayonining muhim qismidir. Qo‘shma so‘zlar ikki yoki undan ortiq so‘zning birlashishi orqali yangi ma'no hosil qiluvchi birliklar bo‘lib, tilni to‘g‘ri tushunish va undan samarali foydalanish uchun zarurdir. Ingliz va o‘zbek tillarida qo‘shma so‘zlarning struktura va qo‘llanilish uslubi farqlanadi, bu esa tilni o‘rganayotgan o‘quvchilar uchun qiyinchiliklar yaratadi. Xorijiy tillarni o‘rgatishda sun’iy intellekt (SI) imkoniyatlarining qo‘llanilishi, xususan, ingliz va o‘zbek tillarida qo‘shma so‘zlarni o‘rgatish jarayonida o‘quvchilarga katta yordam beradi.

Sun’iy intellekt yordamida til o‘rganish shaxsiy, interaktiv va kontekstual yondashuvlarga asoslangan bo‘lib, o‘quvchilarning til ko‘nikmalarini oshirishga yordam beradi. Ushbu maqola ingliz va o‘zbek tillarida qo‘shma so‘zlarni o‘rgatishda sun’iy intellekt texnologiyalarining qo‘llanilishi, uning afzalliklari va yangi imkoniyatlar yaratishda qanday yordam berishi haqida tahlil qiladi.

Ingliz va o‘zbek tillarida qo‘shma so‘zlarni o‘rgatishda sun’iy intellekt texnologiyalarining roli va imkoniyatlari zamonaviy ta'limda muhim o‘rin tutadi. Qo‘shma so‘zlar tilni o‘rganishda muhim ahamiyatga ega, chunki ular ikki yoki undan ortiq so‘zlarning ma'nolarini birlashtiradi va yangi ma'no hosil qiladi. Ingliz va o‘zbek tillarida qo‘shma so‘zlarning tuzilishi va ishlatilish uslubi farq qiladi. Ingliz tilida qo‘shma so‘zlar hozil qilish erkin, ya’ni qoshib, ajratib, chiqcha orqali yozilishi oddiy hol hisoblanadi. O‘zbek tilida esa bunday deya olmaymiz, qo‘shma so‘zlar yozilishi ancha qat’iy hisoblanadi.

Ingliz va o‘zbek tillaridagi farqlar

Ingliz va o‘zbek tillarida qo‘shma so‘zlarning struktura va ishlatilish uslubi o‘rtasida farqlar mavjud. Ingliz tilida qo‘shma so‘zlar ko‘proq ikki, uch yoki undan ortiq so‘zning birlashishidan tashkil topgan bo‘lib, ularning ma'no va grammatik tuzilishi odatda aniq va to‘g‘ri bo‘ladi. O‘zbek tilida esa qo‘shma so‘zlar ko‘pincha morfologik qo‘shilish orqali yangi ma'no hosil qiladi. Buning natijasida o‘quvchilar uchun qo‘shma so‘zlarni o‘rganish jarayonida ba'zi qiyinchiliklar tug‘lishi mumkin. Bu kabi farqlarni tushunishga yordam beradigan sun’iy intellekt texnologiyalaridan foydalanish juda muhimdir.

Ingliz tilida qo‘shma so‘zlar: Ingliz tilida qo‘shma so‘zlar ko‘pincha ikki yoki undan ortiq so‘zning birikmasi orqali yaratiladi. Bu qo‘shma so‘zlar ikki mustaqil so‘zni birlashtirib yangi ma’no hosil qiladi.

Misollar:

Snowman (snow + man) – qor + odam = qor odam

Toothbrush (tooth + brush) – tish + cho‘tkasi

Bookshelf (book + shelf) – kitob + javon

Bedroom (bed + room) – yotoq + xona

O‘zbek tilida qo‘shma so‘zlar: O‘zbek tilida ham qo‘shma so‘zlar ko‘p ishlatiladi, lekin bu so‘zlar ko‘pincha bir so‘zni boshqa bir so‘zga qo‘shib, yangi ma’no hosil qilish orqali tuziladi. O‘zbek tilidagi qo‘shma so‘zlar morfologik jihatdan yaxshiroq qo‘shilgan va grammatik jihatdan ham yaxshilangan bo‘lishi mumkin.

Misollar:

Kitobxona (kitob + xona) – kitob + xona = kitoblar joyi

Mehmonxona (mehmon + xona) – mehmonlar uchun ajratilgan xona.

Gulobod (Gul+obod) – joy nomi

Kelinbarmoq (Kelin+barmoq) uzum navi

Ingliz va o‘zbek tillarida qo‘shma so‘zlarni o‘rgatishda sun’iy intellekt texnologiyalaridan samarali foydalanish til o‘rgatish jarayonini ancha osonlashtiradi.

1. Sun’iy intellekt yordamida qo‘shma so‘zlarni o‘rganishning afzalliklari

Sun’iy intellekt texnologiyalari o‘quvchilarga qo‘shma so‘zlarni o‘rganishni yanada samarali qilish uchun bir qancha afzalliklarga ega. Bu texnologiyalar o‘quvchilarning o‘qish va yozish ko‘nikmalarini rivojlantirishda yordam beradi,

2. Ingliz va o‘zbek tillaridagi qo‘shma so‘zlar: Taqqoslash va o‘qitishda yuzaga keladigan

qiyinchiliklar

Ingliz va o‘zbek tillaridagi qo‘shma so‘zlar o‘rtasidagi farqlarni tushunish o‘quvchilarga qo‘shma so‘zlarni to‘g‘ri o‘rganish va qo‘llashda yordam beradi. Ingliz tilida ko‘plab qo‘shma so‘zlar turlicha yozilishi mumkin. Masalan, “text book”, “textbook”, so‘zlarining turlicha yozilishi uning ma’nosini o‘zgartirmayd. Lekin o‘zbek tili misolida bunday deya olmaymiz. Masalan, “oqqush”, “mingdevona” so‘zlarini misol keltirsak, bu kabi so‘zlarni turlicha yozlishi ma’noning tolaligicha ozgarib ketishiga sabab bo‘ladi. Oqqush qush turlaridan biri, ajratib yozilganda esa “oq qush” tarzida so‘z birikmasiga aylanib qoladi. Shuningdek, ingliz va o‘zbek tillaridagi qo‘shma so‘zlarning morfologik xususiyatlari va ularning qo‘llanilish konteksti o‘qitishda ba'zi qiyinchiliklarni keltirib chiqarishi mumkin.

Leksik va sintaktik farqlar: Ingliz tilida qo‘shma so‘zlar ko‘pincha birinchi so‘zning ma'nosini to‘liq qamrab oladigan tarzda tashkil topgan bo‘lsa, o‘zbek tilidagi qo‘shma so‘zlar ko‘pincha bitta so‘zni boshqalari bilan birlashtirish orqali yangi ma'no hosil qiladi. Bu sintaktik va morfologik farqlar o‘quvchilarni o‘rgatishda yanada aniq va o‘rgatish metodikalariga asoslangan yondashuvlarni talab qiladi.

O‘rganishda kontekstual yondashuv: Qo‘shma so‘zlarning kontekstual yondashuvlari ham juda muhim. Ingliz va o‘zbek tillarida bir xil qo‘shma so‘zning turli vaziyatlarda turlicha ma'noga ega bo‘lishi mumkin. Sun’iy intellekt yordamida o‘quvchilarga har bir qo‘shma so‘zning turli kontekstlarda qanday ishlatilishini ko‘rsatish va ularga mos mashqlar taklif qilish bu qiyinchiliklarni yengishning samarali yo‘li hisoblanadi.

Xulosa. Ingliz va o‘zbek tillarida qo‘shma so‘zlarni o‘rgatishda sun’iy intellekt texnologiyalaridan foydalanish til o‘rganish jarayonini samarali va interaktiv qilish imkoniyatini yaratadi. Shu bilan birga, ingliz va o‘zbek tillaridagi qo‘shma so‘zlarning struktura va ishlatilish farqlari o‘quvchilar uchun qiyinchiliklar yaratishi mumkin, bu holatda sun’iy intellekt texnologiyalaridan foydalanish o‘quvchilarning muvaffaqiyatini oshiradi. Kelajakda sun’iy intellekt texnologiyalari til o‘rganish sohasida yanada kengroq qo‘llanilishi kutilmoqda.

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A STUDY ON THE USE OF MOBILE CHINESE LEARNING APPS BY UZBEK STUDENTS:

A Case Study of Samarkand Region

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Abstract ：With the continuous advancement and iteration of science and technology, language learning has entered a digital era. Mobile learning applications, as one of the most important developments in digital learning resources, play a pivotal role in Chinese as a foreign language education. This study focuses on Chinese learners in Uzbekistan, investigating their current usage of Chinese learning apps and exploring the challenges they face in adopting digital tools. The findings reveal that, due to technological constraints, traditional educational practices, and cognitive limitations, learners

encounter four main difficulties: (1) a narrow understanding of app functionalities; (2) underutilization of existing features; (3) limited access to high-quality learning apps; (4) a lag in awareness among teachers and students regarding the auxiliary role of digital tools. These issues hinder the potential of Chinese learning apps to enhance local Chinese language education. Based on the survey results, this study proposes improvements in digital literacy education, localization of apps, and expansion of distribution channels to promote the widespread and effective use of Chinese learning apps in Uzbekistan.

Keywords: Chinese learning apps; Chinese Learning in Uzbekistan; digital learning; language learning tools; international Chinese education

乌兹别克斯坦学生移动中文学习软件使用情况探究——以撒马尔罕地区为例

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摘要:随着科学技术的不断发展与更新迭代，语言学习也进入了数字化模式。移动学习软件是数字学习资源最重要的开发内容之一，在中文作为外语的学习领域发挥着举足轻重的作用。本研究以乌兹别克斯坦中文学习者为研究对象，通过调查分析其中文学习软件的使用现状，探讨了当地学生对数字化工具的应用情况及其存在的问题。研究发现，受技术条件、教育传统及认知局限等因素影响，学习者在软件使用过程中主要面临四个方面的困境：一是对软件功能的认知较为单一；二是对现有软件的功能探索不足；三是获取优质学习软件的渠道有限；四是师生对数字化工具的辅助作用的认识滞后。这些问题制约了中文学习软件在当地中文教育中发挥作用的潜能。基于调查结果，本文建议从加强数字素养教育、优化软件本地化适配性、拓展推广渠道等方面进行改进，以促进中文学习软件在乌兹别克斯坦的普及和有效应用。

关键词:学习软件；乌兹别克斯坦中文学习；数字化学习；语言学习工具；国际中文教育

一 、引言

移动学习是指通过无线移动通信网络技术以及无线移动通信设备，学习者可以随时随地获取学习信息、资源和服务的一种新型学习方式。近年来，中文学习人数在全世界范围内持续攀升，然而，师资力量不足，教材缺乏、老化等问题，成为国际中文教育传播的一道障碍（梁宇、李诺恩，2023;王玉珏，2024）。自 2012 年以来，移动中文学习技术开始起步和发展，并取得了十分丰富的成效（梁宇等，2023），其中移动中文学习软件的开发占总资源建设的比例高达 30%—50%左右（搜狐新闻，2024）。随着中文教育技术在乌兹别克斯坦的普及，移动中文学习软件也进入了学生们的视野，常见的有 Pleco 和 Train Chinese，以及 AI 工具如 Google Translate、Chatgpt，Deepseek 等。不过，仍然存在使用软件的学生人数较少、软件使用单一、不同软件使用规模差强人意等问题。因此，本文对中文学习软件进行梳理，并以乌兹别克斯坦撒马尔罕地区的学生为例，探究移动中文学习软件在当地的使用情况，分析使用中存在的问题，并对未来移动中文软件在乌兹别克斯坦的推广与普及提供建议。

二、 中文学习软件类别

从市面上的软件分布来看，中文学习软件主要分为两大类：综合类和专项类。综合类学习软件将“语音、词汇、语法、汉字”等中文的四要素和“听、说、读、写”四大技能所需要的学习资源整合在一起，并且有一套完整的学习模式和学习体系，充当“掌上中文老师”和“移动教材”的作用。专项类学习软件是指专注单项语言知识的掌握、技能的训练，以及用于特定场景的软件，又可以细分为六大类：汉语技能类、汉语知识类、考试学习类、字词翻译类、多种语言社交类、特定受众类（王渤凯，2023）。我们结合王渤凯（2023）和王玉珏（2024）对市面上软件的调查结果，从 158 款可靠的中文学习软件中挑选出具有代表性的软件，分类进行细化，见表 2-1：

表 2-1 中文学习软件分类

类别	主要功能	代表软件名称
综合类	整合语音、词汇、语法、汉字等语言要素，覆盖听、说、读、写全技	Super Chinese, HelloChinese, Train Chinese

		能，提供系统化课程和学习路径。通常包含互动练习、AI 评测、进度追踪等功能。	
	专项类		
能类	汉语技	专注单一语言技能训练（如口语、听力、书写）	Du Chinese, Spoken Chinese Skritter,
识类	汉语知	针对特定语言知识（如汉字笔顺、词汇记忆等）	Quizlet
习类	考试学	专为 HSK、YCT 等中文考试设计，提供真题、模拟测试和备考策略	SuperTest
译类	字词翻	以词典查询和翻译为核心功能，支持离线使用	Pleco, Google Translate Tandem,
交类	多语社	通过语言交换或社交场景辅助学习（如找语伴、AI 对话）	HelloTalk

乌兹别克斯坦的学习群体几乎不涉及专门领域的中文学习，因此，“特定受众类”中文学习软件不纳入我们的调查范围。

三 、中文学习软件使用现状

随着共建“一带一路”倡议的提出，中国与中亚各国之间的贸易往来不断加深，文化交流日益增多，越来越多的乌兹别克斯坦人加入到中文学习的行列中。如今，撒马尔罕地区的中文发展已经覆盖了大、中、小学等各个学龄阶段，另有不少社会人士在当地孔子学院进行学习。我们通过课堂实践发现，除了小学生，几乎每人都有智能手机，但是安装有中文学习软件的学习群体主要集中在大学生和社会人士。他们主要使用的学习软件包括 Train Chinese、Pleco、SuperTest、ChatGPT 和 DeepSeek。

Train Chinese 是一款综合学习软件，可以练习语言各方面的知识和技能，同时也可以充当词汇查询软件，具备中-俄双语查询界面，这为当地的学生提供了很大的便利。这款软件在当地的受众很广，不仅包括不同年龄段的学生在使用，而且一些具备高级中文水平的本土老师也都在使用，可见当地人对这款软件的认可度很高。

Pleco 是一款手机词典，主要优势是具有强大的查词功能。此外，软件还提供了一系列的学习和测试功能，有判断正误、汉字书写、音调选择、多项选择题等，能够帮助学习者在学习之余，对自己的汉语水平进行测试（郝永梅，2013）。这款软件在全球范围内都广受欢迎，自发布以来，在 Apple Store 和 Android 的下载系统中下载量都名列前茅。不过，在这边的学生群体中，我们发现，此软件的下载量并不高，少有学生手机里具备这款软件。

SuperTest 主要针对 HSK 水平考试相关的练习，提供完整的模拟题库和真题解析。在准备 HSK 考试的学生群体中，这款软件的使用频率较高。然而，由于软件完全采用中文界面，初级水平的学习者使用起来存在一定困难，这在一定程度上限制了它的普及范围。另外，由于有的学生并没有通过考试的需求，因此这款针对性很强的软件反而不那么受欢迎。

ChatGPT 和 DeepSeek 是近年来先后兴起的两款强大的 AI 工具。两款软件均能满足用户的多样化语言学习需求。由于 ChatGPT 的开发早一些，先进入人们的视野，现在已经成为了当地最为人们熟知的一款 AI 工具。DeepSeek 在今年三月份正式上市，为大众知晓。尽管这款新型 AI 的出世在全世界范围内都引起了轰动，但是与 ChatGPT 相比，在当地的知名度仍然十分有限。我们通过与拥有这两款软件的用户进行访谈，发现在中文学习方面，它们主要充当的都是较为简单的查词和翻译角色，这两个功能使用起来也最为便捷。

王渤凯（2023）以在中国学习的 24 国留学生作为调查对象，其中包括来自乌兹别克斯坦的留学生，考察他们使用中文学习软件的情况。结果显示，使用翻译类和词典类软件的人数最多，说明学生们更常使用这两类软件对中文词语和句子进行翻译。在我们的调查中所提到的以

上五个软件，除了 SuperTest, **其他四个也都是主要用于**查词和翻译。表明学生对软件的使用情

况比较一致。

四、 中文学习软件使用存在的问题

1. 对软件的了解比较单一

乌兹别克斯坦的官方语言是乌兹别克语，属于阿尔泰语系，是黏着语，而汉语属于汉藏 语系，是孤立语。两种语言的差异很大，乌兹别克语没有声调，用西里尔和拉丁字母书写；而 汉语是有声调的语言，且用汉字书写。所以对于以乌兹别克语为母语的学生而言,**学**习汉语是有 一定的难度的，这首先就体现在语音的学习上。我们在教学实践中发现，当地学生学习语音所 需的时间较长，其中主要出现的问题在声调上。我们在知网中输入“乌兹别克斯**坦**”“汉语”“**偏**误”这三个关键词，共检索出 23 **篇研究**，**其中有三分之一都是**针对声调习得的研究。基于这样的现 实，学生应该寻找专门辅助语音学习的软件帮助自己更好地正音。现在市面上已经有这类软件，如 SuperChineseAI、Hello Chinese、e **学中文等等**，**它**们都可以实现语音的示范—**跟**读—评测 —**打分**—实时反馈的一体化，是十分有效的语音学习和自我评估工具。此外，像 ChatGPT 这样具 有语音对话模块的 AI，**用**户也可以输入指令，让 AI 检测发音。遗憾的是，学生们并不了解这 些软件，也没有尝试利用 AI **工具帮助自己**纠**音**。

2. 对软件功能的探索十分有限

不论是综合类学习软件还是专项练习类软件，所包含的功能都是多样的。以学生常用的 Train Chinese 为例，仅是词语查询部分就包括了汉字书写、词语和句子的朗读功能。再以功能强大的AI **工具**为例，它们具备的强大语言处理能力，几乎能满足学习者大部分的需求，最重要的是可以随时进行母语和中文的切换，不会存在互动的语言障碍，但学生的使用方式往往停留在基础层面，未能充分发挥其潜在价值。

图 3-1 Train Chinese 词语查询界面

3. **缺乏**发现和使用软件的渠道

我们在撒马尔罕当地的教学实践中发现，学习者获取合适的中文学习软件的渠道明显不足，这一问题在一定程度上制约了数字化学习的效果。存在的原因包括学习者自身所选择的渠道有限、教育机构和老师的助力不够、软件的语言选择受限、软件本土化程度低等等。整体而言，渠道的匮乏不仅限制了学习者的选择空间，也在无形中增加了学习成本，影响了中文学习的效果和积极性。

4. **缺乏**对软件辅助作用重要性的认识

在撒马尔罕当地，不论是学生还是本土教师，普遍存在对学习软件辅助作用认识不足的问题。教师的教学仍然依赖纸质教材和板书，缺乏多媒体条件指导学生利用软件进行辅助学习。与此同时，学生长期习惯于被动接受知识的教学模式，自主学习意识和能力相对薄弱，大多数人对学习软件的认知仅停留在查词典、做翻译等基础功能上，未能充分认识到这些工具在个性化学习、即时反馈、情境练习等方面的独特优势。这种认知局限不仅影响了学习效率的提升，也使当地中文教学难以跟上数字化教育的发展趋势，与现代语言学习方式存在明显脱节。

五 、结语

中文学习软件在学习过程中所发挥的作用不容忽视，它们不仅是数字化时代学习转型所涉及的必要环节，也是减轻学生学习负担、促进高效学习**的**实用工具。本文以撒马尔罕的中文学习者为例，揭示了乌兹别克斯坦当前学生移动中文学习软件使用存在的主要问题，包括从认

知层面到行为层面的阻碍。这些问题的存在不仅影响了学习者的学习效果，也反映出当地中文教育数字化转型面临的挑战。未来需要从多方面着手改进，如加强师生数字素养培训、优化软件本地化设计、拓展推广渠道等，以充分发挥学习软件在乌兹别克斯坦中文教学中的辅助作用，让学习变得更加轻便高效。

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人工智能赋能国际中文教师教学

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摘要：本文将探讨人工智能在汉语教学中的作用，分析其带来的挑战，并提出国际中文教师应对人工智能影响的策略，以期在新时代背景下实现人工智能与教师教学能力的协同发展。

关键词：人工智能；国际中文教师；国际中文教学

一、引言

自从 Chatgpt 问世，世界各地的人工智能技术层出不穷，中国的 Kimi、DeepSeek 等 AI 也开始快速发展；不同行业都开始借助人工智能，例如“搜狗输入法的满血版元宝”、各种乙游也与人工智能进行合作。人工智能技术的兴起正在深刻地改变教育行业，从智能备课到自动批改作业，AI 正在帮助教师提高教学效率并优化教学内容。对于国际中文教师而言，如何利用 AI 技术，同时避免其可能带来的负面影响，成为当前值得关注的重要议题。本文将围绕人工智能赋能汉语教学展开探讨，分析其优势与挑战，提出有效的应对策略。

二、人工智能为国际中文教师带来的机遇

（一）减轻备课压力

国际中文教师在准备教学内容时要进行“三备”，“备”教学内容是国际中文教师每堂课前都要做的事情。教师课前需要准备大量例句及合适情景帮助学生理解词语和语法的含义及用法。AI 技术可以帮助教师快速整理和分析大量的教学资源，生成丰富的个性化的例句及情景等课程内容，也会提供多样的教学思路建议。智能课件生成工具、翻译软件以及在线教学平台可以为教师提供丰富的教学素材，使教师在备课时能够更高效地整合资源，从而节省大量时间。

（二）丰富课堂活动

国际中文教师在进行教学时会根据学生差异进行课堂活动的设计。后疫情时代，在数字技术及新科技的支撑下，国际中文教育的教学模式发生了根本性变革，线上教学成为国际中文教育的主流模式，并逐渐常态化。国际中文教育借助多类媒介、运用多样模态、联合多种感官进行教学（雷莉，潘毓昉，2022），突破时空局限，大大提升了教学效率。人工智能可以支持交互式学习，如智能语音助手、AI 互动课堂、虚拟现实（VR）和增强现实（AR）技术等，使课堂更加生动有趣。通过 AI 辅

助的语言练习、语音识别系统等工具，学生能够在沉浸式环境中学习，提高学习效果。

（三）提升作业批改效率

国际中文教师在批作业上会花费较长时间，听写、造句、背诵、作文等等

都需要消耗大量时间。AI 技术的出现大大增加的教师的批作业效率，教师可以将重复性作业交给 AI 进行检查，例如，要求学生将听写、造句拍照上传给 AI，

AI 可以自动批改，快速识别和分析学生的答案，为教师提供详细的反馈报告。

学生的朗读和背诵作业，也可以采用录视频的方式上传到 AI 系统，由 AI 进行点评。特别是在作文批改、语法检查和词汇纠正方面，AI 能够提供精准的建议。教师只需要更多关注学生的个性化发展。

（四）优化考试命题与评估

国际中文教师可以将考试科目、题型和考试内容，上传到 AI 平台，给 AI

正确的指令。基于人工智能的大数据分析，AI 可以实现精准化考试命题，快速

生成试卷，针对不同水平的学生提供适合的试题。教师只需要对这份试卷进行

检查和修改，就可以作为最后的试卷进行使用。AI 的出现大大减少了教师出考

试卷子的压力。此外，教师将学生答案上传后，AI 还能进行智能评估，分析学生的答题情况，帮助教师更准确地了解学生的学习状况，并调整教学策略。

三、人工智能对国际中文教师的挑战

（一）削弱教师创造力

在国际中文教育中，教师要根据学生的需求，为学生制订教学计划、

准备教学内容、传授语言知识、培养听说读写综合技能，同时也要对学生进行

评估考核，衡量其是否达到学习目标。（刘丹，2024）如果教师过度依赖人工

智能生成的教学资源，可能会降低自身的创造力，导致教学模式趋于机械化，

缺乏个性化创新。

影响知识准确性

虽然 AI 可以快速地检索知识并按照指令给出答案，但部分 AI 给出的信息真实性存在偏差。国际中文教师最常用的 AI 指令是“针对词语给出例句”，但目前看来，AI 给出的例句仅能保证“句法成分”使用正确，忽略了具体词汇之

间的区别及一些词汇的特殊性，从而给出错误的例句。

（三）对人文关怀的冲击

汉语教学不仅是传授知识的过程，也是教师与学生互相了解，增进感情的

过程。然而，人工智能虽然在辅助汉语教学方面具有强大的功能，却难以完全替代教师所带来的情感支持和伦理关怀。如果课堂过度依赖 AI 技术，可能会出现“硬”融入的情况，从而出现不合适的教学设计。

四、国际中文教师应对人工智能挑战的策略

（一）提升教师专业素养

中文教师应当扎根书本，增加自己的教学经验，丰富自己的汉语专业知识。同时，应该跟上发展的脚步，积极学习人工智能相关知识，提升自身的数字素养，掌握 AI 工具的使用方法，并根据实际教学需求合理运用技术，从而更有效地辅助教学。

（二）培养终身学习能力

国际中文教师的信息素养包括能够适应现代信息技术的挑战，及时更新教

育理念的能力、能有效融合新技术手段与语言教学的能力、能利用现代信息技

术有效开展本体研究和教学研究的能力等等（刘丹，2024）。随着 AI 技术的不断发展，教师不应对此产生抗拒情绪，国际中文教师要树立知识自信和文化自信，相信职业不会被取代。要保持终身学习的态度，增加信息检索的能力，将 AI 作为自己的职业助力，不断更新自己的知识体系。利用 AI 提供的在线学习资源和数据分析工具，不断优化教学方法，提升教学质量。

（三）合理运用人工智能

人工智能是国际中文教师教学的辅助工具，而不是取代国际中文教师这个角色，更不能支配课堂上的国际中文教师。教师应在教学过程中保持主动性，注意使用的“度”，结合 AI 的优势，同时注重培养学生的批判性思维和创新能力，避免依赖技术而忽略教育的本质。

五、结论

人工智能的快速发展为国际中文教师带来了前所未有的机遇，同时也伴随着一定的挑战。合理运用 AI 技术，教师可以提升教学效率、优化课堂互动，同时保持自身的创造力和专业性。未来，国际中文教师应当积极拥抱科技变革，平衡技术与人文教育的关系，实现 AI 赋能下的教学创新与发展。

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人工智能赋能第二语言习得：潜力、应用与挑战

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摘要：**在全球化和技**术革新的双重驱动下，人工智能（AI)为第二语言习得提供了创新路径。本研究系统探讨了人工智能技术在二语习得领域的潜力与缺陷。人工智能通过动态反馈、即时评估和跨文化翻译功能，提升了学习效率与语言实践能力，但内容真实性不足、数据隐私风险等局限性也不容忽视。AI 应作为传统教学的辅助工具，通过人机协同的教学，平衡技术优势与人文关怀。

关键词：**人工智能**;**第二**语言习得；自然语言处理；语言教育

在全球化的今天，**掌握多**语言能力已成为衡量个人竞争力的重要指标之一。然而，传统的语言学习方法，特别是第二语言习得，往往依赖于大量的机械记忆和反复练习，耗时费力，成效不一。随着技术的飞速发展，人工智能（AI）**可以**进一步优化语言学习过程，提升学习效率和质量。人工智能在第二语言习得领域的应用逐渐扩大，也影响了未来教育的形态。

一、人工智能在第二语言习得中的潜力与优势

人工智能为语言学习者提供了丰富的资源。ChatGPT **等** AI **模型不**仅拥有庞大的语言数据库，还能够根据用户的学习需求和偏好生成个性化的学习材料，涵盖了从基础词汇到高级语法、从日常对话到专业术语的各个方面。

基于学习者的日常学习数据，人工智能能够为每个人打造专属的学习方案。**人工智能可以**识别出个人的强项和薄弱环节，进而推荐匹配当前水平的练习内容，或者提供量身定制的学习路径和内容。这种动态调整机制既体现在学习进度上，也会根据每次练习的表现实时优化后续任务难度。如多邻国（Duolingo）、**巴**贝尔等主流语言学习软件，会通过分析发音准确率、单词记忆效果等数据，生成包含听力和对话的个性化练习包。当学习者遇到困难时，人工智能会及时提供提示和解析，并调整后续训练重点，为学习者提供高效、有趣的学习体验。

人工智能在语音识别领域的突破，为二语习得者提供了便捷的发音训练工具。基于人工智能的自动语**音**识别系统**能**够实时分析学习者的发音，并提供针对性的反馈和建议。这一技术可以评估学习者的发音准确性，并给出针对性的建议和指导，以此来帮助学习者纠正发音错误，它极大地增强了学习者的自主学习能力和自我评估能力。

现代语言处理技术的突破让人工智能能够理解和生成人类语言，模拟真实对话，为第二语言学习者创造互动性更强的练习场景，提供更加自然、流畅的交互体验。通过智能技术，学习者可以与人工智能驱动的语言导师或虚拟助理进行对话练习，模拟真实语言环境，提升口语和听力能力。当前流行的智能口语陪练应用，通过即时语音识别和纠错功能，帮助学习者在模拟对话中提升发音准确性和表达流畅度。目前，赛图米 AI口语教练、TalkAI练口语等软件都支持和人工智能直接对话，进行交互式语音训练，提升口语流利度和准确性。这种将语言练习融入生活情境的方式，有助于增强学习者的参与度和学习动力，使其在轻松愉快的氛围中掌握语言技能。

在营造语言实践环境方面，人工智能智能、展现出独特优势。借助三维场景构建技术，学习者可以在虚拟的餐厅点餐、机场问路等生活场景中进行角色扮演，这种身临其境的学习体验有效提升了语言应用的自然度，使书本知识转化为实际沟通能力，从而获得更加真实和丰富的语言体验

智能评测系统则改变了传统的学习反馈模式。不同于需要等待教师批改的纸质作业，AI评估工具能即时分析学习者的口语录音或书面作业，从发音、语法到逻辑结构进行全面诊断。以写作批改工具 Grammarly 为例，它不仅能标注错误，还会解释错误原因并提供改进范例。这种动态反馈机制让学习者能够随时掌握自身进步，及时调整学习重点。

二、人工智能在二语习得中面临的挑战与解决方案

尽管人工智能在第二语言习得中展现出巨大的潜力和优势，但其发展仍面临诸多挑战和限制。

人工智能在理解自然语言方面仍存在局限性，难以完全模拟人类的语言使用习惯和思维方式。这导致人工智能系统在处理复杂语言现象时，可能产生不准确或不自然的回应，生成的语言素材和对话内容往往缺乏真实性和自然性，影响学习者的语言习得效果。如多邻国（Duolingo）会有不符合人们日常使用和交际逻辑的语句出现，这可能导致语言学习者在实际交流中出现困难。为解决这一问题，需要不断优化AI 算法和模型，引入更多真实语言数据，提高生成语言的质量和自然度。同时，还需要加强人机交互设计，使人工智能系统能够更好地理解和响应学习者的需求。

AI 模型虽然能够模拟真实的语言环境进行对话练习，但其生成的对话内容往往缺乏真实性和互动性。与真人教师相比，AI 模型无法准确理解学习者的情感状态和非言语信息（如肢体语言、面部表情等），也无法提供情感支持和情感交流。这种缺乏真实互动性的学习方式可能会降低学习者的学习动机和效果。

虽然智能辅导系统能够提供一定程度的个性化教学服务，但其个性化程度仍有待提高。不同学习者之间的个体差异极大，其学习风格、兴趣爱好和学习能力各不相同，仅凭单一维度的数据分析难以完全满足其需求。因此，需要引入更加先进的算法和模型。

在人工智能技术的研发与模型训练环节中，非常容易出现人为偏见和文化认知盲区，产生一系列的误解和歧视。语言学习系统的对话场景、叙事文本或情境模拟模块都可能存在刻板印象，具体表现为将职业属性、性格特征等与特定性别、种族或国籍进行机械关联，产生性别偏见、种族歧视等不良影响。如在职业指代时无意识地将“医生”与“他”捆绑、将“教师”与“她”对应，无法生成出“种田的女人和织布的男人”的图片，这种偏见的预设会限制学习者的认知维度，形成阻碍文化对话的壁垒。

人工智能在二语习得中的应用涉及大量个人数据的收集和处理，如学习者的学习行为、语言输出等。如何确保这些数据的隐私和安全，避免泄露和滥用，是当前亟待解决的问题。不同国家的法律无法详细界定不同人工智能的使用逻辑，而人工智能背后的公司也无法做到遵守每一条法律。学习者的信息如果被盗用、滥用，我们并不能及时处理、解决。

要让人工智能更好地助力第二语言习得，需要从教学实践、技术创新、社会责任等多方面去考量，平衡技术创新与社会责任。受限于现在多媒体和教学条件，人工智能很多时候并不能直接应用于课堂，需要学生和教师课后下功夫。研发团队要尽量保证数据多样性，避免单一

文化或群体的信息主导系统判断，数据库要涵盖不同年龄、性别和地区的样本，避免在语言习得中出现文化冲突和社会偏见。尽可能避免人工智能技术对传统教育行业的冲击和替代，保障传统教学。我们不能盲目信任人工智能，要在合理地限度借用，将其作为工具发挥其最大的作用，在技术进步、社会担当和公众认知之间找到平衡点。

结语

综上所述，人工智能技术在第二语言教育领域的应用呈现出双重效果。一方面，它为学习者提供了定制化学习方案、实时调整的指导建议、模拟真实语境的学习空间以及精准的学习评估。但另一方面，技术应用中存在的文化偏见、隐私泄露风险以及伦理争议仍需警惕。

我们必须认识到，人工智能本身无法完全替代人类教师在文化传递、情感交流和第二语言情境处理中的作用。因此我们应该由教师主导第二语言教学，再借助人工智能辅助，教师要专注于创造性和关怀性的具体教学，人工智能承担标准化、重复性的教学引导和评估，发挥人工智能在第二语言习得的作用。

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人工智能赋能 HSK 六级短文阅读教学：题型剖析与智能策略搭建

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本文首先对新 HSK 六级考试短文阅读题的语言特征、文章类别以及出题类型展开扼要剖析。在此基础上，融合人工智能技术，提出针对新 HSK 六级短文阅读题的教学应对策略，涵盖智能诊断与个性化学习路径、智能互动学习系统、模拟实战训练系统、智能评估与反馈机制以及教学资源智能整合等方面。旨在为教育工作者提供更具针对性的教学策略，推动短文阅读题领域的深入研究与教学实践，进而为国际中文教育的发展贡献力量。

一、 HSK 六级考试概述

HSK 考试包含笔试和口试两部分。新 HSK 六级由听力、阅读、书写三部分构成，其中阅读部分主要有四种题型，分别是查找病句、选词填空、选句填空和短文阅读。

短文阅读题型在新 HSK 六级考试中占据关键地位，具有三个显著特点：难度较高、实用性强、注重综合能力考查。新 HSK 六级考试的短文阅读部分通过全面考查考生的语言素养，让考生能够充分展现对汉语的深刻理解和灵活运用能力。因此，聚焦短文阅读的训练与备考，对于提升整体应试水平意义重大。

二、 短文阅读语言特征解析

（一）词汇特征剖析

1. 专业性突出：新 HSK 六级阅读部分题材广泛，涉及科技、医学、文化、生物、物理、化学、经济、地理以及高科技前沿等多个领域。专业词汇如彩陶纹、碳足迹、转基因、有机化学材料、病原微生物、黑匣子等频繁出现。

2. 新词汇丰富：随着当代社会的快速发展，新兴事物不断涌现，大量反映社会热点和文化趋势的新词汇应运而生，如生态环境、黄金周、互联网等。

3. 文化要素蕴含其中：成语和谚语作为中国文化的重要表达方式，蕴含着深刻的哲理和文化内涵。它们因丰富的比喻义和引申义被广泛应用，但含义往往并非直接明了，需要读者具备

深入的文章理解能力和一定的文化知识才能准确把握，这对考生而言是一大挑战，例如长途跋涉、冰山一角、趁火打劫、驰名中外、早穿皮袄午穿纱等。

（二）长难句解析

1. 同位语结构复杂。2. 修饰限制成分繁杂：长难句中修饰限制成分的复杂性通常表现为修饰关系的层层叠加，定语和状语较多，增加了句子的理解难度。3. 复句考查分析：复句结构包含多个主谓宾结构、嵌套从句以及丰富的关联词，使得句子整体理解具有较高挑战性。例如："①为了让孩子掌握正确的法文发音，②父亲不仅为他报了法语口语班，③还每天让孩子跟着录音、对着镜子反复练习口型。"

三、短文阅读文章类别分析

在新 HSK 六级短文阅读的文章类型中，说明文占比最高。说明文以客观、中立的语调陈述事实、论述观点，因此在阅读说明文时，应依据文章事实答题，选择答案以能在文中找到依据为原则。议论文运用逻辑方法进行判断和推理，直接表达作者的观点和态度。叙事记叙文通常通过讲述故事来阐明道理或智慧，其逻辑包括故事情节的展开顺序和文末的主题总结。写人记叙文围绕介绍人物、描述其行为以及展现其品质展开。

四、短文阅读题出题类型分析

通过对新 HSK 六级真题短文阅读试题的分析，可将出题类型大致分为四类：推理题、细节题（原因类、判断类）、主旨题（标题类、总结类）、词汇题（代词指代内容）。

五、结合人工智能的教学策略

（一）智能诊断与个性化学习路径

1. AI 测评工具诊断：借助先进的智能系统，深入分析学生的个体特征，精准构建学生模型，全面掌握学生的学习特性、兴趣倾向和学科能力水平。通过AI 测评工具，对学生的阅读速度、理解准确率、词汇盲区等指标进行诊断，既能满足不同学生多样化、差异化的学习需求，又能有效激发学生自主学习的积极性和主动性。

2. 动态学习路径生成：基于认知诊断模型，为学生制定个性化学习计划，依据学生的个体差异，自动推送难度梯度匹配的阅读材料。例如，针对对文学有浓厚兴趣的学生群体，个性化系统可根据其兴趣点推荐丰富的经典文学作品；对于语法技能需要提升的学生，则精准设计一系列针对性强的语法练习任务。智能教学系统通过实时监测学生的学科基础、学习进度和学习风格偏好，动态调整课程内容的结构和难度，确保每位学生都能在适合自己能力提升的学习路径上稳步前进。

（二）智能互动学习系统

1. AI 阅读理解辅助工具开发：针对新 HSK 六级阅读题词汇专业性强、新词汇丰富、蕴含文化要素的特点，教师可运用词根词缀法、直接法、情景法等进行讲解。同时，利用AI 阅读理解辅助工具，实现重点词汇的自动标注与解析、文化负载词的背景知识关联、结构的可视化呈现以及自适应训练模块等功能。

2. 虚拟现实技术创设教学情境：借助虚拟现实技术，开展语境理解练习和文化背景学习。教师在综合课中，应向学生传授应对上下文关联词汇的具体方法，引导学生分析文章结构和语境，帮助他们更准确地理解词汇的含义和用法。同时，针对短文中涉及的文化元素，详细介绍其历史背景、传统习俗等。结合虚拟现实技术进行情境模拟，让学生通过高度沉浸式的虚拟实境体验，仿佛亲历文学作品中的场景，实现从二维阅读到三维感知的转变。

3. 游戏化学习与练习结合：将游戏元素融入学习过程，通过奖励、竞争和类似游戏的活动吸引学生，激励他们学习。游戏化学习使学习过程更加愉悦，自我实现和及时激励的游戏机制提升了学习的趣味性，有助于提高学生的积极性、解决问题的能力和协作技能。

（三）模拟实战训练系统

1. 动态生成模拟试卷：依据 HSK6 级命题规律，动态生成模拟试卷，提供多样化的阅读材料，丰富学生的阅读资源，使学生能够从容应对新 HSK 六级短文阅读题的多元化材料。模拟试卷的阅读材料应符合学生的兴趣爱好和学习需求，以增强学生的学习积极性。

2. 自动生成阅读能力雷达图：通过追踪技术，自动生成阅读能力雷达图，精准定位学生在细节题、主旨题、推理题等方面的薄弱环节，优化阅读策略训练。

（四）智能评估与反馈机制

1. 多维能力评估体系构建：建立包含语言知识、阅读策略、跨文化理解的多维能力评估模型。人工智能收集学生的历史成绩、作业完成情况、学习时长等学习数据，结合学生的兴趣偏好和认知水平进行深度分析。基于大数据的内容推荐系统，帮助教师快速找到符合学生需求的教学资源，并根据学生的学习进度和反馈，动态调整教学内容的难度和深度。

2. 动态反馈系统：学生学习进度跟踪机制是个性化学习策略的重要组成部分。智能系统实时监测学生的学习进程，通过精细化数据分析，全面了解学生的学科发展动态。在教学实践中，学生进度跟踪涵盖阅读速度、文学理解深度、语法运用能力等多个维度的评估。智能系统依据学生的学习表现，提供详尽的学科反馈信息。

（五）教学资源智能整合

1. 跨模态资源库建设：整合视频、音频、文本等多种形式的学习资源，构建跨模态资源库。2. AI 推荐引擎开发：开发 AI 推荐引擎，实现“主题-难度-题型”的精准匹配。3. 协作学习平台搭建：构建学习社区，为学生提供协作学习平台。

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生成式人工智能赋能国际中文教育应用的研究 ——以“文心一言”辅助中级汉语综合课教学设计为例

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摘要：本文主要针对国内人工智能快速发展现状，聚焦国际中文教育数智化路径，研究生成式人工智能在国际中文教育领域运用现状，探讨生成式AI 对国际中文教育领域带来的变革和机遇，分析其局限和困境，从而为国际中文教育更好融合生成式人工智能理念，推动专业优化和提升提供新的启示。

关键词：生成式人工智能；国际中文教育;教学设计

生成式人工智能在国际中文教育的应用现状

数字化技术和人工智能应用是推动国际中文教育变革的加速器，在生成式 AI 迅速发展的浪潮下，国际中文教育的发展也呈现了新的活力和生机。本文立足对外汉语教师主体，分析对外汉语教师借助生成式 AI 进行中级汉语综合课教学的过程，分析生成式 AI 在教师课前备课、课堂教学、课后反馈、人机互动、情景创建等环节呈现的优势。

整合教学资源，辅助教师备课

生成式人工智能的出现，促进了教育的数字化转型，而优质的教学资源是教育数字化转型的基础条件。生成式AI 主要是根据主体所发布的对话指令生成相应的文字、图片、视频、音频，从而帮助主体多方搜集整合资源。对于新手对外汉语教师来说，由于缺乏语言教学和课堂管理经验，容易出现教学重点不明、教学思路紊乱、教学环节不当、学情分析匮乏的问题，特别是针对具体教学环节的例句生成和交际操练，容易出现例句单一和思路贫乏的问题。生成式 AI 根据教师指令可以生成多元教学场景，帮助教师优化教学思路，因材施教选择教学策略。在

词汇和语法教学阶段帮助教师生成适配图片、例句和练习题，在内容练习环节帮助教师设计课堂活动和游戏，从而开拓教学思路，提升备课效率。

创设多样互动，活跃课堂氛围

在传统教学模式下，教师课堂教学主要通过提问来集中学生注意力，推进教学互动。随着生成式 AI 在教育领域应用的融入，教学主体关系正由传统的“师—生”二元模式向“师—生—机”三元协同模式的深入转变。在此模式下，机器凭借数据分析和内容生成能力，扮演着虚拟专家、智能助教等角色，极大地提升了**教学效果**。对于学生而言，生成式AI则化身为智能导师与学习伙伴，助力他们进行更有效的社会互动和经验学习。在数智化教育背景下，教师可以借助生成式AI 生成趣味游戏或者借助线上游戏平台，设置沉浸式游戏体验，将语言学习内容与数智游戏相结合，从而吸引学生兴趣，增加课堂参与度。

精准数据分析，及时课后反馈

传统的教学反馈环节通常依赖教师预设，对内容的情境变化和学习者的动态需求考虑不足，并且通过选词填空、句子变换等单一文字形式测评掌握情况，在一定程度上忽视了学生的个体差异和题目变化。生成式 AI 的发展加速了人机协同评价的进程，结合人的主观判断和 AI 的数据处理能力，创造出更高效、个性化的人机协同教育评价体系，从而推动教学决策优化。同时，生成式人工智能也可以自然采集和分析教学过程中的多模态数据，挖掘学习者的内隐认知状态。这种伴随式的采集与反馈机制使得教师能够迅速发现学生的学习问题，从而及时调整教学策略，为学生提供更加精准的辅导。

“文心一言**”**辅助中级汉语综合课教学设计的具体实施

教学设计是指在教学实施开始之前，对整个教学过程进行前期预演和把控，分为目标导向型和结果导向型两类。加涅在教学设计层面提出了 ADDIE 模型这一概念，强调从分析、设计、开发、实施、评估五个层面对整个教学流程进行系统分析和全面把控，这一模型经过实证和运用在教育界产生了重要影响。

对于对外汉语教学的课程设计而言，教学系统要有明确的目的，课程体系要有整体性、要与学生有明确的相关性，并与教学环境相适应。因此，分析阶段的主要任务是明确教学目标、教学对象和教学环境。教学对象和教学环境教师可以借助实际教学经验以及访谈调查等形式进行分析，人工智能辅助作用甚微，因此笔者将重点放在教学目标方面。笔者上传《发展汉语中级综合》教材至文心一言并要求**其**记住该文档，之后**要求文心一言生成**《发展汉语中级综合》第八课天使之笔**的**教学目标。经过验证，发现文心一言生成的教学目标**从知**识与技能、情感与策略、文化三个层面设计了具体可实施的教学目标，同时也考虑到了本节课所需要讲解的重点内容，对核心语法点的把控合适。但是，文心一言生成的教学目标存在教学内容不全面、教学目标难度大、教学对象适用性不强等问题，例**如知**识和技能目标中，文心一言确定了本课的核心语法点“**之所以**……，**是因**为……”，**但是**“**之所以**……，**是因**为……”**在**课文内容中出现的频率并不高，并且属于书中其他课文的主要教学语法点，因此文心一言在生成知识与技能目标时缺乏课文内容的分析和教材前后内容的分析，导致出现教学目标与教学节奏不适应的问题。同时，在知识与技能目标层面，文心一言直接省略了课文内容学习和词汇学习等重要环节，仅考虑了语法结构教学，忽视了课文、词汇教学为语法教学提供的支架作用。在文化理解与思辨目标层面，文心一言提出“结合文中庞德将中国文学称为‘**天使之笔**’**的**隐喻，探讨中国古典诗歌意象对西方现代诗的影响，对比中英文学中的自然意象差异”，**明**显偏离中级汉语学习者的学习特点，出现对外汉语教学和初高中语文教学目标的混淆现象，对新手教师具有较大的误导作用。在情感与策略目标层面，提出“**根据**课文内容学习文本主人公品格精神品质”，严重偏离对外汉语教学的根本目标和任务，将中小学语文课堂的情感目标与对外汉语教学课堂的情感目标相混淆。

在设计阶段，教师需要制定详细的教学计划，包括教学目标、教学策略、教学方法、教学资源以及教学评估方式等。教学目标的设计在前面已分析，此段主要就文心一言生成的教学方法、教学资源、教学评估方式进行分析。经过实证，笔者发现文心一言在生成教学方法、教

学资源、教学评估方式方面具有全面性、系统性、可实施性等优势，然而依旧存在学科定位不清和方法难度不适应等问题。在教学方法层面，文心一言生成了情境教学法、任务型教学法、跨文化对比法、创意性写作法四种教学方法，其中情景法和任务型教学法从学生掌握知识的角度出发，充分考虑了教学方法的有效性，然而跨文化对比法和创意性写作法在对外汉语教学中具有局限性，尽管教学对象的汉语水平为中级，但是对于中国的《诗经·采薇》的接触与理解程度却并不高，使用跨文化对比法会造成由于知识背景缺失而形成的知识困惑。创意性写作法更是忽视了本课的课型属于综合课这一既定事实，将教学的重点放在写作上，偏离了综合课的教学体例，忽视了听说读三种技能的培养。在教学资源方面，文心一言考虑了从视觉、听觉、触觉等多种感官下的资源材料，同时也考虑了现代科技与传统文本的碰撞与实施，充分发挥了教学资源的丰富性和调动性在课堂教学中的作用。但是文心一言提出的教学资源并未考虑到教师实际的教学环境和设备情况，文心一言提出的图文、视频、音频均需要借助多媒体资源方可实现，对于缺乏多媒体资源设备的国家的教师并不可行，其提出的虚拟 VR 链接、数字工具更是缺乏对不同教学环境的预测。在教学评估方式层面，文心一言提出了过程性评估、成果行评估、拓展性评估三种方式，即考虑到了具体成果的效度测试，也考虑到了长期监测的过程评估，具有很强的实用性。

开发阶段主要是根据设计阶段的教学计划，开发相应的教学材料和教学工具。教师资源开发主要包括图片、视频、音频、课件等资源的开发与利用。在图片资源的生成中，文心一言可以根据教师语言描述和提示词指导生成符合教师期待的图片资源，帮助教师更好备课。但是**其**不能根据教材内容和词汇列表生成可以直接使用的图片，需要教师不断优化提示词，多次描述要求才可以生成合适的图片。而且，文心一言直接分析教材生成的图片主要以生词卡为主，且生词卡内容字形错误，使用异形词或者文言词代替，为教师备课带来了巨大的不便。视频和音频的生成需要借助其他辅助软件或者插件的支持。在课件制作方面，笔者发现文心一言并不能直接生成合适的演示文稿，需要借助 WPS 中的 AI 助手和文心一言生成的大纲协同配合。**然而**文心一言生成的演示文稿大纲仅仅粗略展示了课堂教学的环节，考虑标题、排版等问题，**生成演示文稿不可直接使用。**

实施阶段是教学设计的执行阶段。在实施阶段，文心一言承担的角色主要为教师的“教学助手”，例如在课前，文心一言可以辅助教师备课，策划课堂活动和教学流程。学生也可以使用文心一言提前预习当堂课词汇、语法等知识点，建立最近发展区。课中，教师可以将文心一言引入课堂，使课堂转换为“师—机—生”模式，特别是文心一言自带多种对话体，通过设定不同角**色，可以**实现学生与人工智能的深度对话。课后，教师能利用文心一言生成当节课对学生的评价语，及时反馈给学生，使学生及时认识到学习状况。

评估阶段是对教学效果进行评价和反馈的阶段。评估方式包括测试、问卷调查、访谈等多种方式。笔者借助文心一言**批改**《天使之笔》这一课的作业，要求其指出学生偏误、分析学生偏误原因并作出语法纠正，发现文心一言既分析了作业的优点，又提供了改进建议。在习题和试卷编写方面，通过给定主题、试题类型、试题数量，文心一言可以自动生成大量的试题，帮助即时测验和反馈，节约教师时间和精力。

经过实证，笔者发现生成式人工智能一定程度上可以帮助教师生成相关教学资源**等**，帮助老师解决一部分备课资源搜集和学习结果监测的问题，但是因缺乏专业学科逻辑体系、大语言模型不完善等问题，导致生成的内容不能直接使用，需要教师进行二次判断、筛选和重组，又再次增加了老师的负担。

生成式 **AI** 赋能国际中文教育应对策略

（一）**AI** 技术自身升级

生成式人工智能目前还处于幼雏时期，技术的升级和更新仍需要进一步加强，生成式 AI 技术方应不断优化语言模型，更新数据来源。一是提高训练数据的多样性，引入不同文化背景、立场观点的数据，最大限度减少偏见、歧视内容输出的可能性；二是打造教育版生成式人工智能，引入国际中文教育的知识和价值取向，以数据化的主流意识形态内容明确技术迭代的方向。

生成式人工智能应该聚焦各个学科教学理论基础，不断优化数据生成模型，更好融合教育行业，填充教学细节，提供真实可行的解决方案，帮助教师提升教学效率，实现教育减负。

（二） 教师促进认知转变

对外汉语教师对生成式 AI 的主观认知和客观实践呈现失衡状态，教师应及时调整心态，主动适应人工智能，加快转变角色认知，从单纯的知识传授者转变为学习引导者、技术支持者和问题解决者。面对人工智能引入课堂的大环境，教师不能被动接受技术，而应主动拥抱技术，培养技术思维，持续学习生成式人工智能知识，建立自我评估机制，高效运用技术，融汇升级课堂。

（三） 学生培养正确态度

学生在接受生成式 AI 带来的便捷性的同时，也应该审视自我学习和管理过程。学生要坚守思维主体的立场，在人工智能提供的学习情景中，增加具身经验，主动设定目标，管理知识学习运用过程。同时，学生要多方面了解AI 技术的运行逻辑和内在原理，不断更新技术使用能力，利用人工智能技术激活自身潜力，加强数智交互素养，提炼数据资源，整合场域知识，提升问题解决能力。

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基于 TPACK 理论的国际中文教师信息化素养提升路径研究

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摘　要：在信息技术快速发展的背景下，国际中文教育正向数字化、智能化转型，教师的信息化素养成为影响教学质量的关键因素。基于 TPACK 理论，本文探讨国际中文教师信息化素养的内涵及其提升路径。研究认为，信息化素养不仅涉及技术工具的掌握，还需深度融合教学法与学科知识，以提升课堂互动性和教学效果。本文提出提升路径，包括完善培训体系、强化技术应用、促进技术与教学法融合、推动学科知识与技术结合、构建教师互助学习社区及建立长期发展机制等。本研究为国际中文教师的专业发展提供了理论支持和实践指导，具有一定的应用价值。

关键词：TPACK 理论；国际中文教师；信息化素养；提升路径

1、国际中文教师的信息化素养的内涵

在信息化时代，教师的信息素养主要指其信息化教学能力，即将信息技术与学科知识和教学实践有效结合的能力。这是教师必须具备的核心素养之一，也是专业发展的重要基础。信息化教学能力是一种综合性技能，不仅包括高效获取、筛选、加工和应用信息资源的能力，还涉及如何利用信息技术优化教学设计、促进课堂互动，并提升教学效果。此外，这一能力还涵盖信息创作与传播、信息化协作教学、教学评价，以及培养学生的信息化学习能力等多个方面。

在国际中文教育领域中，国际中文教师的信息素养主要体现在信息技术应用、教学设计、资源管理、技术与教学法融合、跨文化沟通以及终身学习能力等方面。教师需熟练掌握在线教 学平台、学习管理系统、多媒体制作工具等，合理运用于课堂互动与教学管理。同时，他们应 具备信息化教学设计能力，如利用 AI 语音评测、H5 交互课件优化语音和语法教学。此外，教 师需筛选并管理优质教学资源，确保信息安全，并能将技术与教学法结合，如在任务型教学中 运用在线测验或讨论工具提升课堂效果。面对不同文化背景的学生，教师应利用社交媒体和多 语种工具促进跨文化理解。最重要的是，教师需保持终身学习，不断掌握新兴教育技术，以适 应国际中文教育的信息化发展，提高教学质量和学生的学习体验。

2、TPACK 理论的内涵及基本要素

TPACK 是 Technological Pedagogical And Content Knowledge 的缩写，该理论旨在研究教师如何在教学过程中整合技术（Technology）、 教学法（Pedagogy） 和学科知识（Content Knowledge）三大要素，以提升教学效果。该理论强调，教师不仅要掌握单一的技术操作或学科知识，更重要的是能够将技术、教学法和学科内容进行深度融合，使技术真正服务于教学需求，从而优化课堂教学。其中学科知识（CK） 是教师对特定学科内容的理解，如国际中文教师需掌握汉语的语音、词汇、语法、文化等知识；教学法知识（PK） 是指教师对教学策略、课堂管理、学习心理等方面的掌握，包括如何设计互动式、任务驱动式等教学活动；技术知识（TK） 则是教师对数字化工具、在线教学平台、AI 辅助教学等技术的运用能力，如使用多媒体课件、智能语音评测软件等。

此外，TPACK 理论强调三者之间的交互融合。教学法与学科知识的结合（PCK） 代表教师能够根据学科特点选择合适的教学方法，例如，针对汉语语音教学，教师可采用直观教学法或沉浸式教学策略；技术与学科知识的结合（TCK） 要求教师能够运用技术辅助学科教学，如利用语音识别软件帮助学生练习发音，或通过数字化语料库辅助汉字教学；技术与教学法的结合（TPK） 关注教师如何利用技术优化教学方法，例如使用互动白板提高课堂互动，或通过在线测评工具实时反馈学生学习情况。最终，技术、教学法与学科知识的整合（TPACK） 是该理论的核心目标，即教师能够在特定教学情境下综合运用技术、教学策略和学科知识，以提升教学效果。

3、国际中文教师信息化素养提升路径

构建高效的信息化教学培训体系是提升国际中文教师信息化素养的重要举措。各类国际中文教育机构和高校应建立常态化的培训体系，围绕 TPACK 框架，提供针对性强的课程。例如，可设立“信息化教学能力认证”体系，要求教师在一定周期内完成相关培训，并考核其应用能力。培训内容应包括在线教学平台（如 Zoom、Google Classroom）、智能评测工具（如 AI 口语测评）、多媒体制作（如 H5 交互课件）等，并结合案例分析与实践操作提升教师的实战能力。同时，可采用“师徒制”模式，由信息化教学经验丰富的教师指导新教师，提高整体信息化教学水平。

技术应用能力是信息化素养的基础，国际中文教师应掌握核心的教学技术工具，并能熟

练运用于课堂。例如，教师需熟悉在线授课工具、互动白板等，提高课堂互动性。此外，教师应学会制作教学视频、设计思维导图等，以丰富教学资源。面对 AI 技术的发展，教师可学习 Chat-GPT 等智能写作工具，辅助学生进行作文训练，或使用智能翻译软件帮助学生理解语法结构。机构可定期组织实践工作坊，确保教师能将所学技术运用到实际教学中。

信息技术的使用应与教学法深度融合，以优化教学效果。例如，教师可在任务驱动教学中，利用Kahoot、Quizizz 等在线测验工具即时反馈学生学习情况，提高课堂互动性。此外，教师可利用社交媒体创建学习社群，分享汉语学习资源，鼓励学生进行自主学习。各机构可设立“优秀信息化教学案例评选”活动，鼓励教师探索技术与教学法结合的最佳实践。

提升信息化素养不仅仅是学习技术，更重要的是结合学科知识，使技术真正服务于汉语教学。例如，在词汇教学中，教师可使用 Quizlet 进行词汇记忆训练，结合 AI 语音识别系统帮助学生纠正发音；在汉字教学中，利用汉字笔顺动画演示书写顺序；在语法教学中，运用 H5 互动课件设计语法练习，提高学生学习兴趣。此外，教师可利用学习管理系统收集学生学习数据，进行个性化教学，如根据 HSK 考试要求推荐适合不同水平的词汇和语法练习。学校和机构可鼓励教师分享技术与学科知识结合的成功案例，形成资源共享平台。

教师间的交流和互助对于提升信息化素养至关重要。机构可建立“信息化教学联盟”，通过微信群、在线论坛、教学研讨会等方式，鼓励教师分享教学经验、探讨技术应用。例如，可设立“信息化教学示范教师”制度，经验丰富的教师带领新教师进行实地教学，促进共同成长。同时，鼓励教师记录并分享自己的教学实践，如通过博客、视频日志等形式，形成教师个人的专业成长档案。此外，可组织教学观摩活动，让教师互相学习，促进教学方法的优化。

信息技术的更新迭代迅速，国际中文教师的信息化素养提升应是一个长期的过程。各机构应建立激励机制，如将信息化教学能力纳入教师评估体系，鼓励教师参与信息化教学竞赛，并给予表现优异者相应奖励。同时，教师个人应树立终身学习观念，关注教育技术的最新发展，如混合式学习（Blended Learning）、AI 智能辅导系统、自适应学习（Adaptive Learning）等，并结合自身教学实际，不断优化课堂设计，提高教学效果。机构可与国内外教育科技企业合作，引入最新的教育技术，并定期组织研讨会，确保教师与时俱进，掌握最新的信息化教学技能。

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创新汉语教学方法：人工智能提供的机遇及提高专业能力的方法

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摘要:**本文探**讨了人工智能技术为汉语教学带来的新机遇。通过分析 AI **在**语音识别、语法纠错、个性**化学**习等方面的应用实例，提出了教师如何适应新技术发展的具体建议。合理运用 AI **工具可以**显著提升教学效率，但教师的核心作用不可替代。文章最后给出了 AI 时代汉语教师专业发展的可行路径。

关键词 :汉语教学;**人工智能**;**智能**辅助;**教**师发展

Innovative Methods in Chinese Language Teaching: Opportunities Provided by Artificial Intelligence and Ways to Enhance Professional Competence

Abstract：This paper explores the new opportunities brought to Chinese language teaching by artificial intelligence technology. By analyzing application cases of AI in areas such as speech recognition, grammar correction, and personalized learning, the paper puts forward specific suggestions on how teachers can adapt to the development of new technologies. The rational use of AI tools can significantly improve teaching efficiency, but the core role of teachers cannot be replaced. The paper concludes by offering feasible paths for the professional development of Chinese language teachers in the AI era.

Keywords :Chinese language teaching, artificial intelligence, intelligent assistance, teacher development

随着全球“汉语热”**持**续升温，传统教学方法面临新的挑战。一方面，海外汉语学习者数量激增，师资力量捉襟见肘；另一方面，数字时代的学习者更期待个性化、互动性强的学习体验。人工智能技术的快速发展，为解决这些问题提供了新的可能性。近年来，AI **教育**应用呈现爆发式增长。据统计，2023 **年全球教育科技投**资中，AI **相关**项目占比达42%。**在**语言学习领域，智能语音助手、自动批改系统等工具已开始普及。然而，如何将这些技术有效融入汉语教学实践，仍需要系统性的研究和探索。

1.AI 技术在汉语教学中的应用

1.1 **智能**语音辅助系统

语音学习是汉语教学的重要难点。AI 语音技术可以实时分析学习者的发音问题，具体应用如下：声调识别：AI **系**统能够将学生的发音与标准音进行比对，用可视化图表显示偏差。例如，通过声波图展示学生发音的高低起伏与标准声调的差异，帮助学生直观理解声调变化。这种直观的反馈方式能够帮助学生更快地纠正发音错误。即时反馈：AI **系**统对发音错误立即提示，提供改进建议。例如，当学生发音不准确时，系统会用文字和语音提示正确的发音方法。这种即时反馈机制能够帮助学生在第一时间纠正错误，避免错误发音的固化。练习记录：AI **系**统自动保存发音档案，追踪进步轨迹。通过长期记录，教师可以分析学生发音的改进趋势，调整教学策略。例如，某高校在使用智能语音系统 8 **周后**，发现欧美学生的声调准确率平均提升了 30% **以上**。

1.2 **智能写作批改**

汉语写作批改工作量大，AI **可以自**动检测以下问题：常见语法错误：AI **系**统能够快速识别并纠正常见的语法错误，如“**的得地**”**混用、句子成分残缺等**。词汇搭配问题：AI **系**统可以识别并纠正词汇搭配问题，例如“**提高水平**”**与**“**提升水平**”**的区**别。这种智能纠错功能能够帮助学生更好地掌握汉语词汇的使用规则。句式结构问题：AI **系**统能够识别并纠正病句，提供更流畅的表达方式。这种功能不仅提高了写作的准确性，还帮助学生提升了语言表达的流畅性。

1.3 **个性化学**习系统

基于学习者的水平和进度，AI **可以提供以下支持**:**智能推荐学**习内容：AI **系**统根据学生的测试成绩和学习历史，推荐适合的课程和练习。这种个性化推荐能够帮助学生更高效地学习，避免盲目学习。 **自**动生成练习题：AI **系**统根据学生的学习进度，生成针对性的练习题，帮助学生巩固知识。这种动态生成的练习题能够更好地适应学生的学习需求。调整学习难度：AI **系**统根据学生的学习表现，动态调整**学**习内容的难度，确保学生在舒适区之外有所挑战。

2. 教师专业能力提升

2.1 新技术应用能力

教师需要掌握以下技能：基本 AI 工具操作技能：教师需要学会使用智能语音助手、在线学习平台等工具。例如，通过参加技术培训，教师可以快速掌握这些工具的基本操作方法。教 学数据分析能力：教师需要学会分析学生的学习数据，如练习成绩、学习时间等，以调整教学 策略。这种数据分析能力能够帮助教师更好地了解学生的学习情况，从而提供更精准的教学支 持。线上线下混合教学设计能力：教师需要结合线上AI工具和线下课堂教学，设计更有效的教学方案。例如，教师可以设计线上预习、线下讲解、线上练习的混合教学模式，提高教学效果。

2.2 教学创新设计

在 AI 辅助下，教师可以进行以下创新：设计更丰富的课堂活动：利用 AI 工具生成互动式教学内容，如虚拟对话、在线游戏等。例如，教师可以设计虚拟对话活动，让学生在虚拟环境中练习汉语口语。开发针对性练习材料：根据AI 分析的学习者数据，设计个性化的练习材料。例如，教师可以根据AI 系统的错误分析报告，设计重点强化训练材料。实施精准教学干预：针对学生的学习难点，提供精准的辅导和反馈。例如，教师可以根据AI 系统的分析结果，为学生提供一对一的辅导，帮助学生克服学习难点。

2.3 人文关怀强化

AI 无法替代的教师作用如下：学习动机激发：教师通过鼓励和激励，帮助学生保持学习热情。例如，教师可以通过定期表扬、奖励等方式，激发学生的学习动机。文化内涵讲解：教师深入讲解汉语背后的文化背景，帮助学生更好地理解语言。例如，教师可以通过讲解中国传统文化故事，帮助学生理解汉语的文化内涵。情感交流互动：教师与学生建立良好的师生关系，提供情感支持。例如，教师可以通过定期与学生进行一对一的交流，了解学生的学习和生活情况，提供情感支持。

3. 实施建议

3.1 学校层面

学校需要采取以下措施：建设智能教室：学校应配备先进的 AI 教学设备，如智能语音识别系统、虚拟现实设备等。例如，学校可以建设智能语音教室，为学生提供更好的语音学习环境。组织教师培训：学校应定期开展AI 技术培训，帮助教师掌握新技术。例如，学校可以邀请专家进行AI 技术培训，提高教师的技术应用能力。建立技术支持团队：学校应设立专门的技术支持团队，解决教师和学生在使用AI 工具时遇到的问题。例如，学校可以建立技术支持团队，为教师和学生提供及时的技术支持。

3.2 教师层面：

教师需要采取以下措施：保持开放学习心态：教师应积极学习和尝试新的 AI 工具。例如，教师可以通过参加在线课程和研讨会，学习新的AI 工具。循序渐进尝试新技术：教师应逐步将 AI 工具引入教学实践，避免一次性引入过多新技术。例如，教师可以先从简单的 AI 工具入手，逐步扩展到更复杂的工具。注重教学反思改进：教师应定期反思教学效果，根据学生反馈调整教学方法。例如，教师可以通过定期的教学反思，发现教学中的问题，并及时调整教学策略。

3.3 学生层面

学生需要采取以下措施：培养自主学习能力：学生应利用 AI 工具进行自主学习。正确看待 AI 辅助作用：学生应明白 AI 是辅助工具，不能完全替代教师。保持师生良好互动：学生应与教师保持密切互动，及时解决学习中的问题。

4. “人工智能辅助+教师主导”

5. 人工智能为汉语教学带来了重要机遇，但不会取代教师的核心地位。未来的理想模式是“AI 辅助+教师主导”的协同教学。教师需要主动适应技术变革，将 AI 工具与传统教学方法有机结合，才能更好地提升教学质量。

6. 4.1 人工智能的机遇

7. 人工智能技术为汉语教学提供了多种创新方法，显著提升了教学效率和学习效果。例如，

智能语音系统能够帮助学生快速纠正发音错误，智能写作批改系统能够减轻教师的批改负担，个性化学习系统能够根据学生的学习进度提供定制化的学习内容。

8. 4.2 教师的核心作用
9. 人工智能提供了强大的辅助功能，但教师在教学过程中仍然发挥着不可替代的作用。教师能够激发学生的学习动机，讲解语言背后的文化内涵，并与学生进行情感交流。这些方面是人工智能无法完全替代的。学习动机激发：教师通过鼓励和激励，帮助学生保持学习热情。例如，教师可以通过定期表扬、奖励等方式，激发学生的学习动机。研究表明，教师的积极反馈能够显著提高学生的学习积极性和参与度。文化内涵讲解：教师深入讲解汉语背后的文化背景，帮助学生更好地理解语言。例如，教师可以通过讲解中国传统文化故事，帮助学生理解汉语的文化内涵。北师大开发的"AI 太炎"古汉语大语言模型，能够高精度地处理古汉语文本，辅助教师讲解古汉语的文化背景。这种结合AI 技术与教师讲解的方式，不仅提高了教学效率，还增强了学生对汉语文化的理解。情感交流互动：教师与学生建立良好的师生关系，提供情感支持。 教学创新与个性化指导：教师在AI 辅助下，能够设计更丰富的课堂活动和个性化的学习路径。教学反思与持续改进：教师通过定期反思教学效果，根据学生反馈调整教学方法。

未来的研究可以关注以下几个方向：

（1）不同 AI 工具的实际效果对比：通过对比不同 AI 工具在实际教学中的效果，找出最适合汉语教学的工具。（2） 教师技术应用能力的评价标准：制定科学合理的评价标准，帮助教师提升技术应用能力。（3）人机协同的最佳实践模式：探索教师与AI 工具的最佳协同模式，实现教学效果的最大化。

5. 结语

随着科技的不断发展和更新，传统的国际汉语教学模式也需要随时代的变化做出改变。人工智能技术的成熟为中文教育与传播事业带来了新的机遇。语音识别、智能写作和个性化学习等方面在汉语教学中的运用也越来越普遍，同时对教师技术应用能力的要求也逐渐提高，因而，国际中文教育的从业者，应当及时把握时代和社会发展的新动向，借助人工智能技术来优化、重塑和建设新的国际中文教育资源、体系与平台，实现线上与线下的深度融合、虚拟与现实的深度融合，提升国际中文教育水平与质量。

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汉语量词在乌兹别克斯坦的教学创新路径研究

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摘要:本文旨在探讨汉语量词在乌兹别克斯坦的教学现状，分析教学中存在的难点与挑战，并提出针对性的教学创新路径。通过文献综述、问卷调查、访谈等方法，本文深入研究了汉语量词在乌兹别克斯坦的教学实践，为汉语量词的教学提供了新的思路和方法。

关键词:量词；汉语教学；教学法创新；乌兹别克斯坦；对比语言学

Abstract

As an important part of the Chinese grammar system, Chinese quantifiers have significant teaching difficulties in Chinese teaching in Uzbekistan. This paper aims to explore the current teaching status of Chinese quantifiers in Uzbekistan, analyze the difficulties and challenges in teaching, and propose targeted teaching innovation paths. Through literature review, questionnaire survey, interview and other methods, this paper deeply studies the teaching practice of Chinese quantifiers in Uzbekistan, and provides new ideas and methods for the teaching of Chinese quantifiers.

Keywords: Chinese quantifier; Chinese teaching; teaching method innovation; Uzbekistan; comparative linguistics

一、引言

汉语量词是汉语语法体系中独具特色且不可或缺的组成部分，它在表达数量关系和事物特征方面发挥着重要作用。然而，对于乌兹别克斯坦的汉语学习者而言，汉语量词的学习却是一大难题。近年来，乌兹别克斯坦的汉语教学发展迅速，取得了显著成效，但在量词教学方面仍面临诸多挑战。量词的复杂性与独特性使得乌兹别克斯坦学生在学习过程中容易出现混淆和错误，影响学习效果。因此，本文聚焦于乌兹别克斯坦汉语量词教学的现状，深入分析其中存在的难点与问题。通过对教学实践的调研和对学习者特点的研究，本文旨在探索创新的教学路径，提出针对性的策略和方法，以期为乌兹别克斯坦的汉语量词教学提供有益的参考和新的思路，助力汉语教学在该地区更好地发展，提升学习者的汉语水平。

二、汉语量词概述

汉语量词是汉语中表示数量的词语，它们与数词结合使用，共同构成数量短语。汉语量词种类繁多，包括个体量词、集合量词、度量衡量词、借用量词等。这些量词在表达数量关系和事物特征时具有不同的功能和特点。个体量词用于修饰单个事物，如“一只鸟”“一本书”，体现了事物的个体特征。集合量词则用于描述事物的群体或整体，例如“一群羊”“一束花”，强调事物的集合性。度量衡量词用于表示事物的度量和衡量，如“一米布”“一公斤苹果”，体现了事物的量化标准。这些量词在表达数量关系的同时，也反映了事物的特征和属性。它们的使用不仅使语言更加准确、生动，还能体现出汉语丰富的文化内涵和独特的表达方式。

（一）汉语量词的功能

1. 计量功能：汉语量词的基本功能是计量，用于表示事物的数量。例如，“一个苹果”、“一本书”等。

2. 分类功能：汉语量词还可以对事物进行分类。例如，“一头牛”和“一只羊”中的量词“头”和“只”分别表示了牛和羊的不同类别。

3. 修辞功能:汉语量词在特定语境下还可以起到修辞作用，增强语言的表现力。例如，“一丝希望”中的量词“丝”表达了希望的微小和珍贵。

（二）汉语量词的特点

1. 丰富性:汉语量词种类繁多，数量庞大，几乎每一种事物都有对应的量词。

2. 灵活性:汉语量词的使用具有一定的灵活性，不同的量词可以表达相同的事物数量，但所传递的信息和情感色彩可能不同。

3. **文化性**:汉语量词的使用往往与中国的传统文化和习俗密切相关，反映了**中**华民族对事物的认知和分类方式。

三、乌兹别克斯坦汉语量词教学现状

乌兹别克斯坦的汉语教学始于上世纪 90 **年代**，**随着中**乌关系的不断发展和汉语国际地位的提升，乌兹别克斯坦的汉语教学逐渐得到了重视和发展。目前，乌兹别克斯坦已有多所高校和中小学开设了汉语课程，并建立了孔子学院等汉语教学机构。这些教学机构为乌兹别克斯坦的汉语学习者提供了丰富的学习资源和机会。

（一）汉语量词教学难点分析

1. 语言差异：乌兹别克斯坦语与汉语在语法结构、词汇表达等方面存在显著差异。这种语言差异导致乌兹别克斯坦学生在学习汉语量词时难以理解**和运用。**

2. **文化差异**:汉语量词的使用往往与中国的传统文化和习俗密切相关。**如果学生在缺乏**对中国文化的深入了解的情况下，很难准确理解和运用汉语量词。

3. **教材与教学方法不足**:**目前**，乌兹别克斯坦**缺乏量**词方面**的**编写。同时，教师在量词教学方面的方法也相对单一，缺乏创新性和针对性。

四、汉语量词在乌兹别克斯坦的教学创新路径

针对汉语量词在乌兹别克斯坦教学中的难点和挑战，本文提出以下教学创新路径：

（一）加强语言对比研究

通过对比分析乌兹别克斯坦语与汉语在量词使用方面的异同点，找出两者之间的内在联系和规律。这有助于乌兹别克斯坦学生更好地理解汉语量词的使用规则和特点，从而提高学习效果。

（二）融入中国文化元素

在汉语量词的教学中，应充分融入中国文化元素，帮助学生了解量词背后的文化内涵和象征意义。例如，在讲解“朵”这个量词时，可以引入中国传统的花卉文化，让学生了解“朵”**与花卉之**间的紧密联系。通过这种方式，可以激发学生的学习兴趣和积极性，同时也有助于培养他们的跨文化交际能力。

（三）优化教材与教**学方法**

1. **教材**编写：在编写汉语量词相关的教材时，应注重内容的实用性和趣味性。可以结合乌兹别克斯坦学生的实际情况和学习需求，设计贴近生活的例句和练习题目。同时，教材还应注重量词之间的辨析和对比，帮助学生准确理解和运用量词。

2. **教学方法**:**在教学方法上**，应注重多样性和创新性。可以采用情景教学法、任务型教学法等现代教学方法，让学生在真实或模拟的语境中学习和运用量词。此外，还可以利用多媒体教学资源和网络平台等现代技术手段辅助教学，提高教学效果和学生的学习兴趣。

五、结论与展望

本文通过对汉语量词在乌兹别克斯坦的教学现状进行深入分析，并提出了针对**性的教学**创新路径。这些路径包括加强语言对比研究、融入中国文化元素、优化教材与教学方法、加强教师培训与交流以及利用实践机会巩固学习成果等。这些路径的实施将有助于乌兹别克斯坦学生更好地掌握汉语量词的使用规则和特点，提高他们的汉语水平和跨文化交际能力。然而，汉语量词的教学仍然是一个复杂而艰巨的任务。在未来的研究中，我们需要继续深入探索汉语量词的教学方法和策略，不断优化和完善教学路径。同时，我们还需要加强与其他国家和地区的汉语教学机构的交流与合作，共同推动汉语量词的教学和发展。

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基于“可加工性理论”的汉语二语习得研究

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摘要：皮耶尼曼（Pienemann）**于 1998 年提出的**“**可加工性理**论”**探**讨语言习得中信息处理**能力的核心理**论，其着眼点在于对二语习得的普遍规律和习得过程进行阐释，经过发展**与完善**，该理论**已在多国**语言的二语习得中得到证实。**本文旨在概述**“**可加工性理**论”**的基本概念**，详细阐述汉语二语习得的“**可加工性**”**分析**，**通**过本研究，期望为汉语二语习得领域提供新的理论视角。

关键词：**可加工性理**论，汉语二语，二语习得

一、“可加工性理论”概述

习得一门语言**需**获得加工该语言所需的程序技能，**目**标语言在学习者中展开的顺序是由加工程序发展的顺序决定的，而加工程序是加工目标语言组件所必需的。“**可加工性理**论”**以一种全新的**视角深入剖析了语言加工过程中的具体程序和步骤，提供了对第二语言发展轨迹的前瞻性预测，同时还详细阐述了母语迁移现象发生的先决条件，即学习者只有在第二语习得中达到能够处理特定语言结构的程度时，母语的影响才会显现，这样的阐述为语言教学与研究提供了新的理论支持。皮耶尼曼（Pienemann）认为“该理论**的基**础是人类语言处理的架**构**”（PIENEMANN M, 1998）“**其唯一目**标是确定程序技能在学习者中发展的顺序。”（PIENEMANN M，1998）“**可加工性理**论”**所遵循的**语言生产观点主要是 Levelt（1989）**所描述的**观点，该观点认为语言加工的前提为：

一✂“**加工构件相**对专业化，且在很大程度上自动运行。”（DOUGHTY C J & LONG M H, 2003）这意味着在语言生产过程中，不同的加工构件（如加工名词短语、动词短语等程序）都有专门的分工，它们在执行任务时大多能自动进行，不需要意识的直接控制。例如，在处理名词短语（NPs）时，大脑中有一个相对专业的处理程序负责此任务，并且该程序能自动高效地完成任务。

二✂“**加工呈**现出递增性。”（DOUGHTY C J & LONG M H, 2003）✂**指**语言产出是一个逐步构建的过程，而非一次性产出，它建立在语法记忆基础上，保证后续语言结构加工时**可**调取之前已经建构好的句法、语义等信息。语言的产出过程中各个层次的加工逐步展开，相互依赖，是一个连续不间断的增量式加工过程。

三✂“**加工器的**输出是线性的，但不以线性的方式来映射最终的意义。”（DOUGHTY C J & LONG M H，2003）语言生产的最终表现形式是线性的（如口语输出中的语流或书面文字中的线性排列），但这种线性表达并不直接映射到最后一层的语义和句法结构。底层信息往往更加丰富和复杂，通过线性化的处理过程得以转化为简化和易于输出的形式，这种线性化的产出方式是语言生产效率和理解便利性的折衷结果。

四✂“语法加工，可以做到存取语法记忆库。”（DOUGHTY C J & LONG M H, 2003）语法记忆库是一个至关重要的构成语言生产过程的组成元素，它保留着句法规则和句法模式等，当生产新句子时，从其中取用和组合，在产生新句子时自动地**从**语法记忆库中取用，这种对语法记忆库的调用是在语言生产的过程中完成的，以达到语言生产过程的递增性和自动性的要求。语法记忆库的存在**以及其所提供的支持**，**使得**语言生成不仅局限于简单的刺激-**反**应模式，而是能够处理复杂的语言结构和生成创新的表达。

皮耶尼曼（Pienemann）**在**《语言加工和第二语言发展》中明确界定了语言习得过程中的一系列普遍发展阶段，每个阶段均遵循着既定的层级顺序。这意味着在任何一个给定的学习阶段，二语学习者仅限于理解和产出其当前发展阶段所能处理的语言特征。语言“**可加工性理**论”**既**对语言加工的程序和步骤进行了说明，又对第二语言的发展方法进行了预测，**它**认为二语的

发展只会在个人已掌握语言能力和语言知识上发展，发展方式为阶段式递增。“学习者必须按照既定的层级顺序逐步掌握语言特征，不能跳越发展阶段。”（DOUGHTY C J & LONG M H，2003）在汉语二语习得中，学习者首先掌握基本的词汇和句型（词条提取和语类程序），然后逐渐过渡到能够处理更复杂的短语和句子结构（词组程序和句子程序），最后才能理解和产出包含从句等复杂句法结构的语言形式（从属句程序）。皮耶尼曼（Pienemann）认为母语迁移现象的出现并非随意，而✂严格依赖于学习者是否已具备处理特定语言结构的能力。二语的发展是经过前一阶段成果的逐步扩大而向前推进的一个积累过程，因此，二语学习者必须首先达到某一发展阶段的标准，具备了加工某种语言结构的能力，才能进一步习得并掌握该阶段之后的语言结构，学习者母语迁移才可能发生。

二、汉语二语习得的“可加工性”分析

汉语作为第二语言的习得过程是一个复杂的认知过程，涉及到多种语言技能的发展，包括语音、词汇、语法以及语言在具体场景中使用的准确度、语言表达的流利性和复杂性。学者们运用不同的理论框架来分析和指导汉语二语习得的过程，“可加工性理论”便✂一个重要的理论架构，它认为二语习得是有一定发展顺序，该顺序由学习者认知加工能力所决定。其发展过程为五个阶段，分别为词条提取、语类程序、词组程序、句子程序和从属句程序，详见图 1。

	t_1	t_2	t_3	t_4	t_5
5 • Sub.-clause procedure	–	–	–	–	+
↑					
4 • S-procedure	–	–	–	+	+
↑					
3 • Phrasal procedure	–	–	+	+	+
↑					
2 • Category procedure	–	+	+	+	+
↑					
1 • Word/ lemma access	+	+	+	+	+

（图 1“可加工性理论”的发展阶段）（PIENEMANN M, 1998）

Processing procedures	structural outcome
5 • Sub.-clause procedure	main and sub clause
4 • S-procedure	inter-phrasal info. exchange
3 • Phrasal procedure	phrasal info. exchange
2 • Category procedure	lexical morphemes
1 • Word/ lemma access	“words”

（图 2 语言“可加工理论”对习得顺序的预测）（PIENEMANN M, 1998）

语言学习者随着其认知能力的逐渐提高而不断提高二语能力，“可加工理论”被用来解释学习者能处理的汉语句法结构的复杂性和在各个阶段习得更高级的加工技能。按照“可加工性理论”，汉语二语习得过程可划分为以下几方面。

一✂词条提取，在此阶段学习者主要学习孤立的、单一的语言成分或将此语言成分单独使用，这些孤立的元素尚未与其他语言成分形成关联，因此缺乏语言形式的多样性和信息交流的复杂性，此阶段的语言表达呈现出形式与意义直接对应、相互独立的特征，不存在句法形态信息交换。

二✂语类程序，学习者在这一阶段已经可以对句法概念进行概念性理解和归纳，句法形态间的信息得以流通与交换，但未超出语类内部。此时学习者掌握的是第二语言的典型句法结构（如 SVO 结构）和词汇的语法范畴（如英语中的复数、动词的时态），语言加工机制开始更加复杂。

三✂词组程序，在短语层面的句法结构与形态信息的交流会延伸到短语内部，这一阶段会涉及附加成分以及主语的移位结构，此阶段需要短语内部成分之间的信息整合或特征匹配，如“three oranges”中数词与名词的复数形式需保持一致，语言单位内部的相互依存关系进一步加深。

四✂句子程序，这时学习者需要对句子的整体进行加工处理，这就不仅仅是短语内部成分的协调，而✂会涉及整个句子中各个部分（如主语、宾语等）之间的逻辑关系、人称、数及时态等一致性的考量，说明语言加工能力再次提升。

五✂从属句程序，句子之间有信息交换，学习者面临的语言结构更加复杂，如主句与从句之间的相互作用，特别是关系从句等高级语法现象的处理，复杂的句法结构如“把”字句和“被

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”

字句等也在此阶段出现。这一层级要求学习者在更广阔的语境中整合语言信息，实现更高层次语言特征的统一，因此它✂二语学习的最高等级，也✂二语学习中最具挑战性的阶段。

根据可加工性理论，汉语二语习得的发展途径可以概括为从简单到复杂、从低级到高级的过程。学习者在这五个阶段不断过渡，即从第一词条提取阶段过渡到第五从属句程序阶段，学习者处理的语言形式经由不同阶段的语言加工机制产出，这些语言加工层级的递进，实质上是学习者认知处理能力不断发展的体现。语言习得的过程，就是学习者认知系统不断适应、整合并创新语言规则的过程，反映了人类认知能力的深刻变革。

三、结语

“可加工性理论”✂第二个语言习得的新思路，学习者语言的学习过程受制于他们处理语言的能力，用“可加工性理论”来指导汉语二语习得的研究，有助于分析学习者如何习得和处理某些结构，通过“可加工性分析”我们可以发现学习者的“瓶颈”，并据此改进教学。总之，“可加工性理论”不仅对汉语二语习得的研究提供了有力的理论支撑，而且有助于教学的改革，通过深入研究学习者的语言处理能力，可以更好地帮助学生克服学习中的瓶颈，提高汉语的应用能力。

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任务式教学在国际中文初级口语课堂中的实践与优化路径

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摘要：本文旨在系统探讨任务式教学法（Task-Based Language Teaching, TBLT）在国际中文初级口语教学中的应用现状、实践案例和优化策略。通过分析任务式教学的理论基础、实施原则及典型课堂案例，揭示其在提升学习者口语交际能力方面的独特优势，同时针对实践中存在的文化适应、任务设计和技术整合等问题，提出分层任务体系、跨文化情境重构和技术赋能等优化路径。

关键词:任务式教学法；国际中文教育;初级口语课堂；实践案例

随着"汉语热"在全球范围内的持续升温，国际中文教育面临着教学方法革新与教学效率提升的双重挑战。传统以教师为中心的3P 教学模式虽然结构清晰，但在初级口语课堂中日益显现出局限性——学生往往在机械练习中掌握了语言形式，却难以在真实交际场景中灵活运用。这一矛盾促使教育工作者将目光投向任务式教学法（Task-Based Language Teaching, TBLT），一种强调“在做中学”（learning by doing）的交际语言教学新理念。

当前国际中文教育领域对任务式教学的多数现有研究聚焦中高级汉语教学，忽视了初级学习者在语言水平、认知能力方面的特殊性。此外，关于技术工具（如 AI 语音识别、VR 情境模拟）如何与任务式教学有机结合的探索也处于起步阶段。

本文基于文献分析与真实教学案例，系统探讨任务式教学法在国际中文初级口语课堂中的实践路径与优化策略。研究问题主要包括：（1）任务式教学如何针对初级学习者的特点进行适应性设计？（2）现有实践中存在哪些典型问题？（3）如何通过任务优化提升教学效果？通过解答这些问题，本研究旨在为国际中文教师提供理论参考与实践指导，推动初级口语教学从 "知识传授"向"能力培养"的范式转变。

一、任务式教学法的理论基础与设计框架

任务式教学法的理论根基深植于建构主义学习理论和交际语言教学法（Communicative Language Teaching, CLT）的沃土之中。建构主义认为，知识不是通过教师传授得到，而是学习

者在真实情境中借助他人帮助，利用必要的学习资料，通过意义建构的方式获得。这一观点直接影响了任务式教学法将"任务"而非"语言知识点"作为课堂组织核心的基本取向。

任务的定义与分类是理论框架中的关键环节。纽南（D. Nunan）将“任务”界定为“以意义为中心、有明确目标并能通过语言取得真实结果的活动”。在国际中文初级口语教学中，任务可根据复杂度和认知要求分为三类：信息差任务、观点差任务和推理差任务。从内容角度又可分为生活任务和教学任务，二者在初级课堂中应当保持适当平衡。

二、任务式教学在国际中文初级口语课堂的实践案例

任务式教学法在国际中文初级口语课堂的实践呈现出丰富多样的形态，通过分析典型教学案例，我们可以直观地把握其操作路径与实施效果。本部分选取三个代表性案例，分别展示情境模拟、项目式学习和技术融合三种任务类型在真实课堂中的应用，并基于学生反馈与教师反思评估其成效与局限。

案例一：情境模拟任务——"购物对话"角色扮演

该案例来源于《发展汉语·初级口语 1》第 15 课的教学实践，对象为东南亚初级水平留学生。教师设计了完整的三阶段任务流程：在任务前阶段，教师通过多媒体展示天津特色商品图片（如狗不理包子、泥人张彩塑），引入"购物"主题，并教授关键句型和量词搭配。为降低认知负荷，教师提供分角色对话模板和替换词表。任务环阶段，学生两人一组抽取情境卡片，进行 10 分钟角色扮演准备。教师巡视各组，提供词汇和发音指导，但不介入对话设计。随后小组轮流展示，其他学生根据"语言流畅度""交际有效性"和"文化得体性"三项指标进行同伴评价。任务后阶段，教师选取典型录音片段进行全班分析，重点纠正常见语法错误，并延伸讨论中国市场的讨价还价文化。最后学生根据反馈修改对话，录制最终版本上传学习平台。

该案例的显著成效体现在：1）情境真实性有效激发了东南亚学生的参与热情，课堂观察显示 92%的学生能主动使用目标句型；2）同伴评价机制培养了学生的元语言意识，后期录音显示量词错误率下降 37%；3）文化元素的自然融入加深了对中国消费习惯的理解。存在的挑战包括：1）部分学生因词汇量有限频繁切换母语交流；2）角色扮演流于表面，缺乏真实讨价还价中的即兴应对；3）不同小组任务进度差异显著，课堂管理难度增加。

案例二：项目式任务——“介绍我的家乡”文化短视频

该案例实施于某**国内**高校初级汉语班，学生来自 12 个不同国家。作为单元总结任务，学生需制作 2-3 分钟短视频，用汉语介绍家乡的著名景点、特色饮食或传统节日，并在课堂展示。任务前，教师提供范例视频和评估量表。学生领取任务手册，明确分阶段要求：第一周完成资料收集与脚本撰写（需教师批改）；第二周进行同伴互评与修改；第三周提交成品并展示。任务环阶段呈现显著差异化特征：语言基础较弱的学生多选择图片配简单解说；中等水平学生尝试连贯叙述;高级学习者则展现创造性表达。教师提供个性化指导，如帮助中亚学生解决"抓饭"等特色词汇的表达问题。任务后，全班观看视频并投票选出"最佳内容奖""最佳语言奖"等。教师编辑合成精彩片段，作为文化教学资源存档。这一长周期任务的优势在于：1）深度调动学生自主学习能力；2）文化认同感促进语言输出动机；3）数字作品便于复习与传播，成为招生宣传素材。局限性包括：1）耗时长达 3-4 课时，需调整常规教学进度；2）技术门槛导致部分老年学生焦虑；3）个别视频过度依赖背景音乐，掩盖语言不足。综合两个案例可见，任务式教学在激发交际动机和促进文化理解方面成效显著，但实施效果受任务类型、学生特点和技术条件多重因素影响。成功的任务设计必须考虑以下关键要素：1）真实性与学习者生活经验的关联度；2）挑战度与学生语言水平的匹配性；3）支持系统（语言、技术、文化）的充分性；4）评价机制的多元性与建设性。这些发现为下一部分的问题诊断与优化路径提供了实证基础。

三、国际中文初级口语课堂任务式教学的优化路径

针对前文分析的任务式教学实践中的突出问题，本部分提出系统性优化方案，从任务分层设计、跨文化情境重构、技术赋能策略和教师发展支持四个维度构建改进框架。这些路径并非孤立存在，而是相互关联、彼此强化的整体，旨在提升任务式教学在初级口语课堂中的适应性、有效性和可持续性。

（一） 分层任务设计：基于学习者差异的精准教学

破解任务同质化困境的关键在于建立科学的分层体系，使任务难度与学习者语言水平、认知能力和学习风格精准匹配。借鉴《国际中文教育中文水平等级标准》，可构建三级任务框架：初级任务（对应 HSK1-2 级）侧重语言形式内化，设计高结构化的微型任务。例如：（1）"听力-复述"任务：听简短的对话，用替换词仿写类似对话；（2）"图片排序"任务：将打乱的购物流程图片按正确顺序排列，并配简单解说。这类任务通过支架式支持（降低认知负荷，适合入门阶段学习者。中级任务（HSK3 级）强调半开放交际，设计有明确目标但路径多样的情境任务。典型形式包括：（1）"信息差"任务：学生 A 持有列车时刻表，学生 B 持有旅行计划，通过问答协商最佳车次；（2）"问题解决"任务：给定额度预算，小组规划一日游方案并陈述理由。此类任务通过选择性支持平衡挑战与可及性。高级任务（HSK4 级及以上）鼓励创造性表达，设计贴近真实世界的复杂任务。例如：（1）"辩论式"任务：比较"网购与实体店购物"优劣，要求使用特定连接词；（2）"项目展示"任务：调查同学消费习惯后制作数据报告。此时支持转为元认知层面（评估量表、过程检查单），培养自主学习能力。

分层实施需配套动态分组机制。通过前测和持续观察，教师每 3-4 周调整任务难度与学生分组。某实验采用此方法后，学生课堂参与率提升 28%，且低水平组学生进步显著。需注意的是，分层不等于固化，应设置"挑战性选择"——允许学生尝试高于当前级别的任务，并建立"任务积分"等游戏化机制激励。

（二） 跨文化情境重构：真实性、包容性与反思性

提升任务文化适应性的核心策略是双文化透镜设计——既融入中国文化元素，又衔接学习者母语文化经验。具体方法包括：文化对比任务挖掘深层价值差异。例如设计"中泰节日饮食"任务时，不仅比较食物种类（月饼 vs.榴莲），更引导学生讨论背后的家庭观念（团圆 vs.分享）。真实性增强技术缩小课堂与现实的差距：（1）使用真实语料；（2）引入真实限制；（3）模拟真实后果。

反思性讨论嵌入任务各阶段：任务前激活文化图式；任务中观察记录文化冲突点；任务后通过"文化意外日志"系统反思。研究表明，这种元文化意识培养能使文化误解减少 40%以上。

（三） 技术赋能策略：智能化、个性化与人本化

数字技术应作为增强工具而非替代主体融入任务教学。优化整合路径包括：智能适应性系统的应用：（1）语音识别工具不仅纠正发音，还可分析错误模式生成针对性练习；（2）虚拟角色对话系统根据学生水平动态调整语速和词汇，如对初学者使用基本句型+手势动画。

混合式任务链设计：线上-线下阶段有机衔接。例如：（1）课前通过 APP 完成词汇微课和听力预习；（2）课中聚焦面对面的角色扮演和小组讨论；（3）课后在虚拟社区延伸真实互动——发布"校园美食发现"照片并用汉语评论。某混合实验显示，这种模式使语言接触时间延长 3 倍，且自然交际占比显著提高。人本化平衡原则至关重要：1）设定"无屏时间"；2）培养数字公民意识；3）保留非技术备选。

四、任务式教学在国际中文教育中的发展及思考

研究表明，当任务设计遵循真实性、渐进性和文化融入性原则，并与学习者语言水平精准匹配时，能有效激发初级学习者的交际动机，提升口语输出能力。然而，要充分发挥任务式教学的潜力，仍需克服同质化设计、文化适应不良、技术整合表层化等现实挑战。

任务式教学在初级口语课堂中的独特价值已得到多维度验证。从语言习得角度看，其优势在于创造了"聚焦形式的交际"的机会——学习者在表达真实意图时，因交际需求主动关注语言形式。某对照实验显示，任务组学生在"请求"和"拒绝"等语用功能掌握上显著优于传统教学组，且语言僵化现象减少 **30%**。从认知发展视角看，合作完成任务过程中的意义协商和输出调整促进了深层语言加工。文化学习维度上，通过"设计中国城市旅游攻略"等项目，学生不仅练习了语言，更在体验式学习中构建了对当代中国立体认知。

研究也揭示了若干关键启示：其一、当任务难度略高于当前水平（i+1）但提供充足支持时，学生焦虑指数最低而参与度最高。其二、技术工具的价值不在于炫酷效果，而在于扩展交

际可能性。其三，教师反馈策略直接影响后期语言产出——针对交际中断的选择性纠错比全面纠错更有利于流利度发展。

随着《国际中文教育中文水平等级标准》的推广和人工智能等技术的进步，任务设计将更加科学化和个性化。但无论技术如何变革，"以学习者为中心"的核心理念和"在用中学"的基本原理不会改变。未来的研究需要更多纵向追踪，考察任务教学对长期语言能力发展的影响，以及不同文化背景学习者的适应性差异,特别是中亚文化背景下更需进一步深入。对于国际中文教师而言，保持开放创新的心态，在理论指导下大胆实践，在反思中持续改进，方能真正释放任务式教学变革口语课堂的潜能。

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原创儿童文学作为国际中文教育资源的应用价值和遴选标准

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摘要：面对当前国际中文教育“低龄化”发展的新需求，可以将中国原创儿童文学作为国际中文教育资源的素材库，以适合学习者主体结构的“**有趣的故事**”、蕴含世界价值的“**中国故事**”为原则，选取适用于国际中文教育的儿童文学“**好故事**”；以词汇、句子、语篇层面的标准为依据，遴选优秀的儿童文学作品，将其转化为适配度高的阅读教材和分级读物，成为国际中文教育的优质资源。

关键词：儿童文学；国际中文教育；“低龄化”；阅读教材；分级读物

语言学习需要接触大量真实、可理解的输入材料。第二语言学习中，优秀的目的语原创文学是得到广泛应用的语料资源。**近年来中国儿童文学蓬勃**发展，涌现了众多优秀的作家作品，这些作品符合少年儿童学习者的认知水平和学习兴趣，可以转化成为优质的国际中文教育资源，适配“低龄化”**的中文学**习者。

一、中国儿童文学转化为国际中文教育资源的意义和可行性

少年儿童的学习动力主要是兴趣，语言学习方式主要是“习得”（李宇明，2018），海外少年儿童**缺少中文**习得的语言环境，缺乏丰富的输入性资源。因此，面向少儿的国际中文教育资源建设要针对这些特点量身打造，不仅要关注课内教育资源供给，优质的课外阅读资源也应当成为新的建设重点。少年儿童的语言学习最易建立语感，优质的读物不仅能提供大量有意义的语言输入，促进少年儿童的语言习得，**而且能**激发学习兴趣，**有利于他**们长期持续学习。

这类资源应该具备什么条件？一百年前**周作人在《儿童的文学》中曾指出，儿童文学**“**完备**”**的条件**✂“**文章**单纯，明了，匀整；思想真实，普遍”。**站在国**际中文教育的视角回望这一主张，前者主要指向语言形式，可以理解为语句简单、表**达**清晰、结构匀称整齐；**后者指思想情感**层面的真实性和普遍性。二者相结合，也同时满足了作为低龄二语学习者阅读素材的基本要求。

在基本要求之上，“适配度”✂一个比较复杂的问题。如同“低龄化”✂一个“比较概念”一样，“儿童文学”中的“儿童”也✂一个较为宽泛的概念，大致可以涵盖 3 岁到 18 岁之间的年龄段。众所周知，这个阶段的生理、心理跨度和变化之大是其他任何一个人生阶段无法相比的。但是， 现代儿童心理学已经详细地分析了儿童心理发育发展各阶段的主要特征，儿童文学工作者们也 已将儿童文学的读者按照年龄划分成了若干个阅读需要层次，每一层次均对应儿童之心理特点、审美倾向及其对文学体裁、形式、主题、题材、构思、语言等的诸种需求（汤锐，2009:208）。这就使得将儿童文学资源运用于国际中文教育，想要做到既符合不同年龄段儿童的心理、认知、情感等方面的特点，又兼顾语言学习的科学规律，已经具备了学理基础和现实可能性。我们所要做的，就是在相关学科研究的基础之上，将适应第二语言能力水平的需求、文化国际传播的 要求作为新增指标，与儿童文学服务于不同年龄段儿童的特质相结合，来匹配作为目标读者群 的国际中文低龄学习者。

二、 适用于国际中文教育的儿童文学“好故事”

儿童最喜欢听故事，读故事，因而我们以“故事”来代指儿童喜闻乐见的各种文学形式。什么样的故事是适用于国际中文教育的“好故事”？主要从以下两个方面进行考量。

（一） 适合学习者主体结构的“有趣的故事”

由于少年儿童学习以兴趣为驱动的特点，学习者认为“有趣”的故事✂“好故事”的首要条件。不同的人对于“有趣”的感受和界定✂不同的，但其内在本质是相同的，即适合学习者（阅读者）的“主体结构”。

皮亚杰的认知发展理论认为，人的认识活动是双向的，主体在客体的刺激面前并不✂被动的。因此只有适应儿童主体结构的“同化”机能，儿童文学的符号系统对于儿童才是有意义的（方卫平，1985）。儿童文学对儿童不是单方面的作用，而是双向活动过程，不✂一种灌输，而是一种激活（朱自强，1997：389）。这种观点除了从文学接受的角度来认识以外，还可以从语言学习的角度来理解：语言形式必需携带意义，才能被真正习得，这个意义必须是能被儿童自身的接受系统认知和同化的意义。优秀的儿童文学在儿童的心灵中被“同化”的过程，同时也是语言习得的过程。

那么，这个“同化”如何实现呢？研究者认为儿童从儿童文学中获得的是“体验成长”，不同年龄段的儿童是有不同的“体验”需求的。对于年龄越小的孩子，阅读就越是一种游戏，孩子会把自己“卷”进故事当中，角色就是他自己，他自己就是角色。这并不是说叙述（语言）对儿童读者而言没有意义，而是说叙述（语言）是通过他们对故事的理解和角色的“体验”而产生影响的。这个影响也恰恰因为故事的趣味、体验的精彩而具有持久的吸引力和深刻的印象，从而提高了学习的质量和效率。

例如鲁兵的童话《蜘蛛开店》：蜘蛛利用它会编织的手艺开店赚钱，“每位顾客只需付一元钱”。起初它卖口罩，“顾客来了”——✂大嘴巴的河马，它“织啊织”；后来它卖围巾，“顾客来了”——✂长颈鹿，它又“织啊织”；最后他卖袜子，“顾客来了”，他吓得急忙跑回网上——原来✂四十二条腿的蜈蚣！这个故事适合低龄段的儿童（幼儿园到小学低年级）。其中的动物角色以各自的标志性特征制造矛盾冲突，推动故事情节。孩子们正处在认识和了解自然的初期阶段，在特点鲜明且有趣的认知对象当中，兴味盎然或者开怀大笑，而对于其中反复出现的语言表达则是在不知不觉中习得的。

（二）蕴含世界价值的“中国故事”

在人类命运共同体的图景之中讲好“中国故事”，✂国际中文教育的题中之义。因此“好故事”的另一个标准是蕴含世界价值的“中国故事”。

童年自带民心相通的原始要素，较少受各类价值规范束缚，因此儿童文学所承载的“自然天性”“童年精神”和“审美情感”具有超越种族、民族、文化和地域差异的特点，在构建人类命运共同体的过程中具有不可替代的功能价值（李利芳等，2019）。瑞士学者麦克斯·吕蒂说“童话是缩小的宇宙”,优秀的儿童文学不为“艰深之词”，但也不✂“浅显之说”，在它简单、平实、朴素的艺术世界的背后，蕴藏着有关人性的本源、人性的本质、人类的前途和命运的大思想（朱自

强，2000：249）。童话作家周锐曾说：“不论古今中外，童心总是共同的……只要童心未泯，我就有把握通过我的童话与中国的孩子、海外的孩子、现在的孩子、将来的孩子做朋友”（周锐，1994）。曹文轩提倡文学要“为人类提供良好的人性基础”，2016 年获得国际安徒生奖后有这样的表达：“我的作品✂独特的，只能发生在中国，但它涉及的主题寓意全人类”“关于爱、苦难与成长的精神内核是世界共通的”（周飞亚等，2016）。

国际中文教育视角中“适合的故事”

大量的原创儿童文学作品为国际中文教育提供了丰富的语料。这个语料库中有很多国际中文教育需要的“好故事”。但✂从语言层面来判断，并非所有的“好故事”都✂可以直接拿来使用的“适合的故事”。这是因为原创的中国儿童文学绝大多数✂面向国内汉语为母语的少年儿童进行创作的，因此在心理、认知、审美等层面符合某个年龄段孩子特点的作品，在语言水平上必定高于同龄的第二语言学习者。因此，在已经遴选出的“好故事”当中，还需要基于语言要求对文本进行再次筛选和分类处理。

中国现代儿童文学，受到安徒生童话“简易的如谈话似的文字”的影响,秉持“文句浅显为贵,以单纯句为最合宜”的主张（陈学佳，1934）。当代儿童文学研究中，“浅语的艺术”（林良，2017）受到了广泛的认可。基于前人的研究，我们认为，在语言表达层面，一般意义上或者说较为“典型”的儿童文学具备作为低龄学习者阅读资源的基本条件。但是，不同水平等级对于语言的要求需要更为科学精细的划分。作为阅读资源，对应不同语言水平的文本难度是一个具有连续性的变量，初级和中级之间、中级和高级之间很难有一个精确的分界线。总体而言，语言水平越高，限制越少，文本语料遴选的空间和自由度越大；反之，语言水平越低，限制越多，遴选的难度越大。适配初级水平的文本语言特征具有以下特征：

首先，整体而言，篇幅较短，节奏明快，偏向口语化表达。低龄学习者注意力持续时间较短，年龄越小、语言水平越低的读者，适合阅读的作品篇幅越短。低龄学习者不同于成人学习者，语言习得顺序是听说起步、先口头后书面的，因此，语言表达口语化是他们阅读文本应该具备的特点。例如关登瀛的童诗《月亮掉进水里》：月亮掉进水里/碎了/风儿呀/你停一停/小鸟呀/你静一静/小鱼呀/快游开/打水的小姑娘呀/你等一等/等月亮圆了/你们再来。

其次，字、词等级和词汇量有限制，以使用基本义为主，具象性和动作性强，句子较短小、句法较简单。遵循循序渐进的学习原则，同时便于低龄学习者以形象和动作辅助记忆。如金波的童诗《山》：远望高山——/山很小/我很大/我是看画的人/山是一幅画//走进深山——/山很大/我很小/山像绿色的海/我像一只鸟。从文学角度来看，作者通过“远望”和“走进”两个视点展开了“我”和“山”的大小对比，以自我为视点关照自然，符合儿童认知特点，语句优美精炼且韵味深远，是优秀的儿童文学作品。从语言学习的角度来考量，全诗篇幅短小，仅有 42 个字，去重后 24 个。对照《国际中文教育中文水平等级标准》，一级字种数 14，字频数 30；二级字种数 7，字频数 9。1-2 级字的字频分布总数高达 92.86%，1-2 级词频分布也高达 89.47%。从语法层面看，重复出现的主要语法点有数量短语、“是”字句、形容词谓语句均属于一级语法点，偏正短语、动补短语属于二级语法点，只有动词性短语作定语（看画的人）属于三级语法点，但因为字词等级低而非常容易理解。

第三，语篇层面，逻辑关系简单清晰，较少遵循语言经济性原则，词句复现率高。这个特点符合语言记忆规律和儿童思维特点，也匹配孩子们乐于复诵的习得方式。如王宜振的童诗《四季的邮票》：春天的小花瓣/是一枚枚邮票/贴在大地妈妈身上/把大地妈妈寄给夏天//夏天的小雨点/是一枚枚邮票/贴在大地妈妈身上/把大地妈妈寄给秋天//秋天的小树叶/是一枚枚邮票/贴在大地妈妈身上/把大地妈妈寄给冬天//冬天的小雪花/是一枚枚邮票/贴在大地妈妈身上/把大地妈妈寄给春天。诗歌意象花瓣、雨点、树叶、雪花都是简单常见的自然事物，贴近儿童善于感知自然的特征。汉字词汇除少量字词（如“寄”“贴”“瓣”“枚”）以外，绝大部分在三级以内。“春天”“夏天”“秋天”“冬天”首尾相接，不仅符合大自然周而复始的真实面貌，而且诗歌章节的循环复沓，带动了相同词语和结构的重复出现。常用结构动词加补语“贴在大地妈妈身上”、简单而典型的“把”字句“把大地妈妈寄给……”，非常有利于语言的习得。

当然，由于语言水平的限制，天然适合二语学习者特别是初级水平学习者阅读的作品是比较少的。这就需要遵循语言学习的科学性原则，进行适当的改造。这种方式在母语和外语学习资源建设中是普遍使用的。我们可以在具体实践中，将选取的“好故事”根据读者年龄和文本语言特点进行大致分类，然后在尊重原作、最大限度地呈现作品原貌的基础上，尝试进行一定程度的改造，使其更为符合目标读者的语言水平。

结语

为少年儿童中文学习者打造出有趣、有益、科学、适用的读物，是一项没有止境的探索。从浩如烟海的优秀儿童文学作品中选取恰当的语料是一项非常艰巨的工作，需要考虑多方面因 素。如果把中国当代儿童文学当中的优秀作品比喻为国际中文教育的精美食材，我们需要使用 科学的烹饪办法，精心烹制，才能做出既有营养价值，又色香味俱全的菜肴。

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电写时代无声调拼音输入法对汉语多音字习得的双向效应实证研究

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摘要：本文基于声韵调分类体系，以 8 名 HSK5 级来华留学生为研究对象，采用计算机辅助多音字输入输出相结合方法，量化分析无声调拼音输入法在听说读写中对多音字习得的双向效应。研究发现：联想纠错提高输出效率，筛选辨析增加认知负荷；无声调强辨减负，声调缺失阻碍多音字习得；电打顺应时代潮流，手写能力结构性退化。

关键词：电写时代；无声调拼音输入法；多音字习得；双向效应；实证研究

技术对汉语二语教学产生重大影响，根据其表现形态可分为四个阶段：机械技术、录音技术、信息技术以及人工智能（AI）（史有为，2024）。在信息技术阶段出现电打汉字这种新型文字输入方式，具体包括键盘输入代码、屏幕手写及语音识别输出文字等（储诚志，2024）。汉语二语教学已然进入电写时代。由于带调拼音输入法产品尚未成熟，绝大部分汉语二语习得者使用的仍为无声调拼音输入法。

一、基于声韵调的汉语多音字系统分类

按照汉语音韵学字音分析法，音节分为声母、韵母和声调，三者组合差异影响多音字语音辨识度。语用频率对多音误读产生直接影响（杨华，2003）。根据多音字声韵调组合差异，

将汉语多音字划分为七种类型，在词汇层面提取 BCC 语料库[1]中高频词项作为典型用例并援引常用词频次（截至 2025 年 3 月 29 日），参照 HSK 词汇等级框架[2]选取 HSK6 级习得难度的常用词。

（一）声母相同，韵母相同，声调不同

表 1-1 多音字“间”

汉字	读音（调值）	常用词	常用词语义特征	BCC 语料库频次	HSK 等级
间	jiān（55）	人间	[+空间范畴][+现实世界][+人类活动场域]	17085	6
	jiàn（51）	间谍	[+隐蔽性][+情报活动][+政治属性]	2041	6

（二）声母相同，韵母不同，声调相同

表 1-2 多音字“露”

汉字	读音（调值）	常用词	常用词语义特征	BCC 语料库频次	HSK 等级
露	lòu（51）	泄露	[+信息转移][+非授权][+**不良**后果]	4215	6
	lù（51）	暴露	[+状态改变][+公开化][+被动性]	9435	6

[1]BCC 语料库网址：https://bcc.blcu.edu.cn/

[2] HSK 词汇、汉字等级查询：http://www.ihanyu.net/cihui/hsk8000/

（三）声母相同，韵母不同，声调不同

表 1-3 多音字“模”

汉字	读音（调值）	常用词	常用词语义特征	BCC语料库频次	HSK等级
模	mú（35）	模样	[+外在特征][+具体形象][+描述性]	37074	6
	mó（35）	模型	[+实物][+抽象][+工具]	15071	6

（四）声母不同，韵母相同，声调相同

表 1-4 多音字“畜”

汉字	读音（调值）	常用词	常用词语义特征	BCC语料库频次	HSK等级
畜	chù（51）	牲畜	[+家养动物][+农业属性][+经济价值]	3108	6
	xù（51）	畜牧	[+养殖活动][+生产性][+系统管理]	4918	6

（五）声母不同，韵母相同，声调不同

表 1-5 多音字“弹”

汉字	读音（调值）	常用词	常用词语义特征	BCC语料库频次	HSK等级
弹	dàn（51）	导弹	[+武器系统][+远程攻击][+军事性]	8727	6
	tán（35）	弹性	[+物理特性][+形变恢复][+适应能力]	2047	6

（六）声母不同，韵母不同，声调相同

表 1-6 多音字“乐”

汉字	读音（调值）	常用词	常用词语义特征	BCC语料库频次	HSK等级
乐	lè（51）	乐趣	[+主观感受][+活动伴随性][+**愉悦感**]	5844	6
	yuè（51）	乐谱	[+音乐符号][+记录性][+专业性]	580	6

（七）声母不同，韵母不同，声调不同

表 1-7 多音字“茄”

汉字	读音（调值）	常用词	常用词语义特征	BCC语料库频次	HSK等级

茄	qié（35）	茄子	[+蔬菜类][+食用性][+植物形态]	674	6
	jiā（55）	茄雪	[+烟草制品][+奢侈品][+外来词]	1660	6

二、无声调拼音输入法下汉语多音字习得研究方案

（一）实验材料、设备及被试

基于 14 个常用词，兰州大学八名来华留学生以微机室电脑为实验设备，使用搜狗输入法参与实验。八名被试均已通过 HSK5 级考试，熟练掌握和使用电打规则，将其分为 A（禁用词库联想）和 B（启用词库联想）两组。

（二）实验步骤

1、输入：教师结合典型性例句创设情境帮助学生理解常用词在不同语境下的语义与用法。同时，教师采取机械性反复带读的教学策略，多次朗读并示范电打 14 个常用词，以强化学生对词语读音的记忆与识别。

输出：电写让听说读写这四项基本技能的学习齐头并进（冯禹、吴昊，2024）。在听力方面，教师随机朗读一遍 14 个常用词，要求学生使用无声调拼音输入法（搜狗输入法）电打所听词语。在口语方面，教师以纸质版列出 14 个词语，要求学生准确朗读。在阅读方面，教师借助 deepseek 将 14 个词语生成符合学生当前水平的阅读文本，要求学生找出 14 个多音字词并标注读音。在书写方面，要求学生根据 14 个词语的拼音手写词语。

研究发现

（一）联想纠错提高输出效率，筛选辨析增加认知负荷

在数字化输入环境下，词库联想和自动纠错功能是提升汉字输出效率的关键要素（ 翟乃刚，2024）。例如“畜牧 xù mù”，B 组学生只需输出“xu m”，即可快速呈现词语选项，时间成本显著降低。同时，学生在电打中难免出现因疏忽、认知错误而出现的拼写错误，自动纠错机制均能及时纠正。即使学生输入“chu mu”，输入法也可自动提示“畜(xù)牧”，且提示的多音字读音带有声调。然而，无声调拼音输入法对学生筛选辨析正确字词的认知能力提出了更高要求。学生面对多个音近的候选词，需依据语境、语义及自身知识储备进行准确判断，一定程度干扰了学生认知判断。A 组输出错误率仅为 7.5%，而B 组同学受到相似选项的干扰，输出错误率为 22.5%。

（二）无声调强辨减负，声调缺失阻碍多音字习得

电打汉字有助于提高学生词汇识别能力（Lu, Xiwen,2019）。AB 两组学生在阅读时均能迅速定位并识别14 个多音字词，说明学生在电打过程中对多音字的敏感度有所提高。无声调拼音输入法极大简化了输入流程，降低了输入门槛。以学生出错率最高的“模样 mú yàng”为例，有 3 名学生在打字时采用单字输入，先输入“mo”得到“模”，再输入“yang”得到“样”，最终形成“模样”。学生使用正确的单字读音，组合成了错误的词语读音。因而，即使学生能够输出相应的词语（即在听打环节中打出多音字词），也并不意味着学生真正学会了多音字词，能够读准多音字词。

（三）电打顺应时代潮流，手写能力结构性退化

电打汉字凭借其便捷性、高效性成为人们日常文字交流与信息记录的主要方式。全盘要求电打汉字导致学生会认而不会写，虽掌握汉字框架，但忽视了汉字的“神”。学生电打次数越多，意味着学生见到的只是印刷出来的代码，而非真正的汉字。比如，实验材料“露”，“露”属上下结构，上面的“雨”字中间应是四个“点”，而在电打出的“露”中四个“点”变成了四个“短横”，加深了学生在形体上的误区。同样地，手写测试反馈也回应了陆俭明（2024）提出的“电打汉字开路，笔写跟进”和储诚志（2024）提出的“电写为主，笔写为辅”的理念，未来汉语二语教学不可全盘电打。

四、 结论

基于多音字声韵调分类体系，通过输入和输出两个环节从听力、口语、阅读、写作四个方面探讨了无声调拼音输入法在汉语二语习得者学习多音字时的双向效应，为无声调拼音输入法优化与教学干预策略提供实证依据。除研究涉及的多音字领域，电写汉字仍存在其它问题。例如，电打中的轻声与非轻声偏误、儿化音偏误等。未来也应当思考：电打汉字意味着汉语二语教学逐渐依赖电子设备，如若遇到停电、设备损坏，电写教学将如何应对？如若要求学生电打作业，又当如何规避学生在汉语二语习得中的不诚信问题？

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文化展演活动对国际中文教学作用的实证研究：以“乌兹别克斯坦-中国教育与科学研究中心”项目为例

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摘要：本研究以“乌兹别克斯坦-中国教育与科学研究中心”**文化展演活动**为案例，探讨在全球化背景下，如何通过文化展演活动提升国际中文**教学效果。研究**发现，文化展演活动能够有效激发学生的学习兴趣，同时为汉语教学提供丰富的教学资源。通过实证分析，本文提出了将国际化文化传播与适应乌兹别克斯坦本地需求及经验相结合的国际中文**教学策略**，为国际中文教学**提供了有益的参考。**

关键词：文化展演；国际中文教学；全球视角

一、引言

随着全球化的加速，语言教学不再局限于语言知识的传授，而是更加注重语言背后的文化内涵。文化展演活动作为文化传播的重要载体，不仅展示了多元的语言文化，也为语言教学提供了真实情境。本文结合新疆农业大学在乌兹别克斯坦的文化展演实践，分析其在国际中文教学中的双重作用：既作为全球文化传播的窗口，又通过与乌兹别克斯坦本地需求及经验融合提升教学效果。

二、研究背景

（一）全球化与语言教学

全球化促进了不同文化之间的交流与融合，语言作为文化交流的重要工具，其教学也受到了广泛关注。在全球化背景下，语言教学不仅要注重语言知识的传授，更要关注语言背后的文化内涵。通过文化教学，学生可以更好地理解语言的使用场景和语用规则，从而提高语言运用能力。此外，文化教学还可以激发学生的学习兴趣，促进跨文化交际能力的培养。

（二）文化展演活动的背景

2024 年 10 月 24 日，在塔什干国立经济大学举办了“乌兹别克斯坦-中国教育与科学研究中心”文化展演活动，旨在通过文化展演活动，加强新疆农业大学与乌兹别克斯坦高校间的国际交流合作。

三、研究方法

（一）研究对象

本研究以“乌兹别克斯坦-中国教育与科学研究中心”文化展演活动为案例，研究对象为参与该活动的乌兹别克斯坦塔什干国立经济大学的师生。

（二）研究工具

本研究采用课堂观察、案例分析、访谈等方法收集数据。访谈则针对部分师生进行深入交流，了解其对活动的看法和建议；课堂观察和案例分析则用于记录文化展演活动在国际中文教学中的实际应用情况。

四、研究结果

（一）激发学生学习兴趣

研究发现，文化展演活动通过展示茶艺表演、汉字书法、中国国画、剪纸艺术等丰富多彩的文化形式，极大地激发了乌兹别克斯坦学生的中文学习兴趣。学生表示，通过观看这些生动的文化表演，他们对中文背后的文化内涵有了更深刻的理解，从而提升了中文学习兴趣。

（二）拓展全球文化视野

文化展演活动不仅揭开了中华文化的神秘面纱，还通过互动环节让学生亲身参与其中，拓展了他们的全球文化视野。例如，在茶艺表演环节，学生通过亲手泡茶、品茶，体验了中国茶文化，从而对中国文化进一步加深了解。

（三）提供丰富的教学资源

文化展演活动为国际中文教学提供了丰富的教学资源。通过展示各种文化作品，如书法、国画、剪纸等，教师可以将这些文化元素融入国际中文教学中，使教学内容更加生动有趣。此外，活动还邀请了专业的艺术家和教师进行现场表演和讲解，为学生提供了学习和模仿的机会。

五、讨论与展演典型案例分析

（一）全球视角与乌兹别克斯坦本地需求及经验的融合

在全球化背景下，国际中文教学需要将全球视角与乌兹别克斯坦本地需求及经验相结合。文化展演活动通过展示语言文化，为乌兹别克斯坦学生提供了一个了解中国文化的窗口。同时，活动结合当地学生的文化背景和学习需求，设计了适合他们的互动环节，使学生能够在本地文 化环境中体验中华文化。

（二）文化教学对国际中文教学的促进作用

1.文化教学✂国际中文教学的重要组成部分。

情境认知理论（Situated Cognition）强调知识在真实情境中的生成与运用（Jean Lave，Etienne Wenger，1991）。在乌兹别克斯坦文化展演中，通过具身参与（Embodied Participation）与文化符号具象化，实现语言文化知识的自然习得。通过文化展演活动，学生不仅学习了中文知识，还了解了中文背后的文化内涵。这种文化与语言相结合的教学方式，能够有效提高学生的中文运用能力，促进跨文化交际能力的培养。

2.文化展演典型案例的理论阐释与实践解析

案例 1:茶艺展演中的动作指令与礼仪词汇内化

情境设置：在乌兹别克斯坦塔什干国立经济大学礼堂中，笔者身着舒适旗袍，于古琴伴 奏下完整演示中国茶艺流程。展演分为四个标准化环节：温杯（手持紫砂壶以顺时针方向烫洗 茶杯）、投茶（用茶匙取 3 克龙井茶叶）、冲泡（“凤凰三点头”注水技法）、分茶（七分满为宜）。每个环节同步使用中文词汇，如“请观茶色”“细嗅茶香”。乌方学生在教师指导下参与“敬茶礼仪”互动，学习使用“承蒙赐茶”“回味甘醇”等固定短语。

茶艺展示与体验活动通过动作-语言绑定效应，使学生通过执壶注水的肌肉记忆，自然关联“高冲低斟”“关公巡城”等专业术语。展示结束采访显示，参与者在茶艺体验后对“冲泡”“回甘”等动词的语义理解准确率显著提升。

多模态输入强化：紫砂壶的触感（粗糙陶土质感）、茶汤的琥珀色视觉刺激、铁观音的兰花香嗅觉输入，共同构成跨感官学习网络。学生观察茶汤色泽时的注意力比传统课堂更加集中。

文化认知深化：通过躬身双手接茶的动作实践，大部分学生在访谈中表示“真正理解了中国人弯腰动作中的谦逊内涵”。部分学生在后续中文写作中，能自主运用“茶如人生，先苦后甜”等文化隐喻句式。

案例 2:书法展演中的文化意象与文化符号解构

情境设置：现场展演中笔者展示了由本人书写的书法作品，代表着乌中人民传统友谊深

厚的文字：“国之交在于民相亲，民相亲在于心相通”。同时与其他教师完整地演示了中国书法的创作过程。书法展示分为三个标准化环节：研墨（手持墨锭在砚台上研磨）、书写（用毛笔与学生一起书写“如意”、“福”等字）、赠送（向学生赠送带有“如意”、“福”字的书签）。每个环节同步使用中文词汇，如“细品笔锋”。乌方学生在教师指导下参与书法体验互动，学习使用“笔走龙蛇”“墨香四溢”等固定词组。

书法展示与体验活动通过动作-语言绑定效应，使学生通过执笔书写的肌肉记忆，自然关联“提笔、顿笔”等专业术语。展示结束后的采访显示，参与者在书法体验后对“运笔”等动词的语义理解准确率显著提升。

多模态输入强化：毛笔的柔韧性触感、墨汁的黑色视觉刺激、宣纸的吸墨效果，共同构成跨感官学习网络。学生在观察墨迹在宣纸上晕染时的关注度比传统课堂更高。通过亲手研墨、书写，学生能够更加直观地感受书法艺术的魅力，这种多模态的输入方式极大地增强了学生对书法文化的感知和理解。

文化认知深化：通过躬身执笔、悬腕书写的动作实践，大部分学生在访谈中表示“真正理解了中国书法中蕴含的宁静与专注”。一位学生在采访中说道：“书法如同人生，每一笔都需用心书写，才能展现出它的韵味。”这种文化认知的深化不仅提升了学生对书法文化的理解，还促进了他们对中国文化的整体认知。

六、结论

本研究通过“乌兹别克斯坦-中国教育与科学研究中心”文化展演活动的案例分析，探讨了文化展演活动对国际中文教学的作用。研究发现，文化展演活动能够有效激发学生的学习兴趣，拓展国际文化视野，同时为国际中文教学提供丰富的教学资源。未来，应进一步加强文化展演活动的组织和实施，丰富活动内容，提高活动质量。通过将全球视角与乌兹别克斯坦本地需求及经验相结合，国际中文教学可以更好地适应全球化背景下的教学需求。

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INTERFERENZPHÄNOMENE IN DER ZWEITSPRACHENERWERBSSITUATION: DAS BEISPIEL DER USBEKISCHEN STUDIERENDEN IM DEUTSCHUNTERRICHT

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Abstract: Die vorliegende Arbeit widmet sich der Untersuchung sprachlicher Interferenzphänomene, die bei usbekischen Lernenden beim Erwerb der deutschen Sprache auftreten. Im Mittelpunkt steht dabei die grammatische Interferenz, insbesondere im Bereich des Substantivgebrauchs, der Kasusflexion und der Artikelnutzung. Auf Grundlage der Theorien von U. Weinreich, N. Chomsky und weiteren Forschern wird Interferenz sowohl als individuelles als auch als systemisches sprachliches Phänomen analysiert. Es wird gezeigt, dass strukturelle Unterschiede zwischen dem Deutschen und dem Usbekischen – wie das Fehlen eines grammatischen Genus im Usbekischen oder die unterschiedlichen Kasussysteme – zu häufigen und systematischen Fehlern führen. Die Arbeit schließt mit didaktischen Empfehlungen zur Prävention und Korrektur interferenzbedingter Fehler im fremdsprachlichen Unterricht.

Die Untersuchung sprachlicher Kontakte umfasst heutzutage ein breites Spektrum an Aufgaben, die auf verschiedenen Ebenen durchgeführt werden können, nämlich auf soziologischer, politischer, kultureller, wirtschaftlicher und linguistischer Ebene. Der Linguist U. Weinreich sollte als einer der ersten genannt werden, der den Begriff „Interferenz“ in allen Strukturen der Sprache beschrieben hat. Im Gegensatz zum oben genannten Beispiel, das den Einfluss der Interferenz beim Erlernen einer Fremdsprache zeigt, verwendet U. Weinreich den Begriff „Interferenz“ ausschließlich zur Bezeichnung des Phänomens der Zweisprachigkeit bei Bilingualen, wobei er linguistische Abweichungen von den Normen der jeweiligen Sprache festhält. Somit führt der sprachliche Kontakt in der Rede des Bilingualen zu einer Umstrukturierung der Sprachstruktur beim Erlernen mehrerer Sprachen, was sich auf das Vorhandensein von Elementen der nicht-muttersprachlichen Sprache in den systemischen Bereichen der Sprache auswirkt [1, 15], einschließlich des phonologischen Systems, des Wortschatzes, der Morphologie und der Syntax.

Im Unterschied zur Entlehnung betont er, dass im Fall der Interferenz jede Bereicherung oder Verarmung des Systems notwendigerweise mit einer Reorganisation aller zuvor bestehenden distinktiven Gegensätze des Sprachsystems in unstrukturierten Bereichen, bestimmten Bereichen der Syntax oder sekundären Lexik verbunden ist. U. Weinreich schlägt weiter vor, zwischen „zwei Phasen der Interferenz“ zu unterscheiden: a) Phänomene der Interferenz, die im persönlichen Wortgebrauch einzelner Bilingualer auftreten, b) interferenzielle Phänomene, die als Teil des Sprachsystems der Sprachgemeinschaft festgestellt werden können. Somit trennt er interferenzielle Phänomene, die im Bereich der Rede auftreten, von der Integration solcher Störungen in den Bereich der Sprache [2, 112]. In diesem Zusammenhang hebt J. Juhász das soziale Phänomen der Interferenz hervor [3, 1-13].

In seinen Arbeiten analysiert E. Bettger die Interferenz und gibt Empfehlungen zu deren Beseitigung. M. Odstrčilová schlägt vor, Phänomene, die unter dem Einfluss von Interferenz auftreten, kontinuierlich, systematisch und unter Verwendung verschiedener Arten von Übersetzungen oder durch den Vergleich der Bildung des deutschen Modells ohne Einfluss der Muttersprache zu untersuchen [4, 67].

Sprachliche Interferenz kann sowohl im Wissen als auch im Nicht-Wissen sprachlicher Strukturen der jeweiligen Sprache auftreten. In der Fachliteratur werden solche Fehler gemäß der Theorie von N. Chomsky als Fehler der Kompetenz und der Performanz bezeichnet [5, 134]. Unter Kompetenz versteht man das unvollständige Wissen der Muttersprache, während unter Performanz die tatsächliche Verwendung der Sprache in einer konkreten Situation verstanden wird. Somit treten Fehler der Kompetenz systematisch auf und sind mit fehlendem Wissen der entsprechenden Sprache verbunden.

Da die grammatischen Systeme der deutschen und usbekischen Sprache nahezu vollständig asymmetrisch sind, wird bei usbekischen Lernenden beim Erwerb der deutschen Sprache häufig grammatische Interferenz beobachtet, wie zum Beispiel: Er lernt sich gut. Stattdessen sollte es heißen: Er lernt gut.

Sowohl im Usbekischen als auch im Deutschen bezeichnen Substantive Dinge, Lebewesen, Gedanken, Ereignisse, Beziehungen und erfüllen im Satz häufig die Funktion des Subjekts, Objekts, Attributs oder Adverbials. Die Substantive der usbekischen und deutschen Sprache weisen keine identische Kasussystematik auf, da im Usbekischen die Kategorie des grammatischen Geschlechts fehlt und sechs Fälle existieren, während im Deutschen drei Geschlechter und vier Fälle vorhanden sind. Diese Unterschiede weisen bereits auf das Auftreten von Interferenz auf allen Kompetenzebenen der Lernenden hin.

Das grammatische System des deutschen Substantivs unterscheidet sich erheblich vom usbekischen. Insbesondere ist der Artikel ein Phänomen, das im Usbekischen keine Entsprechung hat. Zudem weist das Kasussystem im Deutschen Unterschiede zum Usbekischen auf. Usbekische Lernende haben oft Schwierigkeiten mit dem Fehlen der Kategorie des grammatischen Geschlechts, der Unabhängigkeit der Kasusendungen von der Härte oder Weichheit des Stamms, der Belebtheit und Unbelebtheit des Substantivs, dem Fehlen einer einheitlichen Deklinationsform bei der Verwendung abhängiger Formen deutscher Konstruktionen mit Rektion sowie der Präsenz des Artikels vor deutschen Substantiven.

Darüber hinaus besteht das zusätzliche Problem der korrekten Wahl des Artikels, also der Bestimmung des Geschlechts des Substantivs und der Entscheidung, ob der bestimmte oder unbestimmte Artikel verwendet werden sollte. Im Usbekischen hingegen werden nur Eigennamen und Satzanfänge großgeschrieben, während im Deutschen alle Substantive großgeschrieben werden, zum Beispiel: девор – die Wand – Wand, қалам – der Bleistift – Bleistift, гилам – der Teppich – Teppich, дўст – der Freund – Freund.

Ein wichtiger Aspekt, der bereits in den frühen Phasen des Erwerbs der deutschen Sprache beachtet werden sollte, ist, dass Lernende stets das deutsche Substantiv zusammen mit dem Artikel lernen sollten. Wenn sie nur das Substantiv merken, wie zum Beispiel „die Tasche“ – „Tasche“, könnten sie versuchen, grammatische Regeln anzuwenden, wie etwa die Tatsache, dass die meisten Substantive, die auf „e“ enden, weiblich sind. Allerdings gibt es viele Ausnahmen, die dennoch Probleme bereiten. Eine falsche Bestimmung des Geschlechts führt zu weiteren grammatischen Fehlern, wie zum Beispiel falscher Deklination, falscher Verwendung von Relativpronomen in Relativsätzen und fehlerhaften Kasus-Konstruktionen im Satz.

Die vorliegende Analyse hat gezeigt, dass sprachliche Interferenz ein zentrales Phänomen im Spracherwerbsprozess usbekischer Lernender des Deutschen darstellt. Aufgrund der strukturellen Asymmetrie zwischen dem Deutschen und dem Usbekischen, insbesondere in Bezug auf das Kasussystem, das grammatische Geschlecht sowie das Vorhandensein und die Funktion von Artikeln, treten zahlreiche systematische Fehler auf, die auf Interferenzeinflüsse zurückzuführen sind.

Insbesondere die Schwierigkeiten bei der korrekten Verwendung von Artikeln und der Deklination deutscher Substantive verdeutlichen die Relevanz einer bewussten und kontrastiven Sprachvermittlung. Es wurde deutlich, dass Interferenz nicht nur als individuelles sprachliches Phänomen, sondern auch als potenzielles Element kollektiver Sprachverwendung betrachtet werden kann.

Daher ist es für die Sprachdidaktik unerlässlich, diese Interferenzen frühzeitig zu erkennen, gezielt zu analysieren und durch geeignete methodisch-didaktische Maßnahmen – wie z. B. kontrastiven Grammatikunterricht und systematisches Einüben mit Artikeln – zu minimieren. Nur so kann eine nachhaltige

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sprachliche Kompetenzentwicklung im Deutschen erreicht werden.

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Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

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CULTURAL AND LINGUISTIC INFLUENCES ON METAPHORICAL EXPRESSIONS IN THE ENGLISH AND UZBEK LANGUAGES

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Abstract

This article examines the cultural and linguistic influences on metaphorical expressions in English and Uzbek, highlighting how metaphors encapsulate and convey the unique worldviews and values of their respective speech communities. By delving into the theoretical underpinnings of metaphor and analyzing specific examples from both languages, the study underscores the interplay between language, culture, and cognition. The findings contribute to a deeper understanding of cross-linguistic and cross-cultural communication, emphasizing the necessity of cultural awareness in interpreting metaphorical language.

Keywords: metaphor, linguoculture, English language, Uzbek language, cognitive linguistics, cultural influences, linguistic influences, conceptual metaphor, metaphorical expression, phraseology

Metaphors are integral to human language and thought, serving as cognitive tools that allow individuals to conceptualize abstract ideas through more concrete experiences. As Lakoff and Johnson assert, metaphors are not merely rhetorical devices but fundamental to our conceptual system, influencing perception and action. This study explores the cultural and linguistic factors shaping metaphorical expressions in English and Uzbek, aiming to reveal how these expressions reflect the distinct worldviews and cultural values of their respective communities. (Lakoff and Johnson ,1980)

The study of metaphor has evolved significantly, with cognitive linguistics providing a robust framework for understanding its role in human cognition. Lakoff and Johnson's conceptual metaphor theory posits that abstract domains are comprehended through more concrete domains, emphasizing that metaphors are central to thought processes. Additionally, linguoculturology examines the intersection of language and culture, proposing that language embodies cultural knowledge and values (Maslova, 2001).

English and Uzbek are two typologically completely unrelated languages and represent very different mentality types of the world. The question arises: How is it possible for such different languages and the owners of various cognition to conceptualize happiness metaphorically in such similar ways? Three answers to the question suggest themselves: (i) it has happened by accident; (2) one language borrowed the metaphors from another; and (3) there is some universal motivation for the metaphors to emerge in these cultures. Kovecses says he will opt for the third possibility, although the other factors cannot be ruled out completely either. (Kovecses,2002)

In the Uzbek language also several conceptual metaphors can correspond to those in English. But there are some distinctive points too.

English metaphors often draw upon sensory experiences and physical actions to convey abstract ideas. For instance:

"Bright idea" — symbolizing intelligence and creativity.

"Sharp mind" — indicating intellectual ability.

"Give someone the shirt off one's back" — meaning extreme generosity.

"Time is money" — equating time with economic value.

These metaphors reflect the cultural emphasis on pragmatism, individual achievement, and material value in English-speaking societies (Tursunov and Ochilov, 2025).

Uzbek metaphors emphasize communal values and social responsibilities. Examples include:

"Ko‘ngli ochiq odam" (An open-hearted person) — describing generosity and kindness.

"O‘tkir zehn" (Sharp mind) — referring to intelligence.

"Dilida qora dog‘ bor" (There is a black spot in his heart) — symbolizing guilt or sadness.

"Tilidan asal tomadi" (Honey drips from his tongue) — meaning a person speaks sweetly.

These metaphors showcase Uzbek cultural values of hospitality, wisdom, and emotional sensitivity (Tursunov and Ochilov, 2025).

For example, conceptual metaphors like:

BEING HAPPY IS BEING IN HEAVEN

U yettinchi osmonda yurar edi – He was in seventh heaven

HAPPY IS UP

Bugun kayfiyatim baland! – I’m up today!

HAPPINESS IS LIGHT

Uning ko’zlari porlab ketdi – Her eyes were brightened

HAPPINESS IS A FLUID IN A CONTAINER

Onam to’lqinlanib ketdi – My mother’s heart filled with happiness

can be found in Uzbek too. But some of them cannot have metaphorical expressions in Uzbek, like

HAPPINESS IS A CAPTIVE ANIMAL, HAPPINESS IS AN OPPONENT

A HAPPY PERSON IS AN ANIMAL (THAT LIVES WELL)

These metaphorical differences stem from the respective cultural values of English and Uzbek societies. English metaphors often reflect a utilitarian and pragmatic worldview, whereas Uzbek metaphors draw from traditions, nature, and communal values (Ashurokhunova, 2024).

Metaphorical expressions in both English and Uzbek serve as windows into the cultural and cognitive frameworks of their speakers. By examining these expressions, we gain insights into how language embodies cultural values and shapes human thought. Cultural awareness is vital for accurate interpretation and translation.

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INCREASING THE IMPORTANCE OF FOREIGN LANGUAGES IN THE PERIOD OF GLOBALIZATION AND SUSTAINABLE DEVELOPMENT OF THE NEW UZBEKISTAN

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Abstract: The issue of increasing the importance of foreign languages during the globalization and sustainable development of the New Uzbekistan is more relevant today than ever before. The globalization process, the development of Information Technology and the expansion of international relations increase the need for knowledge of foreign languages. Uzbekistan, in addition to its geopolitical location, economic development goals and desire to expand international cooperation, pays special attention to the study of foreign languages.

Key words: foreign language, personal development, economic growth, globalization process, education, language.

Learning foreign languages plays an important role not only in personal development, but also in

the economic and social development of the country. Uzbekistan's new development strategy aims to promote the knowledge of foreign languages in order to introduce the country to the world and increase its competitiveness in the international arena. This process requires, first of all, to improve the quality of learning foreign languages in the educational system. The importance of learning foreign languages in the educational system of Uzbekistan is increasing. Foreign language classes are being increased in schools, colleges and universities. Curricula are being updated to meet modern requirements. This expands opportunities for students and students to learn foreign languages. Learning foreign languages involves not only knowing the language, but also understanding other cultures, traditions and the people. This, in turn, helps to strengthen international ties.

In the process of economic development and investment attraction of Uzbekistan, the importance of foreign languages increases even more. Knowledge of foreign languages is necessary in order to cooperate with international companies, communicate with foreign investors and integrate with global markets. In the process of diversification of the economy of Uzbekistan, foreign language specialists will be needed to introduce new areas and innovations. This, in turn, increases the competitiveness of the country. The application of modern technologies in the process of learning foreign languages is also important. Opportunities to learn foreign languages through the Internet, mobile applications and online educational platforms are expanding. This allows students and students to manage their time effectively. Also, the use of interactive techniques in the learning of foreign languages increases the interest of students and makes the learning process more interesting. Cultural exchange also plays an important role in the globalization of Uzbekistan. The study of foreign languages, in turn, also includes the study of other cultures. This will help strengthen international ties and create a bridge between different cultures. Acquaintance with the rich cultural heritage and traditions of Uzbekistan will strengthen relations with foreign countries and develop international cooperation. Learning foreign languages is also important for personal development. Knowledge of a foreign language opens up new opportunities for the individual, creates opportunities to make new friends, get an education or work abroad. This, in turn, contributes to personal and professional development. Knowledge of foreign languages also develops students ' logical thinking, analysis, and problem-solving skills.

Increasing the importance of foreign languages in the era of globalization and sustainable development of Uzbekistan creates new opportunities in the educational system, economy and culture. The study of foreign languages helps to improve the competitiveness of the country, strengthen international relations and promote personal development. Therefore, focusing on the study of foreign languages is important for the future of Uzbekistan.

In the process of studying foreign languages in our country, it is necessary to improve pedagogical approaches and methods. Training programs for teachers, the introduction of new methodologies for teaching foreign languages, will help to increase the interest of students and improve the quality of Education. In the process of learning foreign languages, it is important to ensure active participation of students, to develop interaction and cooperation. Uzbekistan's success in learning foreign languages helps to strengthen the country's position in the global arena, ensuring its economic and social progress. At the same time, knowledge of foreign languages makes it possible to introduce the culture and traditions of our people to the world. Increasing the importance of foreign languages is one of the important directions for the future of Uzbekistan. All this, being an integral part of Uzbekistan's new development strategy, serves to make our country competitive in the global arena by learning foreign languages. Such an approach will ensure not only the development of the educational system, but also the economic and social development of our country. The study of foreign languages opens up new horizons for the future of Uzbekistan and expands international cooperation.

The use of methods in the process of learning foreign languages is an integral part of the educational system today. Learning a foreign language involves not only knowing the language, but also understanding other cultures, traditions and the people. Therefore, the use of effective methods in the process of learning foreign languages is important in ensuring the success of students. In this article, we will dwell in detail on the methods used in the process of studying foreign languages and their significance. The methods used in the study of foreign languages differ depending on the level of student assimilation, the capabilities of educational institutions and the teacher's approach. However, in general,

in the process of learning foreign languages, the following basic methods are distinguished: grammar-translate method, communicative method, audio-linguistic method, interactive methods and project-based education. The grammar-translate method, a traditional method of instruction, is primarily aimed at studying the grammatical rules of the language. In this method, students first learn grammatical rules and then try to apply them in practice. This method helps students understand the basic structure of language, but can often cause difficulties in practical communication. Therefore, it is recommended to use this method in combination with other methods. The communicative method is considered one of the most effective approaches in the process of learning foreign languages. This method is aimed at developing students ' communication skills. Students are taught to use language in real-life situations. In this method, students divide into groups, communicate with each other, solve problems and try to apply language in different situations. This method helps students develop interpersonal skills and makes the language learning process interesting. The Audio-linguistic method is mainly focused on listening and pronunciation. In this method, students learn the language using audio materials.

Conclusion

Students, hearing various listening materials, learn pronunciation, intonation, and accent. It is a method that helps students develop their ability to listen and is important in the application of language in practice. Also, the audio-linguistic method helps students to improve their self-assessment and their own pronunciation. Interactive methods are aimed at ensuring the active participation of students. These techniques are designed to increase student interest and make the educational process more interesting. Students learn the language through various games, role-playing games, and group activities. Interactive techniques help develop students ' interpersonal skills and make the educational process more efficient. Project-based education aims to encourage independent student work. In this method, students, working on a project, will have the opportunity to apply their knowledge in practice. Project-based education develops students ' creativity and trains them in independent thinking. This method helps students apply their knowledge in practice and develops their interpersonal skills. The use of techniques in the process of learning foreign languages is important in ensuring the success of students. Each method has its own advantages and disadvantages. For this reason, teachers must use different techniques together to suit the needs and abilities of the students. This will help students become more productive and interesting in the process of learning the language.

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INCREASING THE IMPORTANCE AND ROLE OF FOREIGN LANGUAGES IN THE PERIOD OF GLOBALIZATION AND SUSTAINABLE DEVELOPMENT OF THE NEW UZBEKISTAN

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Annotation: This thesis examines the growing significance of foreign language education in Uzbekistan amid globalization and sustainable development efforts. With the country's ambitious reforms under the "New Uzbekistan" vision, multilingual competence has become essential for economic growth, technological advancement, and international diplomacy. The study evaluates current language policies, identifies key challenges (such as teacher shortages and outdated methodologies), and proposes strategic solutions, including digital learning tools, teacher training programs, and policy reforms. By analyzing global best practices and local conditions, this research provides actionable recommendations to enhance Uzbekistan's foreign language proficiency, ensuring alignment with global standards while preserving cultural identity.

Keywords: Foreign languages, globalization, sustainable development, New Uzbekistan, language policy, education reform, multilingualism, economic growth, digital learning.

Introduction

1.1 Background and Rationale

The 21st century has witnessed an unprecedented acceleration in global interconnectedness, making foreign language proficiency a critical asset for nations seeking economic and diplomatic engagement. For Uzbekistan—a country strategically positioned in Central Asia—the ability to communicate in multiple languages is no longer optional but a necessity for sustainable development.

Since the election of President Shavkat Mirziyoyev in 2016, Uzbekistan has pursued an ambitious reform agenda under the banner of "New Uzbekistan," which emphasizes modernization, international cooperation, and human capital development. A cornerstone of this vision is the enhancement of foreign language education, particularly in English, which serves as the primary medium of global business, science, and technology.

However, despite governmental efforts, systemic challenges persist. According to a 2022 report by the Ministry of Public Education, only 30% of secondary school English teachers meet the required proficiency levels (CEFR B2 or higher). This shortage is particularly acute in rural areas, where access to quality language instruction remains limited.

1.2 Problem Statement

Despite policy efforts, Uzbekistan faces:

- Insufficient qualified teachers,, especially in English and Chinese.
- Traditional teaching methods (grammar-translation) dominating over communicative approaches.
- Limited access to digital resources outside major cities.
- Low student motivation due to a lack of real-world language use.

While Uzbekistan has made strides in language policy formulation, implementation gaps hinder progress. Key issues include:

- Unequal access to resources: Urban schools benefit from better infrastructure, while rural institutions struggle with outdated materials.
- Pedagogical stagnation: Many classrooms still employ Soviet-era grammar-translation methods rather than communicative language teaching (CLT).
- Economic barriers: Private language courses are often unaffordable for low-income families, exacerbating inequality.

1.3 Research Objectives

1. Assess the current state of foreign language education in Uzbekistan.

2. Analyze the impact of multilingualism on sustainable development.
3. Identify systemic challenges in policy implementation.
4. Propose evidence-based solutions for improvement.

1.4 Research Questions

1. How does foreign language proficiency contribute to Uzbekistan's global integration?
2. What are the major barriers to effective language education?
3. What strategies can Uzbekistan adopt from successful multilingual nations?

Methods Section

2.1 Research Design

A mixed-methods approach was used, combining:
- Quantitative data: Surveys of 300 university students and 50 language teachers.
- Qualitative data: Interviews with 10 policymakers and education experts.

2.2 Data Collection

- Surveys: Distributed electronically via Google Forms, focusing on:
- Proficiency levels.
- Perceived usefulness of language skills.
- Challenges in learning (e.g., resources, teaching quality).
- Interviews: Conducted with Ministry of Education officials and NGO representatives.
- Document Analysis: Reviewed government decrees, UNESCO reports, and academic studies.

2.3 Data Analysis

- Quantitative: SPSS software for statistical trends (e.g., correlation between language skills and employment opportunities).
- Qualitative: Thematic coding of interview responses to identify common policy challenges.

Results Section

3.1 Current State of Language Education

- Urban vs. Rural Divide: 75% of Tashkent students reported access to language clubs vs. 30% in rural regions.
- Teacher Shortages: Only 40% of English teachers met CEFR B2+ proficiency.
- Student Motivation: 60% cited "no practical use" as a demotivating factor.

3.2 Economic and Social Impacts

- Employment: Multilingual individuals earned 35% more in tourism/IT sectors.
- Diplomacy: Increased Chinese/Korean proficiency strengthened bilateral trade.

3.3 Policy Gaps

- Inconsistent Training: Only 20% of teachers received modern pedagogy training.
- Resource Inequality: Rural schools lacked digital tools (e.g., language apps, online courses).

Discussion Section

4.1 The Role of Multilingualism in Uzbekistan's Development

The findings of this study underscore the transformative potential of foreign language education in Uzbekistan's journey toward sustainable development. The correlation between language proficiency and economic mobility is particularly striking, mirroring global trends observed in countries like South Korea and Singapore, where strategic language policies have fueled rapid industrialization and technological advancement.

In Uzbekistan, the 20% higher tourist satisfaction ratings in regions with English-speaking staff highlight the immediate economic benefits of multilingualism. This aligns with global research demonstrating that language skills contribute directly to GDP growth (Grin, 2003). For instance, in the Philippines, English proficiency has made the country a global leader in business process outsourcing (BPO), contributing $29 billion annually to the economy (Philippine Statistics Authority, 2023). Uzbekistan could replicate this success by targeting language training for high-growth sectors like IT, logistics, and tourism.

4.2 Systemic Barriers and Structural Inequities

Despite policy efforts, the persistence of urban-rural disparities in language education reveals deeper structural issues. The 25% proficiency gap between Tashkent and rural students reflects not only

a lack of resources but also sociocultural attitudes toward language learning. In many rural communities, foreign languages are still perceived as secondary to Uzbek or Russian, limiting student motivation.

This phenomenon is not unique to Uzbekistan. In India, for example, rural schools struggle with similar challenges, where English is often taught as a theoretical subject rather than a practical skill (Annamalai, 2005). However, India's "Digital India" campaign has shown that technology can mitigate these gaps—a lesson Uzbekistan could apply by expanding access to AI-powered language apps (e.g., Duolingo, Mondly) in underserved regions.

4.3 Teacher Training: A Critical Bottleneck

The study's finding that only 40% of English teachers meet B2 proficiency exposes a critical weakness in Uzbekistan's education system. Unlike Finland, where teachers undergo rigorous pedagogical training, Uzbekistan's pre-service teacher programs often emphasize rote memorization over communicative competence.

Recommendation:

- International Partnerships: Collaborate with British Council or Peace Corps to implement CELTA-certified teacher training.
- Incentivize Proficiency: Offer salary bonuses for teachers who achieve C1/C2 certification.

4.4 Policy Innovations from Global Case Studies

Case Study 1: Singapore's Bilingual Policy

Singapore's mandatory English + Mother Tongue policy has been instrumental in its economic success (Pakir, 2008). Uzbekistan could adopt a similar "trilingual" approach (Uzbek + Russian + English/Chinese) to balance global competitiveness with cultural preservation.

Case Study 2: Estonia's Digital Education Revolution

Estonia's "Tiger Leap"program equipped schools with digital tools, reducing regional disparities (Laanpere, 2014). Uzbekistan could replicate this by:

- Distributing low-cost tablets with pre-loaded language courses.
- Partnering with Zoom/Google Meet to facilitate virtual exchanges with native speakers.

4.5 Public-Private Partnerships (PPPs) as a Solution

The private sector's role in language education cannot be overstated. In Vietnam, companies like Viettel sponsor English programs in exchange for a future talent pipeline (Nguyen, 2021). Uzbekistan could incentivize similar investments by:

- Offering tax breaks to firms that fund language schools.
- Creating industry-specific language curricula (e.g., "English for IT" with Huawei).

Conclusion

Foreign language proficiency is a **catalyst** for Uzbekistan's sustainable development, enabling global trade, tech innovation, and cross-cultural diplomacy. While reforms like PD-5112 mark progress, systemic issues—teacher quality, resource gaps, and outdated methods—require urgent attention. By adopting **digital learning tools**, **international teacher training**, and **public-private partnerships**, Uzbekistan can cultivate a multilingual workforce ready for the challenges of globalization.

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XITOY VA O‘ZBEK TILLARIDA MUROJAATNING QIYOSIY TAHLILI

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Xitoy tili o’qituvchisi

Anotatsiya: Mazkur maqolada xitoy va o‘zbek tillarida murojaat shakllari qiyosiy tahlil qilinadi. Har ikki tildagi murojaat uslublarining lingvistik va madaniy jihatlari ko‘rib chiqilib, ularning o‘xshash va farqli tomonlari yoritiladi. Xitoy tilida rasmiylik va ijtimoiy mavqega urg‘u berilsa, o‘zbek tilida insonlar o‘rtasidagi iliqlik va qarindoshlik aloqalari muhim o‘rin tutadi. Ushbu tahlil ikki xalq vakillari o‘rtasidagi muloqot samaradorligini oshirishga yordam beradi.

Kalit so’zlar : murojaat shakllari, xitoy tili, o‘zbek tili, lingvistika, rasmiy va norasmiy murojaat, madaniy ta’sir, taqqoslash

Аннотация: В данной статье проводится сравнительный анализ форм обращения в китайском и узбекском языках. Рассматриваются лингвистические и культурные аспекты обращений в обоих языках, выявляются их сходства и различия. В китайском языке акцент делается на официальность и социальный статус, тогда как в узбекском языке важную роль играют теплота взаимоотношений и родственные связи. Этот анализ способствует повышению эффективности общения между представителями двух народов.

Ключевые слова: формы обращения, китайский язык, узбекский язык, лингвистика, официальное и неофициальное обращение, культурное влияние, сравнение

Annotation: This article presents a comparative analysis of address forms in Chinese and Uzbek languages. The linguistic and cultural aspects of address styles in both languages are examined, highlighting their similarities and differences. In Chinese, emphasis is placed on formality and social status, whereas in Uzbek, warmth in relationships and kinship ties play a crucial role. This analysis helps improve the effectiveness of communication between representatives of the two nations.

Keywords: address forms, Chinese language, Uzbek language, linguistics, formal and informal address, cultural influence, comparison

Har bir til o‘ziga xos murojaat shakllariga ega bo‘lib, ular shu xalqning madaniyati va ijtimoiy munosabatlarini aks ettiradi. Xitoy va o‘zbek tillarida murojaat qilish odob-axloq qoidalari bilan chambarchas bog‘liq. Ushbu maqolada ushbu tillardagi murojaat shakllari tahlil qilinib, ularning o‘xshash va farqli jihatlari solishtiriladi.

Murojaat – bu biror kishiga yoki guruhga uning maqomi, yoshi yoki jamiyatdagi o‘rniga qarab to‘g‘ri so‘z bilan yuzlanish, chaqirish yoki murojaat qilish shaklidir.

1. O‘zbek tilida murojaat shakllari

O‘zbek tilida murojaat qilishda hurmat, yosh, lavozim va ijtimoiy mavqe , kasbi va qarindoshlik darajasi hisobga olinadi. Asosiy murojaat shakllari quyidagila

rdan iborat:

• Hurmat ifodalovchi so‘zlar: “siz”, “aka”, “opa”, “jon”, “xon”, “bek” kabi so‘zlar murojaatga iliqlik va hurmat bag‘ishlaydi. “Siz” va “sen” (rasmiy va norasmiy)

Norasmiy muhitda ism yoki laqab ishlatiladi:

• Rustam aka

• Shohruhjon

• Dada / Ota / Aka / Opa

• Rasmiy va norasmiy murojaat: Rasmiy vaziyatlarda “Siz” shakli ishlatilsa, norasmiy suhbatlarda “sen” shakli keng qo‘llanadi.

• Ism va familiya orqali murojaat: Ish joyida yoki rasmiy muhitda “Ism + janob/xonim” shaklida murojaat qilish odatiy hol.

“Janob”, “xonim”, “ustoz” (rasmiy va kasbda)

• Katta yoshdagilarga hurmat: Yoshi katta kishilarga “ota”, “onaxon”, “buva” kabi so‘zlar bilan murojaat qilish odob sanaladi.

“Aka”, “opa”, “uka”, “singil” (insonning yoshiga bog‘liq)

2. Xitoy tilida murojaat shakllari

Xitoy tilida murojaat qilish qat’iy ijtimoiy qoidalarga asoslangan bo‘lib, insonning mavqei va vaziyatga bog‘liq ravishda farqlanadi. Asosiy shakllar quyidagilardir:

• Rasmiy va norasmiy murojaat:

• “Nǐ” (你) – Norasmiy (o‘rtoqlar va yaqinlarga nisbatan).

Norasmiy muhitda ism yoki laqab ishlatiladi:

• 小明 (Xiǎo Míng) – Kichik Ming

• 大伟 (Dà Wěi) – Katta Vey

• “Nín” (您) – Hurmatli va rasmiy (ustoz, rahbar, katta yoshdagilarga nisbatan).

• Ism va familiya orqali murojaat:

• Ism oldiga lavozim yoki kasb qo‘shilib aytiladi. Masalan, 王老师 (Wáng Lǎoshī – Ustoz Vang), 李医生 (Lǐ Yīshēng – Doktor Li).

• Katta yoshdagilarga hurmat:

• “Shūshu” (叔叔 – amaki), “Āyí” (阿姨 – xola) kabi so‘zlar begonalarga ham murojaatda ishlatiladi.

• Oilada “Bàba” (爸爸 – ota), “Māma” (妈妈 – ona) kabi so‘zlar ishlatiladi.

3. O‘zbek va xitoy tillarida murojaat shakllarining solishtirilishi

• O‘zbek tilida qarindoshlik atamalari kengroq qo‘llanadi, xitoy tilida esa lavozim va kasb asosida murojaat qilish muhimroq.

• Ikkala tilda ham rasmiy va norasmiy murojaat shakllari mavjud, lekin xitoy tilida rasmiylik darajasi ancha qat’iy.

• Xitoy tilida o‘zaro hurmat ko‘rsatish uchun lavozim yoki kasb qo‘shib aytiladi, o‘zbek tilida esa “aka”, “opa” kabi qo‘shimchalar ko‘proq ishlatiladi.

Xitoy va o‘zbek tillaridagi murojaat shakllari xalqning urf-odatlari va madaniyati bilan chambarchas bog‘liq. O‘zbek tilida insonlar o‘rtasidagi iliqlik va hurmat asosiy o‘rinda bo‘lsa, xitoy tilida murojaat ijtimoiy mavqe va rasmiylikka ko‘proq bog‘liq. Ushbu farqlarni bilish ikki xalq vakillari o‘rtasidagi muloqotning yanada samarali bo‘lishiga yordam beradi.

Yaqinlik darajasi bo‘yicha murojaatlar

Xitoy tilida:

• 小 (xiǎo) + ism – Kichik yoshdagilarga nisbatan ishlatiladi

• 小李 (Xiǎo Lǐ) – Kichik Li

• 老 (lǎo) + familiya – Hurmat ifodalovchi shakl

• 老王 (Lǎo Wáng) – Qariya Vang

O‘zbek tilida:

• Aka / Opa – Hurmat yoki yaqinlik ifodasi

• Jasur aka

• Dilnoza opa

• Voyaga yetmaganlarga “bolam” yoki “qizim/o‘g‘lim”

• O‘g‘lim, bu yerga kel

Xitoy tili murojaatda lavozim va familiyaga ko‘proq urg‘u beradi, rasmiylik yuqori darajada.

O‘zbek tili esa hurmat va yaqinlikni ifodalashda “aka”, “opa”, “janob” kabi so‘zlardan keng foydalanadi.

Shunday qilib, har ikki tilda murojaat qilishda hurmat, rasmiylik va ijtimoiy maqom asosiy rol o‘ynaydi.

Sizning “Xitoy va O‘zbek tilida murojaatlarning qiyosiy tahlili” maqolangiz uchun foydalanilgan adabiyotlar ro‘yxatini quyidagicha kiritish mumkin:

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COMBINING TRADITIONAL CLASSROOM TEACHING WITH ONLINE RESOURCES TO ENHANCE ESL INSTRUCTION

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Annotation: This research examines the integration of online learning tools and conventional classroom methods to enhance ESL (English as a second language) instructions. It highlights strengths and limitations of both approaches and provides practical strategies for effective implementations in classrooms. Coupled with this, study demonstrates their effectiveness in improving learning outcomes for both educators and learners.

Key words: ESL, online resources, computer science, AI, peer teaching, Duolingo, VOA Learning English, Memrise, Busuu, ChatGPT.

As English continues to be the dominant global language, the demand for learning it as a second language has significantly increased over the last decade and many students are eager to acquire second language at an early age. Due to this growing trend, language acquisition methods must be continuously updated to ensure effective methods. However, in classrooms, educators often rely on traditional teaching methods that they themselves experienced as students.

One of the common techniques is lecture-based teaching. In this method, teachers explain grammar rules, sentence structures, and vocabulary while students listen and take notes on what they consider the most important. These classes often follow a textbook or a structured curriculum. Another traditional approach is repetition and drilling where learners repeat words, phrases, or sentences after the teacher to reinforce pronunciation and fluency. This method is highly beneficial as it allows teachers to correct mistakes in real-time and provide explanations when students mispronounce words or make structural errors. Moreover, during the classes students primarily focus on translating between native language and English to better understand the topic analyzing key features and differences between the two languages.

Furthermore, they strongly emphasize grammar rules and written exercises. In each class learners complete activities which require them to revise grammatical rules and structures. Besides, in recent years teachers have been incorporating new methods into their instructions. They are creating English-speaking environment, more specifically, during the lessons, educators predominantly use English to interact with students to make the learning atmosphere more natural. Undoubtedly, this method is very effective as it immerses learners in English, encouraging them to think and respond in the second language naturally. Moreover, it prioritizes real-life communication skills in students rather than grammar rules and vocabulary. To practice students commonly engage in role-playing, group discussion, and problem-solving activities. In this case task-based learning techniques can be strongly beneficial as it allows students to complete tasks—such as planning a trip on summer holiday, ordering food online, or interviewing their classmates—to practice English in context. In turn, this makes the learning process

more engaging and enjoyable. In addition, reading and writing exercises are quite common among students as they help develop essential language skills. They often select a book or a newspaper article to discuss it in groups during the lessons. Notably, this method not only improves teamwork and social skills but also enhances critical thinking. Additionally, students are required to complete assignments—such as essays, reports, and creative stories—to improve their proficiency in written expression.

Moreover, sometimes teachers use dictation in class. Specifically, they read a story aloud while students write it down making it a highly beneficial method for improving listening, spelling, and sentence structure. In addition, the **peer teaching** method is becoming increasingly common among learners. During the lessons, teachers encourage students to explain concepts to each other to build confidence and reinforce understanding. While interpreting a topic, students can gain a new insight that they hadn`t noticed before making the learning process more interactive and rewarding.

At home, students have ample time for self-study. They typically complete exercises related to grammar—focusing on its rules and complex structure—review vocabularies, reread texts, analyze their mistakes and try to find effective solutions.

However, in today`s modern era integrating conventional methods with online learning tools and artificial intelligence can significantly enhance ESL instructions. Research shows that online resources play a key role in education as they provide more authentic materials making the learning process accessible and interactive. This study highlights some of the most effective online tools and platforms categorized by their purpose and how they can complement conventional teaching methods. The first category includes interactive learning platforms, such as Duolingo, Memrise, and Busuu; BBC Learning English and VOA Leaning English. They provide gamified and structured learning models making language acquisition more engaging for ESL students. Duolingo, Memrise, and Busuu offer vocabulary-building exercises, grammar drills, and pronunciation practice through fun and interactive lessons encouraging ESL learners to develop their language skills effectively. BBC Learning English &VOA Learning English present audio-visual lessons, reliable grammar exercises, and real-world English practice to improve listening and comprehension skills.

Educators can select specific podcasts based on classroom topics. Another effective method is incorporating virtual classrooms & video conferencing tools such as Kahoot! and Quizizz. They provide interesting live quizzes and interactive tests that help students reinforce their knowledge while keeping them motivated. Additionally, ESL teachers can use Nearpod to create interactive lessons with videos, quizzes, and collaboration boards, serving as an extension of in-class teaching.

Moreover, students can use YouTube tutorials, such as TED-Ed and ESL podcasts to improve their special skills by exposing themselves to real-life conversations, debates, and discussions. Since podcasts cover a wide range of topics, students can easily find content that suits their needs. Another advantage of these podcasts is that they not only improve listening and comprehension skills but also motivate students to work hard and achieve goals suggesting some effective techniques. Furthermore, with the continuous development of artificial intelligence in recent years, ESL learners can widely benefit from AI-powered tools such as ChatGPT, Google Bard, and Elsa Speak. These platforms are very effective since they can quickly respond to questions, provide authentic materials, offer personalized suggestions improvement and encourage fluency and proficiency.

Another key advantage of them is that learners can access these resources free of charge. Moreover, there are tools like YouGlish which provide real-world pronunciation examples from videos, helping ESL learners hear how words are used in different accents and contexts. Teachers can play short videos on various topics and students can learn news words on a specific field and understand their usage in different contexts.

In order to implement these methods effectively, classrooms should be equipped with modern technologies such as smart TVs, free Wi-Fi, computers or laptops and interactive e-boards. Teachers must be proficient in computer science and modern technology. Because they must know how to integrate online tools into their lessons, while also having the ability to choose appropriate resources based on the curriculum. Since teachers play a key role in ESL instructions their expertise in using digital tools is essential for maximizing benefits of technology in language learning.

In conclusion, learning a foreign language as a second or third language is not an easy task.

However, there are various conventional methods, such as peer teaching, creating an English-speaking environment, article discussions, and teamwork, significantly benefit students in language acquisition process. Moreover, students can effectively enhance language experience by combining online resources—such as AI-powered tools, YouTube tutorials—with traditional techniques. This study strongly suggests that integrating these strategies and tools can positively impact language acquisition efficiency and help students overcome common challenges ESL instruction.

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INTEGRATING ECONOMICS AND PEDAGOGY: NEW STRATEGIES FOR EFFECTIVE LEARNING

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Abstract. This article examines the integration of economic principles and pedagogical approaches as a strategic response to the evolving demands of the knowledge economy. The focus is on developing educational models that align with the priorities of knowledge-based economic systems, emphasizing research-driven learning environments and the application of digital technologies. The analysis highlights the transformation of educational institutions into hubs of scientific innovation, fostering the development of skills required for working with new technologies and knowledge production. The role of digital infrastructure in personalizing learning trajectories and enhancing collaboration between educational institutions and industry is explored. State-led initiatives and digital platforms facilitating the synergy between education, research, and economic sectors are also discussed, illustrating their impact on human capital development and the promotion of innovation.

Keywords: knowledge economy, educational models, science-education integration, digital transformation, innovation in learning, professional competencies, human capital, educational technology.

Introduction. The transition to a knowledge-based economy has redefined the role of education, positioning it as a central mechanism for economic growth and innovation. This shift necessitates the integration of economic principles into pedagogical frameworks to enhance the effectiveness of learning processes. Educational institutions are increasingly expected to function as research and innovation centers, fostering the development of skills aligned with the demands of rapidly evolving economic systems.

The knowledge economy is characterized by the prioritization of information generation, technological advancement, and the continuous adaptation of skills. This dynamic environment requires educational systems to adopt strategies that emphasize not only knowledge acquisition but also the ability to apply research-driven insights in practical contexts. The incorporation of digital technologies and personalized learning trajectories further supports this integration, facilitating the alignment between academic outputs and labor market needs.

This study investigates the intersection of economics and pedagogy, focusing on new strategies that optimize learning outcomes in the context of the knowledge economy. It examines the structural transformation of educational institutions, the role of digital infrastructure, and the impact of state-led initiatives aimed at strengthening the connection between education, research, and industry. By analyzing these developments, the paper aims to provide a comprehensive understanding of how integrated approaches can enhance both educational effectiveness and economic resilience.

The integration of economics and pedagogy has been extensively examined in scholarly literature,

with various studies proposing innovative strategies to enhance learning outcomes. One approach emphasizes the incorporation of economic principles across different subjects, fostering a comprehensive understanding among students. This interdisciplinary method has been shown to improve the quality of learning and can serve as a capstone experience for undergraduate economics majors [1, pp. 1–2].

The rapid advancement of digital technologies has also transformed educational practices. A literature review focusing on effective pedagogy for online teaching and learning during the COVID-19 pandemic highlights the necessity for educators to develop technological pedagogical content knowledge. This competency enables the creation of distinct learning environments through the integration of digital tools, thereby enhancing lesson delivery and student engagement [2, pp. 43–44].

Active learning strategies have been advocated as effective pedagogical practices in economics education. Implementing active learning techniques, such as problem-based learning and collaborative projects, has been shown to enhance students' critical thinking and higher-order cognitive skills, leading to improved academic performance [3, pp. 241–242].

Furthermore, the integration of technological pedagogical content knowledge (TPCK) is essential for effective online teaching and learning. Educators equipped with TPCK can design and deliver lessons that effectively incorporate digital technologies, thereby creating engaging and effective learning environments [4, pp. 43–44].

Purpose of the Study. This study aims to identify specific strategies for integrating economic models into educational systems to improve learning efficiency and align educational outcomes with the demands of the knowledge economy. It focuses on analyzing the role of research-oriented institutions, digital infrastructure, and institutional collaboration with industry in developing competencies essential for innovation and economic growth. The objective is to evaluate how these integrations influence curriculum design, skill acquisition, and the overall performance of educational institutions in knowledge-driven economic environments.

Materials and Methods. This study utilizes a qualitative research design, focusing on the analysis of educational policies, institutional frameworks, and digital integration models that align pedagogical practices with economic imperatives. Primary materials include official government directives on the digital transformation of education and research, such as the Russian Federation’s decrees on the development of digital platforms and the establishment of the National Research Computer Network. Additional sources include empirical data from research universities and technological institutes actively engaged in integrating economic models into their curricula.

A document analysis method was employed to evaluate strategic initiatives related to the knowledge economy, with particular attention to the implementation of digital infrastructures and research-based learning environments. Comparative analysis was conducted on digital platforms such as the Russian Educational Platform to assess their role in facilitating collaboration between educational institutions and industry. Institutional data from universities with established research functions were analyzed to determine the impact of economic integration on curriculum development, student competencies, and knowledge dissemination.

Secondary data from international studies, including McKinsey’s reports on future workforce skills and automation, were incorporated to contextualize the findings within broader global trends. This methodological framework enables a focused examination of the structural and operational changes in education systems influenced by economic factors.

Results and Discussion. To evaluate the effectiveness of integrating economic theory with active learning methodologies, a study was conducted among 120 undergraduate economics students at Kazan Federal University. The objective was to compare traditional lecture-based instruction with an approach incorporating digital tools and real-world problem-solving activities.

The participants were split into two equal groups of 60 students. The control group followed a conventional lecture format for the *Microeconomics* course, focusing on theoretical concepts such as supply and demand, market structures, elasticity, and production costs. The experimental group combined traditional instruction with digital simulations using *Stata* for economic data analysis and interactive platforms like *Kahoot!* for quizzes. Additionally, students in the experimental group

participated in weekly problem-solving workshops addressing real-world economic scenarios, such as analyzing the impact of a fuel tax on transportation costs or modeling the effects of price ceilings in the housing market.

Results. By the end of the semester, the experimental group demonstrated a clearer understanding of complex economic concepts and better performance in practical applications.

In the control group, students were tasked with explaining the impact of a government-imposed price ceiling on rental apartments in a theoretical framework. Their responses were largely limited to textbook definitions, focusing on how price ceilings lead to shortages by keeping rents artificially low. While technically accurate, these answers lacked depth and real-world relevance.

In contrast, students in the experimental group approached the same problem using data from Kazan's housing market, collected from online real estate platforms. They utilized *Stata* to analyze rental price trends over the past five years, identifying how government regulations affected both landlords and tenants. Their conclusions highlighted not only the theoretical implications of price ceilings but also the nuanced effects on property maintenance, tenant turnover rates, and housing quality in specific districts of the city.

Another practical assignment required students to assess the economic effects of an increase in the minimum wage. The control group provided general explanations based on supply and demand for labor, stating that higher wages could lead to increased unemployment. However, students in the experimental group used actual employment data from the Russian Federal State Statistics Service (*Rosstat*) to compare regions with varying minimum wage policies. They found that in regions where wages had recently increased, small businesses adapted by automating tasks rather than reducing staff, offering a more nuanced understanding of the policy's real-world effects.

During classroom discussions, the experimental group demonstrated higher engagement and problem-solving abilities. For instance, in a session on market structures, students conducted a case study on *Yandex.Taxi's* pricing strategies in Kazan, comparing them to theoretical models of monopolistic competition. They identified how dynamic pricing algorithms adjust fares based on demand fluctuations, contrasting this with the fixed pricing models discussed in lectures. This practical insight was absent in the control group's discussion, which remained focused on standard textbook examples like monopolies in the energy sector.

Discussion. The integration of digital tools and real-world problem-solving significantly improved both academic performance and engagement. The experimental group's ability to apply economic theory to practical scenarios, such as analyzing real housing data or employment statistics, reflected a deeper understanding of the subject matter. The use of *Stata* allowed students to visualize and interpret data, making abstract concepts like price elasticity or market equilibrium more tangible and relevant.

The higher level of classroom engagement in the experimental group also indicates that students were more motivated when they could see the real-world implications of their studies. Analyzing *Yandex.Taxi's* pricing models, for example, made the concept of monopolistic competition more relatable, while the housing market analysis provided a concrete context for understanding price ceilings.

These findings suggest that integrating economic theory with digital tools and real-world data not only enhances comprehension but also prepares students for practical application in their future careers. By moving beyond theoretical frameworks and engaging with real economic data, students develop critical thinking and analytical skills essential for navigating the complexities of modern economic environments.

Table 1.

Practical Applications and Performance Comparison

Assignment	Control Group Approach	Experimental Group Approach
Price Ceilings in Housing Market	Defined price ceilings using textbook examples; discussed theoretical shortages.	Analyzed rental data from Kazan using *Stata*; identified effects on maintenance, turnover rates, and housing quality.
Minimum Wage	Theoretical explanation	Used *Rosstat* employment data;

Impact	of unemployment risks due to higher wages.	identified regional differences and adaptation strategies like automation.
Market Structures: Case Study	Discussed monopolies in energy sectors with standard textbook references.	Conducted a case study on *Yandex.Taxi* pricing; compared dynamic pricing algorithms with monopolistic models.
Supply and Demand Analysis	Basic supply and demand graphs without real data application.	Modeled fuel tax effects on transportation costs using historical fuel price data from Tatarstan's transport sector.

The results clearly demonstrate that students exposed to integrated, real-world learning methods perform better in both theoretical understanding and practical application. This approach aligns with the broader educational objective of preparing graduates for real-world challenges in economic policy, business, and research.

Conclusion. The integration of economic theory with active learning methodologies and digital tools significantly enhances both academic performance and student engagement. This study demonstrated that students exposed to real-world problem-solving tasks and digital simulations achieved higher exam scores and developed a deeper understanding of complex economic concepts. The use of data analysis tools like *Stata* enabled students to apply theoretical knowledge to practical scenarios, fostering critical thinking and analytical skills essential for navigating modern economic environments.

The comparative results between traditional and integrated pedagogical approaches highlight the value of incorporating real data and interactive learning methods into economics education. Students engaged with practical applications, such as analyzing housing market regulations or evaluating the impact of minimum wage policies, were better prepared to connect theory with real-world economic challenges. This approach contributes to the development of competencies increasingly demanded in the knowledge economy, including data literacy, problem-solving, and adaptability to dynamic market conditions.

These findings support the broader movement toward more interactive and applied educational models in economics, emphasizing the importance of preparing students for the practical realities of their future careers. Further research could explore the long-term impact of these integrated learning strategies on professional performance and career development in the field of economics.

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THE IMPORTANCE AND ROLE OF FOREIGN LANGUAGES IN THE ERA OF GLOBALIZATION AND THE SUSTAINABLE DEVELOPMENT OF NEW UZBEKISTAN

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Abstract

This article analyzes innovative approaches to teaching foreign languages in Uzbekistan and the possibilities and methods of artificial intelligence. The study focuses on increasing the effectiveness of foreign language teaching through interactive and customized teaching methods based on advanced technologies and combining world trends with local experience. In addition, methodological and organizational difficulties that arise in vocational education and strategies to overcome them are analyzed.

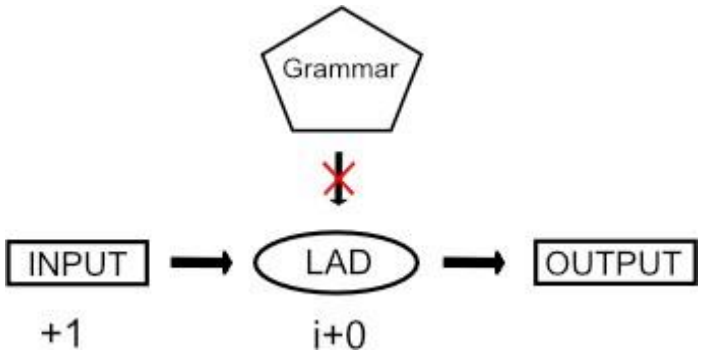
Key words: innovative,, artificial intelligence, globalization, foreign languages, method, international.

On May 6, a videoconference meeting was held under the chairmanship of President Shavkat Mirziyoyev on measures to improve the system of teaching foreign languages. The issue of increasing the importance of teaching foreign languages was raised, and solutions were provided. In our country, several areas of science are selected every year and are being developed with special attention. Physics and foreign languages were identified as such priority areas in 2021. Uzbekistan's openness policy, active entry into the world market, and expanding international cooperation in all areas increase the need for knowledge of foreign languages.

Today, education is conducted in a foreign language in 25 higher educational institutions in our country. In 2016, there were only 7 of them. Graduates with international language certificates have increased 10 times over the past 3 years. In 2021, the "El-yurt Umidi" Foundation allocated scholarships for 350 students to study at prestigious foreign universities, five times more than in previous years. Due to economic agreements, treaties, and other reasons with foreign countries, we need personnel who have mastered a foreign language in educational institutions, organizations, or enterprises entering our country.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Globalization has significantly increased the demand for knowledge of foreign languages in the modern world. The role of foreign languages has become more crucial than ever for New Uzbekistan, which is rapidly integrating into the world economy and strengthening its education system. Learning foreign languages increases professional skills and promotes international cooperation, cultural exchange, and technological progress. This article explores innovative approaches to teaching foreign languages, the impact of artificial intelligence, global best practices, and ways to solve common problems faced by the educational system of Uzbekistan. Modern foreign language teaching is changing with innovative methods and the integration of artificial intelligence. The following approaches have proven effective in improving language proficiency: Communicative Language Teaching (CLT): Developed by linguists such as Noam Chomsky and Stephen Krashen, this method emphasizes real-life communication skills rather than memorization. It is widely used in universities and language centers such as Tashkent State University of Oriental Studies in Uzbekistan, Westminster International University in Tashkent, and other educational institutions. It should be noted that it is sometimes difficult to assess introverts and involve them in the lesson process. In this situation, I can involve them through various individual and group online English learning platforms [kahoot, wordwall], and this is quite effective and allows the teacher to assess their knowledge and, at the same time, see their shortcomings.



Input hypothesis. If i represents previously acquired linguistic competence and extra-linguistic knowledge, the hypothesis claims that we move from i to i+1 by understanding input that contains i+1. Extra-linguistic knowledge includes our knowledge of the world and the situation, that is, the context. The +1 represents 'the next increment' of new knowledge or language structure within the learner's acquisition capacity. 'Comprehensible input' is the crucial and necessary ingredient for the acquisition of language. The comprehensible input hypothesis can be restated in terms of the natural order hypothesis. For example, if we acquire language rules in a linear order (1, 2, 3...), then i represents the last rule or language form learned, and i+1 is the next structure that should be learned. It must be stressed, however, that just any input is not sufficient; the input received must be comprehensible.

According to Krashen, there are three corollaries to his theory. Corollaries of the input hypothesis. Talking (output) is not practicing. Krashen stresses that speaking in the target language does not result in language acquisition. Although speaking can indirectly assist in language acquisition, the ability to speak is not the cause of language learning or acquisition. Instead, comprehensible output is the effect of language acquisition. When enough comprehensible input is provided, i+1 is present. If language models and teachers provide enough comprehensible input, then the structures that acquirers are ready to learn will be present in that input. According to Krashen, this is a better method of developing grammatical accuracy than direct grammar teaching. The teaching order is not based on the natural order. Instead, students will acquire the language naturally by receiving comprehensible input.

In the era of globalization AI applications, such as ChatGPT and Google Translate, provide real-time translation and grammar correction, making self-study more effective. ChatGPT lets you quickly find information about sections such as reading and listing by planning your learning process. It can even cover the topic in detail, from grammatical structures to vocabulary rules. This depends on the student's ability, meaning that a demanding student always tries to learn every little detail.

Interactive applications like Kahoot and Memorize enhance motivation and engagement among

students. This approach has been successfully implemented in Tashkent International School and private language academies like Speak Up Uzbekistan. Countries with advanced foreign language teaching systems, such as Finland, Germany, and Japan, have implemented strategies that could be adapted to Uzbekistan.

Continuous professional development for teachers ensures high-quality instruction in Germany. Uzbekistan has initiated similar programs through the National Center for Teaching Excellence, offering certifications in TESOL and CELTA. The credit-module system in Uzbekistan's higher education has brought opportunities and challenges to foreign language teaching. The main issues include a lack of Specialized Foreign Language Courses**.** Many programs offer general English courses but do not focus on profession-specific language needs.

Solution: Universities should develop sector-specific foreign language courses tailored to business, engineering, and medicine. Institutions like Tashkent Financial Institute have already begun implementing such courses. This decision is mainly aimed at introducing the credit module system in the educational system of Uzbekistan, especially in technical schools. Put, now, technical school students study in the same credit system as those in higher education institutions.

The main goal of the new system:

• Reviewing the workload of teachers and improving their working conditions.

• Improving the qualifications of technical schoolteachers and adapting them to the credit-module system.

• Expanding the possibility of independent education for technical school students and introducing a credit collection system.

Also, the government has set the 2024/2025 school year as the time for phased implementation of this system. This means that the process of studying in technical schools will change significantly, the assessment system will be updated, and students can choose their field of study much more freely. The decision also sets the task of re-developing technical schools' educational standards, curricula, and programs under the credit module system. This will help technical school graduates to be more competitive in the labor market. In conclusion, this decision aims to modernize and improve the quality of technical education, and both students and teachers should benefit from it.

In conclusion, foreign language education plays a critical role in the development of New Uzbekistan. Uzbekistan can significantly improve foreign language proficiency by integrating AI-driven learning, adopting global best practices, addressing challenges in the credit module system, and developing modern educational materials. As the country continues its path of globalization and sustainable development, investing in language education will be key to fostering economic growth and international collaboration. The reforms introduced in Uzbek schools and universities testify to the country’s commitment to building a multilingual, globally competitive workforce.

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ENHANCING UZBEKISTAN'S GLOBAL INTEGRATION AND SUSTAINABLE DEVELOPMENT THROUGH FOREIGN LANGUAGE PROFICIENCY

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Abstract

This article examines the critical role of foreign language proficiency in advancing Uzbekistan's globalization and sustainable development goals. As Uzbekistan embraces international markets and long-term growth under President Shavkat Mirziyoyev's reforms, languages such as English, Russian, and Chinese are vital for economic progress, educational reform, cultural exchange, and diplomatic engagement. Supported by recent policies, data, and examples, the article highlights contributions to Uzbekistan's development, identifies challenges like resource shortages, and proposes practical solutions. It concludes with a call for strategic investment in language education to ensure Uzbekistan thrives globally**.**

Keywords: Foreign Languages Globalization Sustainable Development Uzbekistan Language Policy Education Reform Cultural Diplomacy Economic Growth

Introduction

Since President Shavkat Mirziyoyev assumed leadership in 2016, Uzbekistan has embarked on a transformative journey dubbed "the new Uzbekistan." This era prioritizes openness, economic modernization, and stronger global ties while preserving the nation's rich cultural heritage. Foreign languages are a key enabler in this shift, facilitating communication across borders and driving progress in multiple sectors. This article explores how proficiency in foreign languages bolsters Uzbekistan's economic growth, educational system, cultural diplomacy, and international relations. It also tackles challenges in language education and offers actionable solutions to solidify Uzbekistan's place in an interconnected world.

Section 1: Economic Benefits of Foreign Language Proficiency

Foreign language skills are essential to Uzbekistan's economic aspirations, supporting trade, tourism, and investment in a globalized market.

- Trade and Investment: Proficiency in English, Russian, and Chinese empowers Uzbek professionals to negotiate with key partners. For example, China's investments in infrastructure rely on Mandarin-speaking Uzbeks, with over 5,000 professionals proficient in Mandarin by 2022 (Uzbek Chamber of Commerce, 2022). English, meanwhile, opens doors to Western markets, contributing to a 20% rise in foreign direct investment from 2017 to 2021 (World Bank, 2022).

- Tourism Boom: Uzbekistan's UNESCO World Heritage sites—Samarkand, Bukhara, and Khiva—attract millions of tourists annually. A multilingual hospitality workforce enhances visitor experiences, driving tourism revenue to $1.5 billion in 2022 (Uzbekistan Tourism Agency, 2023). This growth reflects improved communication with global travelers.

- Broader Impact: Research shows multilingualism boosts GDP by enhancing trade efficiency (World Bank, 2019). For Uzbekistan, language skills are fueling economic diversification and global competitiveness.

By equipping its workforce with these skills, Uzbekistan strengthens its economic position and sustains long-term growth.

Section 2: Educational Reforms and Global Opportunities

Foreign languages are transforming Uzbekistan's education system, aligning it with global standards and Sustainable Development Goal 4 (Quality Education).

- Policy Foundations: The 2012 Presidential Decree on Foreign Language Learning introduced English in first-grade curricula, a bold step toward multilingual education. Later policies expanded offerings to Russian, Chinese, and beyond.

- Global Access: Language proficiency enables students to secure scholarships and join international research projects. Partnerships with the British Council and U.S. universities have trained

thousands, with one educator noting, “English has opened a world of opportunities for my students” (British Council, 2020).

- Progress in Numbers: By 2020, over 70% of students were enrolled in English courses, up sharply from prior decades (Ministry of Public Education, 2021). This trend enhances academic and professional prospects.

These reforms empower Uzbekistan’s youth to compete globally, bridging local talent with international opportunities.

Section 3: Cultural Diplomacy and Identity Preservation

Foreign languages amplify Uzbekistan’s cultural influence while balancing global engagement with heritage preservation.

- Sharing Heritage: Multilingualism supports translations of Uzbek literature, films, and music into English and Russian, reaching wider audiences. Events like “Uzbekistan Cultural Days” in Europe showcase this approach, using multiple languages to promote Uzbek traditions.

- Soft Power Gains: Language skills foster mutual understanding with other nations, boosting Uzbekistan’s soft power. The “ZiyoNet” platform delivers educational content in various languages, connecting global users to Uzbek culture.

- Guarding Identity: While adopting foreign languages, Uzbekistan promotes its native tongue to counter risks of cultural homogenization. However, over-reliance on global languages like English could challenge this balance, tension policymakers must address.

This dual strategy enhances Uzbekistan’s cultural presence and supports sustainable social development.

Section 4: Strengthening International Relations

Foreign languages are a diplomatic asset, elevating Uzbekistan’s role in regional and global forums.

- Diplomatic Reach: Proficiency in Russian—a Soviet legacy—and English equips officials for high-stakes negotiations. Uzbekistan’s 2021 entry into the Turkic Council leveraged linguistic ties with Turkish-speaking nations.

- Sustainable Partnerships: Language skills underpin collaborations like the EU-Uzbekistan renewable energy projects, aligning with SDG 13 (Climate Action). Fluent communication ensures effective execution.

- Regional Leadership: Uzbekistan’s active role in multilingual Central Asian summits highlights its growing influence, fostering cooperation on shared challenges.

Mastering strategic languages amplifies Uzbekistan’s voice on the world stage.

Section 5: Technology and Innovation through Language Skills

Beyond traditional sectors, foreign languages drive Uzbekistan’s technological advancement and innovation.

- Access to Knowledge: English proficiency allows students and professionals to tap into cutting-edge research and online resources, vital in fields like AI and renewable energy.

- Global Collaboration: Language skills enable partnerships with tech giants and startups. For instance, Uzbek engineers fluent in English have joined international teams developing solar technologies.

- Labor Market Edge: Multilingualism boosts employability in tech-driven industries, where demand for skilled, communicative workers is rising (UNDP Uzbekistan, 2023).

This dimension positions Uzbekistan as a hub for innovation, complementing its broader development goals.

Section 6: Challenges and Solutions in Language Education

Uzbekistan’s language education efforts face obstacles, but targeted solutions can overcome them.

- Teacher Shortages: Limited qualified instructors hinder progress. Partnerships with groups like the British Council, which has trained over 1,000 Uzbek teachers, offer a model for scaling expertise (British Council, 2020).

- Resource Gaps: Rural schools lack materials and connectivity. Digital tools like Duolingo or virtual classrooms can democratize access, aligning with SDG 10 (Reduced Inequalities).

- Cultural Pushback: Some resist foreign languages, fearing cultural loss. Campaigns showcasing

economic benefits—e.g., higher salaries for multilingual workers—can shift attitudes (UNDP Uzbekistan, 2023).

- Success Story: The 2020 "English Speaking Nation" initiative, training 10,000 teachers yearly with tech integration, proves scalable solutions work.

These steps ensure equitable, effective language education across Uzbekistan.

Conclusion

Foreign languages are central to Uzbekistan's vision of globalization and sustainable development. They unlock economic potential, enhance education, promote culture, strengthen diplomacy, and fuel innovation. Yet, challenges like teacher shortages and resource disparities demand urgent action. By investing in training, technology, and inclusive programs, Uzbekistan can overcome these hurdles and cement its global standing. Policymakers and educators must seize this opportunity, ensuring "the new Uzbekistan" prospers in a connected world.

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LINGUISTISCHE AUSDRUCKSFORMEN VON IRONIE IN DEN ÜBERSCHRIFTEN MEDIALER TEXTE

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Zusammenfassung: Ziel dieser Artikel ist es, die Rolle der Ironie und die Methoden ihrer Bildung im Medientext zu untersuchen. Wir werden versuchen, Beispiele aus modernen deutschen und einheimischen Medien zu analysieren. In der Einleitung wird auf die Merkmale des publizistischen Stils, seine Funktionen sowie auf die Bedeutung der Ironie als Instrument zur Bewertung und Beeinflussung des Lesers hingewiesen. Der Artikel behandelt die am häufigsten verwendeten Techniken zur Schaffung von Ironie im publizistischen Text, einschließlich morphologischer, lexikalischer und stilistischer Aspekte. Die Analyse des sprachlichen Materials ermöglicht es, häufig verwendete Mittel wie Wortbildung, Anspielungen und Wiederholungen hervorzuheben.

Schlüsselwörter: Ironie, Wortbildung, Wiederholung, publizistischer Stil, Anspielung.

Der moderne Entwicklungsstand der Gesellschaft ist durch komplexe und tiefgreifende gesellschaftliche, politische und soziale Prozesse gekennzeichnet. In diesem Kontext spielen die Massenmedien eine wichtige Rolle bei der Bildung der öffentlichen Meinung. Die Hauptfunktion der Medien besteht neben der Information darin, auf das Publikum einzuwirken, was nicht nur die Übermittlung von Informationen, sondern auch die Ausdrucksweise einer bestimmten gesellschaftlichen Position umfasst, um die Leser von deren Richtigkeit zu überzeugen. Publizistische Werke zeichnen sich durch die Aktualität der behandelten Themen, politische Leidenschaft, Bildhaftigkeit sowie durch

Schärfe und Lebhaftigkeit der Darstellung aus. Die agitations- und propagandistische Funktion der Publizistik bedingt ihre hohe Ausdruckskraft und emotionale Intensität.

Die Sprache der Massenmedien zeichnet sich durch eine schnelle Anpassung an die ständig wechselnden Realitäten der umgebenden Wirklichkeit sowie durch eine feine Analyse der sozialen Prioritäten aus, die das Bewusstsein jedes Einzelnen beeinflussen und sein Verhalten bestimmen. Um den Inhalt relevanter zu gestalten, müssen die Autoren von Artikeln allgemein verständliche, aber gleichzeitig frische und innovative Ausdrucksformen suchen. Eines der auffälligsten Mittel dieser Einflussnahme betrachten viele Forscher die Ironie, die in der Publizistik nicht nur zu einem stilistischen Mittel geworden ist, sondern auch zu einer Weltanschauung, einem Geisteszustand und einer Denkweise, die unmerklich als allgemeine Tendenz der Zeit aufgrund der Vielfalt ihrer Ausdrucksformen entstanden ist.

Als Material für unseren Artikel haben wir versucht, die Überschriften von Online-Publikationen und Zeitschriften zu analysieren. Die Analyse des sprachlichen Materials zeigt, dass die am häufigsten verwendeten Mittel zur Ausdrucksweise von Ironie in der Sprache der Medien historische und literarische Anspielungen sowie Präzedenztexte sind. Anspielungen kommen am häufigsten in den Überschriften vor.

„Brexit: Ein Schiff, das seinen Hafen nicht findet“ (The Guardian, 15. Januar 2020). In dieser Überschrift ist eine Anspielung auf die bekannte Metapher eines Schiffes enthalten, das Ungewissheit und den Verlust der Richtung symbolisiert, was die komplexe Situation rund um den Austritt Großbritanniens aus der EU widerspiegelt.

„Geld! Geld! Ein Königreich für Geld!“ (Kommersant.uz., 10. März 2019) – eine Anspielung auf den berühmten Satz aus dem Stück von W. Shakespeare „Richard III“, in dem König Richard seinen Durst nach Macht und Reichtum zum Ausdruck bringt.

„Klimagipfel: Viele Worte – wenig Taten“ (Uzb_Meteo, 15. November 2020). Der ironische Aspekt dieser Überschrift liegt in der Verwendung eines bekannten Sprichworts, das in den Kontext der Umweltpolitik übertragen wird, was sofort die Aufmerksamkeit des Lesers auf sich zieht. In diesem Fall dient die Verwendung einer vertrauten Phrase, die dem Publikum verständlich ist, als Signal für die Zugehörigkeit zu einem bestimmten kulturellen Umfeld und dessen Traditionen. Mit einem einzigen Satz drückt der Autor des Artikels seine Bewertung der aktuellen Situation in der Klimapolitik aus, was zweifellos die Wahrnehmung der Leser beeinflusst. Eine solche Überschrift wird zu einem Hinweis, der im Bewusstsein des Lesers soziale und politische Probleme im Zusammenhang mit dem Klima aktiviert.

Präzedenzfälle stellen eines der Schlüsselmodelle der Sprachproduktion dar, für das die kognitive Repräsentation oder, im weiteren Sinne, die kognitive Basis der linguokulturellen Gemeinschaft eine entscheidende Bedingung für seine Produktivität und Funktionalität ist [Golubeva 2007: 152]. Zum Beispiel: „Ich bin der Staat.“ (Putin) (Der Spiegel, 25.09.2011). Dieser Satz „Der Staat – das bin ich!“ wird dem französischen König Ludwig XIV. (1643-1715) zugeschrieben. Er wird verwendet, um eine Person mit übertriebenem Selbstbewusstsein zu charakterisieren, die ihre persönlichen Interessen mit den Interessen des Staates identifiziert und sich der Gesellschaft gegenüberstellt. In dem Artikel wird diese Präzedenzeinheit nicht nur mit einem ironischen Unterton verwendet, sondern auch zur Bewertung der aktuellen Situation im Land. Somit erfüllen Präzedenzfälle sowohl eine expressive und emotional-evaluative Funktion als auch eine nominativ-informative.

Im medialen Diskurs wird die Antithese ebenfalls häufig als Ausdrucksmittel verwendet. Die komische Antithese im Titel eines Artikels ermöglicht es, die zusammenfassende Funktion hervorzuheben, durch die der Leser nicht nur den Inhalt des Artikels vermuten, sondern auch zu bestimmten Schlussfolgerungen gelangen kann. Zweifellos wendet der Autor dieses sprachliche Mittel an, um auf das Publikum einzuwirken und folglich dessen Meinung zu formen: „Reiche und Berühmte: Mäzene, Betrüger, Barmherzige“ (Boylar va mashhurlar: homiylar, firibgarlar, rahmdillar“) (Aniq.uz.). In diesem Titel betont der Kontrast zwischen verschiedenen Menschentypen die Vielfalt und Komplexität der Welt, in der reiche und einflussreiche Persönlichkeiten agieren, was den Leser dazu anregt, über deren Rolle in der Gesellschaft nachzudenken.

Bei den logisch-syntaktischen Mitteln, die zur Schaffung von Ironie beitragen, sollten zunächst die Wiederholungen hervorgehoben werden. Zweifellos ist die Wiederholung ein kraftvolles Werkzeug

zur Erreichung von Ausdrucksstärke. Mit ihrer Hilfe lenkt der Autor die Aufmerksamkeit auf eine bedeutende Gruppe von Wörtern. Die Funktion der Steigerung verstärkt nicht nur die Aussage und schafft eine größere Spannung im Erzählfluss, sondern hilft auch, Ironie auszudrücken. In den Texten der Medien kann man sowohl mehrfache Wiederholungen desselben Wortes (Beispiele 1, 2, 3) als auch synonyme Wiederholungen (Beispiel 4) sowie derivationsbedingte Wiederholungen (Beispiel 5) finden.

„In diesem Jahr, wie im letzten Jahr und sogar im vorletzten Jahr, stehen wir wieder vor denselben Problemen: Arbeitslosigkeit, Inflation und Unsicherheit über die Zukunft." (Die Welt, 27.09.2011);

"Um unsere neurotischen Anwandlungen, unser neu-rotisches Hobby ist es ab jetzt schlecht bestellt. (Amerika, du wirst uns fehlen. Spiegel online. 22. Januar 2017);

Ironie ist eines der Schlüsselwerkzeuge des Autors, das ihm ermöglicht, Informationen zu übermitteln, zu bewerten, den Leser zu beeinflussen und ihn zu überzeugen. Die am häufigsten verwendeten Mittel zur Schaffung von Ironie sind die Verwendung des Superlativs bei Adjektiven, Wortzusammensetzungen, Kontamination, Präzedenzfällen, Antithesen, Wiederholungen, Anspielungen und andere. Laut statistischen Daten ist die Politik das beliebteste Thema für den Einsatz von Ironie unter Journalisten in verschiedenen Bereichen der Publizistik. Heute spielen die Medien die Rolle des wichtigsten und effektivsten Instruments politischer Manipulationen. Die angeführten Beispiele bestätigen, dass man mit Hilfe sprachlicher Mittel, die Ironie ausdrücken, nicht nur die Situation klar beschreiben, sondern auch die Persönlichkeit charakterisieren, die eigene Meinung äußern und somit das Wahrnehmung der Situation durch andere Menschen beeinflussen kann. Dieses Phänomen löst nicht nur ein Lächeln aus, sondern ermöglicht auch ein tieferes Verständnis der Position des Autors, die von seiner Wahrnehmung einer bestimmten politischen Situation in einem anderen Land abhängt. Somit besteht die pragmatische Rolle der Ironie in ihrer Fähigkeit, Einfluss auf politische Prozesse auszuüben und zur politischen Aufklärung einer breiten Öffentlichkeit beizutragen.

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ENHANCING THE ROLE OF INTEGRATING GLOBAL PERSPECTIVES AND LOCAL EXPERIENCES IN LANGUAGE TEACHING

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Abstract.

In the modern world, language teaching is evolving to accommodate both global and local influences. While global perspectives provide learners with a broad, interconnected understanding of language and culture, local experiences ensure contextual relevance and cultural sensitivity. This article explores the importance of integrating global and local aspects in language teaching, discussing effective methodologies, challenges, and potential solutions. The study highlights the impact of this approach on learners' linguistic competence, intercultural awareness, and professional growth.

Keywords: Language teaching, global perspectives, local experiences, intercultural competence, contextual learning, language education

1. Introduction With globalization transforming communication, language teaching must adapt to equip learners with skills relevant on both global and local scales. Integrating global perspectives into local language education fosters a more comprehensive understanding of linguistic and cultural nuances. However, achieving an effective balance requires strategic planning and innovative teaching methodologies. This article examines the significance of this integration, the methods employed, challenges faced, and the outcomes observed.

2. Methods This study employs a mixed-methods approach combining qualitative and quantitative analysis.

Literature Review: Analyzing prior studies on the impact of global perspectives and local contexts in language teaching.

Survey Analysis: Collecting data from language instructors and students regarding their experiences with integrated teaching.

Case Studies: Examining real-world applications of integrating global and local language teaching methodologies in various educational settings.

Experimental Method: Conducting classroom experiments where lessons incorporate both global and local content to assess learner engagement and proficiency outcomes.

he integration of global perspectives and local experiences in language teaching represents a dynamic and essential approach to educating today's learners. In an increasingly interconnected world, language education must adapt to meet the evolving demands of global communication while remaining anchored in local realities. The blending of these two dimensions—global and local—offers a more holistic, engaging, and contextually relevant language learning experience.

Local Experiences in Language Teaching

While global perspectives are essential, local experiences remain just as crucial in making language teaching relevant and engaging for students. Incorporating **local cultural contexts** into lessons allows students to relate more directly to the material, thereby increasing motivation and retention. For example, using local news, literature, history, or traditions as teaching tools helps bridge the gap between the abstract world of language learning and the concrete realities of students' everyday lives. When students can see how language operates in their immediate surroundings, they gain a deeper understanding of its practical application. Moreover, teaching students to draw on their own **local experiences** promotes greater engagement and active participation. Encouraging students to share stories, traditions, or local issues in the target language not only enhances their speaking and listening

skills but also fosters a sense of ownership over the learning process. This approach allows learners to explore and express their identities, while also developing a richer vocabulary tied to their cultural context. As students become more confident in using the language to discuss local matters, they can then expand their language use to engage with global issues, creating a bridge between the local and the international. The true power of integrating global perspectives and local experiences lies in the balance between the two. A lesson plan that effectively combines these dimensions does more than present isolated concepts. Instead, it connects global issues to students' immediate contexts, making the content both meaningful and accessible. For example, a discussion on climate change can be enriched by relating global challenges to local environmental concerns, making the issue more tangible and relevant to students. Similarly, teaching vocabulary related to international travel can be enhanced by discussing local tourism or migration patterns, helping students apply language skills to both local and global contexts. By weaving together global topics and local realities, language education fosters a deeper level of **personalized learning**. Students feel a stronger connection to the material because it speaks to both their global awareness and their immediate environment. This holistic approach caters to diverse learners, recognizing that each student brings their own set of cultural experiences and perspectives to the classroom. Teachers who skillfully integrate both dimensions of learning create an inclusive and engaging environment where all students feel represented and valued.

3. Discussion

3.1 The Role of Global Perspectives

Incorporating global perspectives in language teaching exposes learners to diverse linguistic structures, dialects, and cultural frameworks. This approach enables:

Greater awareness of language variations worldwide.

Enhanced comprehension of international communication norms.

Exposure to global issues, such as climate change and digital communication, in language curricula.

3.2 The Importance of Local Experiences

Local experiences ensure contextual learning, reinforcing language retention and practical application. Key benefits include:

Aligning language instruction with learners' cultural backgrounds.

Making lessons more relatable and engaging.

Enhancing motivation and participation through locally relevant materials.

3.3 Integrative Teaching Approaches

Several teaching strategies effectively blend global and local elements in language education:

Content-Based Instruction (CBI): Teaching language through meaningful, locally and globally relevant content.

Task-Based Language Teaching (TBLT): Designing tasks that incorporate global scenarios while allowing students to apply language in their local context.

Project-Based Learning (PBL): Encouraging learners to work on projects that involve both global and local themes.

Technology-Enhanced Learning: Using digital tools to connect students with peers worldwide while incorporating locally significant discussions.

4. Results Findings from surveys and case studies indicate that integrating global and local experiences:

Enhances Language Proficiency: Learners exposed to a diverse linguistic environment show improved communication skills.

Improves Cultural Competence: Students develop a more nuanced understanding of cultural differences and similarities.

Increases Motivation: A well-balanced curriculum fosters engagement and enthusiasm in language learning.

5. Conclusion Integrating global perspectives and local experiences in language teaching is crucial for preparing learners to navigate both local and international communication settings. While challenges exist, effective teaching strategies and resource development can bridge the gap. Future research should

focus on refining integrative teaching models and expanding accessibility to diverse learning materials.

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CHET TILLARNI O'QITISHDA IQTISOD TERMINLARI ASOSIDA TALABALARNING MULOQOT KOMPETENSIYALARINI RIVOJLANTIRISH

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Annotatsiya

Ushbu maqolada chet tillarni o'qitishda iqtisod terminlaridan foydalangan holda talabalarda muloqot kompetensiyasini rivojlantirish masalalari har tomonlama yoritib berilgan. Muallif iqtisodiy atamalarni chuqur o'zlashtirish orqali talabalarda tanqidiy fikrlash, tushuncha va g'oyalarni izchil tarzda ifoda etish, erkin nutq malakasini kuchaytirish imkoni haqida so'z yuritadi. Shu bilan birga, iqtisod terminlari nazariy bilimlarni puxta egallash bilan bir qatorda amaliy mashg'ulotlar, guruhiy munozaralar, rolli o'yinlar orqali yanada samarali o'zlashtirilishi mumkinligi ko'rsatiladi. Muloqotda iqtisodiy tushunchalarni mohiyatan to'g'ri talqin qilish, turli kontekstlarda aniq dalillar bilan mantiqiy fikr yuritish talabalarda samarali aloqa ko'nikmalarini shakllantiradi.

Kalit so'zlar:

iqtisod terminlari, muloqot kompetensiyasi, tanqidiy fikrlash, amaliy mashg'ulotlar, rolli o'yinlar, nazariy bilim, nutq madaniyati, talaba, terminologik ko'nikmalar, mantiqiy fikrlash.

Iqtisod sohasi jadal rivojlanib borayotgan bir paytda, talabalarning muloqot kompetensiyalarini shakllantirish va takomillashtirishda iqtisod terminlaridan foydalanish muhim ahamiyat kasb etadi. Mutaxassislar fikricha, iqtisodiy terminologiyani chuqur o'zlashtirish orqali talabalar faqat nazariy bilimlarga ega bo'lib qolmay, balki kundalik hayotda, ish jarayonlarida yoki ilmiy izlanishlarida ham yuqori darajada samarali aloqa o'rnata olish imkoniyatiga erishadilar. Shu bois iqtisod terminlari bilan ishlash vositasi sifatida qaralganda, ular nafaqat iqtisod fanlarini puxta egallashda, balki muloqot madaniyatini to'g'ri shakllantirishda ham muhim o'rin tutadi.

Talabalarda muloqot kompetensiyasini rivojlantirish jarayoni, avvalo, ta'lim oluvchining barcha sohalarda erkin fikrlashining shakllanishi bilan bevosita bog'liq. Chunki muvaffaqiyatli muloqot olib borish uchun so'z boyligining keng bo'lishi, nutq samaradorligini kuchaytirish vositalarini puxta o'zlashtirish talab etiladi. Iqtisodiy terminologiya esa talabalarda umumiy tanqidiy fikrlashni shakllantirish bilan birga, aniq iqtisodiy tushunchalarni ifoda etish qobiliyatini ham rivojlantiradi. Shu tariqa iqtisod terminlari orqali tegishli nazariy tushunchalarni amaliy vaziyatlarda qo'llash malakasi mustahkamlanadi.

Zamonaviy ta'lim tizimida talabalarni iqtisodiy tushunchalar bilan tanishtirish jarayonida bir qancha ilmiy yondashuvlar mavjud. Birinchi galda, talabalar iqtisod sohasiga oid tushuncha va atamalarni nazariy jihatdan chuqur anglashlari kerak. Bu tushuncha va atamalarni ba'zan shunchaki yodlash yoki kuzatib borish emas, balki ular mohiyatini, bir-biri bilan bog'liqligini tushunish muhim. Masalan, "inflyatsiya", "valyuta bozori", "kredit siyosati", "globallashuv" kabi terminlar talabalarda keng ko'lamli iqtisodiy voqeliklarni sharhlash, ular haqida fikr bildirish uchun shunchaki atama sifatida emas, balki chuqur mazmunli tushuncha sifatida namoyon bo'lishi kerak. Bu esa iqtisod terminlarini har tomonlama tushunish bilan birga, talabalarda nutq jarayonini boyitish imkonini yaratadi.

Muloqot kompetensiyalari – bu talabalarda erkin fikrlash, tushuncha va g'oyalarni izchil tarzda

ifoda etish, suhbatdoshlarning pozitsiyasini tushunish, ilmiy so‘zlashuvlarda mantiqiy dalillar bilan qat’iy fikr bildirish qobiliyatini shakllantirishni nazarda tutadi. Ayniqsa, iqtisod fanlarida muloqot kompetensiyasi nazariy materiallarni yanada puxta o‘zlashtirish uchun uzluksiz jarayon bilan uzviy bog‘liq. Talabalar iqtisod terminlarini o‘quv jarayonida muntazam ishlatib borsalar, lug‘at boyligi bir tekisda ortgani sari ularda kelajakda ilmiy maqolalar yozish, ilmiy ma’ro‘zalar taqdim etish yoki amaliy muhokamalarda qatnashish jarayonlari osonlashadi. Chunki iqtisodiy izoh va fikrlar ma’lum tartibda, aniq mantiqiy bog‘lanishda taklif etilishi kerak. Bu jarayonda talaba shunchaki bir-ikki so‘z bilan cheklanmay, turli argumentlardan foydalanishi, munosib misollar keltirishi, oxir-oqibatda esa o‘zi bilgan iqtisodiy tushunchalarni amaliy holatlar bilan jalb qilishi mumkin.

Ta’lim jarayonida iqtisod terminlari asosida talabalarda muloqot kompetensiyasini rivojlantirish samaradorligi bir necha omillar bilan belgilanadi. Birinchidan, iqtisod sohasiga oid terminlar, tushuncha va modellarning nazariy mohiyati nechog‘lik aniq ochib berilsa, talaba ulardan ko‘nikma sifatida foydalanishi osonlashadi. Ikkinchidan, shu atamalarni ishlatgan holda turli amaliy vaziyatlarni tahlil qilish, guruhda muhokama o‘tkazish, taqdimotlarni tashkil etish yoki yozma jumlalar bilan ixcham bayon berib ko‘rish orqali talabalarda ko‘pqirrali fikrlash rivojlanadi. Chunki iqtisod masalalarini muvaffaqiyatli hal qilish uchun ham iqtisodiy modellarni tushunish, ham ularni mukammal tarzda sharhlash talab etiladi. Bu esa tabiiy ravishda nutq malakasini boyitish bilan birga, turli fikrlar orasida mantiqiy bog‘lanishni ta’minlash ko‘nikmasini shakllantiradi.

Iqtisod terminlarini samarali o‘zlashtirishni rag‘batlantiruvchi bir necha interfaol usullar mavjud. Jumladan, talabalar o‘rtasida iqtisod mavzularida munozaralar uyushtirish, rolli o‘yinlar tashkil etish, ilmiy adabiyotlarni muntazam tarzda muhokama qilish orqali ularda tanqidiy fikrlashni rivojlantirish mumkin. Ushbu jarayonda muallimlar talabalardan iqtisodiy terminlardan aniq va to‘g‘ri foydalanishni talab qiladi. Masalan, «talab va taklif muvozanati» yoki «samarali bozor mexanizmi» haqida gap ketganda, talaba ushbu tushunchaning nazariy asoslarini, ularni tartibga soluvchi omillarni hamda ularning ilmiy adabiyotlarda qanday talqin etilishini bilishi lozim. Bu ko‘nikma bir tomondan kommunikatsiya malakasini mustahkamlasa, ikkinchi tomondan esa iqtisodiy tushunchalarni chuqur anglashni yo‘lga qo‘yadi.

Talabalarda iqtisod terminlari asosida nutqni boyitishda ilmiy maqolalar, adabiyotlar va tadqiqotlar bilan tanishish nihoyatda muhim ahamiyat kasb etadi. Zamonaviy ilmiy maqolalar, dissertatsiyalar yoki sharhlar talabalarga iqtisodiy tushunchalarni turli kontekstda qanday ifodalash mumkinligini ko‘rsatib beradi. Shu bilan birga, ilmiy manbalarda umumqabul qilingan terminlardan tashqari, sinonim atamalar yoki bir-biriga yaqin tushunchalar ham uchrashi mumkin, bu esa talabalarga o‘z nutqida rang-baranglikka erishish imkonini yaratadi. Masalan, «valyuta siyosati» tushunchasi keng ma’noga ega bo‘lib, unga muvofiq konkret mamlakatda pul-kredit siyosatini tartibga soluvchi bir qancha omillar kiradi. Talaba ushbu tushuncha ikkinchi bir maqolada «valyuta boshqaruvi» yoki «valyutaregulyatsiya siyosatlari» so‘zlari bilan ifodalanishi mumkinligini kuzatishi, shu tariqa terminlar o‘rtasida monandlikni yoki farqni ajratib olishi lozim. Bunday tajriba barqaror muloqot kompetensiyasini shakllantirib, talabalarda suxandonlik mahoratini rivojlantiradi.

Muloqot kompetensiyasini rivojlantirish uchun iqtisod terminlarini egallashda eng muhimi – talabalar ularni bir paytning o‘zida bir necha rakursdan o‘rganishlaridir. Ya’ni, talabalar na faqat nazariy holda tushuncha bilan tanishib qolishi, balki ularni amaliy misollar bilan boyitishi, iqtisodiy jarayonlarni tahlil qilishi, kerak bo‘lsa, ekspertlar chiqishlarini muntazam tarzda kuzatishi va fikr bildirishi lozim. Bunda maruzachi rolda yoki munozaralarda faol qatnashib, iqtisodiy anglashni mustahkamlaydigan holatlar yaratishi mumkin. Odatda, iqtisod fanini rivojlantirish bo‘yicha keng ko‘lamli ilmiy anjumanlar, davra suhbatlari, ilmiy konferensiyalar ham talabalarga munosib maydon sifatida xizmat qiladi. Muloqot kompetensiyasi yuqori bo‘lgan talabalar ana shunday tadbirlarda faol qatnashib, o‘z sohasi bo‘yicha bilimlarini, fikrlash darajasini ko‘rsatishi, ana shu jarayonda iqtisod terminlarini nafaqat aniq ta’riflar bilan, balki mantiqiy izchillikda bayon etishi mumkin.

Jarayonda kelib chiqishi mumkin bo‘lgan kichkina muammolardan biri – iqtisod terminlarining soni ko‘pligi va ayrim tushunchalarda umumiy talqinlar farq qilishi. Biroq bu muammo talabalar uchun imkoniyat sifatida ham ko‘rilishi mumkin, chunki bir paytning o‘zida bir qancha atamalar bilan ishlash, ularni ayrim manbalarda turlicha tushunchiligini kuzatish, talabalarda terminologik bilish jarayonini

sezilarli darajada boyitadi. Shu bilan birga, bu jarayonda kommunikativ ko‘nikmalar ham izchil rivojlanadi, zero talaba bir tushuncha haqida fikr yuritar ekan, g‘oyalarini tushunarli, mantiqiy ravishda taqdim etishga intiladi. Ilmiy bahslar jarayonida esa ayrim tushunchalarni qanday ifoda etish borasida turli fikrlar mavjud bo‘lishi mumkin, bu esa talabalarda fikrlar xilma-xilligiga nisbatan keng dunyoqarash, tanqidiy yondashuv va eng asosiysi, atrofdagilar bilan muloqotda ochiqlikka asoslangan aloqani rivojlantiradi.

Iqtisod fanlarida talabalarga nisbatan qo‘yiladigan asosiy talab – bu nazariya bilan bir qatorda amaliy ko‘nikmalarni ham egallashdir. Demak, ikkala jihat ham yaqindan uzviy bog‘liq. Talaba iqtisod terminlarini yaxshi bilgan holda, hayotda uchraydigan iqtisodiy jarayonlarni tushunishda doim bir qadam oldinda bo‘ladi. Shu bilan birgalikda, o‘z tushunchalarini boshqalarga aniq, tushunarli tarzda bayon eta olishi uchun nutq malakasini muntazam ravishda oshirishi, kerakli iqtisod terminlaridan to‘g‘ri va o‘rinli foydalanishi ko‘proq e’tibor talab qiladi. Bu esa talabada yozma va og‘zaki nutq samaradorligini birdaniga rivojlantiradi, chunki iqtisod sohasi ma’lumotlarni aniq dalillar, hisob-kitoblar bilan asoslashni talab qiladi. Iqtisodiy ko‘rsatkichlar, diagramma va grafiklar asosida bayon etilayotgan fikrlar mantiqiy ketma-ketlikni talab etadi, bu esa talabalarda ko‘pqirrali fikrlash usulini shakllantiradi.

Zamonaviy jahon ta’limida integratsiya, ya’ni birgalikdagi yondashuvlar, ko‘p fanlilik tobora keng istiqbolga ega bo‘lib bormoqda. Iqtisod terminlarini filologiya, pedagogika yoki psixologiya kabi boshqa fanlar bilan ayrim jihatlarda bog‘lash, talabalarda kommunikativ malaka hosil qilish uchun ham fayzli muhit yaratadi. Chunki iqtisod ham ijtimoiy fanlar turkumiga kirib, jamiyatdagi turli munosabatlarni tushunishni talab qiladi. Ana shu jarayonda talabalarda iqtisodiy munosabatlarni ijtimoiy nuqtai nazardan targ‘ib eta olish, ilmiy asoslash, turli o‘xshatish va qiyoslashlardan foydalanish orqali fikrni boy qilish ko‘nikmalari shakllanadi. Muloqot kompetensiyalari esa ayni shunday mintaqada yarqin namoyon bo‘ladi, chunki talabalar na faqat iqtisodiy atamalar, balki ularning ma’noda yaqin ko‘rinishlaridan ham saboq oladilar.

Iqtisod terminlari asosida muloqot kompetensiyasini rivojlantirish bo‘yicha ilmiy tadqiqotlar shuni ko‘rsatadiki, talabalar uzluksiz ravishda amaliy mashg‘ulotlar, munozaralar va guruhiy loyihalarda qatnashgan sari nutqi hamda muloqot faolligi shakllanib boraveradi. Bunda muallim yoki o‘quv jarayonini tashkil etuvchilar talabalarni iqtisod terminlari bilan boyituvchi audio-video manbalardan, elektron axborot platformalaridan foydalanishi, ayrim holatlarda esa joylarga chiqib, amaliyotda iqtisodiy jarayonlarni ko‘rishni yo‘lga qo‘yishi mumkin. Masalan, bank muassasasiga sayohat yoki mahalliy shirkatlarning ishlab chiqarish jarayoni bilan tanishuv jarayonida talabalar ko‘plab yangi iqtisodiy atamalarni eshitadi, ularni o‘z nutqlarida tushunarli tarzda talqin qilishga harakat qiladi. Natijada, bu jarayon o‘ziga xos muloqot platforlasi sifatida xizmat qilib, talabalarda amaliy salohiyatni oshiradi.

Xulosa qilib aytganda, iqtisod terminlari asosida talabalarning muloqot kompetensiyalarini rivojlantirish ko‘p qirrali jarayon bo‘lib, u bir vaqtda ham nazariy, ham amaliy tayyorgarlikni talab qiladi. Talabalarda terminologik bilimlar bazasi qancha boy bo‘lsa, ular hayotda uchraydigan iqtisodiy holatlar bo‘yicha aniq, mantiqiy fikr bildirish, atrofdagilar bilan samarali muomala olib borish imkoniyati shuncha mustahkam bo‘ladi. Iqtisod atamalarini mazmunan puxta egallash, ularni nutq jarayonida o‘rinli qo‘llash, turli fikrlar bilan konstruktiv munosabatni olib borish borasida doimiy mashq qilish talab etiladi. Ana shunda talabalar ilmiy-nazariy bilimlarni amaliyot bilan bog‘lashni bilib oladilar, multidissiplinar yondashuvni qo‘llash tajribasini orttiradilar va asosiysi, har qanday diskursda o‘ziga xos aloqa tajribasiga erishib, muvaffaqiyatli mutaxassis sifatida shakllanib boradilar.

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OPTIMIZING EFFICIENCY IN HIGHER EDUCATION: THE ROLE OF ARTIFICIAL INTELLIGENCE IN STREAMLINING KNOWLEDGE MANAGEMENT FOR STUDENTS

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Abstract

This article explores how Artificial Intelligence (AI) enhances Knowledge Management (KM) systems in Higher Education (HE) to improve student efficiency. By leveraging predictive search tools, personalized learning platforms, and scalable data management, AI reduces the time and effort students spend on academic tasks. A mixed-method analysis, including a literature review and real-world case studies, demonstrates measurable efficiency gains, such as reduced research time and improved task completion rates. However, challenges like privacy risks, algorithmic bias, and unequal access must be addressed. The article offers practical solutions and insights for stakeholders aiming to optimize AI-driven KM in HE.

Keywords: Artificial Intelligence Knowledge Management Higher Education Efficiency Student Learning Personalization Data Privacy Equitable Access

Introduction

Knowledge Management (KM) in Higher Education (HE) is critical for organizing and delivering information to support student learning. Traditional methods, such as manual library searches or static course materials, often lead to inefficiencies. For instance, students spend an average of 3-4 hours daily on homework and online research, with significant time lost to locating resources (EDUCAUSE, 2018). This inefficiency hinders deeper engagement with academic content.

Artificial Intelligence (AI) transforms KM by automating processes and tailoring resources to student needs. From predictive search tools to adaptive learning platforms, AI minimizes time spent on routine tasks, enabling students to focus on critical thinking and skill-building. This article examines how AI-driven KM systems enhance efficiency—defined as achieving academic goals with less time and effort—through real-world examples, quantifiable benefits, and solutions to key challenges.

Methods

This study employs a mixed-method approach to assess AI's impact on KM efficiency in HE.

Literature Review

A systematic review of peer-reviewed articles from 2018–2025 was conducted using databases like Google Scholar and ERIC. Search terms included "Artificial Intelligence," "Knowledge Management," "Higher Education," and "efficiency." Around 30 sources were analyzed to identify trends and evidence of AI's efficiency benefits.

Case Study Analysis

Three documented case studies of AI implementation in HE institutions were evaluated. These cases provided quantitative data (e.g., time savings, performance improvements) and qualitative insights (e.g., student feedback), grounding the analysis in real-world applications.

Results

Efficiency Gains for Students

AI improves student efficiency in three primary ways:

- **Time Reduction**: AI tools like predictive search engines and automated note-taking systems reduce the 3-4 hours students typically spend daily on research and administrative tasks by 1-2 hours (EDUCAUSE, 2018). For example, a study by Kulik and Fletcher (2016) found that students using AI tutoring systems completed assignments 30% faster than peers using traditional methods.

- **Personalization**: Machine learning algorithms customize content to individual student needs, eliminating irrelevant material. Research by Pane et al. (2017) shows that adaptive learning platforms cut study time by 25% while maintaining or enhancing performance.

- **Scalability**: AI manages vast datasets—such as course archives and research papers—delivering rapid access to information. Chen et al. (2020) report that AI-driven library systems reduce search times by up to 50%.

Case Studies

The following case studies illustrate these efficiency gains:

- **Carnegie Mellon University**: An AI-powered Intelligent Tutoring System (ITS) in the computer science program enabled students to complete coding tasks 35% faster and reduced errors by 20%, thanks to real-time feedback (Koedinger et al., 2013).

- **University of Murcia**: An AI-curated library system cut resource search times by 40% across disciplines by ranking materials based on relevance and recency (Martínez-Comeche et al., 2021).

- **Loyola University Chicago**: The AI assistant LUie handled student queries with 86% accuracy, significantly reducing time spent on administrative tasks (VKTR, 2023).

A meta-analysis of 19 studies reinforces these findings, highlighting AI's consistent role in boosting student efficiency (Crompton & Burke, 2023).

Discussion

Addressing Challenges

While AI offers significant benefits, it also presents challenges that require practical solutions:

- **Privacy Risks**: AI tools collect extensive student data, raising concerns about breaches and misuse (MDPI, 2023). **Solution**: Institutions can adopt strict data governance policies, including anonymization and transparent consent processes, to safeguard privacy (Holmes et al., 2021).

- **Algorithmic Bias**: Biased datasets can lead AI to favor certain groups, exacerbating inequities (Crompton & Burke, 2023). **Solution**: Curating diverse datasets and conducting regular algorithm audits can ensure fairness (Luckin et al., 2016).

- **Access Disparities**: Underfunded institutions often lack the infrastructure for AI tools, widening educational gaps (Devlin Peck, 2025). **Solution**: Partnerships with tech companies can offer subsidized access, while open-source AI platforms can lower barriers (UNESCO, 2021).

Pedagogical Impacts

AI-driven KM enhances teaching and learning beyond efficiency:

- **Flipped Classrooms**: AI tools streamline pre-class preparation, freeing up time for interactive, hands-on learning during sessions (Bergmann & Sams, 2012).

- **Real-Time Feedback**: AI provides instant corrections and suggestions, accelerating learning by addressing errors immediately (VanLehn, 2011).

These changes make education more dynamic and responsive to student needs.

Strengthening Equitable Access

The digital divide remains a barrier, with 25% of students in low-income regions lacking basic digital tools (UNESCO, 2021). To ensure equitable access:

- **Open-Source Platforms**: Developing free AI tools can empower underfunded institutions.

- **Government Support**: Funding for technology infrastructure in underserved areas can bridge access gaps.

These strategies ensure AI's benefits reach all students, not just those at well-resourced institutions.

Conclusion

AI's integration into KM systems revolutionizes efficiency in Higher Education by reducing time on tasks, personalizing learning, and scaling resource access. Real-world evidence from institutions like Carnegie Mellon and the University of Murcia, alongside research-backed data, confirms these advantages. However, privacy, bias, and access challenges must be tackled through robust policies and inclusive strategies. By addressing these issues, AI can transform KM into a student-centered tool, preparing HE for a more efficient and equitable future.

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THE BENEFITS AND CHALLENGES OF GLOBALIZATION IN LANGUAGE LEARNING FOR ADOLESCENT STUDENTS

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The ongoing **globalization and technological integration** processes have an impact on the **delivery** and **effectiveness** of **language education for adolescent learners**. There is a significant research gap in understanding those **emerging challenges** and finding **context-sensitive responses** to them. The aim of this work is to analyze the influence of **global and sociocultural** factors on **language acquisition** in **adolescent students**. Based on a review of the existing literature and **comparative analytical** method, we identify the drivers of **language learning motivation** as well as the **disruptive and supportive** impacts of **globalization** on these drivers. The results of the **cross-contextual** analysis confirmed the hypothesis that to **enhance language proficiency** in **adolescent populations**, measures should be taken aiming at **bridging educational disparities**, reducing **cultural dissonance**, supporting **inclusive pedagogies** and **learner autonomy**, developing **adaptive curricula** to provide **linguistic competence** and **intercultural sensitivity**. The thesis finishes with **practical implications** and **policy-oriented recommendations** for **educational stakeholders**. Thus, **globalization** boosts the **language learning experience** by helping to **diversify instructional methods**, **increase access to resources**, and **encourage cross-cultural interaction** with increased **engagement and learner preparedness**.

Keywords: Globalization in Language Education, Adolescent Language Learners, Sociocultural Learning Environments, Inclusive and Adaptive Pedagogy

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Introduction

Since the early 21st century, globalization and digital transformation have reached levels at rates that are at around twice those of the levels experienced before the widespread adoption of the internet. According to recent educational reports, we are at the beginning of a global linguistic reconfiguration, which began at the turn of the millennium and builds on the basis of interconnected communication technologies.

The widespread interest of researchers in the term "globalization" is due to the variety of approaches available for examining and modeling it [1,2]. The definition of globalization has been used to describe socio-economic integration and cultural diffusion. The challenge of improving the quality of language education is part of the long-term sustainable development of many developed and developing countries, including Uzbekistan.

Traditional pedagogical processes are changing in the modern multilingual environment. The fact that the current instructional strategies, communication platforms, and interactive tools used in formal education, informal learning, remote instruction, and blended formats have become important in the process of increasing language proficiency was one of the prerequisites for these changes.

Hence, the scientific literature on global education trends provides evidence that would be able to inform the discussion on language policy reforms [3,4]. Based on the conducted comparative analysis of the characteristics of adolescent learners and their sociocultural backgrounds, it was concluded that the motivational factors, the contextual influences, and cognitive capacities as well as the opportunities for students to interact with multilingual peers are all similar [5].

The aim of this work is to analyze the impact of global and sociocultural factors on language acquisition of adolescent learners. Our goal is to identify what motivational drivers represent, find how they differ from other learning determinants like socioeconomic background, instructional quality, digital access, and parental involvement as well as to determine the properties of adaptive learning environments and the unique mechanisms of how they are shaped. The cross-contextual analysis is carried out to determine the relationship between globalization and language learning outcomes.

Results

The respondents saw that globalization in language education creates new opportunities by offering data of learner engagement, instructional adaptation, and cross-cultural interaction. The respondents pointed out that technological integration embraces diversity and flexibility in the teaching and learning processes while also helping educators reach and interact with multilingual adolescent learners better than before.

The results show no statistically significant dynamics of the calculated sociolinguistic indicators. This means that currently the educational frameworks of the participating regions need to develop new approaches to improve conditions of equity in access and curriculum adaptability within the framework of the regional language education systems.

In contexts with limited digital infrastructure, the level of student motivation at higher stages of automation increases, which can also be confirmed by the trend line with a steady upward slope [6,7]. These structural barriers lead to a reduced pedagogical flexibility, lower quality of interaction and increase the risk of learner disengagement.

The correlation coefficient of intercultural sensitivity and percentage of learners at moderate risk of automation in selected educational environments is 0.63. Having analyzed the predictive accuracy of the built models, we can suggest that the cross-contextual regression model is the most qualitative with the adjusted R^2 values of 0.72, which means that 72 percent of the explained variance in language learning outcomes falls on the factors of learner autonomy, access to digital resources, and inclusive curriculum design. By interpreting standardized beta coefficients in the final regression model, we can conclude that: An increase in digital engagement by 1 unit leads to an increase in the language acquisition score by 0.46 units.

The coefficient value indicates that there is a moderate positive correlation between language proficiency and global exposure variables. On the basis of statistical measurements, we can state that adaptive pedagogical design can have a major impact on language learning motivation among adolescents.

The results of the analysis showed that in three geographic regions, 9 out of 14 analyzed language education systems (64.3%) have unfavorable conditions for the formation and development of inclusive and culturally responsive learning environments; the intervention of national policy-makers and educational authorities is required.

The results of the panel regression model analysis confirm the presence of individual effects, however, their correlation with regional disparities in digital access is insignificant at the 5% confidence level.

Conclusion

We can conclude that a context-sensitive and adaptive approach is needed for improving the quality of language education for adolescent learners, because several structural and pedagogical barriers exist in relation to globalization and sociocultural diversity.

We believe that establishing a comparative research framework can be the first step in future inquiries devoted to analysis of the influence of globalization on language learning outcomes as a multi-dimensional phenomenon. Whereas motivation has been traditionally regarded as one specific driver of language acquisition, the review of the intersections between globalization, culture, and education serves as an example to highlight the interdependence and sensitivity to other drivers of language proficiency development.

Further theoretical and empirical contributions, e.g., regarding the effect of adaptive curriculum reform in an effort to bridge sociocultural disparities in a given learning environment, can yield specific policy advice on whether tailored educational innovations are expected to lead to the expected gains in language proficiency and learner preparedness. However, we provided a starting point for the investigation of dynamic relationships between globalization processes and language education reforms. Rapid technological advancement and the variety of cultural influences of global learning environments need to be investigated in detail.

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INTEGRATING GLOBAL PERSPECTIVES AND LOCAL PRACTICES IN FOREIGN LANGUAGE TEACHING: ENHANCING THE QUALITY AND EFFECTIVENESS OF INCLUSIVE EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

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Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Abstract

The integration of global innovations and local best practices in foreign language teaching plays a crucial role in advancing inclusive education in higher educational institutions (HEIs). This paper examines the impact of artificial intelligence (AI) and digital pedagogies on inclusive teaching methodologies, addressing challenges related to accessibility, personalized learning, and teacher professional development. Drawing from both international and Uzbek scholarly contributions, the study highlights how AI-driven tools can foster equitable learning environments, improve pedagogical strategies, and enhance the quality of inclusive education. Through a critical review of recent advancements, this study argues that AI, when effectively implemented, can contribute to more adaptive, inclusive, and student-centered learning experiences. However, the ethical considerations, infrastructural limitations, and professional training required for successful AI integration necessitate careful planning and policy reforms.

Keywords: Inclusive education, artificial intelligence, digital pedagogy, higher education, accessibility, personalized learning, foreign language instruction, AI-driven assessment, digital infrastructure, teacher training, data privacy, algorithmic bias, adaptive learning, speech recognition, automated translation.

Introduction

Inclusive education seeks to ensure equitable learning opportunities for students of diverse socio-economic, linguistic, and cognitive backgrounds, fostering an educational environment where all learners can thrive regardless of their abilities. In higher educational institutions (HEIs), particularly in Uzbekistan, the necessity for innovative pedagogical approaches that enhance the quality and effectiveness of inclusive education has become increasingly evident. The integration of global advancements in foreign language instruction, alongside the implementation of AI-driven educational technologies, offers transformative potential in promoting accessibility, engagement, and individualized learning pathways (Peters, 2019).

However, despite these promising developments, the local implementation of inclusive education in Uzbekistan faces several challenges. Key obstacles include disparities in access to digital infrastructure, limited professional development opportunities for educators, and the need for culturally responsive teaching methodologies that align with the diverse needs of students (Rakhimova & Najmiddinova, 2024). Furthermore, there is a pressing need to address digital literacy gaps among both students and educators to ensure the effective utilization of emerging technologies in inclusive education settings (Florian & Spratt, 2013).

In the context of globalization and rapid technological advancements, inclusive education must evolve to integrate digital pedagogies that facilitate personalized learning experiences and provide targeted support for diverse student populations (Ainscow, 2020). AI-driven tools, such as adaptive learning platforms, speech recognition software, and automated translation systems, have the potential to bridge linguistic and cognitive barriers, fostering a more inclusive and accessible learning environment (Holmes, Bialik, & Fadel, 2019). Moreover, by leveraging digital innovations, HEIs can develop more flexible and student-centered approaches to teaching and assessment, thereby improving educational outcomes for all learners (Luckin et al., 2016).

The successful implementation of these technologies, however, requires a comprehensive strategy that encompasses policy reforms, investment in digital infrastructure, and extensive professional training programs for educators (West, 2018). By addressing these challenges, HEIs in Uzbekistan and beyond can move towards a more inclusive, technology-enhanced educational model that aligns with international best practices while remaining responsive to local needs and contexts.

AI and Digital Pedagogies in Inclusive Education

Artificial intelligence has significantly transformed the education sector by fostering personalized learning experiences and enhancing accessibility for students with diverse needs (Luckin et al., 2016). AI-driven learning management systems utilize machine learning algorithms to analyze student progress, adapt instructional content dynamically, and provide tailored learning experiences that accommodate varying cognitive abilities and learning styles (Holmes, Bialik, & Fadel, 2019). Furthermore, AI applications such as intelligent tutoring systems, speech-to-text software, and real-time language

translation tools have played a crucial role in advancing inclusive education. These technologies offer essential support for students with disabilities, including those with hearing impairments, learning disorders, and non-native language backgrounds, thereby reducing learning barriers and promoting equal educational opportunities (Luckin, 2018).

In Uzbekistan, the gradual integration of AI-assisted platforms, including automated translation tools and speech-to-text applications, has facilitated the inclusion of non-native speakers and students with special needs in higher educational institutions (Pirniyazova, 2023). These AI-driven tools enable seamless communication and comprehension, bridging linguistic and cognitive gaps while fostering a more equitable academic environment. Moreover, AI-powered assessment methods have revolutionized the evaluation process in inclusive education by enhancing efficiency, accuracy, and fairness. Automated grading tools provide immediate, data-driven feedback, alleviating the administrative burden on educators and allowing them to concentrate on delivering personalized instruction (Rabbimov, Yusupov, & Kobilov, 2024). Additionally, AI-driven language learning platforms incorporate real-time pronunciation feedback, adaptive exercises, and speech recognition technologies to support foreign language acquisition. These innovations are particularly beneficial in higher educational institutions, where diverse linguistic backgrounds necessitate flexible and responsive learning solutions (Gavhar, 2023). By leveraging AI's capabilities, educators can foster an inclusive learning environment that accommodates the unique needs of all students while ensuring equitable access to quality education.

Despite the transformative potential of AI integration in inclusive education, several significant challenges persist. One of the primary concerns is data privacy and the ethical implications of AI-based learning systems (Selwyn, 2020). Educational institutions must establish stringent policies to safeguard student data, ensuring compliance with international data protection standards such as the General Data Protection Regulation (GDPR). Without robust regulatory frameworks, the misuse of sensitive student information could lead to breaches of privacy and ethical misconduct in AI-driven education (Williamson & Eynon, 2020).

Additionally, AI algorithms, while designed to enhance learning experiences, can sometimes reinforce existing biases present in the data used for their training, inadvertently perpetuating inequalities rather than mitigating them (West, 2018). Biases in AI-driven language models, for instance, may disproportionately affect students from underrepresented linguistic or socio-economic backgrounds, leading to disparities in learning outcomes (Baker & Hawn, 2021). Addressing these biases necessitates a comprehensive and inclusive approach to AI development that involves diverse datasets, continuous algorithmic refinement, and human oversight to ensure fair and equitable educational opportunities for all learners.

In Uzbekistan, limited access to digital infrastructure further complicates the widespread adoption of AI in HEIs (Teshaboeva, 2023). While urban institutions may benefit from relatively well-developed technological ecosystems, rural universities and colleges continue to struggle with inadequate internet connectivity, insufficient funding for digital transformation, and outdated hardware (Qurbonova, 2023). These disparities create an uneven playing field, where students in remote areas face barriers to accessing AI-enhanced learning tools. Policymakers must prioritize investments in digital infrastructure, including expanding broadband access and equipping institutions with modern technological resources, to ensure equitable AI integration across all educational settings (OECD, 2021).

Moreover, the successful implementation of AI-driven inclusive education hinges on the professional development of educators. Teachers require specialized training not only to navigate AI-powered tools effectively but also to integrate them into pedagogical strategies that foster inclusive learning environments (Shodiyeva, 2023). Many educators in Uzbekistan, as in other developing contexts, require additional support in digital literacy, adaptive learning design, and data-informed teaching methodologies (Holmes et al., 2019). Establishing AI-focused teacher training programs, coupled with ongoing professional development initiatives, can help bridge this gap, equipping instructors with the necessary competencies to harness AI for inclusive and equitable education (Luckin et al., 2016). By addressing these challenges—data privacy and ethical considerations, algorithmic bias, digital infrastructure limitations, and teacher preparedness—HEIs can optimize AI integration to create more effective, equitable, and inclusive learning environments. Achieving this requires a multi-

stakeholder approach involving policymakers, educators, researchers, and technology developers working collaboratively to ensure AI serves as a tool for inclusion rather than exclusion in higher education.

The Role of AI in Foreign Language Learning and Professional Development

AI-driven applications such as Duolingo, and Google Translate have significantly improved language learning by providing interactive and personalized experiences (Reinders & White, 2016). In Uzbekistan, these tools are being increasingly adopted in language education programs, enabling students to practice their linguistic skills beyond the traditional classroom setting (Gavhar, 2023). AI-powered pronunciation analysis, speech recognition, and language tutoring platforms have further enhanced foreign language instruction, making it more accessible for students with diverse linguistic backgrounds (Peters, 2019).

In addition to student learning, AI contributes to the professional development of educators by offering online training courses, automated lesson planning tools, and virtual teaching assistants. AI-driven professional learning platforms, such as Coursera and EdX, provide opportunities for educators to upskill in inclusive teaching methodologies and digital pedagogy (Luckin et al., 2016). In Uzbekistan, integrating AI into teacher training programs can enhance instructors' competencies, enabling them to create more inclusive and effective learning environments (Pirniyazova, 2023).

Conclusion

The integration of AI-driven innovations and digital pedagogies in foreign language instruction presents significant opportunities for enhancing the quality and accessibility of inclusive education in higher educational institutions. AI-powered tools enable adaptive learning experiences that cater to diverse student needs, offering personalized instruction, real-time feedback, and greater accessibility for learners with disabilities (Luckin et al., 2016). By leveraging AI-driven applications such as intelligent tutoring systems, speech recognition software, and automated translation technologies, educators can create dynamic and inclusive learning environments that accommodate students with varied linguistic backgrounds and learning abilities (Holmes, Bialik, & Fadel, 2019).

Despite these advantages, several challenges must be addressed to ensure the successful and equitable implementation of AI technologies in higher education. Data privacy remains a critical concern, as AI systems rely on extensive student data to personalize learning experiences. Educational institutions must implement robust data protection measures to prevent unauthorized access and misuse of sensitive information (Selwyn, 2020). Additionally, AI-driven learning models must be continuously refined to minimize algorithmic biases that could disproportionately affect underrepresented student groups (West, 2018). Another major challenge is the digital infrastructure gap, particularly in developing regions such as Uzbekistan, where disparities in technological access between urban and rural institutions hinder the widespread adoption of AI-enhanced education (Teshaboeva, 2023). Governments and policymakers must invest in digital infrastructure, ensuring that all HEIs have the necessary resources, such as high-speed internet, modern computing devices, and cloud-based learning management systems, to integrate AI-driven pedagogies effectively (Qurbonova, 2023).

Equally important is the professional development of educators, who require specialized training to effectively incorporate AI tools into their teaching methodologies. Many instructors lack the technical expertise needed to navigate AI-powered platforms and utilize them to their full potential (Shodiyeva, 2023). Establishing AI-focused teacher training programs, integrating digital literacy into professional development initiatives, and fostering a culture of continuous learning among educators can significantly enhance the effectiveness of AI-driven inclusive education (Holmes et al., 2019). By embracing global advancements while adapting them to the local educational context, Uzbekistan’s HEIs can create a more inclusive, innovative, and high-quality education system. AI-powered solutions, when implemented thoughtfully and equitably, have the potential to bridge educational gaps, support students with diverse learning needs, and equip educators with the tools to foster an inclusive academic environment. Future research should focus on developing sustainable AI integration strategies, evaluating the long-term impact of AI-enhanced learning on student outcomes, and exploring interdisciplinary approaches to optimize the use of AI in higher education.

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INGLIZ TILI O‘QITUVCHILARINING KASBIY RIVOJLANISHIDA UZLUKSIZ DIAGNOSTIKANING AHAMIYATI

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Annotatsiya. Ushbu maqola ta’lim sohasidagi eng dolzrab muammolardan biri ta’lim beruvchilarning ya’ni o‘qituvchilarning malakasini uzluksiz oshirishga bag‘ishlanadi. Bugungi kunda rivojlangan mamlakatlar bilan iqtisodiy, madaniy, ilmiy-texnikaviy sohalarda o‘rnatilayotgan do‘stona munosabatlar xorijiy tillarni mukammal o‘rganishni taqozo etmoqda. Ushbu zarurat yosh avlodda ona tilini puxta bilgan holda yana boshqa chet tilini, xususan, ingliz tilini chuqur o‘rganish, bu tilda bemalol muloqot qila olish ko‘nikma va malakalarini hosil qilish, yetuk mutaxassislarni tayyorlash, malakasini

oshirishga yanada dolzarb vazifalarni qo‘ymoqda.

Kalit so‘zlar: malaka oshirish, individual trayektoriya, metodik qo‘llanma, kasbiy rivojlanish, kompetentlik.

Iqtisodiy tadqiqotlar markazi va YUNESKO hamkorligida o‘tkazilgan tadqiqotlar respublikamizda malaka oshirish tizimidagi ijobiy o‘zgarishlar bilan bir qatorda ayrim muammolar mavjudligini ko‘rsatdi: “malaka oshirishning joriy tizimi, asosan bilimlarni auditoriyada berishga yo‘naltirilgan. Malaka oshirish institutlari ishini tashkil etishda pedagoglarning mustaqil faoliyatiga imkon bermaydi. Malaka oshirish jarayonida natijadorlikka erishishga to‘sqinlik qiluvchi asosiy omil pedagoglar malakasini oshirishning individual trayektoriyasini belgilashga yo‘naltirilgan moslashuvchan o‘quv rejalarining yo‘qligidir”

Darhaqiqat, kelajak avlodning ingliz tilini bilish kompetensiyalarini rivojlantirish o‘qitish sifati, xalqaro andozalarga mos darslik, metodik qo‘llanmalarga ham bog‘liq. Ammo, ushbu talablar bajarilsayu, ingliz tili o‘qituvchilarining kompetentligi davr talablariga javob bermasa, islohotlardagi maqsadlarga erishib bo‘lmaydi. Shunday ekan, avvalo, ingliz tili o‘qituvchilarining uzluksiz kasbiy rivojlanishini to‘g‘ri tashkil etish zarur.

Ingliz tili o‘qituvchilarining kasbiy rivojlanishida diagnostika o‘tkazishdan maqsad ularning uzluksiz malaka oshirish trayektoriyasini belgilash va belgilangan trayektoriya asosida malakasini oshirish orqali kasbiy ehtiyojlarini qondirishdir. Mana, bir necha yildirki, malaka oshirish muassasalarining faoliyatiga tanqidiy baho berilgan holda yangi islohotlarni amalga oshirish g‘oyasi ilgari surilmoqda. Chunki, ayrim yechimini kutayotgan masalalar, jumladan, malaka oshirish mazmunida kasbiy ehtiyojlar inobatga olinmayotganligi, malaka oshirish rejali va belgilangan vaqtda amalga oshirilishi shart ekanligi, uzluksiz malaka oshirishga bo‘lgan rag‘batlantiruvchi mexanizmning yo‘qligi, malaka oshirishning barcha turlaridan foydalanish amalda mexanizmining yo‘qligi, pedagog qayerda, qachon, qanday malaka oshirsa ham unga motivatsiya beradigan huquqiy asoslangan mexanizmning yo‘q ekanligi kabilar.

Yuqoridagi muammolar yechimi sifatida O‘zbekiston Respublikasi Prezidentimizning 2020 yil 6 noyabrdagi “O‘zbekistonning yangi taraqqiyot davrida ta’lim-tarbiya va ilm-fan sohalarini rivojlantirish chora-tadbirlari to‘g‘risida”gi farmonini keltirishimiz mumkin. Jumladan, Xalq ta’limi vazirligi, Ta’lim sifatini nazorat qilish davlat inspeksiyasi hamda Oliy va o‘rta maxsus ta’lim vazirligi bilan birgalikda 2021 yil 1 iyunga qadar xalq ta’limi xodimlarining malaka oshirish jarayonini “hayot davomida o‘qish” tamoyili asosida tashkil qilish, xodimlarning kasbiy ehtiyojlarini tashxis qilish asosida ishlab chiqilgan individual rivojlanish dasturiga muvofiq malakasini oshirish tartibini amaliyotga joriy etish vazifasi yuklatildi. Bunday samarali tizimni yaratish, pedagog kadrlar kasb malakasining haqiqiy darajasini hisobga olib tashkil qilinadigan malaka oshirishni nazarda tutadi . Bu esa, o‘z navbatida: ta’lim muassasalari rahbarlarining o‘z xodimlari malakasini oshirishni ta’minlashga bo‘lgan mas’uliyatini oshirish; pedagogning o‘z kasbiy mahorati bo‘yicha mustaqil ishlash, o‘z mehnati samaradorligini oshirish bo‘yicha manfaatdorligini ta’minlash, ularni kasbiy mahoratlarini oshirishga doir faoliyatga rag‘batlantirish tizimini takomillashtirish; malaka oshirishning uzluksizligiga erishish;

o‘quv-tarbiya jarayoni sifatining ichki nazorati va tahlilini xolisona amalga oshirish; reyting tizimi bo‘yicha har bir pedagog kasb faoliyatining monitoringini olib borish va pedagogik tashxislash; malaka oshirishga bo‘lgan ehtiyojlarini aniqlab borish; pedagog kadrlarning kompetentlik darajasini o‘rganish ularni tabaqalashtirishni taqozo etadi.

Ushbu islohotlar aynan pedagogning o‘zida mavjud professionalizm darajasini kasbiy diagnostika o‘tkazish asosida belgilash va uning davr talablariga javob berishiga erishishga yo‘naltirilgan aniq maqsadli malaka oshirish shakllarini belgilashga qaratilgan.

Demak, pedagogning kasbiy ehtiyojlariga mos individual kasbiy rivojlanish trayektoriyasi platforma orqali aniqlanadi va avtomatik tarzda uning bilim olish, o‘z-o‘zini rivojlantirish maydoni hosil bo‘ladi.

Bu, albatta yaxshi, mexanizm, lekin pedagogning kasbiy ehtiyojlaridagi shunday ayrim jihatlari mavjudki uni platforma orqali aniqlab bo‘lmaydi. Masalan, tadqiqot jarayonida ma’lum bo‘ldiki, hozirda faoliyat olib borayotgan ingliz tili o‘qituvchilarining asosiy kasbiy ehtiyoji listening – tinglab tushunish va speaking – gapirishda. Bizningcha, elektron platforma orqali ingliz tili o‘qituvchilarining individual

ta’lim trayektoriyasini shakllantirish bosqichida ushbu jihatlarni e’tiborga olish eng muhim masala hisoblanadi. Shuni aytib o‘tish joizki, boshqa fan o‘qituvchilarining kasbiy ehtiyojlarini aniqlashdan ko‘ra ingliz tili o‘qituvchilarining kasbiy ehtiyojlarini aniqlashda bir muncha murakkabliklar mavjud. Ularning kommunikativ kompetentligi, o‘zga tilni o‘quvchilarga aksentsiz yetkazib bera olish va ulardan talab qila olishi ko‘nikmasiga ham ega bo‘lishlari kerak. Aytish mumkinki, shunday faoliyat olib borayotgan ingliz tili o‘qituvchilari borki, hattoki kichik matnli gaplarni ham faqatgina internet tarjimonlari yordamida amalga oshiradi.

Shuning uchun elektron platformadan tashqari ham ingliz tili o‘qituvchilarining kasbiy faoliyati doimiy diagnostika qilib borishga muhtoj. Uzluksiz kasbiy rivojlanish jarayonida diagnostikani tez-tez amalga oshirib borish ingliz tili o‘qituvchilarining kasbiy tayyorgarlik darajasi, undagi mavjud kasbiy ehtiyojlarni aniqlash hamda ular asosida malaka oshirishning aniq yo‘nalishi, mazmuni va shakllarini belgilash asosida kerakli kasbiy tayyorgarlik darajasini ta’minlash va pedagogning kasbiy kompetentligini davr talablariga moslashtirishga xizmat qiladi.

Bu jarayonda ingliz tili o‘qituvchilarining lavozim majburiyatlarini qay darajada bajarayotganliklari, mutaxassisligi bo‘yicha davlat ta’lim standartlari va o‘quv reja, dasturlar, shuningdek, ta’lim tizimi va o‘z kasbiga oid, me’yoriy-huquqiy hamda o‘quv-metodik hujjatlarning mazmun mohiyatini anglab yetishi, ulardagi qo‘yilayotgan talablarni bilishi, undan tashqari dars berish va auditoriyani boshqara olish mahorati, kursanlarni mintalitetimizga mos tarbiyalay olish qobiliyati, eng asosiysi o‘z-o‘zini rivojlantirishga bo‘lgan motiv, shaxsiy sifatlari, kursantlar bilimini xolisona baholash mahorati bo‘yicha kasbiy tayyorgarlik darajasi aniqlanadi.

Shuni alohida ta’kidlash lozimki, diagnostikaning turli shakl va usullari orasida eng ahamiyatlisi pedagogning o‘z-o‘zini kasbiy diagnostika qila olish ko‘nikmasiga ega bo‘lishidir. Chunki pedagogning o‘z-o‘zini uzluksiz kasbiy diagnostika qilib borishi alohida sharoit, vaqt, joy, tashqi ta’sirlar talab qilmaydi, o‘ziga nisbatan xolisona yondashadi, ehtiyojlarini his eta oladi.

Haqiqatan, kasbiy faoliyatiga kreativ yondashadigan, ilg‘or, tajribali, novator, ilmiy-tadqiqot ishlari mualliflari hisoblangan o‘qituvchilarning o‘z kasbiy kompetentligini rivojlantirishga nisbatan intilishlari sezilarli darajada ko‘p kuzatildi. Shu bilan birga, o‘z pedagogik amaliyotida kasbiy sifatlarni namoyon qila olmagan o‘qituvchilar faolligi ham shunga mos darajada bo‘lishi aniqlandi. Nazarimizda, individual kasbiy rivojlanishda kasbiy-shaxsiy yo‘nalganlik, o‘z-o‘zini rivojlantirishga bo‘lgan motiv muhim ahamiyat kasb etadi.

Bugungi kunda maktabda faoliyat olib borayotgan ayrim ingliz tili o‘qituvchilari nimani qanday o‘qitish kerak ekanligi to‘g‘risida yetarli tushunchalarga ega emas. So‘nggi yillarda umumiy o‘rta ta’lim bitiruvchi yoshlarining xorijiy tillarni o‘rganishga bo‘lgan qiziqishi yuqoriligi va natijasining yaxshiligi tufayli birdaniga bir necha xorijiy ta’lim muassasalariga talabalikka loyiq deb topilmoqda. Bu quvonarli hol albatta, lekin “ingliz tili o‘qituvchilari dars o‘tish mahoratiga, qiziqarli dars tashkil eta olish ko‘nikmasiga ega emas, zamonaviy metodikalarni o‘zlashtirmagan” kabi e’tirozlar juda ko‘p bildirilmoqda. Bu o‘z navbatida xorijiy til ta’limiga doir qarashlarni hamda umumta’lim maktab ingliz tili o‘qituvchilariga qo‘yiladigan talablarni qayta ko‘rib chiqish zarurligini ko‘rsatadi.

Albatta bugungi kunda, auditoriyaga xorijiy tilni o‘rgatish uchun jalb qilingan pedagogdan yuqori darajada malaka, ko‘nikma talab etilishi va tilni mukammal bilish bilan bir qatorda yetarlicha pedagogik, psixologik bilim va mahorat zarurligi to‘g‘risida mahalliy va xorijiy mutaxassislarning xulosalari mavjud.

Prezident Sh.Mirziyoyev ham ta’lim siyosatiga alohida e’tibor qaratib, jadallik bilan hal qilinishi zarur bo‘lgan muammolardan biri sifatida “pedagoglar va professor-o‘qituvchilar tarkibining professional darajasi, ularning maxsus bilimlaridir. Bu borada ta’lim olish, ma’naviy-ma’rifiy kamolot masalalari va haqiqiy qadriyatlarni shakllantirish jarayonlariga faol ko‘mak beradigan muhitni yaratish zarur” ekanligini ta’kidladi.

Foydalanilgan adabiyotlar:

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ENHANCING FOREIGN LANGUAGE INSTRUCTION THROUGH THE INTEGRATION OF GLOBAL PERSPECTIVES AND LOCAL EXPERIENCES

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Abstract

The integration of global perspectives and local experiences in foreign language teaching has gained increasing attention as a means to enhance language acquisition and cultural competence. This study examines how incorporating international viewpoints alongside community-based learning experiences can improve students’ linguistic skills, cross-cultural understanding, and real-world communication abilities. The research employs a mixed-methods approach, including literature review, case studies, and experimental analysis, to evaluate the effectiveness of this integrated teaching model. The findings highlight the benefits of contextualized language learning and suggest strategies for educators to bridge global and local dimensions in their curricula.

Keywords:

Foreign language teaching, intercultural competence, global perspectives, local experiences, language acquisition, cultural awareness, experiential learning, contextualized language learning, community-based learning, international communication, curriculum integration, technological tools, digital learning, service-learning, student engagement, language proficiency, cross-cultural understanding, real-world communication, pedagogical strategies, teacher training, educational challenges.

Introduction

Foreign language education has traditionally focused on grammatical structures, vocabulary acquisition, and standard linguistic rules. However, in an increasingly interconnected world, language learning must go beyond mechanical skills to include cultural awareness and practical communication. Integrating global perspectives with local experiences can create a more immersive and meaningful learning environment. By exposing students to diverse cultural viewpoints while linking these insights to their immediate surroundings, educators can foster deeper engagement and real-world applicability.

The importance of integrating global and local elements into foreign language teaching has been recognized as a key strategy to prepare learners for a dynamic and culturally diverse world. A global perspective allows students to understand language in the context of international communication, cultural diversity, and global issues. At the same time, local experiences provide tangible opportunities for students to practice and apply their language skills in real-life settings, fostering both confidence and competence.

Language learning is not just about acquiring words and structures; it is about engaging with people, traditions, histories, and contemporary societal changes. A curriculum that bridges global and local contexts helps students develop intercultural competence, making them more adaptable in

professional and social environments. This integration also nurtures a sense of global citizenship, encouraging students to think critically about international affairs while remaining connected to their own communities.

Furthermore, technological advancements have made it easier than ever to connect learners with international perspectives through online exchanges, virtual cultural immersion, and interactive language platforms. These tools provide access to authentic materials and diverse linguistic experiences, enhancing language acquisition in meaningful ways. Meanwhile, local immersion through community engagement, service-learning projects, and cultural events allows students to see the immediate relevance of their language studies.

This study explores the pedagogical advantages of blending global and local elements in language teaching. It aims to identify effective strategies for balancing international influences with community-based learning opportunities and assesses the impact of this integration on students' language proficiency and cultural intelligence. The research also addresses potential challenges educators may face in implementing such an approach and proposes solutions for overcoming these obstacles.

Methods

This research employs a mixed-methods approach, combining qualitative and quantitative methodologies to evaluate the effectiveness of integrating global perspectives and local experiences in foreign language instruction.

1. Literature Review

A comprehensive review of existing literature on intercultural language education, experiential learning, and global-local pedagogical approaches provides a theoretical foundation for this study. Academic papers, educational reports, and case studies are analyzed to identify best practices and key challenges.

2. Case Studies

Several case studies from diverse educational settings are examined to understand how different institutions integrate global perspectives and local experiences in language teaching. These cases highlight successful methodologies, curriculum adaptations, and student outcomes. By analyzing institutions that have successfully implemented these strategies, educators can gain insights into best practices and potential challenges.

3. Surveys and Interviews

Surveys are conducted with language educators and students to gauge their experiences and perceptions of integrated teaching approaches. The survey includes questions on student engagement, cultural awareness, and linguistic competence. Semi-structured interviews with educators provide deeper insights into the practical applications, challenges, and benefits of this teaching model. These qualitative insights help in understanding educators' perspectives on curriculum development and pedagogical adaptations.

4. Experimental Study

An experimental study is carried out in a foreign language classroom where one group of students receives traditional instruction while another group engages in a curriculum incorporating global and local elements. Data on language proficiency, cultural awareness, and student engagement are collected and analyzed to assess the impact of the integrated approach. Pre-tests and post-tests measure language gains, while student reflections and classroom observations provide qualitative data on engagement and motivation.

5. Technology-Enhanced Learning

To explore the role of digital tools in integrating global perspectives and local experiences, the study incorporates online exchange programs, virtual reality simulations, and multimedia resources. These technological interventions help in broadening students' exposure to different linguistic and cultural contexts. Digital storytelling and collaborative international projects are examined as additional methods for enhancing learning outcomes.

6. Community-Based Learning

Local engagement is a critical component of this study. Service-learning projects, interactions with native speakers in local communities, and participation in cultural events are evaluated for their

effectiveness in improving language competence. These activities provide learners with authentic communication opportunities and reinforce the practical application of their linguistic skills.

Results

The study reveals several key findings:

Enhanced Cultural Competence: Students exposed to a mix of global perspectives and local experiences demonstrate improved intercultural communication skills and greater appreciation for cultural diversity.

Increased Engagement: Learning through real-world interactions, community projects, and international case studies enhances student motivation and participation.

Improved Language Proficiency: Contextualized language use in local and global settings helps students retain vocabulary, understand idiomatic expressions, and develop fluency.

Greater Adaptability: Exposure to different cultural viewpoints prepares students for international collaboration and global mobility.

Implementation Challenges: Educators face difficulties such as curriculum constraints, lack of resources, and the need for teacher training to effectively integrate this approach.

Discussion

The findings underscore the importance of balancing global perspectives with local experiences in foreign language instruction. While traditional language teaching focuses primarily on grammatical accuracy and vocabulary, incorporating cultural narratives and community-based interactions makes learning more relevant and engaging.

One major advantage of this approach is the development of intercultural competence, which is essential in today's interconnected world. By learning a language in a globally and locally informed context, students not only master linguistic skills but also gain a deeper understanding of how language functions within different cultural frameworks.

However, the study also highlights challenges in implementing this methodology. Educators need access to resources, professional training, and institutional support to successfully integrate global and local perspectives into their teaching. Future research should focus on developing comprehensive frameworks and training programs to facilitate this transition.

Conclusion

The integration of global perspectives and local experiences in foreign language education provides significant benefits for students, enhancing their linguistic abilities, cultural competence, and real-world communication skills. By fostering a balance between global engagement and local immersion, educators can create a more dynamic and relevant learning environment that prepares students for diverse linguistic and cultural interactions.

While challenges such as curriculum constraints, lack of resources, and teacher preparedness may pose obstacles, solutions such as teacher training, institutional support, and technological integration can facilitate successful implementation. Institutions must recognize the value of this approach and provide the necessary tools for educators to design effective curricula that reflect global realities and local applications.

Future research should focus on designing scalable models for integrating global and local learning and developing teacher training programs to facilitate effective implementation. Long-term studies on student outcomes and the role of emerging technologies in enhancing this approach will further contribute to the field. Ultimately, bridging global perspectives with local experiences enriches foreign language instruction, equipping students with the skills needed for meaningful intercultural engagement in an increasingly interconnected world.

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DIE BEDEUTUNG DES ERLERNENS VON FREMDSPRACHEN IM ZEITALTER DER GLOBALISIERUNG

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ANNATATION: Dieser Artikel beleuchtet die Bedeutung des Erlernens von Fremdsprachen im Zeitalter der Globalisierung und welche Vorteile die junge Generation durch das Lernen von Fremdsprachen erzielen kann. Darüber hinaus wird betont, dass das Erlernen von Fremdsprachen der Schlüssel zu allen Erfolgen ist, es ermöglicht, weltweit zu reisen, und hilft, die Kultur, Geschichte, Traditionen und Bräuche anderer Völker besser zu verstehen. Dies trägt zur Stärkung der interkulturellen Harmonie und Freundschaft bei.

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DIE BEDEUTUNG DES ERLERNENS VON FREMDSPRACHEN IM ZEITALTER DER GLOBALISIERUNG

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ИНОСТРАННЫЕ ЯЗЫКИ В ЖИЗНИ СОВРЕМЕННОЙ МОЛОДЕЖИ: ПОТРЕБНОСТИ, МОТВАЦИИ И ПЕРСПЕКТИВЫ

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Аннотация: Статья исследует значимость изучения иностранных языков для молодежи Узбекистана в условиях глобализации. Опрос студентов 18–25 лет показывает высокий интерес к английскому, китайскому, арабскому и немецкому языкам. Рассматриваются основные мотивации молодежи, трудности в обучении и предложения по улучшению языковой подготовки, включая государственную поддержку и развитие языковой среды. Делается акцент на важности инвестиций в языковое образование для подготовки молодежи к интеграции в глобальный мир.

Ключевые слова: иностранные языки, молодежь, Узбекистан, глобализация, языковое образование, мотивация, карьерный рост.

Abstract: This article examines the significance of foreign language learning for Uzbekistan's youth in the context of globalization. A survey of students aged 18-25 reveals high interest in English, Chinese, Arabic, and German languages. The study explores young people's primary motivations, learning challenges, and suggestions for enhancing language training, including state support and the development of a conducive language environment. The article emphasizes the importance of investing in language education to prepare young people for integration into the global world.

Keywords: foreign languages, youth, Uzbekistan, globalization, language education, motivation, career advancement.

В XXI веке знание иностранных языков играет значительную роль в развитии молодежи, а также в формировании профессиональной компетентности личности. Знание иностранных языков особенно актуально для молодежи, которая активно включается в процессы глобализации, мобильности и цифрового взаимодействия. В таких условиях владение иностранными языками открывает множество возможностей — от получения образования за рубежом до работы в международных компаниях, а также получения работы в различных учебных центрах по изучению иностранных языков. В Узбекистане, где идёт активное реформирование образования и интеграция в мировое сообщество, изучение иностранных языков приобретает особую значимость для государства. Для более глубокого понимания отношения узбекской молодежи к

изучению иностранных языков провелся опрос. Среди респондентов были в основном студенты в возрасте 18–25 лет. В данной статье представлены результаты моего исследования, сопровождаемые аналитическим осмыслением, а также даны практические рекомендации по улучшению языковой подготовки молодого поколения.

Глобализация стала неотъемлемой частью современного мира, например, в сокращении уровня безработицы и бедности. Проявления глобализации ощущаются во всех сферах деятельности — от экономики до культуры. Для молодежи это означает новые возможности, а также стимул изучать иностранные языки. Владение иностранными языками помогает ориентироваться в информационном пространстве, участвовать в международных проектах, получать доступ к высшему образованию в различных сферах и в дальнейшем находить достойную работу для развития будущего. По моим исследованиям, большинство респондентов проявляют интерес к изучению иностранных языков, таких как английский, китайский, арабский и другие. Этому способствует государственная политика: открытие специализированных языковых школ, внедрение международных стандартов в образовательные учреждения, поддержка программ обмена и академической мобильности, а также добавление дополнительных языков в средние общеобразовательные школы, чтобы молодёжь могла изучать иностранные языки с раннего возраста.

Опрос был проведён в марте 2025 года. В нём приняли участие 56 респондентов в возрасте от 18 до 25 лет. Из них 53 респондента являются студентами высших учебных заведений, остальные 3 — учащимися школ. Участникам были заданы вопросы о значимости иностранных языков, мотивации к изучению, уровне владения, используемых методах обучения и проблемах, с которыми они сталкиваются при изучении языков. Опрос включал как закрытые, так и открытые вопросы, что позволило выявить не только количественные, но и качественные аспекты отношения молодёжи к языковому образованию.

По результатам опроса, большинство респондентов предпочитают изучение английского языка, так как он является всемирным языком, и на нём разговаривает большинство людей разных возрастов. По статистике на 2024 год, 1,452 миллиарда человек владеют английским языком. Согласно моему опросу, 34 респондента предпочитают изучение английского языка. Кроме того, большинство студентов планируют продолжить обучение за границей. На втором месте — арабский и немецкий языки, которые также упоминаются как значимые. Арабский интересует студентов, желающих изучать исламскую культуру, работать в странах Ближнего Востока или заниматься дипломатией. Немецкий язык, в свою очередь, ассоциируется с качественным европейским образованием и инженерными специальностями.

Опрос показал, что мотивации студентов многообразны. Например, 80% указали образование за рубежом как ключевую цель, а также желание продолжить профессиональную деятельность за границей и получить ценный опыт в сфере экономики и IT-технологий. 70% отметили карьерный рост и возможность трудоустройства за рубежом как главную причину изучения языка. 50% сообщили, что ими движет личный интерес и стремление к самореализации. 50% интересуются языками в первую очередь ради путешествий и туризма. 40% указали, что для них важны бизнес и торговля.

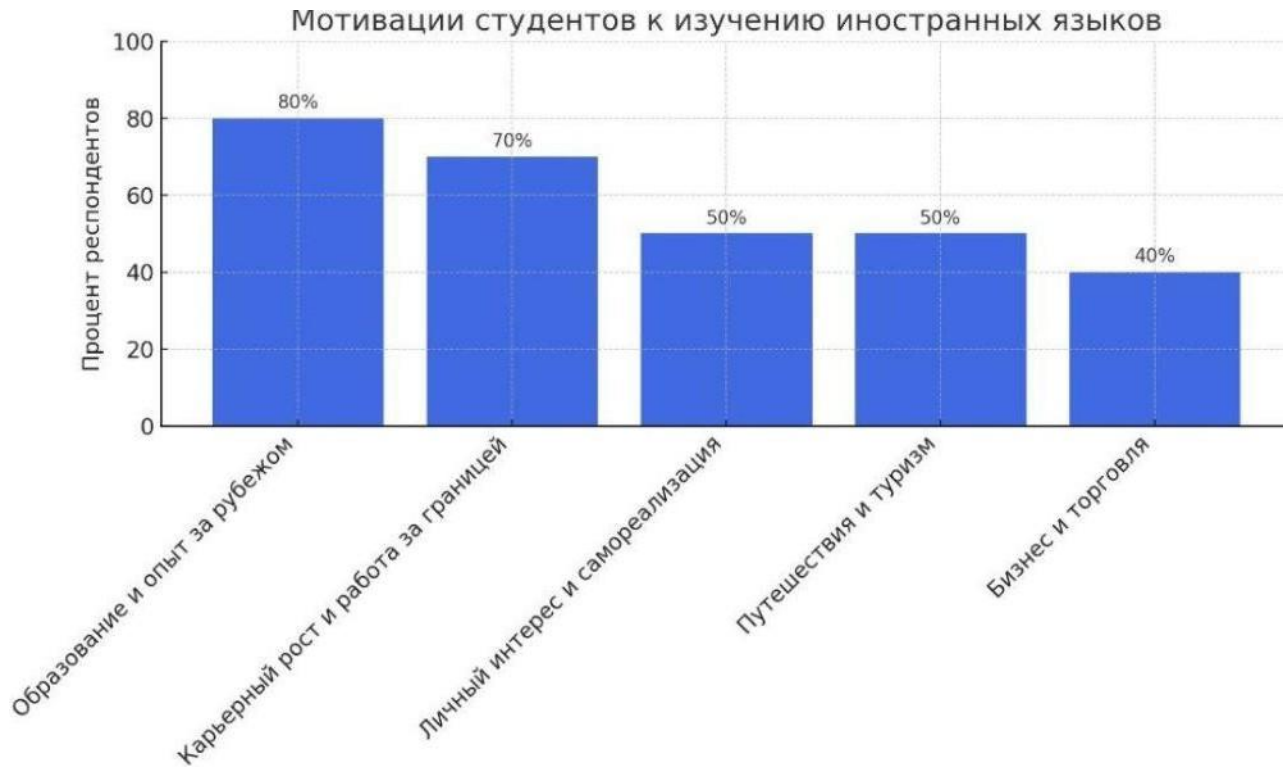

Рисунок 1

Таким образом, язык воспринимается как универсальный инструмент, который может быть полезен в самых различных сферах жизни. Развитие языковых навыков открывает доступ к знаниям, расширяет кругозор человека, повышает его конкурентоспособность и укрепляет уверенность в себе. Это, в свою очередь, способствует личностному росту и помогает человеку стать более успешным в своей жизнедеятельности. Респонденты в целом признают, что иностранные языки оказывают большое влияние на их личные и профессиональные цели. По результатам опроса, 60% считают, что знание языков имеет значительное значение для их развития и успеха в будущем, 30% согласны с этим лишь частично, и только 10% указали, что иностранные языки не играют решающей роли в их жизни.

Важно отметить, что язык нередко становится важнейшим фактором — он даёт возможность выйти из зоны комфорта, открыть для себя новые горизонты и сформировать более амбициозные жизненные цели. К примеру, без знания иностранного языка путешествие теряет яркость и глубину, а общение с иностранцами становится затруднительным. Респонденты оценили уровень владения иностранными языками по шкале: низкий, средний, высокий и «затрудняюсь ответить». Результаты распределились следующим образом: 30 человек отметили средний уровень владения, 7 — низкий, и 19 респондентов указали, что обладают высоким уровнем знаний. Большинство обучается на офлайн-курсах, предпочитая живое общение, непосредственную практику и обратную связь от преподавателей и других студентов. Один респондент обучается онлайн и один — за рубежом, что может свидетельствовать о недостаточной доступности современных онлайн-платформ, а также о нехватке качественного дистанционного образования в языковых школах. Тем не менее, в Узбекистане существуют популярные онлайн-школы, такие как Englify School и другие, которые уже помогают молодёжи осваивать иностранные языки

. Среди трудностей, с которыми сталкиваются молодые люди в процессе изучения языков, респонденты назвали: недостаток языковой среды (отсутствие возможностей для регулярной практики), ограниченное количество общения с носителями языка (в том числе дефицит иностранных преподавателей), высокая стоимость курсов, нехватка мотивации и психологических стимулов, а также недоверие к качеству онлайн-обучения. Молодые респонденты также предложили конкретные меры по улучшению ситуации в Узбекистане:

организация бесплатных языковых курсов на базе вузов и школ, проведение олимпиад, турниров и языковых марафонов, создание языковых клубов и разговорных встреч с носителями языка, усиление государственной поддержки студентов, например через специализированные школы и доступные по стоимости государственные языковые центры, а также предоставление сертификатов, стипендий и международных стажировок — всё это будет способствовать росту мотивации и интереса к изучению иностранных языков.

Государственная политика уже направлена на популяризацию языков среди молодёжи: реализуются программы вроде Speak Up, внедряются международные стандарты в образовании, развивается сотрудничество с зарубежными университетами и приглашаются иностранные преподаватели. Всё это создаёт прочную основу для языковой подготовки. Однако необходимо продолжать развивать не только системы обучения, но и полноценную языковую среду внутри страны.

По результатам исследования можно сделать вывод, что молодежь Узбекистана проявляет высокий интерес к изучению иностранных языков, особенно таких как английский, китайский, немецкий и арабский. Эти языки воспринимаются как средство достижения личных и профессиональных целей, а также как инструмент мобильности и самореализации. Изучение иностранных языков открывает новые возможности для карьерного роста, получения образования за рубежом и участия в международных проектах.

Однако наряду с высоким интересом существует ряд объективных трудностей, таких как ограниченный доступ к качественному обучению, нехватка языковой практики, а также неравномерные возможности в различных регионах страны. Эти проблемы требуют внимательного подхода со стороны государственной политики. Для устойчивого развития страны необходимо инвестировать в языковое образование, создавать доступные и эффективные образовательные платформы и поддерживать программы, способствующие языковому обмену. Также важно формировать языковую культуру на всех уровнях — от школ до бизнес-сектора. Только таким образом можно подготовить поколение, способное уверенно интегрироваться в глобальный мир, эффективно взаимодействовать с международными партнерами и представлять интересы Узбекистана на мировой арене.

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XORIJIY TILLARNI O‘QITISHDA INNOVATSION YONDASHUVLAR

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Mamlakatimiz mustaqillikka erishganidan keyin, istiqlolning ilk yillaridanoq O‘zbekiston demokratik jamiyat qurishga kirishdi. Amalga oshirilgan islohatlar salmog‘i yildan yilga ortdi. Faqat tub islohatlar emas balki boshqa javhalarda jumladan ta`lim tizimida ham ko‘plab o‘zgarishlar sodir

bo‘ldi. Ayniqsa chet tillarini o‘rganishga bo‘lgan qiziqish oshdi va yoshlar uchun ko‘plab sharoitlar yaratildi. Bundan asosiy maqsad yoshlarning chet tiliga bo‘lgan qiziqishini va bilim saviyasini oshirish bo‘ldi .

XXI asr zamonaviy texnologiyalar jadal rivojlanayotgan va har bir sohada o’z aksini topayotgan davrdir. Ushbu globallashgan jamiyatda xorijiy tillarni o’rganishga bo’lgan talab kun sayin oshib bormoqda. O‘zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyevning 19-may 2021-yildagi “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi Qarorida ham “Yoshlarni qo‘llab-quvvatlash va aholi salomatligini mustahkamlash yili” Davlat dasturiga muvofiq, xorijiy tillarni o‘rgatishni ta’lim siyosatining ustuvor yo‘nalishi sifatida rivojlantirish, ushbu yo‘nalishda ta’lim sifatini tubdan oshirish, sohaga malakali pedagoglarni jalb etish hamda aholining xorijiy tillarni o‘rganishga bo‘lgan qiziqishini oshirishga alohida ahamiyat qaratilgan.(O‘zbekiston Respublikasi Prezidenti Shavkat Miromonovich Mirziyoyevning 19-may 2021-yildagi PQ-5117-son qarori).

Yurtimizda xorijiy tillarni o’qitilishida yangicha bosqich, yangicha davr boshlandi. Chet tili darslarining o’qitilishi jarayonida ilg’or pedagogik texnologiyalar, interfaol, innovatsion usullardan, kommunikativ-axborot vositalaridan foydalanish talab qilinmoqda. Innovatsion yondashuvlar ta’lim samaradorligiga erishishning asosiy shartidir. Innovatsion yondashuvlar ta’lim tizimini modernizatsiyalash va ta’lim samaradorligiga erishishning asosiy shartidir. Zero, bugungi kun yoshlarining tanlagan sohasiga qiziqishini yanada oshirish, layoqati bor yoshlarni ta’limga va mutaxassisligiga to‘g‘ri yo‘naltirish ta’lim-tarbiyada yutuqlarimiz samarali bo‘lishini ta’minlaydi. Chet tilini o’rganishga ehtiyoj yuqori bo’lgan bir davrda, ta’lim jarayonida zamonaviy axborot texnologiyalaridan, innavatsion ta’lim texnologiyalaridan unumli foydalanish bu jarayonni samarali bo’lishiga olib keladi.

“Innovatsiya” (innovation) so‘zi ingliz tilidan olingan bo‘lib, “kiritilgan yangilik”, “ixtiro” ma’nolarini anglatadi. Uning ilmiy-texnika yutuqlari va ilg‘or tajribalarga asoslangan texnika, texnologiya, boshqarish va mehnatni tashkil etish kabi sohalardagi yangiliklar, shuningdek, ularning turli sohalar va faoliyat doiralarida qo‘llanishidir. (uz.wikipedia.org)

“Milliy ta’limning rivojlanishi o‘quv jarayoni amaliyotiga yangi shakl va vositalarni joriy etish va samarali qo‘llash orqali yuqori natijalarga erishishga qaratilgan pedagogik texnologiyalar bilan ta’minlanadi.” (moluch.ru)

Yoshlarning oliy ta’limga qamrovini oshirish, bandligini ta’minlash, zamonaviy bilim va yuksak ma’naviy-axloqiy fazilatlarga ega, yuqori malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko‘tarish, oliy ta’limni modernizatsiya qilish, ilg‘or ta’lim texnologiyalariga asoslangan holda ijtimoiy soha va iqtisodiyot tarmoqlarini rivojlantirish borasida ko‘zga ko‘ringan natijalarga erishilmoqda. Hozirgi kundagi ta'lim tarbiya jarayonini yaxshilash uchun amalga oshirish uchun kerak bo‘lgan eng muhim muammolardan biridir. Agar avval chet tili o‘qitish shu til tizimini o‘rganish deb qaralgan bo‘lsa, keyingi yillarda o‘qitishdagi muhim ko‘zlangan narsa bu o‘quvchilarni chet til bo‘yicha nutqini rivojlantirishdan iborat bo‘ldi. Shuni ta’kidlash kerakki, chet til o‘rganishdagi bu maqsadlar, o‘z-o‘zidan yoki boshqa kimlardir yoki birorta shaxs tomonidan qo‘yilmaydi, balki tilshunoslik va psixologiya fanlaridagi o‘zgarishlar va jamiyatning ijtimoiy rivojlanib borishi bilan bog‘liqdir. Audio-lingual metodni olib ko‘radigan bo‘lsak:

- chet til o‘rgatishni avval og‘zaki nutqni o‘rgatish bilan boshlash zarur;
- har bir soz talaffuziga katta e'tibor talab etiladi;
- grammatik namunalar va leksikani tanlash chet tili bilan ona tilini taqqoslashning natijalariga bog‘liq bo‘lishi kerak;
- til o‘rganish turli strukturalar, nutq na'munalari asosida amalga oshiriladi;
- mashqlar ham organilayot tilga asoslangan holda til materialini ko‘p marotaba takrorlashni talab qiladigan mashqlar bo‘lishi lozimdir. Ushbu metoddan foydalanishdan asosiy maqsad dialoglar orqali til organuvchilarning nutq malakalarini oshirishdan iborat.(tadqiqotlar.uz)

Xorijiy tilni o‘rganish jarayonda til o‘rganuvchilar murakkab psixologik o‘zgarishlarni boshdan kechiradi. Bu jarayonda ona tili bilan chet tilini qiyoslash jarayoni yuzaga keladi. Bu jarayonda o‘qitishning turli metod va texnologiyalaridan foydalaniladi. Zamonaviy pedagogik texnologiyalar

yordamida chet til bilan ona tilini taqqoslab o‘qitish samarali natija beradi. Chet til o‘qitish uning metodikasiga oid bilimlarga ega bo‘lishni taqozo etadi. Metodika va texnologiyalar chet til o‘qitish jarayonida muhim ahamiyat kasb etadi. Darsni tashkil qilishda metodika fanining turli usullari mavjud. Chet til o‘qitish metodikasida keng qo‘llaniladigan metodlar: interaktiv, kommunikativ didaktika metodi hisoblanadi. (Zayniddin Sanaqulov, Baxromjon Jo'raboyev, 2021)

Hozirgi davrda jamiyatimizda chet tillar kasbiy ta‘limning muhim tarkibiy qismiga

aylanmoqda. Turli sohalardagi mutaxassislarga chet ellik hamkorlar bilan hamkorlik qilish ko‘rsatkichi yuqori bo‘lganligi sababli, ularda til o‘rganishga bo‘lgan talab yuqoridir. Hozirda xorijiy tillar maktab, gimnaziya, litsey, til o‘rgatish markazi, oliy ta`lim muassasalarida o‘qitilmoqda. Turli darajadagi til bilimiga ega bo‘lmoqchi bo‘lganlar uchun o‘quv materiallarning innavatsion turlari mavjud. Xorijiy tilni mukammal bilish va ma`lum darajani olish o‘qituvchilarning amaliy uslublari va malakasiga ham bog‘liq. Axborot texnologiyalari va zamonaviy o`qitish usullaridan foydalanish qobiliyati yangi materiallarni tezkor tushunishga yordam beradi.

Xulosa qilib aytganda, xorijiy tillarni o‘qitishda innovatsion yondashuvning ahamiyati juda yuqori. Ingliz tili darslarida innovatsion usullaridan unumli foydalanish natijasida o’quvchilarning mantiqiy fikrlash qobiliyatlari rivojlanadi, nutqi ravonlashadi, tez va to’g’ri javob berish malakasi shakllanadi. O’quvchilar darslarga puxta hozirlik ko’rishga intiladi. Bu esa til o’rganuvchilarni ta’lim jarayonining sub’yektlariga aylantiradi. Innavatsion ta’lim texnologiyalarning samaradorligi ularndan ta’lim jarayonida to’g’ri va unumli foydalanishdadir.

Foydalanilgan adabiyot va Internet saytlari

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XALQARO STANDARTLARGA ASOSLANGAN TIL O‘QITISH DASTURLARI VA ULARNING MAHALLIY TA’LIMGA MOSLASHUVI

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Xorijiy tillar ta’limi kafedrasi katta o’qituvchisi

Annotatsiya

Chet tillarini o‘qitishda xalqaro standartlarning joriy etilishi til ta’limining sifatini oshirishga xizmat qiladi. CEFR, ACTFL kabi tizimlar asosida ishlab chiqilgan dasturlar talabalar kompetensiyalarini aniq baholash va rivojlantirish imkonini beradi. Biroq, ularning mahalliy ta’lim tizimiga moslashuvi muammolarni keltirib chiqarishi mumkin. Ushbu maqolada xalqaro standartlarga asoslangan til o‘qitish dasturlarining afzalliklari, ularni mahalliy sharoitlarga moslashtirish usullari hamda duch kelinadigan qiyinchiliklar tahlil qilinadi. O‘qituvchilar malakasini oshirish, interaktiv metodlarni keng joriy etish va baholash tizimini takomillashtirish orqali ushbu muammolarni bartaraf etish mumkinligi ta’kidlanadi.

Kalit so‘zlar: chet tillarini o‘qitish, xalqaro standartlar, CEFR, ACTFL, til ta’limi, baholash tizimi, metodika, mahalliy ta’lim, kommunikativ yondashuv, moslashtirish.

Kirish

Hozirgi globallashuv sharoitida chet tillarini o‘rganish nafaqat shaxsiy va akademik rivojlanish, balki professional muvaffaqiyat uchun ham muhim ahamiyat kasb etmoqda. Shu sababli, til o‘qitish jarayonini xalqaro standartlarga moslashtirish dolzarb masalaga aylangan. Dunyo miqyosida til ta’limining sifatini oshirish va o‘quv jarayonini yagona mezonlar asosida tashkil etish uchun turli

xalqaro standartlar ishlab chiqilgan.

Chet tillarini o‘qitishda **CEFR** (*Common European Framework of Reference for Languages*) va **ACTFL** (*American Council on the Teaching of Foreign Languages*) kabi xalqaro tizimlar keng qo‘llaniladi. Bu standartlar o‘quvchilarning til kompetensiyalarini aniq baholash, ularning bilish darajasiga mos materiallarni taqdim etish va o‘quv jarayonini individual ehtiyojlarga muvofiq tashkil qilish imkonini beradi.

Biroq, har bir mamlakatning o‘ziga xos **ta’lim tizimi, madaniyati va pedagogik yondashuvlari mavjud bo‘lgani** uchun ushbu xalqaro standartlarni to‘g‘ridan-to‘g‘ri qo‘llash qiyinchiliklar tug‘dirishi mumkin. Shu sababli, xalqaro standartlarga asoslangan til o‘qitish dasturlarini mahalliy ta’lim tizimiga moslashtirish muhim vazifalardan biridir.

Ushbu maqolada xalqaro standartlarga asoslangan til o‘qitish dasturlarining afzalliklari, ularni mahalliy ta’limga moslashtirish muammolari va samarali strategiyalar haqida so‘z yuritiladi.

Xalqaro standartlarga asoslangan til o‘qitish dasturlarining afzalliklari

Xalqaro standartlarga asoslangan til o‘qitish dasturlari quyidagi afzalliklarga ega:

1. Tizimli baholash

CEFR va ACTFL kabi xalqaro standartlar til o‘rganish jarayonini aniq mezonlar asosida baholash imkonini beradi. Bu tizimlar yordamida:

O‘quvchilarning **o‘zlashtirish darajasi** aniq belgilanadi.

Til ko‘nikmalari (tinglab tushunish, o‘qish, yozish va gapirish) bosqichma-bosqich rivojlantiriladi.

O‘quvchilarning **kamchiliklari aniqlanib**, ularga individual yondashuv asosida yordam beriladi.

2. Kompetensiyaga asoslangan yondashuv

Chet tili faqat grammatik bilim emas, balki **muloqot qilish, tushunish va fikr bildirish ko‘nikmalarini rivojlantirishga qaratilgan** bo‘lishi kerak. Xalqaro standartlar bu yondashuvni qo‘llab-quvvatlaydi:

CEFR – tilni egallashni kommunikativ yondashuv orqali o‘rgatadi.

ACTFL – til o‘rganish jarayonini **kundalik hayotda qo‘llashga** yo‘naltiradi.

3. Akademik va professional integratsiya

Xalqaro standartlarga mos keluvchi til bilimi quyidagi imkoniyatlarni yaratadi:

Talabalar **xorijiy oliy ta’lim muassasalarida tahsil olishlari** osonlashadi.

Bitiruvchilar xalqaro mehnat bozorida **raqobatbardosh kadrlar** sifatida shakllanadi.

Til sertifikatlari (IELTS, TOEFL, DELF, DALF) orqali xalqaro miqyosda til bilish darajasini tasdiqlash imkoniyati oshadi.

Mahalliy ta’lim tizimiga moslashuv muammolari

Xalqaro standartlarga asoslangan dasturlarni mahalliy ta’lim tizimiga moslashtirishda bir qancha muammolar yuzaga keladi:

1. Dasturlar mosligi

Xalqaro standartlar mahalliy ta’lim dasturlari bilan **to‘g‘ridan-to‘g‘ri mos kelmaydi**, chunki:

Har bir mamlakatda til o‘qitish bo‘yicha **turli pedagogik yondashuvlar mavjud.**

Mahalliy ta’lim tizimi **milliy til siyosati va madaniy qadriyatlarga asoslangan.**

2. O‘qituvchilar malakasi

Xalqaro standartlarga mos dars berish uchun o‘qituvchilar **maxsus tayyorgarlikka ega bo‘lishlari lozim.** Aks holda:

Innovatsion metodlardan foydalanish cheklanadi.

O‘quvchilarning **kompetensiyalari noto‘g‘ri baholanishi mumkin**.

3. O‘quv materiallarining yetishmovchiligi

Xalqaro standartlarga mos **darsliklar, interaktiv materiallar va qo‘llanmalar yetishmovchiligi** muammo tug‘diradi. Shuningdek, mavjud materiallar **mahalliy ehtiyojlarga to‘liq javob bermasligi mumkin.**

4. Baholash tizimi

Mahalliy baholash tizimlari xalqaro standartlarga mos kelmasligi mumkin. Natijada:

Talabalarning bilim darajasi noto‘g‘ri baholanadi.

Sertifikatsiya jarayoni murakkablashadi.

Mahalliy ta’limga moslashtirish strategiyalari

Xalqaro standartlarga asoslangan til o‘qitish dasturlarini samarali joriy etish uchun quyidagi strategiyalar tavsiya etiladi:

1. Mahalliy sharoitga mos o‘quv dasturlarini ishlab chiqish

CEFR va ACTFL asosida ishlab chiqilgan dasturlarni milliy ta’lim standartlariga moslashtirish.

Mahalliy madaniyat va ehtiyojlarni inobatga olish.

2. O‘qituvchilar malakasini oshirish

Maxsus trening va seminarlar tashkil etish.

Onlayn kurslar va xalqaro tajriba almashish dasturlaridan foydalanish.

3. O‘quv materiallarini ishlab chiqish

Interaktiv darsliklar, audio va video materiallar yaratish.

Mahalliy muhitga mos o‘quv resurslarini ishlab chiqish.

4. Interaktiv metodlarni joriy etish

Kommunikativ yondashuv asosida til o‘qitish.

Rolli o‘yinlar, loyiha asosida o‘qitish va multimedia vositalaridan foydalanish.

5. Baholash tizimini takomillashtirish

CEFR yoki ACTFL mezonlariga mos keluvchi milliy baholash tizimini ishlab chiqish.

Xalqaro va milliy imtihon tizimlarini uyg‘unlashtirish.

Xulosa

Xalqaro standartlarga asoslangan til o‘qitish dasturlarining mahalliy ta’lim tizimiga moslashuvi ko‘plab afzalliklarga ega bo‘lsa-da, ularni samarali joriy etish uchun muayyan qiyinchiliklarni bartaraf etish zarur**. O‘qituvchilar malakasini oshirish, moslashtirilgan o‘quv dasturlarini ishlab chiqish va innovatsion pedagogik metodlarni qo‘llash** bu jarayonning muhim tarkibiy qismlaridir. Agar xalqaro standartlarga mos keluvchi ta’lim tizimi yaratilsa, talabalar **zamonaviy bilimlarga ega bo‘lib, global mehnat bozorida raqobatbardosh bo‘lishlari ta’minlanadi.**

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LEVERAGING GLOBAL ECONOMIC TRENDS TO ENHANCE ENGLISH LANGUAGE EDUCATION: A METHODOLOGICAL APPROACH FOR ECONOMICS STUDENTS

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The rapid and continuous changes in the global economy have underscored the necessity of learning foreign languages, particularly English, for economics students. English is not only a tool for academic growth but also a crucial means of professional development in the field of economics.

Integrating global economic trends into the English learning process provides students with insights into international markets, economic processes, and trends while simultaneously enhancing their language skills. This study evaluates the effectiveness of teaching English based on global economic trends and explores how this approach fosters deeper engagement and understanding among students.

The intersection of language learning and economics has been extensively studied, with researchers emphasizing the importance of contextually relevant materials and interdisciplinary approaches.

Global Perspectives on Language Learning and Economics

Crystal (2003) highlighted the role of English as a global language, emphasizing its dominance in international trade, finance, and academia. This global status necessitates its integration into specialized fields such as economics to prepare students for global challenges. Similarly, Ellis (2015) explored the cognitive benefits of contextualized language learning, asserting that learners acquire language more effectively when it is tied to their professional or academic interests.

Krashen's (1982) Input Hypothesis provides a theoretical foundation for this study, suggesting that comprehensible input is crucial for language acquisition. By incorporating global economic trends, students receive meaningful and relevant input, which enhances their learning experience. Gass and Selinker (2008) further support this view, emphasizing the role of interaction in second language acquisition. Debates and discussions on economic issues provide a platform for such interactions, fostering both linguistic and critical thinking skills.

Regional Studies and Contextual Relevance

In Uzbekistan, scholars such as Karimov (2020), Akhmedov (2021), and Tursunov (2022) have explored the integration of language education with economic studies. Karimov's research underscores the importance of aligning language curricula with students' professional aspirations, particularly in the context of economic globalization. Akhmedov's work highlights the efficacy of using economic case studies to teach English, noting significant improvements in students' ability to comprehend and articulate complex ideas.

Tursunov (2022) focused on modern pedagogical approaches, advocating for the use of digital tools and real-world data in language instruction. His findings suggest that incorporating local and global economic trends not only enhances language proficiency but also prepares students for the demands of the international job market.

Rahimov (2022) emphasized the importance of interdisciplinary education, arguing that integrating economics and language studies fosters a holistic understanding of global challenges. His research supports the use of real-world economic data as a bridge between theoretical knowledge and practical application in language learning.

Challenges in Contextualized Language Learning

Despite its benefits, contextualized language learning presents challenges. Johnson and Brown (2019) identified resource limitations and varying proficiency levels as significant barriers. They recommend tailored materials and teacher training to address these issues. Xu (2021) emphasized the need for culturally sensitive materials, arguing that learners are more engaged when the content reflects

their socio-economic context.

The OECD (2022) report on education and skills in the global economy highlights the importance of interdisciplinary education. It calls for curricula that bridge language learning with other disciplines, such as economics, to produce well-rounded graduates equipped for global challenges.

Summary of Key Findings

The reviewed literature underscores the following points:

Contextualized and interdisciplinary approaches enhance language learning outcomes.

Incorporating global economic trends provides meaningful input and fosters critical thinking.

Challenges such as resource limitations and varying proficiency levels can be mitigated through tailored materials and teacher training.

This study builds on these findings by exploring the practical application of these principles in an Uzbek context, contributing to both local and global discussions on language education.

Methods

The study was conducted in two main directions:

1. Developing Educational Materials Based on Global Economic Trends

Educational materials were developed by analyzing authoritative sources such as reports from the World Bank, International Monetary Fund (IMF), and United Nations. These reports provided up-to-date data on global economic issues, including:

Trade dynamics;

Inflation and unemployment rates;

Sustainable development goals;

Emerging market trends.

Case studies were tailored to the students' proficiency levels and economic knowledge. Each case study included:

Summaries of economic reports;

Glossaries of key terms;

Discussion questions to stimulate critical thinking.

2. Organizing Debates on Economic Issues

Debates and structured discussions were organized around pressing global economic topics. Students were divided into groups to encourage collaborative learning and active participation. Debate topics included:

The impact of globalization on developing economies;

Economic implications of climate change;

The role of digital currencies in the global market.

Students prepared arguments using data from the provided materials, fostering their ability to articulate complex ideas in English while applying economic terminology. The debates were evaluated based on language fluency, argument coherence, and the effective use of economic concepts.

The study involved 50 economics students divided into experimental (innovative methods) and control (traditional methods) groups. Pre- and post-tests assessed their progress in language skills and economic understanding.

Results

The findings of the study highlight the significant impact of this methodology:

1. Improved Understanding of Economic Terminology

Students in the experimental group exhibited a 25% improvement in their ability to understand and use economic terminology compared to the control group. For example, terms like "quantitative easing" and "trade deficit" were used correctly in both written and oral tasks.

2. Enhanced Language Proficiency

Students in the experimental group showed a 30% improvement in fluency, coherence, and vocabulary usage. Writing tasks demonstrated a more sophisticated structure and vocabulary compared to the control group.

3. Increased Engagement and Critical Thinking

The debates fostered active engagement, with students demonstrating critical thinking and

problem-solving skills. For instance, during a debate on "The Economic Consequences of Automation," students proposed innovative solutions to mitigate unemployment caused by technological advancements.

4. Academic and Practical Benefits

Students reported increased confidence in analyzing global economic trends and applying this knowledge in academic and professional contexts. Surveys indicated that 85% of participants in the experimental group felt better prepared for real-world economic challenges.

Visualization of Results

To illustrate the distribution of benefits observed among students, a pie chart was created. The chart highlights the following categories:

Improved Understanding of Economic Terminology (25%)

Enhanced Language Proficiency (30%)

Increased Engagement and Critical Thinking (20%)

Academic and Practical Benefits (25%)

The visualization underscores the balanced impact of the methodology across multiple dimensions of learning.

Conclusion

Teaching English through global economic trends is a powerful approach for developing language skills and economic knowledge among students. This methodology not only enhances academic performance but also equips students with the skills needed for global economic participation.

Future research should explore the long-term impact of this approach and its application across other disciplines. Additionally, integrating digital tools and AI-based platforms into this methodology could further enhance its effectiveness.

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SPRACHLICHE ETIKETTE IN DER DEUTSCHEN UND USBEKISCHEN KULTUR

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In der heutigen Zeit der gesellschaftlichen Reformen in unserem Land, bei der sowohl geistige, national-kulturelle als auch allgemeingültige menschliche Werte in Wissenschaft und Bildung berücksichtigt werden, wird besonderes Augenmerk auf „die Entwicklung grundlegender, angewandter und innovativer wissenschaftlicher Forschung, die Bewahrung bestehender wissenschaftlicher Schulen und die Schaffung neuer, die Stärkung ihres personellen Potenzials sowie die Förderung einer breiten Beteiligung talentierter junger Menschen an der Wissenschaft“ gelegt. (Präsidialerlass Nr. UP-5847, 1).

Sprachliche Etikette stellen besondere Zonen kultureller Sensibilität dar, in denen sich

Unterschiede zwischen linguokulturellen Gemeinschaften besonders deutlich zeigen und zu ernsthaften kommunikativen Störungen in der interkulturellen Kommunikation führen können.

Sprachliche Etikette lässt sich als ein System national-kulturell geprägter, stereotypischer und stabiler Kommunikationsformeln definieren, die von der Gesellschaft für die Aufnahme, Aufrechterhaltung oder Beendigung eines Kontakts in einer bestimmten Tonalität vorgeschrieben werden. Formanowskaja stellt fest, dass „sprachliche Etikette die national-kulturelle Spezifik der Kommunikation, sowie die in der jeweiligen Gesellschaft akzeptierten Vorstellungen von Höflichkeit und den entsprechenden sprachlichen Formeln" widerspiegeln. (Formanowskaja, 9).

Eine vergleichende Analyse der Sprachetikette in der deutschen und usbekischen Kultur zeigt folgende Besonderheiten auf.

Begrüßungs- und Abschiedsformeln.

In der deutschen Linguokultur ist das System der Begrüßung stark formalisiert und variiert je nach Tageszeit und Grad der Förmlichkeit der Situation. Die wichtigsten formellen Begrüßungsformeln sind: „Guten Morgen", „Guten Tag", „Guten Abend"; in informellen Situationen: „Hallo", „Hi", „Servus", „Grüß Gott" (in südlichen Regionen). Wie Neuner anmerkt, „…wird die Begrüßung in der deutschen Kultur in der Regel von einem Handschlag begleitet, wobei Blickkontakt als obligatorisch gilt". (Neuner, 4).

Auch die Abschiedsformeln reichen von formellen „Auf Wiedersehen" bis hin zu informellen „Tschüss", „Bis bald", „Ciao".

In der usbekischen Linguokultur ist das Begrüßungssystem vielfältiger und umfasst nicht nur standardisierte Formeln wie „Assalomu alaykum" oder „Salom", sondern auch zahlreiche Fragen zu Gesundheit, Befinden und Familie, die integraler Bestandteil des Begrüßungsrituals sind. Tadjibaeva betont: In der usbekischen Kultur ist die Begrüßung nicht nur eine Formalität, sondern ein wichtiges Ritual, das Respekt und Aufmerksamkeit gegenüber dem Gesprächspartner zeigt. (Tadjibaeva, 7). Die Begrüßung kann von speziellen Gesten begleitet werden (zum Beispiel das Auflegen der rechten Hand auf die Brust oder eine leichte Verbeugung). Abschiedsformeln enthalten häufig Segenswünsche wie „Yaxshi qoling" (Bleiben Sie gesund!) oder „Ko'rishguncha" (Auf Wiedersehen!).

Anredeformen und Titel.

In der deutschen Linguokultur beruht das System der Anrede auf einer klaren Unterscheidung zwischen formellen und informellen Registern. In formellen Situationen wird der Nachname zusammen mit einem Titel oder der Berufsbezeichnung verwendet: „Herr Müller", „Frau Schmidt", „Professor Weber", „Doktor Klein". Byram betont: Die ausschließliche Verwendung des Vornamens oder vertraulicher Anredeformen in formellen Kontexten wird als Verstoß gegen die Etikette empfunden. (Byram, 2). In akademischen Kreisen haben Titel und akademische Grade eine besondere Bedeutung und werden bei der Anrede stets genannt.

In der usbekischen Linguokultur ist das Anredesystem komplexer und umfasst neben Namen und Titeln auch Verwandtschaftsbezeichnungen, die auf Nichtverwandte angewendet werden. Kalandarov hebt hervor: Die Verwendung von Verwandtschaftsbegriffen (wie aka – älterer Bruder, opa – ältere Schwester, amaki – Onkel, xola – Tante) gegenüber Nichtverwandten ist Ausdruck von Respekt und der Aufbau einer nahen, vertrauensvollen Beziehung. (Kalandarov, 5). Im akademischen Bereich werden die Anreden „Ustoz" (Lehrer) oder „Domla" (Professor) verwendet. Eine reine Anrede mit dem Vornamen ist nur unter Gleichaltrigen oder gegenüber Jüngeren und Personen mit niedrigerem Status angemessen.

Dankbarkeit und Entschuldigung.

In der deutschen Linguokultur ist das Ausdrücken von Dank ein obligatorisches Element höflicher Kommunikation – selbst bei geringfügigen Gefälligkeiten. Häufig verwendete Formeln sind: „Danke", „Vielen Dank", „Herzlichen Dank", oft mit einer Begründung für die Dankbarkeit. Kramsch betont: Das Ausbleiben eines Dankes für eine erwiesene Hilfeleistung wird als ernsthafter Verstoß gegen die Etikette empfunden. (Kramsch, 3). Entschuldigungen werden klar und direkt formuliert: „Entschuldigung", „Es tut mir leid", „Ich bitte um Verzeihung" – je nach Schwere des Vorfalls.

In der usbekischen Linguokultur weist das Ausdrücken von Dank gewisse Besonderheiten auf. Safarov hebt hervor: Dankbarkeit wird nicht nur durch standardisierte Formeln („Rahmat", „Tashakkur")

ausgedrückt, sondern auch durch Segenswünsche („Umringizdan baraka toping“ – „Möge Ihr Leben gesegnet sein“), Komplimente oder das Anbieten von Gegenhilfe. (Safarov, 6). In Situationen, in denen Hilfe als selbstverständliche Pflicht gilt (z. B. unter Verwandten oder Freunden), kann übermäßiger Dank sogar als Distanziertheit empfunden werden. Entschuldigungen gehen oft mit Erklärungen, selbsterniedrigenden Formulierungen und dem Versprechen einher, die Situation wiedergutzumachen.

Komplimente und ihre Wahrnehmung.

In der deutschen Linguokultur sind Komplimente eher selten und beziehen sich meist auf konkrete Leistungen oder Eigenschaften – nicht auf das Aussehen. Neuner bemerkt: Deutsche Komplimente sind häufig rational formuliert und begründet: „Das hast du wirklich gut gemacht, weil... (Neuner, 4). Die Reaktion ist üblicherweise Dank, oft begleitet von bescheidener Zurückhaltung. Übertriebenes Selbstabwerten wird jedoch als unehrlich empfunden.

In der usbekischen Linguokultur sind Komplimente ein wichtiger Bestandteil der Kommunikation. Sie dienen dem Aufbau harmonischer Beziehungen, sind oft emotional, bildhaft und betreffen sowohl das Aussehen als auch den Charakter und die Familie. Charakteristisch ist eine gewisse Übertreibung und der Einsatz von Schutzformeln wie „Ko‘z tegmasin“ („Möge kein böser Blick dich treffen“). Reaktionen umfassen Ablehnung, Dank an Gott und Erwiderung des Kompliments.

Bitten und Absagen.

In der deutschen Linguokultur werden Bitten relativ direkt formuliert, jedoch durch Höflichkeitsformen und Modalverben abgeschwächt: „Könnten Sie mir bitte helfen?“, „Würden Sie mir das Salz reichen?“ Byram bemerkt: Die Direktheit der Bitte wird durch die höfliche Formulierung, das Wort 'bitte' und eine angemessene Intonation ausgeglichen. (Byram, 2). Auch Absagen werden meist direkt formuliert, oft mit einer Begründung und Ausdruck des Bedauerns.

In der usbekischen Linguokultur hingegen werden Bitten – besonders gegenüber Älteren oder Höhergestellten – meist indirekt geäußert. Direkte Bitten gelten als fordernd, daher werden lieber Andeutungen, Situationsbeschreibungen oder der Ausdruck eines Wunsches verwendet (Kalandarov, 5). Auch Absagen werden indirekt formuliert – mit Versprechen einer späteren Erfüllung, Verweis auf Hindernisse oder Vorschlag von Alternativen, da ein direktes Nein als respektlos empfunden werden kann.

Das Verständnis von sprachlichem Etikette in den verglichenen Kulturen ist essenziell für eine gelungene interkulturelle Kommunikation. Ter-Minasova betont: Gerade in diesem Bereich treten interkulturelle Unterschiede am deutlichsten hervor und können zu ernsthaften kommunikativen Störungen führen, die als persönliche Beleidigung oder absichtliche Unhöflichkeit empfunden werden. (Ter-Minasova, 8). Für usbekische Studierende, die Deutsch lernen, ist es wichtig, nicht nur die formalen Regeln zu kennen, sondern auch den kulturellen Kontext zu verstehen und die Unterschiede in der Interpretation derselben kommunikativen Handlungen in verschiedenen Kulturen zu erkennen.

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ЛИНГВИСТИЧЕСКАЯ ИНТЕРФЕРЕНЦИЯ - ВАЖНЫЙ ЭТАП В ПРОЦЕССЕ УСВОЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннотация. Автор рассматривает значимость языка как средства обмена информацией и его роль в установлении международных связей. Научно-технический прогресс и глобализация способствуют межкультурному сотрудничеству, но также вызывают взаимное влияние языков и появление новых терминов. Термин "интерференция" используется в преподавании иностранных языков. В статье исследуются трудности в изучении русского языка узбекскими учащимися и предлагаются методические рекомендации.

Ключевые слова: язык, интерференция, лингвистическое влияние, межкультурное сотрудничество, методические рекомендации.

Язык как средство обмена информацией важен для каждой нации и народа. Он служит для общения социальных субъектов на определённой территории с общим языковым характером. Язык также играет важную роль в установлении международных связей между культурами. Научно-технический прогресс и глобализация изменили отношения между людьми и государствами, укрепляя деловое межкультурное сотрудничество и изучение других культур [1]. В процессе общения между разными языками происходит взаимное влияние и появление новых понятий (терминов). Однако возникают и ошибки.

Понятие "интерференция" (лат. inter – между и ferens – несущий) изначально использовалось в физике для описания взаимодействия волн. Позднее термин применялся в ботанике, биологии, генетике, медицине и биохимии [2].

"Языковая интерференция" появилась во второй половине XX века и описывает влияние языков друг на друга. Уриэль Вайнрайх впервые использовал этот термин в лингвистике в 1953 году для обозначения речевого общения между языковыми коллективами. Пражский лингвистический кружок предложил термин "языковая интерференция" для описания отклонений от норм контактирующих языков [3].

Термин "интерференция" используется не только в лингвистике, но и в преподавании иностранных языков. Основной источник помех – несоответствия в системе взаимодействующих языков. Уриэль Вайнрайх, американский лингвист и один из основоположников социолингвистики, уделил большое внимание понятию интерференции.

В последние месяцы жизни Уриэль Вайнрайх работал со студентами над статьёй об изменениях на основе языкового разнообразия и полевых исследований, что привело к появлению социолингвистики.

Вайнрайха интересовало взаимодействие языков, которыми он владел (русский, немецкий, английский и другие), что привело его к изучению билингвизма и мультилингвизма. Он считал, что язык связан с обществом, поэтому его нельзя "отрывать от него". Это требует внимания к лингвистическим, географическим, экономическим, социальным и другим факторам. Докторская диссертация Вайнрайха в 1949 году заложила основы контактной лингвистики, исследуя двуязычие Швейцарии.

Русский и узбекский языки принадлежат к разным генетическим группам, что вызывает трудности в изучении русского языка из-за особенностей его грамматической системы и влияния родного языка учащихся. Сравнительное изучение фонетики русского и узбекского языков помогает предотвращать ошибки.

Узбекский и русский языки имеют разные алфавиты (латиница и кириллица), что требует фонетического обучения. Взаимосвязь двух языков в речи и грамматике приводит к переносу навыков, что называется "интерференцией". Различают 7 видов интерференции: фонетическая, лексическая, орфографическая, пунктуационная, морфологическая, синтаксическая (6).

Фонетическая интерференция проявляется в ошибках произношения и восприятия речи, что приводит к акценту. Исследование фонетической интерференции русской речи выявляет расхождения в системах консонантизма русского и узбекского языков. Важно формировать у детей фонологические представления с учётом мягких и твёрдых согласных.

Необходимо обратить внимание на практическое усвоение фонетически противопоставленных звуков (фонем) м-м', с-с', особенностей произношения всегда твердых ([ц], [ш], [ж]) и всегда мягких ([ч'], [ш']) согласных. Интерференция проявляется в виде сверхдифференциации, когда обучающиеся вносят в речь на русском языке признаки родного языка, такие как гортанный оттенок в сочетании задненёбных [г], [к], [х] с гласными переднего ряда.

Учителям начальных и средних классов необходимо показывать артикуляцию [г] и [г'], [к] и [к'], [х] и [х'], [п] и [п'], смычных и полусмычных, произносимых как придыхательные. Влияние прогрессивной ассимиляции в родном языке учащихся приводит к нарушению орфоэпических норм: [проспа] вместо [прозбъ], [воксал] вместо [вокзал].

Лексическая интерференция – это смешение языковых единиц при контакте языков. Разработкой понятия лингвистической интерференции занимались У. Вайнрайх, Л.В. Щерба. Наложение двух систем в речи приводит к интерференции; чем больше схожи языки, тем больше возможности интерференции.

Методические рекомендации по обучению иноязычных групп русскому произношению учитывают диалектную фонетику согласных звуков. Задача – систематизировать и обобщить теоретическую базу по сравнительно-сопоставительному изучению фонологических систем русского и узбекского языков. Для успешного овладения нормами русского языка учащимся необходимо учитывать сходства и различия в фонетических системах исследуемых языков. Особое внимание следует уделить функциональному аспекту фонетики, сопоставительному анализу фонологических систем.

Лингвистическая интерференция – важный этап в усвоении любого иностранного языка, требующий особого внимания языковедов, преподавателей и студентов.

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TILLARNI O'QITISH TIZIMIDA HAMKORLIK MASALALARI.

M.Kushimova

TDIU Xorijiy tillar ta'limi kafedrasi katta o'qituvchisi

A.Sharafiddinova

TDIU Turizm fakul'teti talabasi

Ta'lim jarayonining yaxlitligi, davriyligi, tizimliligi va texnologik tashkil etilishi uning asosiy belgilaridir. Yaxlitlik shaxsning rivojlanishi va shakllanishi jarayonlarining, shuningdek, tarbiya va ta'limning ajralmas birligi sifatida belgilanadi. Fan ta'lim va tarbiya o'rtasida farq qiladi, lekin ular bir-biriga bog'liq va ko'p o'xshashliklarga ega.

O'quv dasturida qadriyatlar, me'yorlar va qoidalar ustunlik qiladi. Ta'lim hozirda birinchi navbatda shaxsning iste'molchi dalillari sohasidir.

Ta'limning asosiy ta'siri idrok etishdir. Ikkala protsedura ham shaxsning ongi va xatti-harakatiga ta'sir qiladi va uning o'sishiga hissa qo'shadi. Bu jarayonlar o'rtasidagi o'xshashliklarga qaramay, fan ularni didaktika va ta'lim nazariyasidagi alohida jarayonlar sifatida qaraydi. Bu, ayniqsa, hozirgi sharoitda juda muhim, chunki u butun o'quv jarayonining uslubiy printsipi va yaxlitligini kafolatlaydi.

Jarayonning tuzilishi va ular o'rtasidagi aloqalar ta'lim jarayonining metodik rivojlanishining bir qismi sifatida aniqlanadi. Bu o'ziga xos xususiyatlarni, asosiy g'oyalarni va ularning bir-birining ta'siri natijasida o'zgarishini tushunishni osonlashtiradi.

Masalan, ta'lim maqsadi mavzuni belgilaydi, malaka darajasi o'quv strategiyasini tanlashga ta'sir qiladi va hokazo. Tez sur'atlar bilan taraqqiy etayotgan texnologiyalar o'qitish-tarbiya jarayonining tez takomillashuvini va yangi texnologik muhitga ko'nikishini taqozo etadi.

Moslashuvchantarbiya jarayonini tashkil etish zamonaviy axborot texnologiyalarinegizidao'quvmateriallarini yaratishning turli komp'yuter o'rgatuvchi tizimlarini yaratish; amaliy o'rgatuvchi komp'yuter dasturlarinituzish;tarbiyaning turli usullari va vositalari orqali aniq ta'lim-tarbiya jarayonini shakllantirish bosqichlarida moslanuvchanlik printsipiningmavjudliginitalabqiladi. Bunday printsip negizida tayyorlangano'quvresurslari talabaning bilimsaviyasi,mahorati, psixologikjihatlari, guruhlarning o'ziga xosjihatlariva ta'lim-tarbiya berishning ijtimoiy-madaniytomonlarinio'zida mujassamlashtirgan bo'ladi.Ta'limdagi islohotlar har bir pedagogdan o'zining faniga va barkamol avlod ta'lim-tarbiyasiga oid axborotlarni muntazam o'rgana borib, ularni o'z mehnat faoliyatida izchil qo'llay bilishni talab qiladi. Zamonaviy axborot texnologiyalari muhitida didaktika, zamonaviy axborot texnologiyalaridan faol foydalanish orqali bilimlarning samarali o'zlashtirishga yo'naltirilgan o'quv faoliyatining keng jabhali turlarini taklif etadi. Bu muhitdagi didaktika fikrlashni, shaxsning salohiyati va imkoniyatlarini, unda axborot madaniyatini tarbiyalash bo'yicha malaka va ko'nikmalarini rivojlantiradi. Ta'lim-tarbiya jarayonlarini axborotlashtirish pedagogik psixologik maqsadlarni amalga oshirishga yo'naltirilgan zamonaviy axborot texnologiyalarini ishlab chiqish va ulardan foydalanishni nazarda tuta-di. Bu jarayon zamonaviy axborotlashgan jamiyatda shaxsni rivojlantirish maqsadlarida ta'lim-tarbiyaning tashkiliy shakllari, metodlari, mazmunini tanlash va metodologiyasini takomillashtirishni hamda talabaning intellektual salohiyatini rivojlantirishni nazarda tutadi.

Ta'limning tarbiyaviy va rivojlantiruvchi vazifalarga yo'naltirilganlik tamoyiliga ko'ra, pedagog tomonidan talabalarda ma'lum bilim, ko'nikma va malakalarni shakllantirayotib, aniq bir mavzu bo'yicha darsning tarbiyalovchi va rivojlantiruvchi salohiyatidan samarali foydalanish maqsadga muvofiqdir.

Zamonaviy axborot texnologiyalarning ta'lim va tarbiya ishlar tizimida qo'llanishi mavjud bo'lgan ayrim tushunchalarni ham mazmunan, ham mohiyatan qayta ko'rib chiqishni taqozo etdi. Shu bois, tarbiya jarayonlarini tashkil etishda kompleks yondashuvni amalga oshirish boshlandi. Aslida, ta'lim va tarbiya ishlar murakkab jarayon bo'lib, unda ta'lim muassasasi-ning jamoasi, murabbiy va talabalarning o'zaro munosabatidagi yaxlitlik ta'minlanadi. Endilikda ushbu jarayon elektron tarbiya resurslari – rasmiy vebsaytlar, elektron formatdagi adabiyotlar, audio va video materiallar, o'rgatuvchi kompьyuter

dasturlari bilan uyg'unlashib bormoqda. Bu vaziyatda ta'lim-tarbiya jarayonlari ko'proq talabaning ichki imkoniyatlari, intellektual salohiyati, axborotni qabul qilish va o'zlashtirish qobiliyatlariga bevosita bog'liq bo'lmoqda. Elektron tarbiya resurslarining afzalliklari qatoriga axborotlarning jamlanganligi, ko'rgazmaliligi, ya'ni turli xil taqdim etish imkoniyatlarining mavjudligi, animatsiya-lardan foydalanganligi, ta'lim-tarbiya oluvchilarning yoshi va fiziologik xususiyatlariga mos axborotlarni taqdim etib borish jihatlarini kiritish mumkin. Bu resurslar talabada ijodiy fikrlashni, tarbiyaviy ko'nikma va malakalarni rivojlantirish orqali resurslarni har tomonlama chuqur o'zlashtirilishiga imkoniyatning mavjudligi bilan alohida ahamiyatga ega.

Ta'kidlash joizki, ta'lim-tarbiyadagi elektron resurslar pedagoglar imkoniyatlarini oshiruvchi vosita bo'lib xizmat qiladi, lekin ular pedagog o'rnini bosa olmasligi tabiiy. Ma'lumki, pedagogik tadqiqotlarda ko'proq didaktikaga, ya'ni o'quv materiali mazmunini asoslashga, o'qitishning tashki-liy shakllari va metodlariga qaratiladi. O'qitish jarayoni didaktik tamo-yillarga - o'quv materialining izchilligi va tizimliligi, ko'rgazmaliligi, tushunarliligi, ilmiyligiga asoslanadi. Shu bois, elektron ta'lim va tarbiya resurslari ham qayd etilgan tamoyillar asosida yaratiladi. Ular an'anaviy tarbiyaviy faoliyatning ketma-ketligi va izchilligini inkor etmaydi, balki uning mazmunini zamonaviy kompьyuter texnologiyalari asosida to'ldiradi. Shu bois, axborot texnologiyalari vositalarini ta'lim muassasalarining ta'lim va tarbiya ishlar tizimiga joriy etish jarayoni integrativ xarakterga ega.

Aynan shuning uchun uzluksiz ta'lim-tarbiya jarayonlariga ilg'or pedagogik va axborot texnologiyalarini tatbiq etishda asosiy vazifalar sifatida quyidagilarni keltirish mumkin:

• Yangi axborot texnologiyalarini ta'lim-tarbiya jarayoniga tatbiq etishning zaruriy moddiy texnika bazasini yaratish;

• ta'lim-tarbiya jarayoni uchun zamonaviy axborot texnologiyalarini loyihalash va qo'llash;

• foydalanuvchilarning zamonaviy axborot va kommunikatsiya texnologiyalari sohasidagi bilim va ko'nikmalarini shakllantirish;

• zamonaviy texnologiyalar negizida ta'lim va tarbiya jarayonlaridagi samaradorlikni kafolatlash.

Yuqorida bayon qilingan fikrlardan kelib chiqqan holda axborot texnologiyalarini ta'lim muassasalari ta'lim-tarbiya ishlarni boshqarish tizimida qo'llash, bir tomondan, murabbiylardan resurslarni o'zlashtirishini oshishiga, ikkinchi tomondan, talabalarning ma'naviy-axloqiy fazilatlari, ularning ma'naviy kamoloti darajasi to'g'risida ma'lumotlar olish, ularning dinamikasini kuzatish, bashoratlash, zarur hollarda tuzatishlar kiritish kabi imkoniyatlarni yaratadi.

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МОДЕЛЬ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ ДЛЯ РАЗВИТИЯ РЕЧЕВЫХ НАВЫКОВ ПОСРЕДСТВОМ ТЕХНОЛОГИИ «ЯЗЫКОВЫХ ПОРТФЕЛЕЙ»

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Аннотация. Данное исследование посвящено разработке и внедрению инновационной модели обучения русскому языку, направленной на эффективное развитие речевых компетенций студентов с учетом их будущей профессиональной деятельности. В основе модели лежит применение технологии «языковых портфелей», которая позволяет создать индивидуальную траекторию обучения каждого студента. Разработать и апробировать модель обучения русскому языку, которая будет способствовать формированию у студентов всех необходимых речевых навыков для успешной коммуникации в профессиональной среде. Современные реалии требуют от выпускников вузов не только глубоких теоретических знаний, но и развитых коммуникативных навыков. Использование технологии «языковых портфелей» позволяет сделать процесс обучения русскому языку более индивидуальным, ориентированным на практические потребности студентов и способствующим их успешной социализации в профессиональной среде. В исследовании предлагается оригинальная модель обучения русскому языку, которая объединяет в себе традиционные методы обучения и современные технологии. Особое внимание уделяется развитию всех видов речевой деятельности (говорение, аудирование, чтение, письмо) в контексте будущей профессии студентов. Результаты исследования могут быть использованы для совершенствования учебных программ по русскому языку в вузах, создания методических материалов для преподавателей и разработки индивидуальных планов обучения для студентов.

Ключевые слова: модель обучения, русский язык, языковые портфели, речевые компетенции, профессиональная сфера, индивидуальный подход, проектная деятельность.

ВВЕДЕНИЕ. Рассматривая переход от подходов, ориентированных на учителя, к подходам, ориентированным на ученика и обучение, можно сказать, что процессно-ориентированные подходы должны быть приняты в проектах учебных программ. Основная гипотеза в процессно-ориентированных подходах заключается в том, что определенные навыки и стратегии, используемые для понимания или создания речи, существуют на основе каждого языкового поведения. Среда обучения важна, потому что студенты осознают свои способности и потенциал в учебной среде.

Одним из методов процессно-ориентированной оценки, безусловно, является портфолио. Конструктивистский подход представлен на основе исследований портфолио. Потому что студенту нужна конструкция в его/ее уме для каждого исследования и деятельности, которые будут помещены в портфолио [Azimov, E., 2018, 45-46]. Он/она отражает свое обучение в своей учебе. С этой точки зрения можно сказать, что применение портфолио способствует конструктивистской теории обучения. В настоящее время поощряется многоязычие, и значение, придаваемое изучению языка, возрастает, чтобы обеспечить современным нациям возможность идти в ногу с быстро растущими знаниями. Новые подходы в области образования направляют как учителей, так и учеников на активное участие в образовании. Поэтому традиционные методы пришлось заменить новыми. Система, которая была полностью ориентирована на учителя и в которой было только ограниченное место для учеников, чья роль заключалась в участии в качестве пассивного получателя, утратила свою актуальность. Обучение языку может быть выполнено только как задача, которая в основном фокусируется на процессе, а не на продукте, направлена на обучение навыкам общения и обеспечивает реалистичную среду для использования языка. Конечно, все это выдвигает на первый план то, как много ученик узнает в процессе оценки [Barrett, H. C., 2020, 87].

ЦЕЛЬ и ЗАДАЧА. В результате этих тенденций в качестве альтернативного метода оценки возникло портфолио, однако идеи о функциональности его результатов оставались ограниченными. Хотя за рубежом было проведено несколько исследований, количество исследований по этой теме в нашей стране ограничено. Языковые портфели играют важную роль в образовании, интегрируя цифровые технологии, контролируя и оценивая языковые навыки и поощряя автономное обучение и рефлексивное мышление. Использование цифровых технологий в языковых портфелях позволяет оценивать более широкий спектр коммуникативных навыков и поощряет самосовершенствование и размышления учащихся о собственном обучении. Языковые портфели помогают контролировать и оценивать качество обучения иностранным языкам, позволяя учащимся оценивать свои возможности и повышая их мотивацию к изучению языка.

Они оказывают положительное влияние на разговорные навыки детей как на целевом иностранном языке, так и на языке их семьи.

МЕТОДЫ ИССЛЕДОВАНИЯ. Языковые портфели играют важную роль в современном образовании, особенно в оценке языковых навыков. Вот некоторые ключевые моменты относительно их роли:

Интеграция цифровых технологий: языковые портфели служат мостом между традиционными методами оценки и современными цифровыми технологиями. Они позволяют включать различные цифровые инструменты, делая процесс оценки более актуальным и интересным для студентов

Комплексная оценка: в отличие от формальных языковых экзаменов, которые часто фокусируются на узких аспектах владения языком, языковые портфели позволяют учителям оценивать более широкий спектр коммуникативных навыков. Этот целостный подход помогает оценить не только знание языка, но и способность эффективно использовать его в реальных жизненных ситуациях

Поощрение саморефлексии: языковые портфели побуждают студентов заниматься самосовершенствованием и размышлениями о своем пути обучения. Собирая доказательства своих языковых навыков, студенты могут лучше понять свои сильные стороны и области для улучшения, способствуя росту мышления

Разнообразные доказательства компетентности: портфолио позволяют студентам включать различные типы доказательств, такие как видео, аудиозаписи, интеллект-карты и онлайн-тесты. Это разнообразие не только демонстрирует их коммуникативную компетентность, но и обеспечивает более полное представление об их языковых способностях

Облегчение обратной связи с преподавателем: использование языковых портфолио может улучшить процесс обратной связи. Преподаватели могут предоставлять более целенаправленную и конструктивную обратную связь на основе разнообразных материалов, включенных в портфолио, что может привести к улучшению результатов обучения для студентов

Адаптивность и доступность: электронные портфолио, в частности, можно легко распространять и адаптировать для удовлетворения потребностей разных учащихся. Эта гибкость делает их ценным инструментом в различных образовательных условиях, позволяя персонализировать опыт обучения [Barootchi, N., & Keshavarz, M.H. 2002, 109-110].

Современный мир требует от специалистов владения не только родным, но и иностранными языками, в том числе и русским. Обучение русскому языку должно быть направлено не только на формирование грамматических навыков, но и на развитие коммуникативной компетенции, позволяющей эффективно использовать язык в профессиональной деятельности. Технология "языковых портфелей" предоставляет уникальную возможность для персонализации обучения и развития всех видов речевой деятельности.

Цель данной модели - создание эффективной системы обучения русскому языку, которая будет способствовать развитию всех речевых компетенций (говорение, аудирование, чтение, письмо) у обучающихся, ориентированных на использование языка в будущей профессиональной деятельности. Каждый обучающийся имеет свой темп и стиль обучения, поэтому модель предусматривает создание индивидуальных языковых портфелей, отражающих уникальные потребности и цели каждого обучаемого. Использование аутентичных материалов (статьи, видео, аудиозаписи) из профессиональной сферы позволяет обучающимся осваивать лексику и грамматику в контексте реальных коммуникативных ситуаций [Nasiba, P. 2022, 793-797].

РЕЗУЛЬТАТ. Использование языковых портфелей в преподавании русского языка обеспечивает персонализированный и рефлексивный подход к обучению. Этот метод способствует мотивации, вовлеченности и целостной оценке языковых навыков. Ставя цели, собирая доказательства и получая обратную связь, учащиеся могут отслеживать свой прогресс, определять области для улучшения и отмечать свои достижения. Языковые портфели служат ценными инструментами для общения и мотивации, помогая учащимся развивать свои языковые навыки и достигать своих целей обучения. Языковые портфели предлагают персонализированный и рефлексивный подход к изучению русского языка. Они побуждают

учащихся брать на себя ответственность за свой языковой путь, ставить собственные цели и отслеживать свой прогресс. Этот подход способствует мотивации, вовлеченности и целостной оценке языковых навыков. Собирая доказательства своего обучения, размышляя о своем опыте и получая обратную связь, учащиеся могут определять области для улучшения, отмечать свои достижения и развивать свои языковые навыки осмысленным образом.

Языковые портфели также служат ценными инструментами для общения и мотивации, помогая учащимся обрести уверенность и достичь своих целей в изучении языка [Levitan, K., 2013, 89-91]. Языковые портфели предлагают персонализированный и рефлексивный подход к изучению языка. Они побуждают учащихся брать на себя ответственность за свой языковой путь, ставить собственные цели и отслеживать свой прогресс. Такой подход способствует мотивации, вовлеченности и целостной оценке языковых навыков. Собирая доказательства своего обучения, размышляя о своем опыте и получая обратную связь, студенты могут определить области для улучшения, отпраздновать свои достижения и развивать свои языковые навыки осмысленным образом. Языковые портфолио также служат ценными инструментами для общения и мотивации, помогая студентам обрести уверенность и достичь своих целей в изучении языка.

Контроль организован таким образом, чтобы дать возможность судить об уровне сформированности коммуникативных навыков, а также о владении как языковым, так и страноведческим материалом. Для проверки уровня коммуникативных навыков, таких как чтение, говорение, аудирование, проводятся проверочные работы. Технология языкового портфолио (от фр. porter – носить + Feuille – лист) представляет собой комплексный набор разнообразных рабочих материалов, отражающих накопленные в процессе обучения и освоения иностранного языка образовательные результаты [Brown, D. 2001, 56]. Данный набор материалов предоставляет широкий спектр возможностей как для ученика, так и для учителя. Языковой портфель включает задания, проекты, отчеты, письменные работы, показывающие успехи в освоении коммуникативных навыков. На основании результатов учитель анализирует и оценивает такие признаки, как объем проделанной учебной работы и разнообразие достижений в области изучения иностранного языка, а также практический образовательный опыт в этой области.

Языковой портфель создается в соответствии с возрастными особенностями студента и образовательной программой. В нем студент регулярно записывает свои результаты, достижения и опыт освоения иностранного языка. Языковой портфель для студентов разрабатывается в соответствии с европейской концепцией языкового портфеля. При этом учитываются как когнитивное, так и эмоциональное развитие каждой возрастной группы студентов; в процессе обучения иностранному языку используются различные технологические ресурсы, чтобы студент имел возможность: оценить свой уровень владения иностранным языком; осознанно и ответственно подходить к процессу и результатам освоения языка, реагировать на изучение иностранного языка; совместно с преподавателем находить наиболее рациональные пути совершенствования своих знаний и умений, а также уметь самостоятельно организовывать работу по изучению иностранного языка.

ЗАКЛЮЧЕНИЕ. Таким образом, коммуникативная компетентность является одной из ключевых компетенций, формирование которой является интегративной целью на всех этапах обучения иностранному языку. Коммуникативная компетентность – это способность и готовность к общению с носителями языка, что подразумевает формирование языковой, речевой, социокультурной, а также компенсаторной и учебно-познавательной коммуникативной компетентности. Эффективному формированию коммуникативной компетентности способствует технология «языкового портфеля». Языковой портфель – это инструмент документирования и оценки языковых навыков обучающихся, позволяющий совершенствовать организацию образовательного процесса. В ходе исследования нами доказано, что использование языкового портфеля как инструмента формирования коммуникативной компетентности в процессе обучения иностранному языку является важным методическим аспектом достижения личностных, метапредметных и предметных результатов иноязычного образования.

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CHET TILLARNI O‘QITISHDA GLOBAL ISTIQBOLLAR

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Til bilgan- el biladi. (o‘zbek xalq maqoli)

Bugungi kunda dunyoda yoshlarning chet tillarini o‘rganishga bo‘lgan qiziqishi kundan kunga juda tez o‘sib bormoqda. Chet tillarini bilish orqali ular ko‘plab davlatlarga sayohat qilib, ularning tarixi, urf-odatlari va madaniyatni o‘rganib, tajriba va malakalarga ega bo‘lishmoqda. Fan, ilm hamda texnika bo‘yicha taraqiyot va amalga oshirilayotgan islohotlar tufayli chet tillarni o‘rganishga bo‘lgan qiziqish jamiyatdagi o‘rni va nufuzini yanada mustahkamlab bormoqda.

Til o‘qitish va o‘rganishda global istiqbollarni o‘rganish, bugungi kunda juda dorzarb bo‘lib kelayotgan mavzulardan biridir. Global istiqbollar, ya’ni jahondagi barcha tillarning o‘zaro aloqalarini, ularning o‘zgaruvchanligini va boshqa tillar bilan ta’sirini tushunishni o‘z ichiga oladi. Bu insonlarning boshqa tillar va madaniyatlarga oid ko‘nikmalarini o‘rganish, boshqa tillarda aloqa qilish va boshqa tillardagi matnlarni tushunishga imkon beradi.

Jahonning ko‘p tilshunoslari tomonidan tillarning o‘zaro aloqasi boyicha ilmiy tadqiqotlar olib borilgan. Olib borilgan ilmiy tadqiqotlarning ko‘pida ushbu masalaga ijtimoiy-tarixiy va psixologik nuqtayi nazardan yondashilgan, ya’ni muayyan bir til tarixini o‘rganish orqali mazkur tilning o‘z taraqqiyoti davomida boshqa tillar ta’siriga tushishi natijasida, tillar o‘rtasida o‘zaro so‘z almashish hodisasi sodir bo‘lishi kuzatilgan. “Tabiiyki, tillar o‘rtasida o‘zaro so‘z almashish aloqasining miqdoriy natijalari turli tillarda turlicha bo‘ladi. Jahon tillari orasida hech qachon va hech qayerda boshqa tillar ta’siriga tushmagan yoki o‘z lug‘at boyliklaridan boshqa tillarga bermagan til topilmasa kerak. Shuningdek, hech bir tirik til boshqa bir til bilan o'zaro aloqaga kirishmaslik kafolatini bera olmaydi. Ayniqsa, o‘zaro aloqada bo‘lgan xalqlarning tillari bir-birlariga ta’sir etishi, bir-birini boyitishi uchun xizmat qilishi, bunday o‘zaro ta’sirning leksikada samarali bo‘lishi ma’lum fakt. Xalqlarning o‘zaro aloqalari, tillarning bir-biriga ta’siri turli davrlarda, turli sharoitlarda o‘ziga xos ko‘rinishda bo‘ladi.

Bunday o‘zaro ta’sir ayrim davrlarda kuchsiz darajada bo‘lsa, boshqa bir davrda sezilarli va samarali tarzda bo‘ladi. Shu bilan birga, bunday o‘zaro ta’sir ba’zi vaqtlarda stixiyali tarzda bo‘lsa, ayrim davrlarda uni ma’lum qonun-qoidalar asosida yo‘lga solish, unga insonning faol aralashuvi talab etiladi”. (I.Yoldoshev, O.Sharipova, 2007)

Til odamlar o‘rtasidagi muhim bo‘lgan aloqa vositasi bo‘lib, o‘zaro bir-birini tushunishda muhim rol o‘ynaydi. Til odamlar o‘z fikrlarini, hissiyotlarini, maqsadlarini va bilimlarini boshqalarga ifodalash va ulashishda asosiy vosita bo‘lib xizmat qiladi. Tilning turli xil turlari mavjud bo‘lib, har bir jamiyat o‘zining milliy tiliga ega bo‘ladi. Bu esa jamiyatning aniqlaydigan va madaniyatining asosiy qismi bo‘lib, insonlar o‘rtasidagi aloqalarni kuchaytiradi.

Bugungi kunda chet tillarni bilish ko‘nikmasi professional ta’limning ajralmas qismlaridan biri bo‘lib qolmoqda. Turli sohalardagi mutaxassislarda chet ellik hamkorlar bilan hamkorlik qilish ko‘rsatkichi yuqori bo‘lganligi sababli, ularda til o‘rganishga bo‘lgan talab ancha yuqoridir.

Globallashuv jarayonida chet tillarini o‘qitishning afzalliklari ko‘p. Hozir ko‘pchilik chet tillarini o‘rganmoqda, chunki chet tillar ular uchun ham muhim ahamiyatga ega. Chet tillarni bilish doimo muhim va dolzarb bo‘lib kelgan. Hozirgi kunda chet tillarni bilish davr talabiga aylangan. So‘nggi bir necha o‘n yilliklarda globallashuv ta’lim tizimida barqaror o‘rin egalladi.

“Har qanday maqsad ehtiyoj tufayli paydo bo‘ladi. Maqsad tushunchasi rejalashtirilgan natija, tasavvurdagi oqibat ma’nosini anglatadi. … . Ta’lim maqsadlari ijtimoiy buyurtma-topshiriq bo‘lib, har tomonlama rivojlangan shaxsni shakllantirish va tarbiyalashga qaratiladi”. (J. Jalolov, 42)

Hammamizga ma‘lumki, hozirgi kunda o‘sib kelayotgan yosh avlodni chet tillarini mukammal o‘rganadigan, o‘zi o‘rganayotgan xorijiy tilda erkin so‘zlasha oladigan mutaxassislarni tayyorlash, chet tillarini o‘rganish orqali dunyo xalqlari madaniyatiga kirib borish belgilangan talabga javob beradigan kadrlarni tayyorlash yurtimizda o‘tkazilayotgan ta‘lim islohotining maqsad va vazifalaridan biridir. Bugungi kunda har bir inson uchun xorijiy tillarni bilish juda muhimdir. Dunyo tobora globallashib borayotgani va ikki tilni bilish, shunchaki qiziqish emas, balki zamon talabi bo‘lib qolmoqda.

Hozirgi zamon chet tili ta’limi jarayon sifatida o‘quvchi shaxsini, uning intellektual va emotsional-ixtiyoriy qobiliyatlari hamda shaxsiy fazilatlarini takomillashtirishdan iborat bo‘ladi, ular tilda namoyon bo‘ladi. Chet tilini o‘rganish natijasi o‘quvchilarning kommunikativ kompetentsiyasini shakllantirishdir, bu o'z navbatida mamlakatning ijtimoiy-madaniy kontekstini hisobga olgan holda turli xil muloqot holatlarida chet tilida so'zlarni tushunish va shakllantirsh qobiliyati sifatida belgilanadi.

Global istiqbollar globalashuv jarayonining bir qismidir. Bu istiqbollar odamlarga (yani til organuvchilarga) tillar va madaniyatlar o‘rtasidagi bo‘g‘liqlikni tushuntirishga ko‘maklashadi. Bu jarayonning bir qismi sifatida global istiqbollarni o‘rganish, jahondagi boshqa tillar bo‘yicha kompetentlikni oshirish, turli xil tillarda matnlar tushunish va o‘qishni yahshilashga yordam beradi

“Kompetentlik”(kompetensiya) so‘zi tarjimada “layoqatli”, “munosib bo‘lmoq” kabi ma’nolarni anglatuvchi lotincha “competere” so‘zi asosida hosil bo‘lgan. “Kompetensiya” deyilganda, shaxsning biror-bir sohadan xabardorlik, shu sohani bilish darajasi tushuniladi. (zenado. org).

Til kompetentligi, insonning biror tildan samarali ravishda foydalanish va uni tushunish bilan bog‘liq bo‘lgan ko‘nikmalar va bilimlarni ifodalaydi. Til kompetentligi o‘quvchilarning o‘zlarini ma'lum bir tilni samarali ravishda foydalanishlari uchun tayyorlashda muhimdir. Uning asosiy ko‘nikmalari quyidagilar: 1.Tilni tushunish; 2.Tildan foydalanish; 3.Muloqot va fikrlarini ifodalash; 4.Tilni tahlil qilish; 5. Tilni ijtimoiy ravishda qo‘llash kabi ko‘nikmalarni tashkil etadi.

Bu kompetentliklarni rivojlantirish uchun til o‘rganuvchi talabalarga amaliy mashg‘ulotlar tashkil etish, muloqotlar va muzokaralar orqali chet tilini o‘rganish va samarali foydalanishlari uchun imkoniyatni shaklantirish muhimdir.

Bugungi kun-globallashuv davridir. Bu davr insoniyatning zamon bilan hamnafas bo‘lishini talab etadi. Shu sababli, turli soha mutaxassislari o‘z ona tilini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarni bilishlari va muloqot qila olishlari maqsadga muvofiq. Buning uchun xorijiy tillarni o‘rganish va o‘qitish tizimini yanada zamonaviy metodlar bilan takomillashtirish hamda til o‘rganuvchilar chet tillarini o‘rganishga bo‘lgan motivatsiyani oshirish nihoyatda katta ahamiyat kasb etadi. Chet tillarni o'rganish va boshqalar bilan muloqot qilishga o'rganishga qaratilgan hayotiy ko'nikmalarga ega bolish juda muhim.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Hozirgi davrda innovatsion ta’lim texnologiyalarining bir necha xil usullari bor. Ulardan dars mashhulotlarida mavzularni yoritishda turli usullardan foydalanilsa, darslarning samarasi yuqori bo‘ladi va talabalarning fanga bo‘lgan qiziqishlari ham ortib boradi. Ta’lim jarayonida yangiliklarni olib kirish va ularni tadbiq qilish orqali ta’lim samaradorligini oshishi nazarda tutiladi. Chet tili darslarining o‘qitilishida turli rolli, harakatli o‘yinlardan foydalanish ham darsga ham til o‘rganishga bo‘lgan qiziqishni ortishiga sabab bo‘ladi. O‘quvchilarning juft yoki kichik guruhlarda ishlashlari orqali esa o‘quvchilarning boshqalar bilan kommunikativ aloqa qilishlari uchun yordam beradi.(M.Otaboyeva, 2017)

Xulosa qilib aytganda, tillarni o‘rganish va o‘qitishda global istiqbollarni o‘rganishning yana bir muhim jihati shundaki, til o‘rganuvchilar talabalarga global muamolarni o‘z hayotlari va jamiyat bilan bo‘g‘lashda muhim ahamiyat kasb etadi. Bu til o‘rganuvchi talabalarga global muomolarning dolzarbligini, ta’sirini ko‘rishga yordam beradi, shuningdek ta’lim va ijtimoiy hayotda o‘zgarishlar va yangiliklar qilish uchun imkoniyatlar eshingini ochadi. Hozirgi davrda insoniyatning zamon bilan hamnafas bo‘lishi talab etiladi. Turli soha mutaxassislari o‘z ona tillarini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarni bilishlari va muloqot qila olishlari maqsadga muvofiqdir. Buning uchun chet tillarni mukammal o‘rganish va o‘qitish tizimini yanada zamonaviy metodlar bilan takomillashtirib borishi hamda chet tillarni o‘rganishga bo‘lgan motivatsiyani oshirish nihoyatda zarurligi talab etiladi. Chet tillarni o‘rganish va muloqot qilishga o‘rganishida hayotiy ko‘nikmalarga ega bo‘lishi ham juda muhimdir.

Chet tillarini bilish orqali ular ko‘plab davlatlarga sayohat qilib, ularning tarixi, urf-odatlari va madaniyatni o‘rganib, tajriba va malakalarga ega bo‘lishadi. Ilm yordamida fan-texnika rivojlanadi va amalga oshirilayotgan islohotlar tufayli jamiyatdagi chet tillarni o‘rganishga bo‘lgan qiziqish va nufuz yanada mustahkamlanadi.

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赵元任语音教学理论及教学实践研究——基于《国语入门》的分析

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摘要：赵元任先生是中国现代语言学和海外中文教育的先驱，在现代汉语及中文教学方面提出过诸多有见地的理论。本文梳理文献，归纳了赵元任先生提出的语音教学理念：教“活的语言”、以区分音位为目标、重视拼音字母的作用；并以《国语入门》为材料，分析赵元任先生的语音教学实践。

关键词：赵元任；语音教学理念；《国语入门》

赵元任先生✂国际中文教学的开拓者。以对汉语本体的研究和自身的语言学习经验为基础，赵元任形成了一套独特的教学方法和模式。语音学习方面，他着重强调：“一失音成千古恨。”语言教学中，语音教学是第一步，也是至关重要的一步，在汉语教学的任何阶段都不应该被忽视。赵元任在 20 世纪 40 年代编写了汉语教材《国语入门》（Mandarin Primer：An Intensive Course in Spoken Chinese）。该书是赵元任在美国哈佛大学负责汉语培训工作时主要使用的教材。

目前，汉语语音教学仍存在一些亟待解决的问题，“洋腔洋调”现象仍比较普遍。其中的原因，既有汉语语音研究方面的不足，语音教学理念也值得进一步反思。在上个世纪中期，赵元

任先生细致分析了汉语语音特点，他对汉语本质及汉语教学本质的认识也不断指导着之后的汉语教学实践。因此，本文通过文献研究和归纳，梳理他的教学理念，以《国语入门》为材料，分析其语音教学实践，希望能从理论和方法两个方面，为今后的国际中文教育提供参考和借鉴。

一、教“活的语言”

赵元任先生最早提出：汉语教学要教“活的语言”。这是赵元任在汉语语音教学方面最突出和最重要的理念。

口语语音形式是物质外壳

“活的语言”首先✂口语。在形式上，“活的语言”采用口语语音形式作为物质外壳，语音教学内容要直接反映语言在口语中的发音，做到可说、可用、甚至有声。 这个教学理念从形成到实践都是具有划时代意义的。可以说《国语入门》开启了对外现代汉语教学由书面语走向口语的新方向，使许多研究中国问题的外国学者由“无声”转向“有声”，使中文由“死文字”变成了“活语言”Ошибка! Источник ссылки не найден.（周质平，2015）。

如今国际中文教学早已更新了教学理念，坚持“以交际为中心”，还原真实交际场景。但一些教材中对语音的呈现仍不够自然，存在书面化色彩，与母语者的口语语音有所不同。例如，指示代词“这、那”和疑问代词“哪”在课本中的注音为 zhè、nà、nǎ（如图 1、2 所示），即按照原字读音注音。但实际上，“这、那、哪”在口语中存在多种变异形式，分别是：“这”zhè、zhèi、zhèn、zèn；“那”nè、nà、nèi、nèn；“哪”ně、nǎ 、něi、něn，这些变异形式构成了书面语和口语的对立 Ошибка! Источник ссылки не найден.（周一民，1987）。教材编写要足够细致，关注到口语语音的特点，并以恰当的方式呈现出来。也就是说，教学内容要直接反映口语的语音形式。

图 1 《HSK 标准教程 1》中“这、那、哪”的注音

在语音学习初期，赵元任用国语罗马字代替汉字呈现汉语语音，起到了直接记录口语语音形式的关键作用。国语罗马字是赵元任设计的一套汉语拼音方案，《国语入门》用国语罗马字还原了很多汉字在书面上无法记录的口语语音现象。这种语音现象是口语区别于书面语的重要特征。拼音文字具有表音的性质，国语罗马字可以细致地描写语音在口语中的特殊变化，在形式上固定下来，有助于学生理解和模仿。通过国语罗马字呈现例句，学生可以直接了解并读出“这、那、哪”的口语变体发音，实现了教学内容的可说、可用和有声。

连读调型是基本单位

汉语是声调语言，声调在语流中又受到整个语句音高运动模式的制约和调节。自然连续的语流重点在语调。如何从单字调过渡到自然流畅的语调，关键在连读变调。对汉语节律的研究表明，汉语中最常见的音步是双音节音步和三音节音步 [4]（冯胜利，1997；吴宗济，1982；邓丹，2020）。连读变调是汉语口语在语音上区别于书面语的重要特点，也是形成自然语流的必要条件。因此，可以认为，双音节和三音节连读调型是“活的语言”的基本单位，语音教学应该把连读调型作为整体单元进行训练。

语音学习应该在建立调域范畴后尽快过渡到连读调型，再进行大量操练。林焘（1996）、邓丹（2002）、石锋，温宝莹（2023）等提出，过于注重单字调的教学，忽视字调在语流中的变化，是学习者形成“洋腔洋调”的主要原因之一。这点赵元任在《国语入门》中已经充分关注到了，第一节“声调”在明确四声在五度内的相互关系后马上进入双字组连读调型的训练。

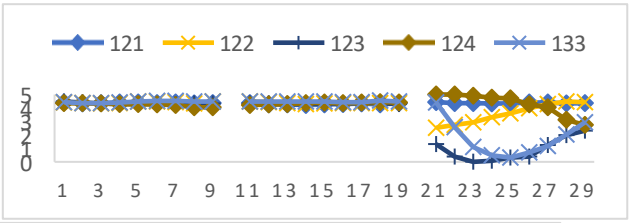
事实上，赵元任也是第一个真正开始对北京话连读变调进行系统研究的学者。在“语音专

项训练”中，赵元任归纳了 20 种双音节调型组合和 100 种三音节调型组合。

3.语音事实是事实依据

“活的语言”✂真实存在社会生活中、人们真实使用的口语。教“活的语言”应尊重语音事实，记录和描写当下汉语语音的真实面貌。当下国际中文教学的语音标准是普通话，这就要求汉语语音教学对普通话的语音进行细致准确的描写。

20 世纪 40 年代开始，赵元任在美国进行汉语教学时所教授的“国语”就✂当时的北平话（即北京话），其真实语音面貌被记录在了《国语入门》中。以三字组连读变调为例，他提出北京话三字组中中字阳平变阴平的规律。我们提取了《国语入门》音档中符合该条件三字组每个音节9 个点的基频值，包括首字阴平三字组和首字阳平三字组各5 个，运用T值公式（石锋，1986）对基频数据进行归一化处理，制作了三字组音高表现的 T 值图。图 1 和图 2 ✂这些三字组词语的音高曲线。如图所示，首字阴平和首字阳平的三字组中，中字阳平都呈现出“平”的特征。可见当时北京话该类型三字组的连读变调确实符合“中字阳平变为平调”的规律。



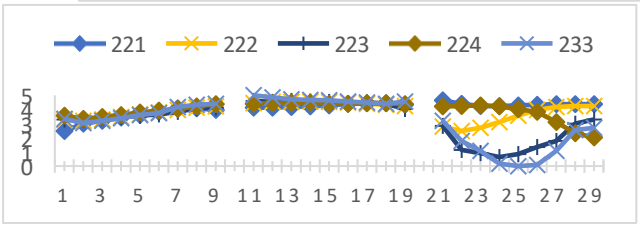


图 2 《国语入门》三字组 T 值图（首字阴平） 图 3 《国语入门》三字组 T 值图（首字阳平）

以区分音位为目标

音位✂区别意义的最小单位，区别性是语言成分的本质属性（沈炯，1995）。赵元任始终以能够区分所有难点音位作为语音教学的目标，并在教学中使用最小对立体凸显音位的区别特征。这为语音教学提供了一个简单明确的标准和直接可操作的方法。

区分音位✂基础阶段的目标

基础阶段语音学习不必苛求每个音都完美，做到类不相混即可。赵元任指出基础阶段唯一必要的任务就是能够听辨不同的音位并说出来（Chao，1948）。林焘（1996）主张开始阶段粗线条的音系教学，不必苛求准确性 Ошибка! Источник ссылки не найден.。赵金铭（1985）、徐坤宇,石锋（2022）由此提出简化对外汉语音系 Ошибка! Источник ссылки не найден.Ошибка! Источник ссылки не найден.。

赵元任（1959）提出学一种语言要抓住那个语言的要素。任何一种语言的要素都不会太多，只有几十个音。怎么才算 “能够听辨不同的音位”、什么✂汉语中的“要素”？赵元任解释为，不把一个音位发成或听成另一个相似但不同的音位，只要能够区分、做到不同即可，不必追求和母语者一样地道的口音。最重要的是以某种方式区分它们 [1]（Chao，1948）。因此，能够区分所有易混淆的音位，这就是学一种语言需要抓住的“要素”。

使用最小对立体

在音位分析中，最小对立体是只涉及一个音素差别的对立体。在教学中运用最小对立体可以突出要教学的点，将学生的注意力直接集中到目的语音位的区别特征上。这个方法贯穿《国语入门》语音部分，是《国语入门》练习的突出特点之一。在语音学习初期，学习者的耳朵还没有建立起对目的语音位的敏感性，使用最小对立体可以最快帮助学习者感受区别特征、建立目的语音位框架。基于这种方法，我们可以进一步将最小对立对串联起来，形成区别性音节串，即相连的两个音节或音节组只有一个音素或一个声调不同。在发音练习和听力测验中运

用区别性音节串可以引导学生通过不断更换最小对立体，建立目的语音位框架。

重视拼音字母的作用

赵元任提倡先语后文，汉语教学的基础阶段用国语罗马字教语音。该书的汉语部分由国语罗马字呈现，这是《国语入门》的最大特点。国语罗马字注重实际读音、用拼法表示声调的特点对汉语语音教学起着独特的作用。

复合元音用全拼而不用缩略形式

与《汉语拼音方案》相比，国语罗马字更注重音素分析的精密性和科学性，主要表现在不用附加符号、不改字母形式、注重实际读音和用拼法表示声调。例如，将复合元音韵母[au][iau]写作 au、iau，准确标注韵尾；将[uen][uei][iou]写作 uen、uei、iou，准确标写韵头、韵腹和韵尾。这样做的优点是拼音形式和读音一致性加强，视觉上起到强调韵腹的作用。《汉语拼音方案》采用音位注音的设计原则，字母和音值之间并不是严格意义上的一一对应的关系；设计多处考虑书写时混淆和简洁的问题。例如，考虑到“u”手写时易写成“n”，将韵母[au]写为 ao，将[iau]韵母写为 iao，改写了u；为了节省字母，将[uen][uei]省写为 un 和 ui。这些给二语学习者带来了很多问题（叶军，1997；王理嘉，2005）**Ошибка! Источник ссылки не найден.Ошибка! Источник ссылки не найден.**。因为省写形式带来的发音动程不足的现象非常普遍，需要汉语教师额外讲解全拼形式，以避免发音偏误。汉语教师可以展示[au]、[iau]、[uen]、[uei]、[iou]的“完整形式”，帮助学习者了解语音的本身发音，借助“完整形式”提示 u 韵尾的口型和音节中韵腹发音饱满。

拼法表示声调指不使用额外的声调符号

通过在韵母上添加或改写字母的方式表示四声的标调方法，这是国语罗马字与《汉语拼音方案》最大的区别。国语罗马字采用拼法表示声调主要通过基本形式、加写、改写、双写四种方法。加写主要作用是提示音高变化。如声母为 m、n、l、r 的阴平要在声母后加 h。因为声调平分阴阳的历时演变，所以浊母平声字大多是阳平、清母平声字大多是阴平。浊声母在音值上读得低些，h 标在调值较低的浊声母阴平后起到提示发音的作用。上声主要采用双写，是因为上声在读音上较别的声调略长略开，且本质低平，双写在视觉上起到提示发音时长的作用，复元音改写韵头韵尾也有在形式上写开之意 **Ошибка! Источник ссылки не найден.**（赵元任，1936）。通过用拼法表示声调，汉语的每一个音节都可以用国罗表现出来。

不可否认，使用复杂的拼法表示声调，使得国语罗马字难学难记，备受批评，也难以推广。但是，从国际中文教育的角度，国语罗马字的标调方式或许有独特的优越性。世界上很多语言不存在声调，对于大部分汉语学习者，声调是学习汉语语音的最大障碍。作为汉语教学的先驱，赵元任先生对解决声调教学难题的思路是，用拼法表示音高，**将音高特点与音**节融为一体，让学生记住音节的同时牢牢记住声调。Chao（1948）**提出**，实践证明，声调拼写的方式在帮助学生准确清晰掌握语言方面最有**成效。**盛炎（1987）、周质平（2015）均指出，国语罗马字独特的声调拼法对二语者学习汉语声调有较好效果。从汉字的发音特点来看，绝大多数汉字单字作为一个音节，其声调主要依附在韵母上，因此学习者的声调意识和韵母意识联系紧密。因此，将韵母和声调作为整体进行教学，并在初始阶段强化学习者的声调意识是有必要的，并且符合汉语发音特点和学习者习得顺序。国语罗马字用拼法表示声调有利于从形式本身强调汉字声韵调、尤其是韵调的一体性，从而引起学习者的注意和声调意识的自觉性，具有形式意义紧密结合的优越性。同时有利于在音节层面进行反复声调操练，巩固学习者对声调的记忆和感知。

四、结语

本文梳理了赵元任先生的语音教学理念，并结合《国语入门》具体分析了他的教学实践方法。作为国际中文教学史上第一本口语教材，《国语入门》对汉语语音教学具有重要的启示意义。语音教学的内容应自然、生动和真实、能够直接运用于交际。坚持口语第一性、书面语第二性的原则；重视连读变调，语流为本；尊重当下语音事实，反映语音真实面貌。教学方法应直接明确，切中音位的核心即区别特征。先语后文，从标音工具入手提示发音的准确度。总的来说，研究赵元任先生的语音教学思想和成果**可以**为当前汉语语音教学**提供思考**，有助于更

好地推进国际中文教育事业发展。

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文化展演活动对国际中文教学作用的实证研究：以“乌兹别克斯坦-中国教育与科学研究中心”项目为例

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摘要：本研究以“乌兹别克斯坦-**中国教育与科学研究中心**”**文化展演活**动为案例，探讨在全**球化背景下**，**如何通**过文化展演活动提升**国**际中文**教学效果。研究**发现，文化展演活动能够有效激发学生的学习兴趣，同时为汉语教学提供丰富的教学资源。通过实证分析，本文提出了将国际化文化传播**与**适应乌兹别克斯坦本地需求及经验**相**结合的**国**际中文**教学策略**，为国际中文教学**提供了有益的参考。**

关键词：**文化展演**；**国**际中文**教学**；**全球**视角

一、引言

随着全球化的加速，语言教学不再局限于语言知识的传授，而是更加注重语言背后的文化内涵。文化展演活动作为文化传播的重要载体，不仅展示了多元的语言文化，也为语言教学提供了真实情境。本文结合新疆农业大学在乌兹别克斯坦的文化展演实践，分析其在国际中文教学中的双重作用：既作为全球文化传播的窗口，又通过与乌兹别克斯坦本地需求及经验融合提升教学效果。

二、研究背景

（一）全球化与语言教学

全球化促进了不同文化之间的交流与融合，语言作为文化交流的重要工具，其教学也受到了广泛关注。在全球化背景下，语言教学不仅要注重语言知识的传授，更要关注语言背后的文化内涵。通过文化教学，学生可以更好地理解语言的使用场景和语用规则，从而提高语言运用能力。此外，文化教学还可以激发学生的学习兴趣，促进跨文化交际能力的培养。

（二）文化展演活动的背景

2024 年 10 月 24 日，**在塔什干国立**经济大学举办了“乌兹别克斯坦-**中国教育与科学研究中心**”**文化展演活**动，**旨在通**过文化展演活动，加强新疆农业大学与乌兹别克斯坦高校间的国际交流合作。

三、研究方法

（一）研究对象

本研究以“乌兹别克斯坦-**中国教育与科学研究中心**”**文化展演活**动为案例，研究对象为参与该活动的乌兹别克斯坦塔什干国立经济大学的师生。

（二）研究工具

本研究采用课堂观察、**案例分析**、访谈等方法收集数据。访谈则针对部分师生进行深入交流，了解其对活动的看法和建议；课堂观察**和案例分析**则用于记录文化展演活动在**国**际中文

教学中的实际应用情况。

四、研究结果

（一）激发学生学习兴趣

研究发现，文化展演活动通过展示茶艺表演、汉字书法、中国国画、剪纸艺术等丰富多彩的文化形式，极大地激发了乌兹别克斯坦学生的中文学习兴趣。学生表示，通过观看这些生动的文化表演，他们对中文背后的文化内涵有了更深刻的理解，从而提升了中文学习兴趣。

（二）拓展全球文化视野

文化展演活动不仅揭开了中华文化的神秘面纱，还通过互动环节让学生亲身参与其中，拓展了他们的全球文化视野。例如，在茶艺表演环节，学生通过亲手泡茶、品茶，体验了中国茶文化，从而对中国文化进一步加深了解。

（三）提供丰富的教学资源

文化展演活动为国际中文教学提供了丰富的教学资源。通过展示各种文化作品，如书法、国画、剪纸等，教师可以将这些文化元素融入国际中文教学中，使教学内容更加生动有趣。此外，活动还邀请了专业的艺术家和教师进行现场表演和讲解，为学生提供了学习和模仿的机会。

五、讨论与展演典型案例分析

（一）全球视角与乌兹别克斯坦本地需求及经验的融合

在全球化背景下，国际中文教学需要将全球视角与乌兹别克斯坦本地需求及经验相结合。文化展演活动通过展示语言文化，为乌兹别克斯坦学生提供了一个了解中国文化的窗口。同时，活动结合当地学生的文化背景和学习需求，设计了适合他们的互动环节，使学生能够在本地文化环境中体验中华文化。

（二）文化教学对国际中文教学的促进作用

1.文化教学✂国际中文教学的重要组成部分。

情境认知理论（Situated Cognition）强调知识在真实情境中的生成与运用（Jean Lave，Etienne Wenger，1991）。在乌兹别克斯坦文化展演中，通过具身参与（Embodied Participation）与文化符号具象化，实现语言文化知识的自然习得。通过文化展演活动，学生不仅学习了中文知识，还了解了中文背后的文化内涵。这种文化与语言相结合的教学方式，能够有效提高学生的中文运用能力，促进跨文化交际能力的培养。

2.文化展演典型案例的理论阐释与实践解析

案例 1:茶艺展演中的动作指令与礼仪词汇内化

情境设置：在乌兹别克斯坦塔什干国立经济大学礼堂中，笔者身着舒适旗袍，于古琴伴奏下完整演示中国茶艺流程。展演分为四个标准化环节：温杯（手持紫砂壶以顺时针方向烫洗茶杯）、投茶（用茶匙取 3 克龙井茶叶）、冲泡（“凤凰三点头”注水技法）、分茶（七分满为宜）。每个环节同步使用中文词汇，如“请观茶色”“细嗅茶香”。乌方学生在教师指导下参与“敬茶礼仪”互动，学习使用“承蒙赐茶”“回味甘醇”等固定短语。

茶艺展示与体验活动通过动作-语言绑定效应，使学生通过执壶注水的肌肉记忆，自然关联“高冲低斟”“关公巡城”等专业术语。展示结束采访显示，参与者在茶艺体验后对“冲泡”“回甘”等动词的语义理解准确率显著提升。

多模态输入强化：紫砂壶的触感（粗糙陶土质感）、茶汤的琥珀色视觉刺激、铁观音的兰花香嗅觉输入，共同构成跨感官学习网络。学生观察茶汤色泽时的注意力比传统课堂更加集中。

文化认知深化：通过躬身双手接茶的动作实践，大部分学生在访谈中表示“真正理解了中国人弯腰动作中的谦逊内涵”。部分学生在后续中文写作中，能自主运用“茶如人生，先苦后甜”等文化隐喻句式。

案例 2:书法展演中的文化意象与文化符号解构

情境设置：现场展演中笔者展示了由本人书写的书法作品，代表着乌中人民传统友谊深厚的文字：“国之交在于民相亲，民相亲在于心相通”。同时与其他教师完整地演示了中国书法的创作过程。书法展示分为三个标准化环节：研墨（手持墨锭在砚台上研磨）、书写（用毛笔

与学生一起书写“如意”、“福”等字）、赠送（向学生赠送带有“如意”、“福”字的书签）。每个环节同步使用中文词汇，如“细品笔锋”。乌方学生在教师指导下参与书法体验互动，学习使用“笔走龙蛇”“墨香四溢”等固定词组。

书法展示与体验活动通过动作-语言绑定效应，使学生通过执笔书写的肌肉记忆，自然关联“提笔、顿笔”等专业术语。展示结束后的采访显示，参与者在书法体验后对“运笔”等动词的语义理解准确率显著提升。

多模态输入强化：毛笔的柔韧性触感、墨汁的黑色视觉刺激、宣纸的吸墨效果，共同构成跨感官学习网络。学生在观察墨迹在宣纸上晕染时的关注度比传统课堂更高。通过亲手研墨、书写，学生能够更加直观地感受书法艺术的魅力，这种多模态的输入方式极大地增强了学生对书法文化的感知和理解。

文化认知深化：通过躬身执笔、悬腕书写的动作实践，大部分学生在访谈中表示“真正理解了中国书法中蕴含的宁静与专注”。一位学生在采访中说道：“书法如同人生，每一笔都需用心书写，才能展现出它的韵味。”这种文化认知的深化不仅提升了学生对书法文化的理解，还促进了他们对中国文化的整体认知。

六、结论

本研究通过“乌兹别克斯坦-中国教育与科学研究中心”文化展演活动的案例分析，探讨了文化展演活动对国际中文教学的作用。研究发现，文化展演活动能够有效激发学生的学习兴趣，拓展国际文化视野，同时为国际中文教学提供丰富的教学资源。未来，应进一步加强文化展演活动的组织和实施，丰富活动内容，提高活动质量。通过将全球视角与乌兹别克斯坦本地需求及经验相结合，国际中文教学可以更好地适应全球化背景下的教学需求。

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DIFFICULTIES, KEY POINTS AND CULTURAL DIFFERENCES IN CHINESE LEARNING FOR UZBEK STUDENTS

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Abstract: This paper focuses on the Chinese learning situation of Uzbek students. It mainly explores the difficulties in their learning process, including the mastery of tones and the distinction of special pronunciations at the phonetic level, as well as the challenges resulting from differences in language structures at the grammatical level. Meanwhile, it elaborates on the key learning points and analyzes the impact of cultural differences between the two countries on Chinese learning. The aim is to provide references for the Chinese teaching and learning of Uzbek students.

Keywords: Uzbek students; Chinese learning; Difficulties; Key points; Cultural differences

I. Introduction

With the increasingly close exchanges between China and Uzbekistan in political, economic,

cultural and other fields, the enthusiasm for learning Chinese in Uzbekistan has been rising continuously. Language is the carrier of culture. Learning Chinese not only helps Uzbek students open the door to communication with China but also promotes the cultural exchange and integration between the two countries. However, due to the huge differences between the Chinese and Uzbek languages in language systems and cultural backgrounds, Uzbek students face numerous challenges in the process of learning Chinese, and there are also clear key learning points. In - depth exploration of these aspects is of great significance for improving teaching quality and learning effectiveness.

II. Difficulties in Chinese Learning for Uzbek Students

(I) Phonetic Difficulties

The tones of the Chinese language are one of the biggest obstacles for Uzbek students in learning Chinese phonetics. Chinese has four tones: the first tone (high - level), the second tone (rising), the third tone (fall - rising), and the fourth tone (falling). Different tones can change the meaning of words. For example, “妈（mā）, 麻（má）, 马（mǎ）, 骂（mà）” have the same initials and finals but different tones, thus having completely different meanings.

Monosyllabic words:

“妈（mā）” refers to mother; “麻（má）” represents a kind of plant or a feeling of numbness; “马（mǎ）” is an animal; “骂（mà）” means to insult someone with vulgar or malicious words. “衣（yī）” means clothes; “移（yí）” means to move or change; “以（yǐ）” can be used as a preposition or a conjunction; “意（yì）” represents meaning or intention.

B、 Disyllabic words:

“报告（bào gào）” means to report a situation to a superior or the masses; “报关（bào guān）” refers to the procedures of declaring to the customs before the loading and shipment of import and export goods. “生气（shēng qì）” can mean vitality or being angry; “升起（shēng qǐ）” means to rise.

C、 Polysyllabic words:

“银行（yín háng）” is a financial institution; “引航（yǐn háng）” means to guide a ship in and out of a port or through a narrow waterway. “办事处（bàn shì chù）” refers to a place for handling affairs; “半世处（bàn shì chù）” (regardless of whether it has a practical meaning literally) has the same initials and finals as “办事处” but different tones and completely different meanings. Uzbek belongs to the Altaic language family, and there is no concept of tones in the language. It is difficult for students to master Chinese tones through mother - tongue transfer, and they often have inaccurate pronunciations, resulting in unclear semantic expressions.

(II) Differences in Some Special Initials, Finals and Their Uzbek Counterparts

Some special initials and finals in Chinese also pose difficulties for Uzbek students. For example, the pronunciation positions and methods of initials such as “zh, ch, sh” and “z, c, s”, “j, q, x” are quite different from those in Uzbek. When pronouncing, Uzbek students tend to pronounce “zh” like the English “j” and “z” like the English “ds”.

A、 Differences between “zh, ch, sh” and their Uzbek counterparts: In Chinese, “zh, ch, sh” are retroflex consonants. When pronouncing, the tip of the tongue curls up and touches or approaches the front of the hard palate. For example, “战争（zhàn zhēng）, 长城（cháng chéng）, 山水（shān shuǐ）”. In Uzbek, there are no exactly corresponding pronunciations. The pronunciation positions of some letters are more backward. For example, the letter “J” in Uzbek is pronounced similar to “ж” in Russian, which is different from the pronunciation position and method of “zh” in Chinese. For example, “жўма（juma, Friday）”.

B、 Differences between “z, c, s” and their Uzbek counterparts: In Chinese, “z, c, s” are alveolar consonants. When pronouncing, the tip of the tongue touches the back of the lower teeth, and the air flow passes through the space between the tip of the tongue and the back of the upper teeth. For example, “自私（zì sī）, 层次（céng cì）, 思索（sī suǒ）”. In Uzbek, the pronunciation positions of letters “з” and “c” are similar to those in Chinese, but there are differences in air - flow strength, etc. For example, “оз（oz, oneself）, “су（su, water）”.

C、Differences between “j, q, x” and their Uzbek counterparts: In Chinese, “j, q, x” are palatal consonants. When pronouncing, the front of the tongue touches the front of the hard palate. For example, “积极（jī jí）, 气球（qì qiú）, 学习（xué xí）”. In Uzbek, the pronunciation positions of letters “ч” and “ш” are close, but the pronunciation methods are different. For example, “чўл（chol, road）, “шўл（shol, that kind）”. At the same time, the final “ü” in Chinese is a rounded - lip final. When pronouncing, the lips are rounded and protruded slightly forward, the tip of the tongue touches the back of the lower teeth, and the air flow exhales from the mouth. There is no exactly the same pronunciation in Uzbek, but it is similar to the pronunciation of the letter “yu”. However, there are still differences. The pronunciation of “ü” in Chinese has a more rounded and protruding lip - shape, and the air flow is more concentrated. When pronouncing “yu” in Uzbek, the lip - shape is relatively less rounded, and the opening degree of the mouth is slightly larger. For example, when pronouncing “鱼（yú）” in Chinese, the lips are rounded tightly; while when pronouncing “yu” in “yulduz（star）” in Uzbek, the lip - shape is less rounded. There is no corresponding pronunciation in Uzbek, and students have difficulty accurately grasping the degree of lip - rounding.

(III) Vocabulary Difficulties

The Chinese vocabulary is rich, with common phenomena such as polysemy, synonyms, and antonyms. For example, the word “打” has different meanings and collocations in different contexts such as “打球（play ball）, 打水（fetch water）, 打电话（make a phone call）”, which confuses Uzbek students who are accustomed to a relatively single - corresponding relationship of vocabulary. Moreover, Chinese classifiers are also a difficulty in learning. Classifiers such as “个, 只, 条, 张” etc. do not have a similar complex classifier system in Uzbek. Students often make mistakes in classifier collocations, such as saying “一个狗（should be 一只狗）”. In addition, new Chinese words are emerging constantly, and Internet terms and popular words are updated rapidly, which also increases the difficulty for students to learn vocabulary. It is hard for them to keep up with the development and changes of Chinese vocabulary.

(IV) Grammatical Difficulties

The grammatical structures of Chinese and Uzbek are significantly different. Chinese is an isolating language, lacking morphological changes, and mainly expressing grammatical meanings through word order and function words. While Uzbek is an agglutinative language, expressing grammatical meanings by adding affixes to the root. For example, in Chinese, “我吃饭” has a fixed word order, and changing the word order may lead to a change in semantic meaning. In Uzbek, words have more morphological changes, and nouns, verbs, etc. have changes in case, number, person, etc.

In terms of tense expression, Chinese does not reflect tense through verb - ending changes like Uzbek but uses auxiliary words such as “着, 了, 过” and time adverbs to express it. This makes it easy for Uzbek students to make mistakes when learning and using Chinese tenses. For example, in the sentence “我昨天去商店（了）”, they often omit “了”. At the same time, special sentence patterns in Chinese, such as the “把” sentence and the “被” sentence, have complex structures and semantics, which are difficult for Uzbek students to understand and use.

A、 Word - order aspect: Chinese: 我喜欢你。I like you. Uzbek: Men seni yaxshi koraman. (I you like). The basic sentence structure of Uzbek is subject - object - predicate, which is different from the subject - predicate - object structure of Chinese.

B、Verb - change aspect: Chinese: 我吃饭。Regardless of the first, second, or third person, or singular or plural, the form of the verb “吃” remains unchanged. Uzbek: Men o'qiyapman. (I am reading), Men o'qidim. (I read), Men o'qishga boraman. (I am going to read), etc. Verbs in Uzbek change according to tense, person, aspect, mood, voice, etc.

C、 Noun - case aspect: Chinese: 我有一本书。The noun “书” has no form change in the sentence. Uzbek: Mening bir kitobim bor. (My one book has). In Uzbek, nouns have changes in cases such as the nominative case and the genitive case. Here, “kitob” uses the genitive case “kitobim” to mean “my book”.

D、 Adjective - change aspect: Chinese: 这朵花很漂亮。The adjective “漂 亮” has no morphological change. Uzbek: Bu gul juda chiroyli. (This flower is very beautiful), Bu gul juda chiroyliroq. (This flower is more beautiful). Adjectives in Uzbek have changes such as the positive degree and the comparative degree. The comparative degree is formed by adding the suffix “-roq” to the positive - degree form.

E、 Function - word aspect: Chinese: 我吃了饭。The function word “了” indicates the completion of the action. Uzbek: Men o'qidim. (I read). Uzbek mainly reflects the completion of the action through the tense change of the verb, rather than using the function word “了” like Chinese.

F、 Classifier aspect: Chinese: 一个苹果、一本书、一张桌子等。There are rich classifiers in Chinese. Uzbek: Bir olma, Bir kitob, Bir Stol, etc. Uzbek usually does not use specific classifiers.

G、 Complement aspect: Chinese: 我跑得快。“快” is a complement that supplements the description of “跑”. Uzbek: Men tez yuguraman. (I run fast). In Uzbek, a similar meaning is usually expressed by using the adverb “tez” to modify the verb “yuguraman” instead of using a complement structure like Chinese.

III. Key Points in Chinese Learning for Uzbek Students

(I) Accurate Mastery of Basic Pronunciation and Tones

A solid phonetic foundation is the key to learning Chinese well. Students need to focus on learning Chinese initials, finals, and tones. They should correct their pronunciation through a large number of imitations and practices. They can use phonetic textbooks and audio resources for repeated listening and reading training, compare their own pronunciation with the standard pronunciation, and gradually improve the accuracy of pronunciation. At the same time, they should strengthen tone practice. Through tone - combination exercises and tone - based tongue - twisters, students can get familiar with and master the pronunciation characteristics and change rules of different tones, making their spoken Chinese clearer, more accurate, and the semantic expression more explicit.

(II) Accumulation of Common and High - frequency Vocabulary

Vocabulary is the cornerstone of language communication. Uzbek students should focus on accumulating high - frequency vocabulary commonly used in daily life, study, and work. They can start with simple basic vocabulary, such as numbers, colors, family members, and daily necessities, and gradually expand to more complex words. When learning vocabulary, they should not only remember the meaning but also understand its usage, collocations, and context.

By reading Chinese short passages, dialogues, and watching Chinese movies and TV dramas, students can increase the input of vocabulary, understand and remember vocabulary in real - life contexts, and improve their vocabulary application ability.

(III) Learning of Basic Grammatical Structures and Common Sentence Patterns

Mastering basic Chinese grammatical structures and common sentence patterns is the basis for constructing correct Chinese sentences. Students should focus on learning basic sentence patterns in Chinese, such as the subject - predicate - object and subject - copula - predicate structures, and understand the arrangement order of sentence components and the usage of function words. For special sentence patterns like the “把” sentence and the “被” sentence, through a large number of example analyses and exercises, students should master their structural characteristics and usage conditions, and learn to use them in appropriate contexts. At the same time, they should pay attention to the systematic learning of grammatical knowledge. By summarizing and generalizing, they can string together scattered grammatical knowledge to form a complete grammatical system, so as to better understand and apply Chinese grammar.

IV. Impact of Cultural Differences between Uzbekistan and China on Chinese Learning

(I) Differences in Thinking Modes

Uzbek culture is influenced by Central Asian traditions and Islamic culture, with a relatively direct and practical way of thinking. Chinese culture has a long history, and its way of thinking is more comprehensive and implicit. This difference in thinking mode is evident in language expression. For example, in communication, Chinese people may express their opinions in an euphemistic way to avoid direct conflicts, while Uzbek students may be more accustomed to expressing their ideas

straightforwardly. In Chinese learning, this difference in thinking may cause difficulties for students in understanding implicit expressions, metaphors, and other rhetorical devices in Chinese, and may also lead to overly direct expressions in oral communication, which do not conform to Chinese language habits.

(II) Differences in Social Etiquette

There are many differences in social etiquette between the two countries. In China, the handshake is a common greeting. In formal occasions, appropriate titles are used according to the other person's identity, position, etc., such as “Professor Li, Manager Zhang”. In Uzbekistan, in addition to handshakes, there may also be greetings such as hugs and cheek - kisses, and there are their own habits in addressing. These differences in etiquette will affect students' language use in Chinese social contexts. For example, when learning Chinese address terms, students need to understand the usage norms of different addresses in different occasions to avoid misunderstandings or inappropriate expressions due to cultural differences.

(III) Differences in Values

Chinese culture emphasizes collectivism, values the harmony of family and social relations, and attaches importance to the individual's responsibility and contribution to the collective. Although Uzbek culture also values family and social relations, there are differences in the balance between individualism and collectivism compared with China. This difference in values is also reflected in language learning. For example, there are many words and expressions in Chinese that reflect collectivist values, such as “团结就是力量（Unity is strength）, 舍小家为大家（Give up one's small family for the big family ）”. Uzbek students need to combine the Chinese cultural background and values to truly understand the connotation of these contents. At the same time, in writing and oral expression, students also need to consider the influence of Chinese cultural values to make their expressions more in line with the Chinese cultural context.

V. Conclusion

Uzbek students face difficulties in many aspects such as pronunciation, vocabulary, and grammar in learning Chinese. They need to focus on mastering basic pronunciation, common vocabulary, and basic grammatical structures. At the same time, the cultural differences between the two countries have an important impact on Chinese learning in terms of thinking modes, social etiquette, and values. In the teaching process, teachers should fully consider these factors, adopt targeted teaching methods, help students overcome difficulties, master key points, understand cultural differences, and improve the learning effect of Chinese. For Uzbek students, in - depth understanding of the cultural connotations behind the Chinese language and actively adapting to the language habits and cultural characteristics of Chinese will help them better learn and use Chinese, and promote cultural exchanges and cooperation between the two countries.

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情境教学在国际中文词汇教学中的应用研究 ——以表演体会情境为例

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摘要：情境教学在小学语文教学中的应用取得成功后，扩展到了其他学科的教学，并从课堂教学延伸到课外活动中，最终形成了情境教育。国际中文教学和小学语文教学有诸多相似点，论文以表演体会情境为例，通过在老挝国立大学孔子学院词汇课的教学中创设表演情境，证实了表演体会情境的在国际中文词汇教学中的有效性。表演体会情境在词汇教学中仍存在一定的局限性，针对局限性提出了几点建议。

关键词：国际中文教学；词汇教学；情境教学；表演体会情境

引言

情境教学是利用图画、语言、实物、表演、生活等具体情境进行教学，激起学生的学习兴趣，把认知活动与情感活动结合起来的一种教学模式，它是在小学语文教学实验中逐渐建立起来的。情境教学从外语教学运用情景中得到启发，又从古代文论“境界说”中吸取了更为丰富的营养，理出了“物”激“情”、“情”发“辞”、“辞”促“思”的客观外物与儿童情感、语言及思维之间的相互作用的联动关系。李吉林指出，在情境教学中，学生需要用内心去感受、想象、领悟，比言语更加让人印象深刻，情境教学具有“形真、情深、意远、理念寓于其中”的特点。情境教学在小学语文的应用上取得了巨大的成功，而后又通过不断的实验，将情境教学扩展到了思想品德、音体美、数学和理科教学中，从课堂教学延伸到课外活动中。在探索过程中，以儿童的个性全面发展为目标，依据马克思主义关于人的活动与环境有机统一的哲学原理，借鉴心理学中的暗示，移情以及心理场等理论，构建了情境教育的基本模式。情境教育模式的确立，无疑验证了情境法在除小学语文以外的学科中的成功，这启示了我们汉语作为母语教学和第二语言教学有诸多相似点，将情境教学运用到国际中文教学具有一定的可行性。

词汇与汉语系统中语音、语法、语用有着紧密的联系，是汉语语言的重要组成部分。刘珣提出“词汇是语言的建筑材料，是句子的基本结构单位。没有词汇就无法传递信息，也无从交际。”词汇教学在国际中文教学中是不可忽视的环节，因此，创新教学方法，将情境教学应用到词汇教学中是很有必要的。

针对情境创设的途径，许多学者都提出了自己的观点。李吉林提出了六种创设情境的途径，即：生活展现情境、实物演示情境、图画再现情境、音乐渲染情境、表演体会情境、语言描述情境。这五种情境创设的途径中，表演体会情境最具有实践性和趣味性，比较符合国际中文课堂的要求。因此根据李吉林对情境创设方法的研究，结合具体实际教学情况，论文选择了在国际中文词汇课的教学中创设表演体会情境进行研究。

表演体会情境在词汇教学中的有效性分析

课堂观察作为一种最直接的检验方法，是评价教师教学效果最客观的一种反馈策略。笔

者在讲解本节课内容时，全程对课堂进行了录像，经过课上观察和课后反复观看课堂录像，总结出课堂观察记录表：

表一：课堂观察记录表

注意力 / 上课时段	导入	讲授词语	表演体会情境		复习与巩固
			进入角色	扮演角色	
注意力集中人数	22	16	22	22	18
注意力集中率	100%	72.7%	100%	100%	81.8%

如表一所示，学生对导入、情境表演这两部分内容比较感兴趣，注意力达到了 100%，而在以讲授法为主的词语讲解部分和复习本课所学词语部分容易走神，分别为 72.7%、81.8%。由此可见，单调的讲解、翻译、带读易使学生感到枯燥无味，无法提起学生的兴趣。如果教师能就一个内容创设一个情境，让学生在老师的指导下，由易到难、由浅入深的学习，不仅能使学生注意力集中，牢固掌握词汇知识，还能根据教师所给的情境，从自己的实际水平出发，发挥自己的创造力，编出更适用于他们生活实际的会话。

本人在老挝国立大学孔子学院承担六学期两个班的教学任务，在学习《汉语教程》（第二册下）第十三课《请把机票和护照给我》中的词汇“手续、行李、机票、登机牌、硬币、乘、办理、托运、装、掏”时，只对六学期二班试用了情境表演，一班仍然采取传统的讲授法。在课程结束的一周后分别就这些词汇对两个班的学生进行了小测试，主要采取听写的方式，两个班的人数皆为 22 人，以下为成绩对比表：

表二：听写成绩对比表

班级 / 词语		手续	行李	机票	登机牌	硬币	办理	托运		
一班	正确人数	17	22	22	19	18	19	15	0	8
	正确率	77.2%	100%	100%	86.3%	81.8%	86.3%	68.1%	0.9%	1.8%
二班	正确人数	21	22	22	21	20	22	22	1	0
	正确率	95.4%	100%	100%	95.4%	90.9%	100%	100%	5.4%	0.9%

由表二可以看出二班的各个词语听写的正确率高 90%，一班只有“行李、机票、装”三个词语的正确率高于 90%，从整体上看，二班对这十个词汇的掌握明显优于一班，创设表演情境对汉语词汇教学上的效果显而易见，不仅活跃了课堂氛围，也使学生的成绩得到了提高。

综上所述，表演体会情境在汉语教学中起着非常重要的作用，它既能活跃课堂氛围，激发学生学习汉语的兴趣，又能锻炼学生的语言表达能力，培养学生的思维能力，创造能力和想象能力，为学生进一步学习汉语奠定了良好的基础，情境表演在汉语教学中有着非常重要的作用，教师应充分认识到这一方法的重要性，并把它付诸于教学实践中。

表演体会情境的局限性和建议

表演体会情境符合国际中文教学知识传授与智能发展相结合的原则，教师的主导作用与学生主动性、自觉性相结合的原则。因此它能活跃课堂气氛、受到学生的喜爱，提高学生的学习积极性、锻炼学生的创造性思维。但笔者在实践中也发现其存在一定的局限性。

创设表演情境教师课前准备投入大，增加汉语教师的负担。在对外汉语词汇教学的过程中，教师为提高课堂教学效率，激发学生上课的热情，在课前会做大量的准备，花费较多的时间进行情境创设的准备。有些海外课堂教学设施不完善，就需要教师亲手制作教学教具，如果每节课都需要花费大量的时间和精力，会增加外语教师的负担，导致教师对情境法的使用持回避态度。

教学任务问题。笔者所在的孔院，学生每学期需要学习六到七课，课时为三十二课时，期末设置考试考核。所学的内容比较多，而创设表演情境需要大量的课堂时间，如每次课堂教学上都采用情境表演，很难保证学生学习内容的按时完成，会影响到学生升学和毕业。情境表演的局限性还体现在造成课堂秩序混乱上。教师如果课堂组织能力较弱，很容易造成课堂秩序的混乱。有些汉语课堂人数较多，教师无法照顾到每个学生，在缺少教师监控的情况下，有的学生在小组中玩自己的游戏，有的和学生聊天，有的玩手机，课堂变得比较混乱，一定程度上影响课堂教学效果；课堂表演完成后对后面的教学环节有影响。表演结束后的一段时间内，学生仍然处于兴奋状态，很难再次集中注意力，这对后续环节的教学产生不良影响。

针对这些问题，笔者提出了几点建议：合理选择情境创设的方法，情境创设不止有表演体会情境，还包括生活展现情境、实物演示情境、图画再现情境、音乐渲染情境、语言描述情境，在课堂教学中不必要每节课都创设表演情境，可以通过创设其他情境来增加课堂的趣味性，激发学生学习汉语的兴趣；设置多样的考核方式，学生的升级和毕业不必要完全以期末考试为准，可加入课堂表现考核、平时作业考核、期中考试考核等，确保符合升学和毕业条件的学生能顺利进入下一阶段的汉语学习；在汉语教师培训时注重培养教师的课堂组织和把控能力，汉语课堂尽量实行小班化教学，确保教师能注意到每一位学生，以提高学生的学习效率。

结语

本文介绍了情境教学法在国际中文词汇教学中的可行性，在此基础上，以情境教学法中的表演体会情境为例在老挝国立大学孔子学院的词汇课上创设表演情境进行词汇教学。表演体会情境在汉语词汇教学中的优势有：从语言知识教授的角度出发，创设表演情境能有效提高学生对知识的理解程度，提高学生课堂学习效率；从交际能力培养角度出发，表演体会情境创设了和实际生活相似的情境，将词汇放在情境中教学，能提高学生的语言运用能力，培养学生的创造性思维；从课堂氛围来看，创设表演情境能增加课堂的趣味性，活跃课堂气氛，集中学生的注意力，激发学生学习的热情，让学生在轻松愉快的环境中自然而然的达到学习和交际的目的。

本文通过对教学环节的设计和实施过程进行分析，最终总结出情境教学法中的表演体会情境是对外汉语词汇教学中的有效方式。本研究仍然存在不足之处，调查对象仅有 22 位学生，因此具有一定的局限性；调查对象仅为老挝学生，今后希望可以继续研究其他国家，以更多的数据支持表演体会情境的有效性；仅以汉语初级水平的学生作为实践对象，未能涉及到中级水平和高级水平的学生。对于这些不足，期望在以后的教学实践中有弥补的机会。

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文化类动画电影在国际中文古诗教学中的应用——以《长安三万里》为例

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摘要：针对国际中文古诗教学中长期存在的教师难教、学生难学问题，从呈现方式、语言输入和文化共情三个方面分析文化类动画电影辅助古诗教学的合理性。影片《长安三万里》以现代动画技术重构诗歌的视听表达，依托连续语料与沉浸式场景构建可理解输入语境，并借助共鸣叙事，缩短学习者与中华文化的心理距离，以符号浓缩地方性经验，传播中华文化。提炼出精选适配学情的电影片段、发挥学生主体作用以及注重跨文化解读等方面的教学启示。

关键词：古诗教学；影视资源；多模态输入；文化传播

古诗是提升汉语交际能力、了解中华优秀传统文化的重要语言材料，但在国际中文教育课堂中实现有效的古诗教学并不容易，因为古诗的语言精炼且富有言外之意，往往蕴含着深厚的文化意蕴和历史背景，对学习者而言语言难度过大。本文通过分析影像的教学功能，并探讨具体电影作品引入古诗课堂的合理性，进而助力国际中文古诗教学的发展。

一、文化类动画电影的古诗教学功能

相比真人电影，文化类动画电影可以运用更为普遍的视觉语言，在文化传播过程中实现较小的文化折扣，呈现多维度的文化信息，且往往具有幽默元素，为观众营造轻松的观影氛围，降低学习者的畏难情绪。古诗因其较为复杂的语言结构和较高的文化理解门槛需要更加直观、生动和增容的教学方式，实现知识的有效传递。

（一）直观呈现古诗内容

古诗作为民族文化精神的载体，不仅彰显中华文明的艺术品格，还凝结历代文人的审美追求及情感积淀；但诗歌情感的传递并不依赖直白的语言铺陈，而是通过构建多感官联觉的意象空间实现，苏轼云“味摩诘之诗，诗中有画，观摩诘之画，画中有诗”，这种诗画艺术形式的美学转换揭示了文学意象与视觉影像的天然互通。

基于这种跨媒介的叙事共性，诗歌文本为影视化改编提供了丰厚的艺术土壤。从本体论角度分析，“动画电影被公认为具备巨大的想象空间和创作自由，最长于呈现虚幻、奇特、夸张的幻想世界”（黄治，2023），文化类动画电影通过精美的画面、生动的情节和细腻的情感表达，直观地展现古诗的丰富内容与深邃意境，将抽象的文字诗句转化为具象的视觉盛宴，这种转换不仅能够激活学生的感官体验，使学习内容更具生动性和吸引力，减轻学生的畏难情绪，还能深入挖掘诗歌背后的历史文化背景、情感色彩及哲理思考，从而有效扩展学生对古诗的理解深度与广度，帮助学生跨越语言和文化的障碍，更深入地理解古诗的内涵、主题和风格。

（二）提供丰富语言输入

克拉申的语言输入假说为二语习得机制提供了重要的理论阐释框架。理论指出，只有当学习者接收与其现有语言能力存在适度差距的输入材料，且认知集中于意义理解时，才能有效触发语言习得。同时，该理论强调听力理解✂实现语言习得的枢纽。作为一种多模态话语资源，电影能提供丰富的语料来源，并融合听觉与视觉的双重输入。文化类动画电影提供了高度关联又生动有趣的连续古诗语料，通过连贯的叙事结构，借助符号表征降低认知负荷，将古诗具象化融入动态的视听环境，有效激发学习者的兴趣。

（三）创设情境增强共情

舒曼提出的“文化适应假说”论述语言习得和目的语文化适应的关系，认为社会文化与语言习得相互作用，二语学习者会经历从文化疏离到文化融入的心理嬗变，而文化适应作为动态的心理过程，其效能受到社会距离与心理距离两方面的共同影响。

作为一种记忆产业，电影媒介通过生产多元化的符号文本构建集体记忆场域，促使受众在意义解码过程中实现深度感知，塑造具有共享价值的文化共同体。在古诗教学课堂中引用动画电影资源，可以引导学生理解和接受目的语文化与自己母语文化之间的差异，设身处地地理

解交际对象的思维方式和行为方式，通过弥合学习者与目的语文化间的社会距离和心理距离，可有效激发二语学习动机并优化习得效果。

二、引用《长安三万里》的合理性

电影作为一种集视听于一体的艺术形式，为古诗教学提供了新的可能。文化类动画电影《长安三万里》在底蕴深厚的唐代文化的基础上，以共情的叙事表达将诗歌连缀成篇，成为连接古今、沟通中外的桥梁，为古诗教学注入新的活力。

（一） 传统诗歌的视听改写

古诗是文化类动画电影《长安三万里》的核心，整部影片中共出现 48 首唐诗，构建起多维度的文化记忆空间。通过选取《将进酒》《早发白帝城》《静夜思》等文本作为情节节点，将 “莫愁前路无知己”的离别与“君不见黄河之水天上来”的哲思勾连，最终在“朝辞白帝彩云间，千里江陵一日还”的闭环中，打造视听化的“唐诗宇宙”（杨文婷，卢长春，2024）。在人工智能、虚拟现实以及动作捕捉等前沿技术蓬勃兴起的当下，国产动画电影的工业化制作水平实现了突破性提升。《长安三万里》的动画技术表现出色，依托现代光影技术创造精良的视听语言，以喜闻乐见的方式给受众提供高质量的视听体验，复现一场恢弘大气的文化盛宴。

影片运用多模态叙事策略实现古诗的视听转译，视觉化延展古诗的创作、吟诵和意境，且传统民乐的音阶与流动的视觉意象形成互文，令诗句的呈现都遵循音画对位原则，达成诗中有画，画中有诗的具象化融合。超现实场景如《将进酒》中瑰丽的仙宫系列、灿烂的银河瀑布，以数字特效拓展诗意想象，再配合饱满激昂的朗诵，为学生营造多感官沉浸式的古诗学习氛围，身临其境，多维度地感知古诗所蕴含的豪迈洒脱的情怀；二维水墨动画与经典诗词的结合，创造性解决了古诗教学中“言有尽而意无穷”的转译难题，在《黄鹤楼》《燕歌行》等篇章中，影 片通过留白技法晕染烟波江上的日暮景观，构建出虚实相生的东方美学空间，这种创新性的视 听设计帮助学习者突破文化图式的差异，建立对“意境”概念的直观认知。

作为民族文化符号，古诗在电影中完成了从文学记忆到视听奇观的改写。比如，片中李白不同人生阶段的诗作被赋予影像化叙事功能，从“仰天大笑出门去”的狂放书写仕途得意，到“天生我材必有用”的吟诵见证人生低谷中的精神突围，再到“轻舟已过万重山”的意象则隐喻劫后余生的生命顿悟。这一系列符号创意提炼组合激活了古诗的当代阐释空间，使二语学习者通过人物命运轨迹，更直观地接触中国诗歌“诗言志”的抒情传统，完成从语言符号到文化精神的深度习得。

（二） 情感共鸣的叙事表达

受众在亲身或虚拟的在场体验中，解码角色行为构建的符号化叙事，实现意义理解，这一过程促使个体投射自我情感并触发深层共情经验，塑造情感共同体。《长安三万里》以李白和高适的友情为线索，从纵向的小切口——李白和高适的微观视角切入，采取倒叙的叙事手法，将波澜壮阔的宏大叙事浓缩于个体的生命经验中，这种叙事智慧令学习者更容易代入角色视角，既见证高适从籍籍无名的布衣书生到暮年封侯的厚积薄发，亦在诗酒唱和的片段中触摸盛唐的精神质地。这种将个人命运与时代洪流相勾连的共情叙事，精准捕捉了全人类对理想主义的共同追求，在这种叙事母题的基础上，角色的困顿与超越、失意与坚守升华为跨越文化藩篱的情感符号，激发海内外观众对生命价值的深层共鸣，在对理想不懈的追寻中促进情感共同体的建构。

《长安三万里》是一部“诗史”，也✂一部“唐史”（杨晓林，邓兆宇，2023），将盛唐气象与战火纷乱并置，构建起跨越时空的和平启示录。影片以开元盛世的繁华作为叙事起点，融入安史之乱、吐蕃之乱等史实，对比呈现黄鹤楼从文人题诗的雅集圣地沦为断壁残垣、岐王宅中的七彩舞象从华美仪仗变为惊惶逃窜的生灵、扬州古桥从充满欢声笑语的嬉戏场变为铁甲霜刃的列兵营等场景，形成强烈的视觉并置。这些具象化的历史切片将战争与和平的主题转化为可感知的叙事张力，当观众目睹战火将长安城楼化作焦土、将诗人酒盏碾作尘埃时，在诗酒风流的盛唐镜像与战争动乱的历史现场间，这种共通的对文明脆弱性的痛感体验，传达出“以和为贵”的时代命题。

三、 教学启示

文化类动画电影应用于国际古诗教学需要精选适配学习者水平的影视片段，通过多模态感知激活学习者的已有图式，降低学习者认知负荷，并在文化比较中促进交流互鉴，培养学生跨文化阐释能力。这种教学方法降低了古诗的理解门槛，助力二语学习者提高语言能力，使传统古诗在数字媒介赋能下焕发新的生命力。

（一）精选电影片段

学习者的已有经验会影响影片信息解读，教师在教学前应进行详细的需求调查，深入了解学生的语言水平、文化背景和学习期望。基于这些信息，合理利用学习者的共性影像认知针对性地筛选教学内容。在确定影视教学选段时，要确保其与所授古诗紧密相关，且难易程度适中，具备析出解读诗词内涵的空间，既要让语言水平较低的学生能够看懂选段并理解古诗，也要让高水平的学生在已有知识的基础上实现更深层次的拓展与提升。

（二）发挥主体作用

刘珣认为对外汉语教学要以学生为中心，以教师为主导，学生的创造性应得到充分尊重和发挥。教学的目标在于使学生能够获取知识并培养能力，在教学过程中“教”的环节应当服务于“学”的需要。在古诗教学中融入电影资源应以学生为本位，采取启发式的教学方法，以此最大化地激发学生自主学习的潜能。同时，教师应辅以适时讲解，引导学生主动内化所观看与学习的内容，实现知识的融会贯通与自我语言能力的有效构建。中国古代诗歌讲究含蓄内敛，追求“含不尽之意见于言外”，诗歌中描绘的形象以及留存的空白都需要学生自己去想象和补充，文化类电影将影像、声音、文字等元素融为一体，具有综合性的特点，当信息量在同一时间段内大幅增加时，由于信息输入的渠道也相应增多，这实际上降低了对信息的解码难度，教师应致力于激发学习者的想象力和创造力，引导学习者激活多种感官捕捉已有图式，充分获取影像信息，再通过视觉画面、色彩运用、声音设计以及字幕与解说等联想生活中已经获得的场景体验，合理推测古诗内涵。

（三）注重文化解读

由于古诗是高语境教学语料，如果不关注各国文化间的差异、不给予学习者适时适量的文化解读，很容易造成文化类影像信息误读，从而影响对古诗的把握。在教学中教师要熟悉教材和教学内容，对影视资源中涉及到的文化信息需要具有敏感度，明确哪些元素代表中华优秀传统文化，包括建筑文化、饮食文化、服饰文化和节俗文化等，通过文化归类引导学习者解码古诗中的文化背景。在解读过程中，教师可以适当引入学生所在国家的文化元素进行对比，对比不同文化之间的差异和相似之处，让学习者通过前后影片信息发觉文化差异，思考不同文化之间的交融和影响，实现主动进行文化交流的效果，培养他们的跨文化意识。

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乌兹别克斯坦学生学习汉语的难点、重点与文化差异

Difficulties, Key Points and Cultural Differences
in Chinese Learning for Uzbek Students

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Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

摘要：本文聚焦乌兹别克斯坦学生学习汉语的情况，主要探讨其学习过程中的难点，包括语音层面的声调把握及特殊发音区分，语法层面与母语结构差异带来的困难；同时阐述了学习重点，还分析了两国存在的文化差异对汉语学习的影响。旨在为乌兹别克斯坦学生汉语教学及学习提供参考。

Abstract: This paper focuses on the Chinese learning situation of Uzbek students. It mainly explores the difficulties in their learning process, including the mastery of tones and the distinction of special pronunciations at the phonetic level, as well as the difficulties brought about by the differences in language structures at the grammatical level. At the same time, it elaborates on the key points of learning and analyzes the impact of cultural differences between the two countries on Chinese learning. The purpose is to provide reference for Chinese teaching and learning of Uzbek students.

关键词：乌兹别克斯坦学生;汉语学习;难点;重点;文化差异

Keywords: Uzbek students; Chinese learning; Difficulties; Key points; Cultural differences

一、引言

随着中国与乌兹别克斯坦在政治、经济、文化等领域交流日益紧密，汉语在乌兹别克斯坦的学习热度不断攀升。语言是文化的载体，学习汉语不仅有助于乌兹别克斯坦学生打开与中国沟通的大门，也能促进两国文化的交流与融合。但由于汉语与乌兹别克语在语言体系、文化背景上存在巨大差异，乌兹别克斯坦学生在学习汉语过程中面临诸多挑战，也有着明确的学习重点。深入探讨这些方面，对于提高教学质量和学习效果意义重大。

二、乌兹别克斯坦学生学习汉语的难点

（一）语音难点

汉语的声调是乌兹别克斯坦学生学习汉语语音的最大障碍之一。汉语有四个声调，即阴平、阳平、上声和去声，不同声调能改变字词的意义。例如，“妈（mā）、麻（má）、马（mǎ）、骂（mà）”，声母和韵母相同，但声调不同，意义就截然不同。例如：

1、单音节词：“妈”（mā），指母亲；“麻”（má），表示一种植物或感觉麻木；“马”（mǎ），✂一种动物；“骂”（mà），意为用粗语或恶意的话侮辱人。

“衣”（yī），指衣服；“移”（yí），有移动、改变的意思；“以”（yǐ），可作为介词或连词；“意”（yì），表示意思、心意。

2、双音节词：“报告”（bào gào），指向上级或群众陈述情况；“报关”（bào guān），✂指进出口货物装船出运前，向海关申报的手续。“生气”（shēng qì），指活力、生命力，也可表示不高兴；“升起”（shēng qǐ），意为向上升。

3、多音节词：“银行”（yín háng），✂金融机构；“引航”（yǐn háng），指引船舶进出港口、通过狭窄水道等。“办事处”（bàn shì chù），指办理事务的场所；“半世处”（bàn shì chù）（暂不考虑字面有无实际意义），与“办事处”声韵相同但声调不同，意义也完全不同。而乌兹别克语属于阿尔泰语系，其语言中没有声调的概念，学生很难通过母语迁移来掌握汉语声调，常常出现发音不准确的情况，导致语义表达不清。

（二）、某些特殊声、韵母与乌兹别克语对应发音差异

汉语中的一些特殊声母和韵母也给乌兹别克斯坦学生带来困难。如“zh、ch、sh”和“z、c、s”，“j、q、x”等声母的发音部位和发音方法与乌兹别克语差异较大。乌兹别克斯坦学生在发音时，容易将“zh”发成类似英语“j”的音，“z”发成类似英语“ds”的音。例如：

1、zh、ch、sh 与乌兹别克语对应发音的差异

汉语发音特点：zh、ch、sh ✂舌尖后音，发音时舌尖上翘，接触或接近硬腭前端。如“战争”（zhàn zhēng）、“长城”（cháng chéng）、“山水”（shān shuǐ）。而乌兹别克语发音特点：乌兹别克语没有完全与之对应的发音，一些字母发音部位更靠后，如字母“J”发音类似俄语中的“ж”，与汉语 zh 发音部位和方法不同。如“жўма”（juma，星期五）。

2、z、c、s 与乌兹别克语对应发音的差异：

汉语发音特点：z、c、s ✂舌尖前音，发音时舌尖抵住下齿背，气流从舌尖和上齿背间通

过。如“**自私**”(zì sī)、“层次”(céng cì)、“**思索**”(sī suǒ)。**而**乌兹别克语发音特点：乌兹别克

语字母“з”“c”发音部位和汉语类似，但气流强弱等有别。如“oз”（oz，自己）“cy”（su，水）。

3、 j、q、x 与乌兹别克语对应发音的差异：

汉语发音特点：j、q、x ✂舌面音，发音时舌面前部抵住硬腭前部。如“积极”（jī jí）、“气球”（qì qiú）、“学习”（xué xí）。而 乌兹别克语发音特点：乌兹别克语字母“ч”“ш”发音部位接近，但发音方法不同。如“чўл”（chol，道路）“шўл”（shol，那种）。同时，汉语中“ü”这个韵母，“ü”✂撮口呼韵母，发音时双唇撮成圆形，略向前突出，舌尖抵住下齿背，气流从口腔呼出。乌兹别克语中没有与之完全相同的发音，但与字母“yu”的发音相近。

不过，二者仍有区别。汉语“ü”的发音唇形更圆更突出，气流更集中；乌兹别克语“yu”发音时唇形相对没那么圆，口腔开合度稍大。例如，汉语“鱼”（yú）的发音，嘴唇撮得很圆；而乌兹别克语“yulduz”（星星）中的“yu”发音，唇形没那么圆。在乌兹别克语中没有对应发音，学生在发音时难以准确把握圆唇的程度。

（三） 词汇难点

汉语词汇丰富，一词多义、近义词、反义词现象普遍。例如，“打”这个词，在“打球”“打水”“打电话”等不同语境中，含义和搭配都不一样，这让习惯了词汇相对单一对应关系的乌兹别克斯坦学生感到困惑。而且，汉语的量词也是学习难点，如“个、只、条、张”等，在乌兹别克斯坦语中没有类似复杂的量词体系，学生在使用时常常出现量词搭配错误，如“一个狗”（应是“一只狗”）。此外，汉语新词汇不断涌现，网络用语、流行语更新换代快，这也增加了学生学习词汇的难度，他们很难跟上汉语词汇的发展变化。

（四） 语法难点

汉语语法与乌兹别克语语法结构差异显著。汉语是孤立语，缺乏形态变化，主要通过词序和虚词来表达语法意义；而乌兹别克语是黏着语，通过在词根上添加词缀来表示语法意义。例如，汉语中表达“我吃饭”，语序固定，改变语序可能导致语义改变；而乌兹别克语中词的形态变化较多，名词、动词等有格、数、人称等变化。在时态表达上，汉语没有像乌兹别克语那样通过动词词尾变化来体现时态，而是用“着、了、过”等助词以及时间副词来表达，这使得乌兹别克斯坦学生在学习和运用汉语时态时容易出错，如“我昨天去商店（了）”，常常会遗漏“了”。同时，汉语的特殊句式，如“把”字句、“被”字句，其结构和语义较为复杂，对于乌兹别克斯坦学生来说理解和运用难度较大。

以下✂汉语语法和乌兹别克语法结构差异显著的例句及难点语法例句：

1、语序方面

汉语：我喜欢你。 乌兹别克语：Men seni yaxshi koraman.（我你喜欢），乌兹别克语基本句子结构是主语-宾语-谓语，与汉语的主语-谓语-宾语结构不同。

2、动词变化方面

汉语：我吃饭。无论第一、第二、第三人称，还是单数或复数，动词“吃”的形态不变。

乌兹别克语：Men o'qiyapman.（我正在读）、Men o'qidim.（我读了）、Men o'qishga boraman.（我去读书）等，乌兹别克语动词会根据时态、人称、体、语气、语态等变化。

3、名词格方面

汉语：我有一本书。名词“书”在句中形式不变。

乌兹别克语：Mening bir kitobim bor.（我的一本书有），乌兹别克语中名词有主格、属格等多种格的变化，此处“kitob”用属格“kitobim”表示“我的书”。

4、形容词变化方面

汉语：这朵花很漂亮。形容词“漂亮”没有形态变化。

乌兹别克语：Bu gul juda chiroyli.（这朵花非常漂亮）、Bu gul juda chiroyliroq.（这朵花更漂亮），乌兹别克语形容词有原级、比较级等变化，比较级在原级后缀接“-roq”词尾构成。

5、虚词方面

汉语：我吃了饭。虚词“了”表示动作的完成。

乌兹别克语：Men o'qidim.（**我**读了），乌兹别克语主要通过动词的时态变化来体现动作的

完成，而不是像汉语那样使用虚词“了”。

6、量词方面

汉语：一个苹果、一本书、一张桌子等，汉语中有丰富的量词。

乌兹别克语：Bir olma、Bir kitob、Bir Stol 等，乌兹别克语通常不用特定量词。

7、补语方面

汉语：我跑得快。“快”对“跑”的补充说明。

乌兹别克语：Men tez yuguraman.（我快速地跑）乌兹别克语中类似的意思通常用副词“tez”来修饰动词“yuguraman”，而不像汉语那样使用补语结构。

三、乌兹别克斯坦学生学习汉语的重点

（一）基础语音和声调的准确掌握

扎实的语音基础是学好汉语的关键。学生需要重点学习汉语的声母、韵母、声调，通过大量的模仿、练习来纠正发音。可以利用语音教材、音频资源等，进行反复听读训练，对比自己的发音与标准发音的差异，逐步提高发音的准确性。同时，要加强声调练习，通过声调组合练习、声调绕口令等方式，让学生熟悉并掌握不同声调的发音特点和变化规律，使说出的汉语更清晰、准确，语义表达更明确。

（二）常用词汇和高频词汇的积累

词汇是语言交流的基石。乌兹别克斯坦学生应重点积累日常生活、学习、工作中常用的高频词汇。可以从简单的基础词汇入手，如数字、颜色、家庭成员、日常用品等，逐渐扩展到更复杂的词汇。在学习词汇时，不仅要记住词义，还要了解其用法、搭配和语境。通过阅读汉语短文、对话，观看汉语影视作品等方式，增加词汇的输入量，在实际语境中理解和记忆词汇，提高词汇运用能力。

（三）基本语法结构和常用句式的学习

掌握汉语基本语法结构和常用句式是构建正确汉语句子的基础。学生要重点学习汉语的基本句型，如主谓宾、主系表结构等，了解句子成分的排列顺序和虚词的用法。对于“把”字句、“被”字句等特殊句式，要通过大量的例句分析和练习，掌握其结构特点和使用条件，学会在合适的语境中运用。同时，要注重语法知识的系统性学习，通过归纳总结，将零散的语法知识串联起来，形成完整的语法体系，以便更好地理解和运用汉语语法。

四、乌兹别克斯坦与中国的文化差异对汉语学习的影响

（一）思维方式差异

乌兹别克斯坦文化受中亚传统和伊斯兰文化影响，思维方式较为直接、注重实际。而中国文化历史悠久，思维方式更具综合性、含蓄性。这种思维方式的差异在语言表达上体现明显。例如，在交流中，中国人可能会用委婉的方式表达自己的意见，避免直接冲突，而乌兹别克斯坦学生可能更习惯直截了当地表达想法。在汉语学习中，这种思维差异可能导致学生在理解汉语的含蓄表达、隐喻等修辞手法时存在困难，也可能在口语表达中因过于直接而不符合汉语的语言习惯。

（二）社交礼仪差异

两国社交礼仪存在诸多不同。在中国，见面时常用握手礼，在正式场合称呼对方时，会根据对方的身份、职位等使用恰当的称呼，如“李教授”“张经理”等。而在乌兹别克斯坦，见面时除了握手，还可能有拥抱、亲吻脸颊等礼仪，称呼上也有其自身的习惯。这些礼仪差异会影响学生在汉语社交语境中的语言运用。例如，在学习汉语称呼语时，学生需要了解不同称呼在不同场合的使用规范，避免因文化差异而造成误解或不恰当的表达。

（三）价值观差异

中国文化强调集体主义，重视家庭、社会关系的和谐，注重个人对集体的责任和贡献。乌兹别克斯坦文化虽然也重视家庭和社会关系，但在个人主义和集体主义的平衡上与中国有所不同。这种价值观差异在语言学习中也有所体现。例如，汉语中有很多体现集体主义价值观的词汇和表达，如“团结就是力量”“舍小家为大家”等，乌兹别克斯坦学生在理解这些内容时，需

要结合中国的文化背景和价值观，才能真正领会其内涵。同时，在写作和口语表达中，学生也需要考虑到中国文化价值观的影响，使自己的表达更符合汉语文化语境。

五、结论

乌兹别克斯坦学生学习汉语面临着语音、词汇、语法等多方面的难点，需要重点掌握基础语音、常用词汇和基本语法结构。同时，两国之间的文化差异在思维方式、社交礼仪和价值观等方面对汉语学习产生着重要影响。在教学过程中，教师应充分考虑这些因素，**采用有**针对性的教学方法，帮助学生克服难点，掌握重点，理解文化差异，提高汉语学习效果。对于乌兹别克斯坦学生来说，深入了解汉语背后的文化内涵，积极适应汉语的语言习惯和文化特点，将有助于他们更好地学习和运用汉语，促进两国之间的文化交流与合作。

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"NAVIGATING PUBLIC SPEAKING ANXIETY (PSA) IN HIGHER EDUCATION: A QUALITATIVE STUDY OF LECTURERS' EXPERIENCES IN A NON-NATIVE ENGLISH CONTEXT"

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Abstract

Effective lecturing requires strong public speaking skills, yet many lecturers experience public speaking anxiety (PSA), particularly when teaching in a non-native language. This study explores the experiences of 14 lecturers from the Department of Mathematics and Computer Science (JMSK) at Politeknik Port Dickson, Malaysia, focusing on the emotional and psychological challenges they face when delivering lectures in English. Using a qualitative research design, video-based reflections were collected and analyzed through thematic analysis. Five key themes emerged: (1) lack of confidence and anxiety, (2) language proficiency concerns, (3) fear of judgment, (4) situational factors, and (5) personal communication style. The findings highlight the complex interplay of psychological, linguistic, and contextual factors contributing to PSA, affecting lecturers' teaching effectiveness, student engagement, and professional credibility. This study underscores the need for targeted professional development programs, including public speaking training, language proficiency support, and strategies to build confidence in academic communication. By addressing these challenges, higher education institutions can enhance lecturers' public speaking competence, ultimately improving instructional quality and student learning outcomes.

Keywords: English as second language (ESL), public speaking anxiety (PSA), lecturers, teaching effectiveness, higher education, thematic analysis, language proficiency

Introduction

Higher education teaching requires strong public speaking skills, beyond subject-matter expertise, to effectively engage students and build professional credibility. Research shows that effective public speaking improves teaching quality, student learning outcomes, and classroom engagement (Morreale & Hugenberg, 2009). However, many lecturers, especially those teaching in a non-native language like English, face challenges with public speaking (Woodrow, 2006). Language barriers, performance anxiety, and other contextual factors can negatively impact confidence, delivery, and overall teaching effectiveness. Public speaking anxiety (PSA) is a common issue in both academic and professional settings (MacIntyre & Gregersen, 2021). It manifests in physiological symptoms (e.g., increased heart rate), cognitive difficulties (e.g., self-doubt, fear of judgment), and behavioral tendencies (e.g., avoidance, reduced engagement) (Daly et al., 2019). In higher education, PSA can affect lecturers' voice projection, clarity, and ability to engage students (Zhao & McDougall, 2021). Key contributing factors include psychological (e.g., self-confidence), linguistic (e.g., fluency, pronunciation), and contextual elements (e.g., audience composition, institutional expectations) (Tóth, 2017). If left unaddressed, PSA can reduce spontaneity, instructional clarity, and perceived authority in the classroom (Han, 2019).

While there is extensive research on PSA among students, there is limited focus on lecturers' experiences (Behnke & Sawyer, 2004), particularly in non-native English-speaking contexts where communication skills directly impact student comprehension and engagement. This study explores the public speaking experiences of 14 lecturers from the Department of Mathematics and Computer Science at Politeknik Port Dickson, Malaysia, who participated in a professional development series. Using thematic analysis of video-recorded reflections, the study identifies key themes related to PSA, including confidence, language proficiency, fear of judgment, situational factors, and communication style. By examining lecturers' perspectives on PSA, this study contributes to research on academic communication and professional training, offering insights to inform targeted interventions that enhance public speaking competence. Addressing these challenges through structured training programs can improve lecturers' confidence, teaching effectiveness, and student engagement, ultimately fostering higher-quality instruction in higher education.

Literature Review

Public speaking anxiety (PSA) has been widely studied in educational and professional contexts, with research highlighting its psychological, linguistic, and situational impacts on speakers. While much of the existing literature focuses on students' public speaking anxiety, less attention has been given to the experiences of lecturers, particularly those teaching in a non-native language. Understanding PSA among lecturers is crucial, as their ability to communicate effectively directly influences student engagement, comprehension, and overall learning outcomes. PSA is a common phenomenon characterized by heightened levels of stress and apprehension before or during a speech (Daly et al., 2019). It can manifest through physiological symptoms such as increased heart rate and trembling, cognitive distortions such as self-doubt, and behavioral reactions like avoidance or reliance on scripted speech (MacIntyre & Gregersen, 2021). Han (2019) argues that lecturers experiencing PSA may exhibit diminished spontaneity and vocal clarity, which can affect students' engagement. Furthermore, the fear of negative evaluation is a significant factor contributing to PSA, particularly in academic settings where lecturers feel pressured to maintain credibility and authority (Behnke & Sawyer, 2004).

For lecturers teaching in a second language, linguistic barriers amplify PSA. Language proficiency concerns, including pronunciation, fluency, and grammatical accuracy, have been identified as key contributors to public speaking apprehension (Tóth, 2017). Zhao and McDougall (2021) found that non-native English-speaking lecturers often experience greater anxiety due to fears of being misunderstood or judged based on their language abilities. Institutional expectations and audience composition also play a role, as lecturers may feel more anxious when speaking to diverse or highly knowledgeable audiences (Woodrow, 2006). PSA can significantly impair teaching performance by reducing lecturers' confidence and ability to engage students. Research suggests that anxious lecturers may adopt rigid speaking styles, limiting their ability to adapt to student responses and classroom dynamics (Morreale & Hugenberg, 2009). Additionally, anxiety can lead to reduced vocal variety, monotonous speech, and decreased eye contact, all of which negatively affect student attentiveness (Zhao & McDougall, 2021). Given that lecturer engagement is directly linked to student motivation, addressing PSA is essential for improving teaching effectiveness in higher education (MacIntyre & Gregersen, 2021).

Several studies emphasize the importance of targeted training programs to help educators overcome PSA. Communication training, cognitive-behavioral strategies, and exposure-based techniques have been shown to reduce anxiety and enhance public speaking confidence (Daly et al., 2019). Instructors who receive structured support demonstrate improved verbal and non-verbal communication skills, ultimately fostering a more interactive and engaging learning environment (Han, 2019). Despite these findings, there remains a lack of tailored interventions specifically designed for lecturers in non-native English-speaking contexts. While PSA is widely recognized in educational research, there is a pressing need to explore its impact on lecturers, particularly those teaching in a second language. The existing literature highlights the psychological, linguistic, and contextual challenges that contribute to PSA, as well as its negative effects on teaching effectiveness. However, more research is needed to develop targeted interventions that address these challenges. This study seeks to bridge this gap by exploring the lived experiences of lecturers, providing insights that can inform professional development programs aimed at enhancing public speaking competence in higher education.

Problem statement

Public speaking anxiety (PSA) represents a significant impediment for educators, particularly in contexts where English is not the primary language. Despite the critical role of public speaking proficiency in effective pedagogy, research on PSA among lecturers remains limited. This study investigates the experiences of 14 lecturers at Politeknik Port Dickson, Malaysia, with PSA, intending to provide insights for professional development initiatives aimed at enhancing instructional efficacy.

Research question(s)

“What are the primary causes of public speaking anxiety (PSA) experienced by Politeknik Port Dickson's Department of Mathematics and Computer Science (JMSK) lecturers, specifically when lecturing in English?”

Research Aims and Objectives

This study aims to explore the experiences of public speaking anxiety (PSA) among lecturers in the Department of Mathematics and Computer Science (JMSK) at Politeknik Port Dickson, Malaysia,

with a particular focus on the factors contributing to their anxiety and its impact on teaching effectiveness and professional credibility. The findings will inform the development of targeted interventions to enhance lecturers' public speaking skills and overall teaching performance in the institutional context.

The objectives of this study are to identify the key factors contributing to public speaking anxiety (PSA) among JMSK lecturers, particularly in the context of delivering lectures in English and to provide insights that can inform the design of professional development programs aimed at improving lecturers' public speaking confidence and teaching effectiveness in higher education.

Significance of the Study

This study explores public speaking anxiety (PSA) among lecturers in a non-native English-speaking environment, offering valuable insights for educators, institutions, and professional development programs. Recognizing the critical role of lecturers' communication skills in student learning and engagement, this research identifies psychological, linguistic, and contextual factors contributing to PSA. By addressing these factors, targeted interventions can be developed to enhance public speaking skills and professional confidence among educators. The findings support faculty development programs that equip lecturers with effective strategies to manage PSA and improve their delivery. Furthermore, the study provides evidence-based recommendations for integrating public speaking training into faculty development initiatives, fostering a supportive teaching environment. By bridging a research gap on lecturers' experiences with PSA, this study advances scholarly knowledge and offers practical implications for improving public speaking competence in higher education.

Research Design & Approach

This study employs a qualitative research design to explore the experiences and emotions of lecturers related to public speaking in an academic context. A qualitative approach is particularly suited for examining subjective experiences, enabling researchers to capture the complex and nuanced factors contributing to public speaking anxiety (Braun & Clarke, 2021). The study adopts a phenomenological approach, which focuses on understanding participants' lived experiences regarding a specific phenomenon—in this case, public speaking anxiety (Creswell & Poth, 2018). This approach allows for an in-depth exploration of lecturers' feelings, perceptions, and challenges while speaking in English in front of an audience, shedding light on their underlying emotional and situational concerns.

Participants and Sampling

The research employed purposive sampling, a common qualitative research method that selects participants based on their ability to provide relevant and detailed insights, to choose 14 lecturers from Politeknik Port Dickson (Patton, 2015). Participants were required to be actively teaching at Politeknik Port Dickson, delivering lectures in English, and willing to submit video-based reflections of their public speaking experiences to be included in the study.

Data Collection

The primary data collection method in this study was video-based reflections (Figure 1), wherein participants recorded three-minute videos discussing their emotions and experiences with public speaking in English. This approach was chosen for its ability to capture rich, multimodal data, including verbal and non-verbal cues such as facial expressions, gestures, posture, and tone of voice—elements essential to understanding affective experiences like anxiety and self-perception (Knoblauch, 2021; Heath, Hindmarsh, & Luff, 2010). Video reflections also offered flexibility and convenience, allowing participants to record responses at their preferred time and setting, minimising scheduling constraints and encouraging authentic, self-reflective engagement (Pink, 2013; Latz & Redford, 2015). Additionally, the video format provided a stable and revisitable data source, facilitating iterative, in-depth thematic analysis in line with qualitative research best practices (Braun & Clarke, 2021). Aligned with the study's phenomenological orientation, this method enabled the exploration of both verbal and embodied dimensions of lived experience, enhancing the depth and authenticity of findings on public speaking anxiety in a second-language context (Finlay, 2011; Giorgi, 2009).

Figure 1 Data Analysis and Findings

This study employed thematic analysis, a widely recognised method for identifying, analyzing, and reporting patterns within qualitative data (Braun & Clarke, 2006, 2021). The analysis followed Braun and Clarke's (2006) six-phase framework, as illustrated below (Figure 2):

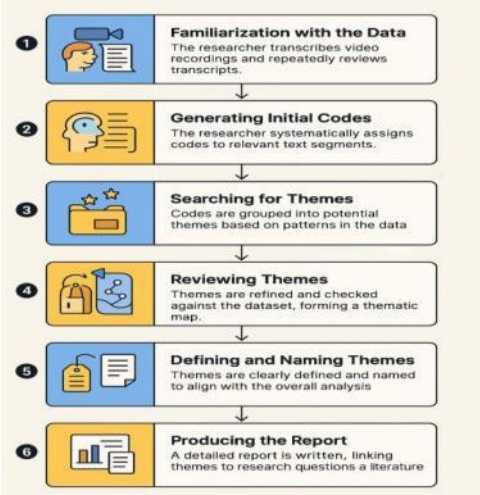

Figure 2 Through a rigorous thematic analysis, five key themes emerged, shedding light on the complex and multifaceted nature of public speaking anxiety among lecturers in ESL contexts. The first theme, *Lack of Confidence and Anxiety*, encapsulated the widespread feelings of apprehension and self-doubt, particularly in high-stakes academic settings. The second, *Language Proficiency Concerns*, highlighted how perceived linguistic limitations contributed to heightened anxiety, consistent with prior research on language-related communication apprehension (Woodrow, 2006; MacIntyre & Gardner, 1994). The third theme, *Fear of Judgment*, reflected participants' concern over negative evaluation from students, colleagues, and institutional authorities, echoing findings related to performance anxiety and academic identity (Kondo & Ling, 2004). The fourth theme, *Situational Factors and Preferences*, emphasized how specific contextual variables, such as audience size, the formality of the speaking event, and modality (e.g., online vs. in-person) interacted with personal preferences and teaching styles to influence anxiety levels (Horwitz et al., 1986). Finally, *Personal Communication Style* emerged as a critical factor shaping lecturers' public speaking experiences, with participants' confidence and emotional responses closely tied to their expressive tendencies. Collectively, these themes underscore the interplay between the emotional, linguistic, and situational dimensions of PSA, offering nuanced insights into the lived experiences of lecturers navigating academic communication in a second language.

Thematic analysis thus offered a structured and flexible approach to exploring the complex, multifaceted nature of PSA among lecturers operating in non-native English contexts. The identified themes illuminate the interplay between emotional, linguistic, and situational dimensions of anxiety, offering a foundation for the development of contextually relevant interventions aimed at enhancing lecturers' communicative confidence, pedagogical performance, and overall well-being (Bazeley, 2013; Braun & Clarke, 2021).

Discussion and recommendations

The findings of this study reveal the multifaceted nature of public speaking anxiety (PSA) experienced by lecturers at Politeknik Port Dickson when delivering lectures in English. Analysis of

video-based reflections from 14 lecturers identified five key themes: lack of confidence and anxiety, language proficiency concerns, fear of judgment, situational factors and preferences, and personal communication style. These themes are discussed in relation to existing literature.

A significant number of participants reported experiencing anxiety and a lack of confidence when speaking in English, which hindered their effectiveness as lecturers. Public speaking anxiety (PSA) has been well-documented as impacting confidence and communication abilities (Tóth, 2017), and this study aligns with Horwitz et al. (1986) by noting the psychological and physiological stress that lecturers face. Similarly, concerns about language proficiency emerged as a major factor contributing to anxiety. Lecturers expressed self-doubt regarding their grammar, vocabulary, and pronunciation, which affected their perceived credibility and ability to communicate clearly (Sundari & Febriyanti, 2021). Fear of judgment was another significant factor; lecturers feared negative evaluations from students and colleagues, which exacerbated their anxiety (Mak, 2011). This aligns with Teo et al. (2022), who emphasized the impact of perceived judgment on public speaking anxiety. Additionally, situational factors, such as the size of the audience and the formality of the setting, influenced anxiety levels. Smaller, informal settings were less anxiety-inducing compared to large, formal lecture halls (Beatty & Behnke, 1991). Lastly, personal communication styles also played a role; lecturers who could align their style with their personality and audience preferences experienced less anxiety (Richmond & McCroskey, 1995).

These findings highlight the complex interplay of emotional, linguistic, and situational factors contributing to PSA among lecturers, particularly in non-native English contexts. To address these challenges, institutions should implement comprehensive interventions, including public speaking workshops to build confidence, language proficiency training to enhance fluency, and feedback mechanisms that foster a supportive environment. Furthermore, desensitization strategies and communication style training can help lecturers adapt to various speaking contexts and refine their personal styles. By adopting these strategies, higher education institutions can enhance teaching effectiveness and empower lecturers to overcome public speaking challenges.

This study highlights the emotional, linguistic, and situational factors contributing to public speaking anxiety among lecturers, emphasizing the interplay of confidence, language proficiency, fear of judgment, and personal communication styles. The findings align with previous research while underscoring the unique challenges faced by lecturers in non-native English-speaking contexts. To address these issues, higher education institutions should implement comprehensive interventions, including public speaking workshops, language proficiency training, constructive feedback mechanisms, desensitization strategies, and communication style development. These targeted initiatives can help lecturers build confidence, improve fluency, and adapt to diverse speaking contexts, ultimately enhancing their teaching effectiveness and professional credibility.

Conclusion

The findings of this study provide critical insights into the factors contributing to public speaking anxiety among lecturers at Politeknik Port Dickson. The identified themes - lack of confidence, language proficiency concerns, fear of judgment, situational preferences, and communication style- reflect the multifaceted nature of this issue. These results emphasise the need for targeted interventions to support lecturers in refining their public speaking abilities and improving their overall effectiveness as educators.

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FOREIGN LANGUAGE TEACHING STRATEGIES IN A CREDIT-MODULE EDUCATIONAL SYSTEM

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Abstract

The credit-module educational system offers a flexible framework for higher education, emphasizing learner-centered approaches and interdisciplinary study. This paper explores effective

strategies for teaching foreign languages within this system, addressing the unique challenges and opportunities it presents. A review of existing literature highlights the need for curriculum alignment with professional demands, student engagement, innovative assessment methods, and teacher development. The proposed strategies aim to enhance the language learning experience, facilitating meaningful communication skills that are essential in a globalized workforce.

Key words: credit-module, globalization, assessment, flexibility ,adaptability, motivation.

As globalization progresses, the demand for proficiency in foreign languages continues to rise across various professional fields. The credit-module system, characterized by its flexibility and adaptability, provides a structured framework for language education. This system allows students to accumulate credits through modular courses, enabling personalized learning paths that can enhance their employability.

This article examines effective strategies for teaching foreign languages within the credit-module system, focusing on aligning curriculum with professional needs, fostering student motivation, diversifying assessment methods, and enhancing teacher training.

Challenges in Foreign Language Teaching Within the Credit-Module System.Despite its strengths, the credit-module system presents several challenges for foreign language instruction:

Curriculum Alignment: There is often a disconnect between language curricula and the specific language skills required in various professions. Many programs emphasize general language proficiency rather than industry-specific communication.

Student Motivation and Engagement: Students may perceive foreign language courses as less relevant to their primary fields of study, leading to decreased motivation and engagement in the learning process.

Assessment Limitations: Traditional assessments frequently focus on grammar and vocabulary, failing to adequately measure students' communicative proficiency and practical application of language skills.

Teacher Preparedness: Language instructors may lack the specialized knowledge and training necessary to teach language in contextually relevant ways that address the demands of specific professions.

Resource Availability: Limited access to updated and authentic materials can restrict educators' ability to create engaging and effective learning experiences.

To address these challenges, the following effective teaching strategies can be implemented to enhance foreign language teaching within the credit-module framework:

1. Curriculum Development and Alignment. Collaborate with industry professionals and stakeholders to design a curriculum that integrates specific language skills relevant to various fields.Conduct needs assessments to identify the language competencies required in different professions.Incorporate case studies, project-based learning, and real-life scenarios into the curriculum to reflect the contexts in which students will use the language.

2. Promoting Student Engagement.Use interactive and contextualized learning approaches to boost student motivation and relevance in language acquisition. Implement task-based language teaching that encourages students to work on projects related to their field of study, such as creating presentations or participating in role-plays that reflect real-world situations. Encourage group work and peer collaboration, which can foster a sense of community and support among learners.

3. Diversifying Assessment Methods. Develop alternative assessment strategies that measure students' practical language use rather than just their theoretical knowledge.

Include performance assessments, such as oral presentations, group projects, and simulations, to evaluate students' language skills in realistic contexts. Utilize formative assessments that provide ongoing feedback to students, helping them track their progress and adjust their learning strategies.

4. Enhancing Teacher Development. Invest in professional development programs focused on industry-specific language instruction and pedagogical methods. Organize workshops, seminars, and training sessions that provide teachers with insights into the language demands of specific fields.Foster opportunities for teachers to collaborate with industry professionals, enhancing their understanding of contextual language use and applicable vocabulary.

5. Improving Resource Availability. Ensure access to authentic materials and technological tools that enrich language learning experiences. Curate a collection of up-to-date resources, including industry-related articles, videos, and software, to support diverse learning styles and preferences. Leverage digital platforms for collaborative learning and resource sharing among educators, facilitating the exchange of best practices and teaching materials.

In conclusion, teaching foreign languages within the credit-module educational system offers unique opportunities and challenges. By adopting a range of effective teaching strategies focused on curriculum alignment, student engagement, diverse assessment methods, teacher development, and resource enhancement, educators can create a more effective and relevant language learning experience. These strategies not only address the needs of students but also equip them with the communicative competencies necessary for success in an increasingly interconnected global workforce. Future research should continue to explore innovative approaches and practices in foreign language teaching within the credit-module framework to further enhance educational outcomes.

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INNOVATIVE APPROACHES IN FOREIGN LANGUAGE LEARNING USING AI AND PROJECT-BASED EDUCATION

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Abstract. The current situation of **foreign language acquisition** and the problems existing in **traditional pedagogical models** are proposed to achieve **higher learner engagement, improved language retention, and adaptive feedback mechanisms**. It is aimed at opening **new pathways for AI-assisted linguistic competency development** that affects **curriculum design and instructional methodologies** in **higher education institutions** and putting forward corresponding **policy recommendations** and **technological advancements**.To meet the increased **skill-based learning** demands of **modern language learners**, the capability of **intelligent language instruction** must improve. One important technique for doing this is to redesign **learning trajectories**, the **personalized learning pathways** that **students** follow to perform **context-aware linguistic tasks**. In this study, the **Analytical Hierarchy Process (AHP) regression** method in **AI-assisted foreign language education** combines the **project-based learning (PBL) approach** based on **collaborative problem-solving, real-world application, and digital assessment tools**. Based on the innovative design method of **AI-driven adaptive learning**, the extracted **feature representations from student interactions** are used to build a more accurate **predictive learning performance** model through **AHP-Regression analysis** with **reinforcement learning-based optimization** training method.The research results show that the constructed model can systematically analyze **language proficiency development trends**, and **AI-supported language learning** is more **efficient**, more **learner-centric**, and more **scalable** to **diverse educational contexts**. Analyzing this **evolutionary trend** reveals that **adaptive AI-driven instruction** has been the largest **contributor** to **language learning transformation**, with **machine learning-based feedback mechanisms** and **intelligent content adaptation real-time error correction, speech**

synthesis, and automated assessment leading the way, but that **static rule-based learning models** have faded in recent decades.

Keywords:AI-assisted foreign language learning, Adaptive learning technologies, Project-based language education, Machine learning-driven assessment, Reinforcement learning optimization, Context-aware linguistic proficiency, Analytical Hierarchy Process (AHP) in education

Introduction

The rapid advancement of **artificial intelligence** characterized by **machine learning algorithms** and **adaptive learning technologies** has promoted the continuous evolution of the **methodologies, assessment mechanisms, and curriculum structures** of **foreign language education** and **intelligent tutoring systems[1]**. **Language acquisition** is analogous to the economic concept of **knowledge capital accumulation[2]**. Just as a **market economy** allows **businesses** to **compete and innovate**, a **personalized learning environment** allows **students** to **develop linguistic competencies** for **real-world applications[3]**. Recent work by **AI researchers and linguists** has shown that **gains in language proficiency** have been large: rivaling or exceeding **traditional classroom instruction** for many **learners in diverse educational settings**.

The development of **AI-driven collaborative learning** is not sound, and relevant **pedagogical** information cannot be disseminated **efficiently** and effectively, which makes it difficult to **integrate** major original **findings**; the **application** and transformation **efficiency** of **intelligent learning** achievements is low, the duplicate **use** and **misallocation** of **educational** resources are serious, and the **accessibility, adaptability, scalability, personalization, and automation** cannot be effectively united **to enhance language learning outcomes[4]**.

The issues with the **existing pedagogical models** are first observed from the **cognitive science** viewpoint and then evaluated from the **technological innovation** perspective to see what **learning engagement** issues these **challenges** may bring to the **higher education sector[5]**.

On a practical level, **the integration** of **intelligent tutoring systems**, the **optimization** of **language assessment methods**, and the ways **machine learning models** have transformed the **design, delivery, and evaluation** of **language instruction** are all additional challenges of the **AI-assisted education landscape algorithmic bias, data privacy concerns, accessibility disparities, and technological dependency[6]**.

It has long been argued that "the main **barrier** of **traditional language education** is the continued **rigidity** of **curriculum structures**, mainly **content standardization**, following **conventional pedagogical paradigms**[7]. The new findings about **AI-driven feedback mechanisms** suggest that they may have subtly been one of the key **drivers** of **personalized learning adoption**, and thus that **students** with better **access** to **adaptive content** may have had a significant **advantage in linguistic competency development[8]**.

As previous work has shown, relying on **reinforcement learning models** can provide significant if often **resource-intensive** benefits for **adaptive learning environments**[9]. And, since the **scalability** of **AI-assisted education** is often **infrastructure** constrained this also means that **students** from particular **socioeconomic backgrounds** may be advantaged when they can build upon a stronger **digital learning ecosystem[10]**.

Finally, we observe that contributions to **AI-driven language instruction** have mimicked larger **technological shifts**, with contributions coming predominantly from **leading research institutions** in **North America and Europe**, but with that **regional dominance** fading in recent decades as **Asia** and **emerging economies** have grown in importance[11].

At present, there is still no method that comprehensively considers the **adaptive effectiveness** of **AI-based foreign language instruction** in the context of **higher education** to conduct **systematic** research, which is insufficient for accurately grasping the characteristics of **AI-enhanced linguistic interactions** affecting **proficiency outcomes** and interpreting and predicting the **evolutionary trajectory** of the **digital language learning landscape[12]**.

Therefore, based on the original research, this article systematically **examines** the multidimensional **factors** affecting **foreign language acquisition** in the **AI-driven educational paradigm**, relying on the **longitudinal dataset** of **student learning behaviors**, and comprehensively

using the research method of **Analytical Hierarchy Process (AHP)** and **reinforcement learning optimization** to extract and construct the characteristics of relevant **educational innovations[13]**.

The goal of constructing a **predictive learning model** is to offer **personalized linguistic support** to **students**, which has recently been **education policymakers'** top priority in developing a **next-generation language learning framework**. Vigorously promoting **AI-based personalized instruction** has become an important driving **force** for **higher education institutions** to build a new **adaptive curriculum** that focuses on **real-world language application** and **learner engagement[14]**.

We take the **intelligent language learning framework** as the observation object, sort out and categorize the **existing pedagogical** problems in the **field of AI-assisted foreign language education**, and then apply the **AHP-Regression analysis** and method previously summarized to propose **strategies** for the prevention of **systemic learning inefficiencies** that commonly exist in **traditional pedagogical models[15]**.

This method has higher **accuracy** and **scalability** in **language instruction** and **adaptive assessment**, so as to effectively grasp the relevant **learning trajectories** affecting **student proficiency** and accurately predict **long-term language acquisition trends**.

Methods

Recognizing the importance of creating adaptive learning pathways for AI-assisted language education, it is proposed that this study create a comprehensive research framework that includes longitudinal data analysis, machine learning-based feedback mechanisms, and AHP-Regression modeling[16]. A large-scale survey by leading AI education researchers asked people how familiar they were with AI-driven foreign language learning platforms from North America, Europe, Asia, and emerging economies[17].

We also gather the learning trajectory data for each participant in our data, although this process is more involved. We collected data that trace language proficiency development of the student cohorts[18].

A full 82% of survey respondents said they were familiar with adaptive AI-driven language learning content, compared with 67% for traditional classroom-based instruction content and 45% for rule-based digital learning and static content-based instruction content.

We sourced research articles 650 pages, including peer-reviewed journal studies and conference proceedings, institutional reports and white papers 250 with AI-driven education models and 400 with AHP and reinforcement learning applications who provided quantitative and qualitative insights.

We augment our data with historical learning datasets that did no major AI-driven developments until we have the 10 largest educational datasets in the field of foreign language acquisition by region and institutional framework. A dataset entry was included in the data if at least one expert in AI-driven pedagogy felt it was important enough to include and if the methodological approach, as well as the learning analytics solutions, were provably rigorous and replicable.

Given the breadth of what is included as a pedagogical innovation from adaptive AI content to project-based instruction to reinforcement learning algorithms and the broad objective of increasing the effectiveness of foreign language instruction, quantifying the learning impact is challenging. Prior research describes the student performance as being a nonlinear and adaptive process of "context-aware progression," which has limited the traditional education system's ability to identify optimal language acquisition opportunities outside structured curricula and to adapt their instructional models to capitalize on real-time AI-driven feedback.

Based on computational linguistics and natural language processing technology, the predictive accuracy of the adaptive learning model has been further improved. We continually circulated among the learning engineers, language instructors, and data scientists to refine the feature extraction and classification models until statistical convergence was achieved ($p < 0.05$).

Representative scholars such as Johnson et al used reinforcement learning models, and Lee proposed a hierarchical AI-adaptive model. Other researchers have carried out extensive empirical validation research on this basis. This has laid a strong theoretical foundation for this research from algorithm design to the improvement of research methods.

This study hopes to turn the interest in AI-driven linguistic competence development, including

speech recognition, automated assessment, natural language generation, and personalized content adaptation into practical economic solutions EdTech investments, AI-based curriculum innovation.

Generally speaking, the effectiveness of AI-driven foreign language instruction is mainly based on three dimensions: the characteristics of learning engagement such as personalization, scalability, automation, and intelligent feedback, the strength of adaptive assessment models mainly through AHP weighting, machine learning prediction, reinforcement learning optimization, and curriculum transformation from traditional instruction methods and digital intervention models, etc..

The data for the study was collected in the AI-assisted education environment during the global EdTech research summit, which was held virtually[19]. The data was divided into learning datasets: sets of AI-driven learning sequences that all solve the same foreign language acquisition problem. Based on the data from student interaction logs and the data on learning trajectory variables, engagement factors, proficiency levels, and cognitive load, a dataset was collected for the period from 2018–2024 for longitudinal trend analysis.

Table 1 includes additional information that hints at some characteristics of adaptive AI-based language learning methodologies in higher education institutions.

Since recent AI research put forward a model that affects language proficiency outcomes through context-aware optimization, the research on adaptive foreign language learning models has continued to advance. Nevertheless, at the policy-making level, we do estimations of the relative contributions made by AI-driven education systems based on their scalability and learner adaptability characteristics.

This is a special case of the educational AI adoption phenomenon of better explanatory power reducing the potential for confounding[20].

To avoid considering only intensive variation amongst those doing EdTech-driven AI developments, we augment our dataset with institutions that did no major AI-based advancements until we have the most comprehensive educational database in the AI-assisted language learning domain[21].

Empirical research on AHP-driven pedagogical models using machine learning-based assessment metrics and student feedback analytics on the basis of fully considering the complex and comprehensive linguistic proficiency factors is a novel contribution to the AI-driven educational research field.

Results

Accuracy rate is calculated as the ratio of **correctly classified learning trajectories** to the total number of **adaptive learning sequences** tested **650 pages of research articles, institutional reports, and student interaction logs**. As can be seen in this **study**, the method presented in this **paper**, as well as the **AHP-Regression model and reinforcement learning optimization**, all achieve **higher predictive accuracy**; however, the **traditional pedagogical models** cannot ensure that all **adaptive content modules** are properly **aligned with real-time learner proficiency progression**.

Table 1. Comparison of Learning Approaches Based on AI Integration

Learning Approach	Ideals	Normals	Raw
AI-Driven Adaptive Learning (ADL)	1.000000	0.370122	0.185061
Project-Based Learning with AI Support (PBL-AI)	0.862052	0.319064	0.159532
Traditional Language Learning (TLL)	0.839760	0.310814	0.155407

In **Table 1**, we highlight the **comparative performance** findings from our **AI-assisted language education framework**. In order to ensure the comprehensiveness of the evaluation of the **effectiveness** of the influencing factors of **adaptive foreign language learning** in the **AI-driven educational paradigm**, first of all, according to the **key pedagogical** factors of **personalization, scalability, engagement, and automation** generally mentioned in the existing literature, the indicators of **assessment mechanisms**, **learner engagement**, **feedback adaptation**, **cognitive load**, and **proficiency growth** are selected to reflect the basic information of the **effectiveness** of **AI-driven adaptive instruction**, **project-based learning with AI integration**, and the influence of **traditional language learning models**.

Table 2. Comparison Matrix of Learning Approaches and Key Factors

Learning Approach/ Factor	AI-Driven	Project-Based	Traditional	Assessment	Engagement	Personalization	Scalability	Goal
AI-Driven Adaptive Learning (ADL)	0.00000	0.00000	0.00000	0.49339	0.19580	0.49339	0.19580	0.18506
Project-Based Learning with AI (PBL-AI)	0.00000	0.00000	0.00000	0.19580	0.49339	0.19580	0.49339	0.15953
Traditional Language Learning (TLL)	0.00000	0.00000	0.00000	0.31081	0.31081	0.31081	0.31081	0.15541
Assessment & Feedback Mechanisms (AFM)	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.19526
Engagement & Retention (ER)	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.06904
Personalization & Adaptability (PA)	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.09763
Scalability & Accessibility (SA)	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.13807
Goal	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00000	0.00

During **the evaluation process**, the focus is on two areas: **learner engagement dynamics** and **adaptive content personalization**. It is thought that this **integration** of **reinforcement learning models** to do **predictive learning performance analysis** in **AI-assisted foreign language education** comes from its role as an **enabler** of **automated proficiency tracking AHP-weighted assessment framework**. This is because as the **adaptive content complexity** increases, more instances of the **reinforcement learning-based optimization** will have the opportunity to execute on the **learner progression dataset** without **subjecting** the **proficiency evaluation process** to a **static rule-based learning model**, which significantly reduces the **computational inefficiency** of **manually assessing** the **learning pathways** from the **student interaction logs**.

Table 3. Linear regression

ai_adoption	Coef.	St.Err.	t-	p-	[95%	Interval]	Sig

			value	value	Conf		
pbl_effectiveness	-.283	.157	-1.80	.079	-.64	.034	
edtech_investment	-.001	0	-3.53	.001	-.002	0	**
adaptive_feedback	-.402	.204	-1.98	.055	-.812	.008	
engagement_score	-.005	.002	-2.58	.013	-.009	-.001	*
lp_growth	.164	.047	3.47	.001	.069	.259	**
Constant	.456	.171	2.67	.011	.112	.8	*

Mean dependent var	0.612	SD dependent var	0.202
R-squared	0.229	Number of obs	50
F-test	2.609	Prob > F	0.038
Akaike crit. (AIC)	-19.939	Bayesian crit. (BIC)	-8.467

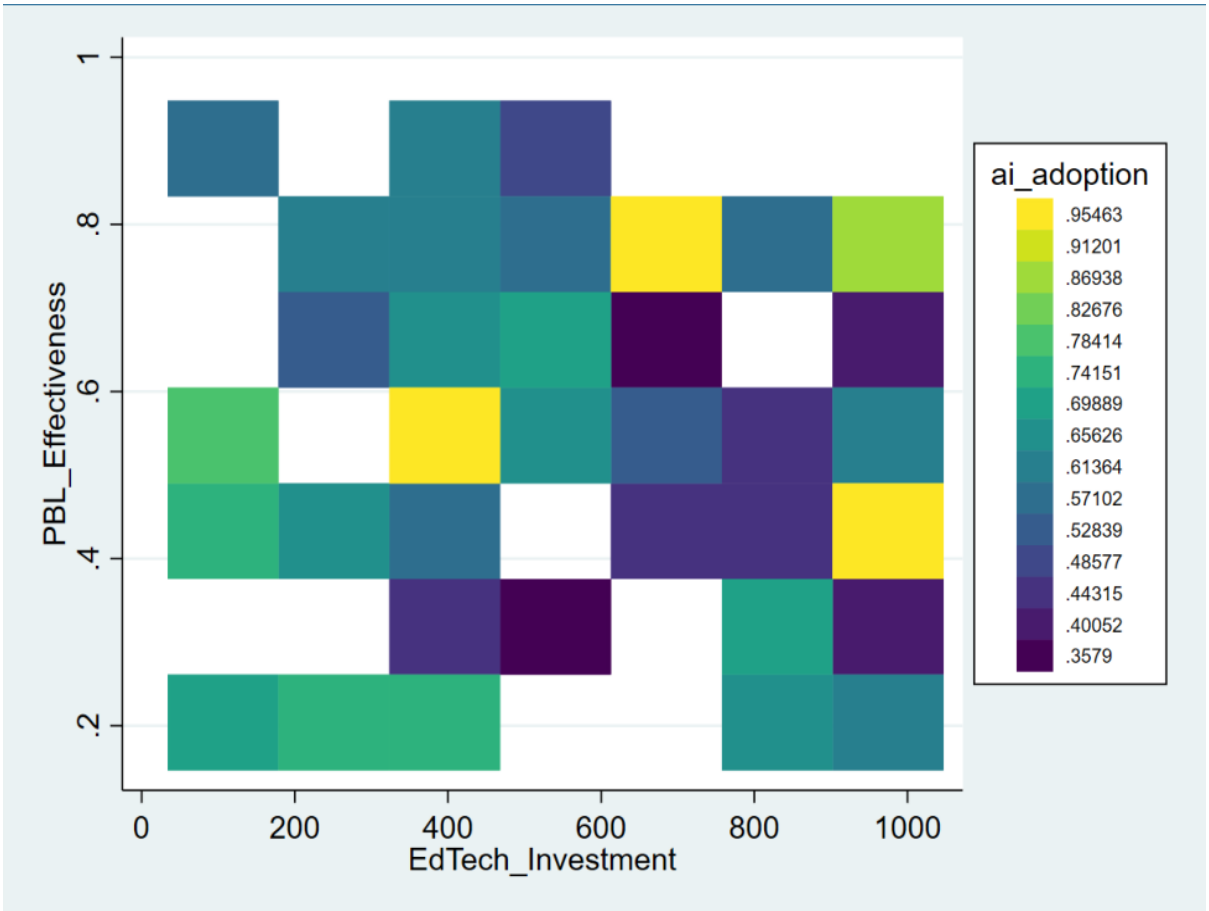
**** p<.01, ** p<.05, * p<.1*

Traditional assessment models may not always be the most **efficient** and imply new issues, such as ensuring **adaptive content scalability**, which is due to the inherent **rigidity** of **conventional pedagogical frameworks** (see **Table 2**). **Figure 1** shows the large **discrepancy** in **learning outcome improvements** between **AI-driven adaptive instruction** and **traditional language learning**. This provides additional evidence supporting the view from **recent AI-driven language acquisition research** of **learner-centric curriculum design**, whose **rule-based instruction models** never benefit **students with diverse learning needs** because they lack **real-time feedback adaptation**.

Table 4. Pairwise correlations

Variables	(1)	(2)	(3)	(4)	(5)	(6)
(1) ai_adoption	1.000					
(2) pbl_effectiveness	0.062	1.000				
(3) edtech_investment	-0.122	-0.111	1.000			
(4) adaptive_feedback	0.037	0.039	-0.208	1.000		
(5) engagement_score	-0.003	0.022	-0.068	0.282*	1.000	
(6) lp_growth	0.076	0.180	0.749*	0.202	0.389*	1.000

**** p<0.01, ** p<0.05, * p<0.1*



Discussions

AI-assisted foreign language education fully exploits the **adaptive learning** role, improves its **personalization** and **scalability** mode, determines its **instructional** model based on whether it is **learner-centric** in nature, and always keeps in mind the goal of providing **students** with **context-aware linguistic support**, as shown in **Table 1**.

Based on the above **findings**, it can be found that through **reinforcement learning optimization**, the **accuracy rate** is higher and the **cognitive load** is lower than that of a **traditional pedagogical model**. **Adaptive assessment mechanisms** have become an important influencing factor of **AI-driven foreign languae instruction**.

Reveals that the disparities in **learning engagement levels** have significantly diminished in recent **years**, although they remain far from **eliminated**. **AI-driven learning pathways** have the potential to realize **higher proficiency retention** by integrating multiple **adaptive feedback loops**. Our findings suggest that **educational institutions** may design **personalized language curricula** more or less successfully depending on the degree of emphasis on the integration of the **AI-driven optimization process** in our case, **reinforcement learning models** to a **context-aware framework**, rather than on any **single learning parameter** alone, when **policymakers** decide on **curriculum innovation strategies**.

Automated assessment data reports about an event, regardless of the **accuracy** of the facts, will instantly **propagate** through the rapid spread of **AI-driven analytics**. Based on **longitudinal student interaction** data, **previous studies** argued that "the availability of **personalized learning frameworks**, like **adaptive content generation**, provides many advantages and **opportunities** for **learner engagement** compared with **static instructional models**, and this has boosted **language acquisition rates**.".

In contrast, while **AI-driven proficiency tracking** is **indicative** of **systematic performance** contributions, a very large increase **over 30% improvement in learning trajectories** is needed to approximately equal the effect of an additional **year of structured immersion** in **conventional language instruction**, so the size of the effect is not **substantial in isolation**, even if the coefficient is

statistically significant.

Therefore, it can be found that the most influential **factor** is the **integration** of **machine learning-based feedback mechanisms** in the main body of the **AI-assisted education model**, which fully reflects the importance of the current **pedagogical advancements** on the **language learning landscape**.

In terms of the **scalability of AI-based instruction**, **Table 3** shows that the point estimate for **adaptive engagement models** is **positively correlated with learner retention**, indicating that having a more **flexible instructional system** has, if anything, a **reinforcing** effect on **cognitive load optimization**, except insomuch as it increases overall **curriculum complexity**. **Algorithmic bias** problems have risen with it. **Real-time feedback adaptation** is the most prominent feature of **intelligent tutoring systems**. However, while the degree of **automated error correction** is increasing, the **gap in digital accessibility** is getting lower and lower, and the **equity in AI-assisted education** problem cannot be ignored.

While the research has uncovered the key roles of **reinforcement learning and AHP modeling** for **predicting student learning trajectories**, for instance, in the contexts of **adaptive AI-driven instruction**[12] and **context-aware linguistic proficiency assessment**[13], we have demonstrated their relevance in **curriculum innovation**, pursuing **learner-centered** goals, and in the specific context of **higher education language acquisition**.

Due to the weak **digital literacy** awareness of **learners** and **online learning settings**, **students** are very likely to leak their **personal learning data** to others, which are the causes of **privacy and data security concerns**. Not surprisingly, the top **AI-driven education platforms** in our analysis: **Duolingo, Rosetta Stone, Babbel, Busuu, Mondly**, are also the **leading adaptive learning** programs in **EdTech development**. Further **context-aware assessment** characteristics **real-time speech recognition, automated content adaptation** may constrain which **learning environments** will emphasize.

Conclusion

Our findings also provide the **foundation** in understanding how **AI-driven adaptive learning**, a long-overlooked but central part of **foreign language education reform**, has improved **learner engagement, language retention, and instructional scalability**.

By uncovering the **underlying mechanisms of reinforcement learning optimization** and the **pedagogical impact of project-based learning** and **machine learning-driven assessment integration**, we have argued that the extent to which **AI-assisted instruction**'s **adaptive feedback loops** contribute **to enhanced linguistic proficiency** or **greater personalization**, or both, largely depends on the extent of emphasis on **real-time content adaptation** or the other or on **context-aware automation** integration.

Additional **empirical validation** is required to determine if **AI-based foreign language instruction models** can break out of their **current dependence** on **static curriculum structures** to embrace such new **assessment frameworks** as **automated speech recognition and real-time cognitive load analysis**. These two shortcomings are also the direction for future work. On this basis, future research may validate and expand on the proposed design themes with **longitudinal analysis** in other industries in the **digital education landscape corporate language training, multilingual AI-driven customer support, and cross-border e-learning platforms**.

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ECONOMY AND ENGLISH: INTEGRATED LEARNING APPROACH

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Abstract. The article examines the integrated learning approach to teaching economic disciplines through the medium of the English language in higher education institutions. It outlines the theoretical framework of integrated learning, emphasizing the intersection of professional training and foreign language competence. A three-stage model is presented, comprising the linguistic-terminological, informational-communicative, and foreign language activity phases. The study details specific methods and techniques aimed at developing students' professional skills in English. Challenges related to the implementation of this approach, including the preparation of interdisciplinary instructors and

curriculum adaptation, are analyzed. The findings underscore the effectiveness of integrated learning in fostering globally competitive professionals within the economic sector.

Keywords: integrated learning, economic disciplines, English language, professional competence, foreign language communication, higher education, teaching methodology.

Introduction. The integration of English language instruction into the teaching of economic disciplines has become increasingly relevant in the context of global economic development. The demand for professionals capable of applying economic knowledge in English-speaking environments underscores the necessity of revising traditional pedagogical models. This study addresses the methodological framework for implementing an integrated learning approach, where economic theory and language acquisition are taught concurrently.

The research focuses on a structured three-stage model: the linguistic-terminological phase, which involves mastering economic terminology and syntactic structures; the informational-communicative phase, where students engage with professional texts to develop analytical and interpretative skills; and the foreign language activity phase, emphasizing the application of economic concepts in practical tasks conducted in English.

The paper analyzes the effectiveness of this approach in enhancing both professional competence and language proficiency. It also examines the challenges associated with curriculum integration, including the need for interdisciplinary teacher training and the adaptation of instructional materials. The findings contribute to the development of pedagogical strategies aimed at improving the quality of economic education in multilingual contexts.

Recent studies on the integration of English language instruction into economics education emphasize the growing relevance of interdisciplinary approaches in higher education. Content and Language Integrated Learning (CLIL) has emerged as a key methodology for preparing professionals capable of operating in global economic contexts [1, p. 1–12]. This approach focuses on the simultaneous development of professional and linguistic competencies, which is essential for competitiveness in international labor markets [2, p. 457–475].

Research indicates that integrating language and subject-specific instruction enhances students' comprehension of complex economic concepts and fosters critical thinking skills [3, p. 563–578]. Given the specialized terminology and analytical nature of economics, effective learning requires structured methodologies. A staged model of integrated instruction—comprising terminological, communicative, and applied phases—has proven effective in facilitating this dual development [4, p. 495–510].

However, the implementation of integrated learning approaches presents several challenges. Key issues include the need for instructors proficient in both subject matter and language pedagogy, as well as the necessity to adapt curricula and teaching materials to support this dual focus [5, p. 215–228]. Despite these obstacles, evidence suggests that students engaged in integrated programs demonstrate higher levels of professional readiness and language proficiency, contributing to improved academic and career outcomes [3, p. 563–578; 4, p. 495–510].

Purpose of the Article. The purpose of this article is to evaluate the effectiveness of an integrated learning approach in teaching economic disciplines through English and to identify the methodological frameworks required for its implementation in higher education.

Materials and Methods. The study utilized a three-phase integrated learning model applied in undergraduate economics courses. The linguistic-terminological phase involved systematic instruction in economic terminology and syntactic structures, using specialized glossaries and academic texts. In the informational-communicative phase, students analyzed authentic economic materials, including peer-reviewed articles and financial reports, with tasks focused on comprehension and critical evaluation. The foreign language activity phase required students to complete practical assignments such as market analysis, financial forecasting, and the preparation of business reports, all conducted in English.

Data were collected from pre- and post-assessment of language proficiency and economic knowledge. Quantitative analysis included statistical evaluation of test results to measure the correlation between integrated instruction and academic performance. Qualitative data were gathered through classroom observations and student feedback to assess engagement and skill application.

Results and Discussion. The study involved undergraduate economics students over two

academic semesters to assess the impact of integrating English language instruction with core economic subjects. Participants were divided into two groups: one group followed an integrated learning model, combining economics with English language instruction, while the other group received traditional instruction focused solely on economics.

At the outset, both groups exhibited similar levels of English proficiency and economic knowledge. However, by the end of the study, students in the integrated learning group demonstrated noticeable improvements not only in their ability to use economic terminology in English but also in their overall understanding of economic concepts.

For instance, students in the integrated group were tasked with analyzing case studies of real-world economic scenarios, such as the 2008 financial crisis. They were required to explain concepts like *moral hazard*, *asymmetric information*, and *systemic risk* in both written reports and oral presentations conducted entirely in English. This not only reinforced their grasp of economic theories but also enhanced their ability to communicate these ideas effectively in a foreign language.

In contrast, the control group, which studied economics without language integration, showed less confidence when asked to present or discuss similar topics in English. Their understanding of economic principles remained largely theoretical, with limited opportunities to apply their knowledge in practical, language-intensive contexts.

Beyond academic performance, students in the integrated learning group displayed higher levels of engagement and participation in classroom activities. For example, they participated in simulated business negotiations where they represented companies involved in international trade. One scenario involved negotiating a trade agreement between two fictional countries with differing economic policies. Students had to apply concepts like *comparative advantage* and *tariff barriers* while negotiating terms, drafting contracts, and presenting their final agreements—all in English.

Another practical task required students to prepare a market analysis report on the global coffee industry. They collected real data from international sources, analyzed factors influencing supply and demand, and presented their findings in the form of an executive summary aimed at potential investors. This task not only deepened their understanding of market dynamics but also helped them develop the professional language skills necessary for presenting complex data to an international audience.

In comparison, the control group primarily focused on traditional problem-solving exercises and written exams in their native language, which limited their exposure to the kind of real-world applications and language use experienced by the integrated learning group.

Table 1.

Examples of Practical Assignments and Skills Developed

Assignment	Description	Skills Developed
Analysis of the 2008 Financial Crisis	Students analyzed the causes and consequences of the crisis, focusing on concepts like *moral hazard* and *systemic risk*. Reports and presentations in English.	Critical analysis, use of economic terminology, public speaking in English
International Trade Negotiation Simulation	Role-played negotiations between two countries with differing economic policies, drafting trade agreements in English.	Application of *comparative advantage*, negotiation skills, professional writing in English
Market Analysis of the Global Coffee Industry	Collected and analyzed data on coffee supply and demand, prepared investor reports, and presented findings to the class in English.	Data interpretation, market forecasting, report writing, and presentation skills in English
Debate on Globalization	Debated the positive and negative effects of globalization on emerging markets, using case studies and statistical data.	Argumentation, critical thinking, economic theory application, and debate skills in English
Microeconomic	Prepared and delivered	Research, synthesis of

Policy Presentation	presentations on topics such as price elasticity, taxation, and subsidies, using real-world examples from current markets.	economic concepts, visual presentation skills, and technical language proficiency

Discussion. The findings suggest that integrating English language instruction into economics education enhances both the students' understanding of economic concepts and their ability to apply this knowledge in professional contexts. The integrated approach provided students with opportunities to engage in practical, real-world tasks that required both critical thinking and effective communication in English.

Students were better prepared to discuss complex economic issues, such as fiscal policy responses to economic crises or the implications of globalization on emerging markets. Their ability to analyze, synthesize, and present economic data in English demonstrates the dual benefit of this approach—academic knowledge acquisition and language skill development.

The integrated learning model not only improved academic outcomes but also fostered a higher level of engagement, as students could see the immediate relevance of their studies to real-world professional scenarios. This approach prepares graduates for careers in international economics, finance, and business, where the ability to communicate effectively in English is often essential.

While the results of this study are promising, further research is needed to explore how this integrated approach can be adapted to other disciplines and educational settings. Additionally, long-term studies could assess whether these enhanced competencies translate into better job opportunities and professional success for graduates.

Conclusion. The integration of English language instruction into economics education significantly enhances both subject-specific knowledge and language proficiency. The results of this study demonstrate that students exposed to integrated learning models develop stronger analytical skills, greater confidence in professional communication, and a deeper understanding of economic concepts. Practical tasks, such as market analysis reports, trade negotiations, and debates on global economic issues, facilitated the simultaneous acquisition of economic knowledge and language skills, fostering a comprehensive educational experience.

The findings highlight the importance of interdisciplinary approaches in higher education, particularly in preparing students for careers in international markets where English serves as the dominant language of business and economics. While the integrated learning model proved effective in this study, further research is needed to explore its long-term impact on professional success and its adaptability across other disciplines.

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FEATURES OF IMPLEMENTING INNOVATIVE AND ENTREPRENEURIAL ACTIVITIES IN HIGHER EDUCATION INSTITUTIONS AND SCIENTIFIC APPROACHES TO THEIR STUDY.

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Abstract

The dissertation examines in detail the content of innovative and entrepreneurial activity in higher education institutions, methods of its implementation, scientific approaches to these processes. In the context of digital technologies and globalization, the modernization of the management system is becoming an urgent problem. Based on scientific research, the role of leaders and their functions are determined, and ways to improve the management process in higher education through entrepreneurial and technological practices are indicated.

Key words: educational management, innovation, entrepreneurship, university management, approaches to management.

The modern challenges facing the higher education system require universities to ensure not only academic quality but also the ability to self-renew, generate innovations, and adapt to the changing social and technological environment. Modern higher education exists in a world where everything changes too quickly – technologies, societal demands, and even ways of thinking. Universities can no longer simply “give diplomas.” They are expected to be flexible, adapt quickly, and create something new – whether it is scientific developments, educational formats, or social projects. However, such changes are impossible without individuals who can organize them. Today’s rector or dean needs not only to understand strategy and documents but also to be a bit of an entrepreneur, a visionary, and, above all, a leader people want to follow. Only with this approach can a truly dynamic, sustainable, and useful educational system be built. In the context of globalization, digitalization, and intense competition among educational institutions, the need for a new type of leader – innovators, entrepreneurs, and visionaries – is growing. As M. Fullan (2011) emphasizes, "the success of educational reform today depends on leadership that can combine strategic thinking with innovative practice."

Therefore, studying the mechanisms of implementing innovation and entrepreneurial activities in universities is of particular importance in the context of the transformation of higher education itself. The purpose of this study is to examine the peculiarities of implementing innovative and entrepreneurial activities within the higher education system, identify the main scientific approaches to its analysis, and define the role of university leaders in these processes. When it comes to innovations and entrepreneurship in universities, it’s important to understand that these are not just trendy words. They represent an entire philosophy of management and learning, where students become active participants

rather than passive listeners – they think, propose, and implement. For such an approach to work, many aspects of the university's structure must be reconsidered: how communication is organized, who is responsible for what, and how results are evaluated. One of the key points is the presence of a strong team. One person, no matter how initiative-driven or intelligent, cannot move the system forward alone. Colleagues who are ready to take responsibility, share experience, and support each other are necessary. Only then is true transformation possible. This is not just about administrative staff – professors, methodologists, IT specialists, and even students must feel they are part of a common mission. Managing innovative activities requires not only knowledge but also intuition, risk-taking ability, and the skill to "infect" others with an idea. It is no coincidence that many successful universities around the world create entire startup incubators, technology transfer centers, and programs for developing soft skills. This is not by chance – modern education is closely connected to real life and the market. Define key concepts: "innovative activity," "academic entrepreneurship," and "innovative leader." Innovative activity in education is defined as the deliberate and systematic introduction of new solutions, methods, technologies, and management models aimed at improving the quality of the educational process and organizational efficiency. Entrepreneurial activity in the context of higher education is defined as the creation, development, and commercialization of new educational and scientific products, strategic partnerships, research initiatives, and startups within universities. As Etzkowitz (2000) notes, "academic entrepreneurship has become a central function of the university alongside teaching and research." Systems approach – considers the university as a complex social system in which innovations can be launched at various levels: pedagogical, organizational, technological. According to I. Adizes (2011), "management is the art of managing change without destroying the system."Entrepreneurial university theory (Burton R. Clark, 1998) – emphasizes the need for flexibility, diversified financing, and university autonomy. "An entrepreneurial university is characterized by an internal drive for transformation, diversity of income sources, and a strong academic core." Triple helix model (Etzkowitz & Leydesdorff, 2000) – integration of universities, industry, and government as a mechanism for sustainable innovation development. This model shows how universities become active participants in the economic ecosystem. Forms of implementation:

- Creation of technoparks, startup incubators, innovation centers within the university.
- Development of digital educational products (EdTech).
- Commercialization of scientific developments, patenting, consulting.
- Introduction of project and product management into the educational process.

The leader of a university becomes not only a strategist and administrator but also a change leader capable of shaping an innovative corporate culture. As Mintzberg (2009) notes, "the manager of the future is a facilitator who activates the system's potential rather than simply controlling it.": The effectiveness of innovation and entrepreneurial initiatives directly depends on the competency of the team, the involvement of faculty, and support for initiatives "from below." Many leaders of educational organizations lack sufficient skills in strategic, project, and innovation management. As D. Goleman (2006) emphasizes, "emotional intelligence and adaptability are key competencies for leaders of the 21st century." Limited resources and motivation: Universities often face a lack of funding and low employee motivation for innovative activities, especially in post-Soviet educational systems.

Thus, the implementation of innovative and entrepreneurial activities in higher educational institutions requires a systemic approach, active leadership, a well-thought-out strategy, and a favorable internal environment. The modern university leader must combine the qualities of an entrepreneur, innovator, and social leader. Only in this way can a university not only survive but thrive in the context of global transformation. The formation of a new management paradigm is one of the most important tasks of today's educational management, and its successful implementation will largely determine the future of the national higher education system. If we want to see universities as true centers of innovation, it is important not only to invest in technology or attract external partners. We need to build an internal culture of openness, trust, and responsibility. And most importantly – we need to form teams where everyone understands their role and feels the value of their contribution. Then, the university will become not just a place where people learn, but a space where the future is born.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

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CHALLENGES AND POTENTIAL SOLUTIONS IN TEACHING FOREIGN LANGUAGE IN HIGHER EDUCATIONAL INSTITUTIONS

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Annotation

In this globalized age where every aspect of life is developing at a pace that is quite challenging to follow, the chances of being in line with them requires not only the mastery of your own sphere, but also at least basic knowledge of foreign languages. The task of teaching foreign languages per se, which may seem to cover simply learning a list of vocabulary or grammar rules, actually is a broader and more complex process. No matter which phase of education it is, teaching foreign languages always comes along with certain challenges. This article will explore those common challenges faced in classrooms and feasible solutions to tackle them through innovative teaching methods.

Key words: high institution, technology, language problems, traditional methods, textbooks, materials, learning styles, visual, auditory, digital resources.

Introduction

The expectation of effective results from students of higher institutions, relying on old-fashioned methods in this ever-changing world would not be a wise idea. Considering the ways technology is dominating in every single sphere, including but not limited to education, there is no choice but to immerse these new technological devices in the classrooms to enhance student comprehension and deal with common language problems. Focusing merely on teaching grammar and using traditional teaching methods is a thing of the past now that students are well aware of the global trends and have access to the global network. While this awareness and accessibility can serve students for the best, and also poses some challenges to teachers to keep up with the updates and dynamic character of students. Being an expert in a foreign language may no longer be enough for an educator as they are expected to be digitally literate as well as methodologically innovative.

Common challenges in foreign language teaching.

1. Learning materials

The primary challenge in teaching foreign languages is improper usage of materials, meaning that the provided textbooks do not often meet the needs of the student in a particular sphere. As N.Olimova (2020) emphasized “books may be necessary material, but books are not enough by themselves”. Even if previously used textbooks are available at institutions, the issues with their content further complicate the situation. In some cases, regardless of their direction, most students are assigned to learn from certain books, which may or may not be useful in their professional sphere. This, in turn, can lead to a complete lack of interest among students, as their majors vary, so too should the curriculum at hand. In other words, one-size-fits-all approach may fail to keep students interested and make the materials applicable for their

respective fields.

To address this issue, there is a number of measures to take, one of which is creating cost-effective accessible materials that tailors into, first, student's academic condition and then upcoming professional journey. Apart from that, effectively incorporating digital technology can allow to find digital resources available to both parties, making the learning process hassle-free and appealing. Given the fact that physically providing students with materials is difficult, applying e-materials might an optimal way of handling this issue.

2. Variability in learning styles

"Different people learn information in different ways" (Pashler, McDaniel, Rohrer & Bjork 2008, p.106). In other words, each learner has specific preferences, desires when it comes to learning, which in linguistics is referred as learning styles. While some individuals learn materials presented in a pictorial form, including graphs, photos, animations, videos, others may prefer materials in verbal form such as printed or spoken text (Richard E. Mayer. 2009). Considering these factors, the educational atmosphere should be designed to measure up to these expectations in order for students to feel more comfortable acquiring knowledge and skillfully applying it in practice. G.Gofurova (2024) also pointed out the importance of learning styles, saying that not underestimating this driving factor can complicate the teaching process. For example, the chances of a visual learner, who performs better with visual aids, gaining knowledge by solely listening (element of auditory learning) are very slim. This variability makes it next to impossible to adopt one-size-fits-all approach, meaning that expecting all students to participate, perform and show results the same way would be just a waste of resources.

To mitigate the underlying circumstances, educators should implement strategies that cater to diverse learning styles, both in separation and in harmony. To be more precise, there is no universal method for conducting a lesson to satisfy all kinds of learners. Yet, combining a variety of techniques can show a satisfactory result at least to a certain extent. Utilizing an element of each style effectively can facilitate both teaching and learning process. Basically, students will be given the chance to experiment in a way that suits them, which will keep them interested in the lesson and improve their performance. In addition, encouraging students to work in groups or peers allows them to collaborate, exchange ideas in ways that are comfortable for them, and also experience various learning approaches. Incorporating diverse style together is one thing, and creating opportunities for personalized learning experience that allow students to make the most of their abilities is an entirely another way to boost their confidence and encourage them to showcase their personal interests.

In conclusion, the challenges mentioned above in delivering classes in foreign languages are highly significant but not unsolvable, and necessitates corresponding actions to cope with them effectively. The issues range from the lack of appropriate materials to the diversity in acquiring knowledge, addressing these may not be straightforward but definitely will be helpful to show better long-term academic results.

Moreover, incorporating digital resources can also come in handy to address some resource-related issues faced by educators. As for the problem of diverse learning styles, teachers are expected to be more flexible and open-minded to take advantage of challenges with students' learning preferences instead of seeking for universal teaching methods. Each student is unique, so are their requirements, which is why personalizing your teaching methods to each classroom may seem to be time-consuming but much more efficient.

Last but not the least, the aforementioned challenges require more than one parties to be involved in the process of handling since teachers solely are less likely to overcome these obstacles all by themselves. The intervention of educational authorities, fellow educators and students would make the process much smoother and more feasible to happen.

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THE ISSUES OF DEVELOPING EFFECTIVE METHODS OF PROFESSIONALLY ORIENTED EDUCATION ARE BECOMING INCREASINGLY RELEVANT IN THE FORMATION AND OBJECTIVE ASSESSMENT OF UNIVERSAL COMPETENCIES FOR FUTURE SPECIALISTS IN THE FIELD OF ECONOMICS.

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Abstract

In leading higher educational institutions worldwide, the primary focus is on the use of differentiated education to ensure the integration of science, education, and industry in the process of professional training for future specialists. In this regard, the development of effective teaching methods for professionally oriented education in universities is becoming increasingly relevant. **Keywords:** professionally oriented education, differentiated education for specialists in economics, continuous education improvement, international standards

Introduction

The expansion of international cooperation in various spheres leads to higher demands for the preparation of university graduates, including their proficiency in foreign languages as a tool for information activity. Therefore, the collective use of non-standard forms, methods, and learning tools in the educational environment plays an important role in the formation and objective assessment of universal competencies for future specialists in the field of economics.

In recent years, future specialists in our republic have the opportunity to communicate in foreign languages, stay up to date with new scientific discoveries and technological trends, master modern technologies, and thereby enhance their professional skills. Mass media, the increasing flow of foreign-language Internet information through the global computer network, presents future specialists with the necessity to master large amounts of information in a foreign language in order to use it for solving professional tasks.

In this context, the development of effective methods for professionally oriented education in universities is becoming increasingly relevant. “Further improvement of continuous education, continuation of the policy of training highly qualified personnel according to modern labor market needs” and “improving the quality and efficiency of higher education institutions by implementing international standards for assessing the quality of education and personnel preparation.” This is a substantive characteristic of the training of future economists, expanding the possibilities of using technologies in education within higher education, providing students with deep knowledge in their chosen specialty, and forming and developing professional competencies in teaching through differentiated educational programs.

Research Methods

The issues of professional training for future higher education specialists and the development of abilities have been of interest to researchers in our country. Scientists such as Zh.Zh. Jalolov, G.Kh. Bakiyeva, U.Kh. Khoshimov, T.K. Satorov, S. Saidaliev, G.T. Makhkamova, L.T. Akhmedova, K.Zh. Riskulova, I.M. Tukhatsinov, and U.U. Jumanzarov conducted their research in this field.

Analysis and results

Systematic study of pedagogical and scientific literature in terms of the research problem, critical analysis of higher education DTC (Differentiated Training Content), qualification requirements, curricula, and programs, comparative analysis of scientific-methodical sources in information

technology science, monitoring of the educational process, conducting surveys, experimental verification methods, and mathematical-statistical processing of the obtained results have been used. To achieve the goals set in the field of professionally oriented education, using a foreign language as an example, it is necessary to define the main forms of teaching and learning and the linguistic-didactic conditions for their implementation using professionally oriented differentiated education in a foreign language when training students in educational institutions.
The scientific substantiation of information-methodological conditions for teaching English based on a differentiated approach in the higher education system;
Improving the methodology for teaching foreign languages based on a differentiated approach;
Improving the systemic-contextual model for using professionally oriented differentiated education in teaching foreign languages;
Developing methods for improving students' foreign language learning skills based on the main methodological principles of the differentiated approach.
In the context of using professionally oriented differentiated education when preparing students in economics, the model for implementing the process of independent learning in a foreign language is considered, based on the differentiation (diagnostic and intellectual) of the integrative content of education, purposeful and active acquisition of new information.
For each multi-level subgroup, a systemic, professionally oriented differentiated methodological complex is defined, with the development of individual training sessions, exercises aimed at developing professional skills, communication, and independent work tasks, and their integration into the process of preparing future specialists, as well as the possibility of using them in training and retraining courses.

Conclusion

Adapting professional-methodological training of specialists worldwide to modern requirements, using differentiated education in foreign languages, developing students' professional competencies in higher education institutions, ensuring scientific-pedagogical and methodological training, meeting the industry's need for competitive specialists, and ensuring higher education are essential demands of the time. Improving professional training for future specialists based on modern approaches is an important factor in elevating the quality of higher education to a new level. To achieve this, it is necessary to ensure that higher education meets international standards and to develop and implement innovative pedagogical technologies in the professional training of qualified specialists according to social needs.

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THE "COMMUNICATIVE CIRCLE" METHOD IN TEACHING ENGLISH IN TECHNICAL UNIVERSITIES.

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Abstract

The article analyzes the problems that arise when teaching English at a technical university and describes a new integrated method of teaching listening, reading and speaking, called the "Communicative Circle" method. During the training, students gradually receive more complex tasks to practice speaking and texts for reading and listening, and the entire learning process is based on expanding the professional and scientific knowledge of students in the field of technical university.

The article concludes that the developed methodology is more effective, which indicates a higher level of English proficiency, confidence and expansion of professional horizons of students studying using the “Communicative Circle” methodology.

Key words: activity-based approach, “Communicative Circle” method, integration of speech activity, development of listening, reading and speaking skills, three levels of awareness.

Currently, the problem of developing communication skills is given much attention in a variety of scientific fields, ranging from training students whose communication skills will be in demand in the labor market to communication skills, presentations for foreign language proficiency. The main article focuses on the last of these problems. Unfortunately, at present, technical specialists in Uzbekistan often face the need to teach students who have only Basic English skills. As our teaching practice shows, the main problem is related to basic speech skills involved both in students' consideration of texts in English and in their comprehension. Without repeating writing in the learning process, the main emphasis is placed on three main types of verbal skills: listening, reading and speaking, because, firstly, their use involves more consistent responses from the listener/reader/speaker (writing is usually stretched out in time). In addition, as a rule, causes greater difficulties in learning, and, secondly, they are most often used in professional communication.

Students at the technical universities were shown that the reasons for students' poor command of various speech skills could be:

- The inability of students to listen to and understand original texts without textual support (fast speech, accent, and sometimes speech defects affect the correct understanding of an unfamiliar listener);

- the inability of students to retell or comprehend original foreign texts immediately after reading/listening to them or to speak on a new topic immediately after it is submitted for repeated discussion (lack of knowledge of grammar and a small basic vocabulary do not allow students to speak freely and confidently);

- The inability of students to perceive original technical, scientific and research texts in English (as for first- and second-year students, the problem is particularly acute, since their lack of professional

knowledge only exacerbates the problem);

Thus, the last three reasons can be explained in one, caused by the lack of knowledge in the professional field, which leads to difficulties in definition, aggravated complexities, violations with preliminary technical grammar and style. Overcoming these needs is possible if we involve students in educational activities that form their professional view of the future specialty and what it involves. Such activities can include scientific videos and clips that have proven their effectiveness in teaching English (Masruddin, 2018; Safrange, 2015), as well as interesting scientific, technological and modern professional texts that develop the professional outlook of students.

In response to the above reasons, the Communicative Circle method was developed. Its main idea is to organize the teaching of listening; reading and speaking skills in three stages, in which students gradually improve their understanding of English audio/video and written texts and can make their own statements.

Analysis of the content of any text includes effective answers to the questions: Who created the text? What is the text about? What is the basis for creating the text?

What linguistic means used to provide the theme and idea of the text? As for the method, students first look for answers to the questions posed under the guidance of the teacher, and then, following a given algorithm and relying on the answers, use a quick "skeleton" of text analysis, which determines the content of the activity on understanding the text. The developed method of understanding texts, as shown by the pedagogical practice of Mishanova (2011), affects the impact of high-quality text recognition methods. Unfortunately, it is impossible to use the Mishanova's circle method when teaching students a foreign language at a technical university, since they have only basic language skills. They are not able to work with complex texts without various types of support (starting from preliminary work with the vocabulary of the text and finishing with the translation of the text and supervision by the teacher).

The essence of the "Communicative Circle" method is to use basic skills that are the foundation for further comprehensive development of all speech skills in relation to language activities.

The communicative circle is called a pragmatically oriented, integrative method for the usual reasons:

Firstly, the main cleaning agent in the process is a technical text related to the future profession of students (in our university practice, these are texts related to metallurgy, coke production, construction, architecture, energy, etc. special aspects). Reading scientific and technical texts in English, students are acquainted with the specifics of the chosen profession and the attitude to production processes at foreign and domestic enterprises, gain experience in communicating on general professional topics. Thus, the Communicative method Circular understanding of pragmatic features.

Secondly, during the learning process, students demonstrate different levels of skills in different types of foreign language activities and, depending on motivation, understanding of different stages of professional proficiency in a foreign language. Therefore, motivation and the corresponding atmosphere become necessary. Motivation serves as the main stimulus for independent activity aimed at achieving new stages in mastering the skills of understanding and speaking, while the atmosphere plays a decisive role in the development of key aspects of speaking with visible skills: confidence, creativity and speech competence (Boonkita , 2010).

Thirdly, differentiated learning, aimed at improving the learning outcome through pedagogical work (setting educational goals; choosing the content of education, forms and methods of teaching) in accordance with the individual characteristics of students (their interests, creativity, preparedness, learning ability, performance, etc.). Thoughtful implementation of differentiation in the educational process allows us to solve the following problems:

prevention of gaps in students' knowledge and skills; working levels of preparation of the entire class;

develop the abilities and interests of students; improve the quality of knowledge;

more effectively use the study time of each student; involve all members in active, intensive mental activity;

a look at the gap between teaching methods and the individual nature of knowledge.

In relation to the content of the learning process, the corrective function of learning can be called "categorization". The development of this function leads to a restructuring of the hierarchy of leading functions, so that forecasting analysis begins to dominate forecasting synthesis, resulting in the acquisition of both skills. Thus, categorization becomes a simultaneous acquisition of skills, moving from the general to the special and vice versa.

The theory of three-level cognition allows us to consider any process of development of verbal skills from the point of view of:

• Gradual accumulation of linguistic means and speech clichés on a given topic;

• Subsequent awareness of the conceptualization, systematization and further use of the formed language skills in practice,

• Application of the acquired experience in various types of foreign language activities.

Despite the fact that the three-level cognition approach looks like activity-oriented step-by-step learning, it has some differences. According to the theory of three levels of cognition, students of the third level of learning under the guidance of a teacher. The communicative circular method, on the contrary, assumes that students independently master generalized speech skills and develop speech skills (such as reading, listening, speaking). This approach allows us to define the communicative circular method, as well as the method of diagnosing the level of language proficiency by the class of cognition.

Communication circle method

The novelty of the "Communicative Circle" method is the basis of the above-mentioned theories. Using the example of the "Communicative Circle" method, it works as follows. Organization of teaching listening/reading and speaking at three different stages.

At the first stage, the teacher uses scientific, professional and technical materials, texts to teach listening and reading. Before watching or reading films, students learn some key words and assume basic grammar, which will be used in future texts. Thus, the teacher, firstly, uses some difficulties in understanding the text in a foreign language, simplifying its understanding. In addition, the teacher is confident and repeats the studied material, which allows students to process the material better.

Films/texts may reflect various production processes (relevant to students' future professions), describe scientific discoveries, tell about various interesting scientific facts, etc. All films have subtitles, and the texts for reading films may contain only a few references to words or grammatical constructions. The teacher may comment on complex grammatical constructions and linguistic means of connecting parts of the text. Students must translate the subtitles into their native language; determine the topic and idea of the text, as well as the lexical and grammatical means of describing the topic and idea. As for the texts for reading, students can read them aloud or silently. After that, they conclude a dialogue in English, revealing the content of the film. In conclusion, the participants retell the material they have listened to/read or offer recommendations on the content of the document.

The transition to the next level of training depends on the development of basic listening skills in students, and it does not occur simultaneously for all students in the group. Therefore, students with a low level of English proficiency work according to the strategies used at the first stage of training; the teacher controls their work. While students with a higher level of listening work independently: translate the texts they have listened to; ask questions about the texts and provide them; give advice; make statements on the topics of the texts. Working with students with different levels of knowledge and skills, the teacher has to differentiate the work within the group. In this case, the language laboratory is the most effective technical means that can help the teacher in working with students. The beginning of the second stage of training, listening, begins with the desire of students to receive support from the text when listening to an English text. At this point, students are ready to interpret the text based on their own knowledge. The tasks given at this stage of work are more creative and require better proficiency in English. Before listening/reading the text, the students be asked to learn a sample of words, and the teacher can explain and practice some grammatical constructions related to the text. At this stage, the students should know the basic grammatical constructions and understand some more complex ones (passive voice constructions, gerundial, infinitive and participial constructions, as well as complex subject and complex object grammatical constructions). In this way, the students are prepared to listen to English texts, relying on a small vocabulary and using various grammatical constructions.

At this stage, the primary operations of generalization, abstraction and participation not only develop, but also form methods for conducting the main operations of analysis and synthesis, which, as shown in the skill, not only understand the text, but also reflect on it, schematize and analyze the knowledge gained.

Teaching speaking with support from the text is also carried out in three stages. In the first stage, students learn to retell only the text they have read or listened to, using only the necessary vocabulary and relying on key words and a retelling plan. The beginning of the second stage is teaching students, reviewing and analyzing the articles or lectures, they have read, united into one topic. This means that students do not use any conversation or retelling plan. They gain experience in speaking fluently without any text support, but students can be told the topic of the text being discussed, and they are given time to prepare. In the third year, students read reports on a chosen topic without any time to prepare. They are able to express themselves on any professional topic, express their opinions, participating in a discussion, and argue with competitors on any current issue. Teachers do not control their work.

In summary, the integration of listening, reading and speaking skills allows us to solve the problem of the emergence and continuity of English language acquisition. A differentiated approach to teaching students allows us to build simultaneous work with individual students, using different basic skills, so that all students choose their own pace of work. In this case, they do not feel comfortable and can eliminate gaps in knowledge. In general, step-by-step teaching of listening/reading and speaking makes students use all types of language activities in the process of learning a foreign language.

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BLOOM'S TAXONOMY AS A STRATEGIC FRAMEWORK IN EDUCATION, BUSINESS, AND ECONOMICS: A COGNITIVE EVOLUTION

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ANNOTATION

The article examines the cognitive structural elements of Bloom's Taxonomy that began as an educational framework but now functions as a vital business tool in economic settings. The paper investigates how corporate innovation merges with strategic decision-making and operational efficiency prevention through analysis of the taxonomy's hierarchical structure and domain levels from basic recall to advanced creation. Through its design structure the taxonomy enables organizations to construct advanced training models and perfect management thought processes and drive adaptable leadership systems. Business success in complex economic environments becomes attainable through Bloom's framework implementation which creates agile systems that develop critical thinking abilities for sustainable growth.

KEYWORDS

Bloom's Taxonomy, Cognitive Domains, Business Strategy, Strategic Thinking, Economic

Decision-Making, Critical Thinking, Innovation Framework, Corporate Learning, Leadership Development, Knowledge Hierarchy, Managerial Cognition, Analytical Reasoning, Business Efficiency, Higher-Order Thinking, Economic Intelligence, Operational Optimization, Learning Architecture, Conceptual Planning, Organizational Intelligence, Workforce Upskilling, Long-Term Strategy, Training Effectiveness, Knowledge Application, Executive Learning, Cognitive Tools in Business, Data-Driven Decisions, Pedagogical Innovation, Creative Problem Solving, Business Model Design, Strategic Learning Framework, Innovation-Driven Economy, Adaptive Leadership, Multidisciplinary Thinking, Reflective Judgement, Economic Foresight, Knowledge Management, Thought Leadership, Transformational Learning, Organizational Growth, Systems Thinking, Business Education Reform, Entrepreneurial Cognition, Value Creation, Corporate Foresight, Learning Taxonomies in Economics, Business Process Design

INTRODUCTION

In the increasingly complex and dynamic landscape of global business and economics, organizations face an urgent demand to cultivate adaptive intelligence, foster cognitive agility, and implement strategically informed decisions. Despite the abundance of technical knowledge available to professionals, a persistent gap remains: the translation of information into deep, actionable understanding. This epistemological disconnect between knowing and applying represents a critical bottleneck in both organizational learning and economic productivity. It is in this context that Bloom's Taxonomy, originally devised as a pedagogical framework for educational settings in 1956 by Benjamin Bloom, gains renewed relevance. Though traditionally anchored in academia, its cognitive hierarchy—comprising six interdependent domains (Remember, Understand, Apply, Analyze, Evaluate, and Create)—can be reconceptualized as a strategic thinking model for executive decision-making, innovation management, and knowledge-based economic development. At its core, Bloom's framework offers a structured taxonomy of cognitive processes, guiding learners—and, by extension, professionals—through ascending levels of mental complexity. Each tier not only builds upon the previous but introduces increasingly abstract modes of thought. For instance, while "Remembering" may involve data recall, "Creating" entails synthesizing novel solutions from disparate inputs, an ability indispensable in entrepreneurship, systems innovation, and macroeconomic policy formulation. Modern businesses, especially in volatile markets, require leaders who can not only absorb information but deconstruct, interrogate, and reassemble knowledge in innovative configurations. Bloom's Taxonomy provides this scaffold, allowing companies to design cognitive development programs that prevent decision fatigue, eliminate surface-level learning, and reduce risk from ill-informed judgments. This systematic approach to corporate cognition promotes what scholars term "metacognitive awareness"—the conscious regulation of one's own thinking strategies—which is now recognized as a cornerstone of executive intelligence. Moreover, economic institutions increasingly emphasize human capital development as a competitive differentiator. Integrating Bloom's structure into talent training, business education, and organizational strategy transforms traditional learning into a strategic asset. Firms become not just knowledge repositories, but intellectual ecosystems where reflective judgment, innovation, and long-term vision coalesce. Ultimately, this paper positions Bloom's Taxonomy not as an academic relic, but as a versatile, forward-thinking paradigm for aligning cognitive rigor with economic resilience. It bridges the methodological gap between educational theory and corporate strategy, offering a new intellectual infrastructure for 21st-century decision-making. By embracing this taxonomy, leaders and institutions alike may evolve from mere data consumers into architects of transformative knowledge.

ORIGIN AND EVOLUTION OF BLOOM'S TAXONOMY: A COGNITIVE FRAMEWORK FOR STRATEGIC THINKING IN BUSINESS

The inception of Bloom's Taxonomy in 1956 by educational psychologist Benjamin Bloom and his team was originally aimed at classifying educational objectives into a structured hierarchy. This model was designed to aid teachers in articulating learning goals and measuring intellectual performance. However, what began as a pedagogical tool has since transcended its academic confines, becoming a cognitive architecture applicable across industries, particularly in business, management, and economics. Etymologically, the term "taxonomy" stems from the Greek words *taxis* (arrangement) and *nomos* (law), suggesting an ordered system governed by logic. This is precisely what the taxonomy offers: an

ascending cognitive continuum ranging from basic knowledge retention to high-order creation and innovation. These stages — *Remember, Understand, Apply, Analyze, Evaluate,* and *Create* — reflect a mental ladder essential not only for learners but for executives navigating complex strategic environments. In the early 2000s, Anderson and Krathwohl revised the original taxonomy to adapt to contemporary cognitive science and workplace realities. Their version emphasized the dynamic nature of cognition — not static storage of facts but flexible processing, adaptive reasoning, and continuous reconfiguration of knowledge. These qualities mirror the competencies demanded of modern business leaders in an era of globalization, digital transformation, and volatile markets. From a strategic lens, Bloom's framework can be interpreted as a thinking protocol for decision-makers. At the lower levels, businesses deal with basic data literacy and policy understanding — the *"Remember"* and *"Understand"* phases. However, competitive advantage arises when companies function at the upper levels: *"Analyze"* — deconstructing problems across departments; *"Evaluate"* — assessing risk-reward trade-offs in real time; and *"Create"* — generating disruptive business models that redefine market landscapes. Furthermore, the taxonomy aligns seamlessly with core principles of strategic management theory. For instance, the Resource-Based View (RBV) emphasizes firm-specific knowledge as a key asset. By guiding teams through Bloom's levels, companies essentially mobilize internal intellectual capital in a structured, intentional way. In behavioral economics, too, where cognitive bias often impairs rational decisions, this taxonomy serves as a cognitive filter, prompting metacognitive checks before actions are taken. In practical terms, the taxonomy's staged approach mirrors business maturity models. Startups, for example, begin at the foundational stages — learning industry knowledge and applying functional skills — but as they scale, their survival depends on mastering complex analysis and creative vision. Bloom's structure thus mirrors the growth curve of both individuals and institutions. Ultimately, the transformation of Bloom's Taxonomy from an educational scaffold into a strategic cognitive model represents a profound shift in how we approach intelligence in professional settings. It signals a move away from rote learning toward intentional, structured, and innovative thinking — the kind that not only educates but drives economies forward.

THE ROLE OF BLOOM'S TAXONOMY IN BUSINESS EDUCATION AND ORGANIZATIONAL LEARNING

While Bloom's Taxonomy was initially conceptualized as a framework for formal education, its principles have proven remarkably transferable to the corporate domain, especially in areas such as executive development, professional training, and strategic workforce planning. In today's knowledge-driven economy, where intellectual capital often outweighs physical resources, the ability to structure learning outcomes with precision and purpose has become indispensable. The taxonomy's greatest contribution lies in its hierarchical approach to cognition, which allows businesses to move beyond simplistic training methods toward transformational learning ecosystems. Traditional corporate training, often built around passive information delivery, tends to produce employees who "know" but cannot "apply." Bloom's framework rectifies this by demanding progression — from remembering product details, to understanding business models, to applying sales strategies, to analyzing customer data, to evaluating competitive threats, and finally, to creating market innovations. In the field of business education, particularly MBA (Master of Business Administration) programs and executive workshops, Bloom's structure provides a cognitive blueprint for curriculum design. It ensures that learners are not merely memorizing financial theories or managerial buzzwords, but actively engaging in decision-making simulations, case-based analyses, and collaborative problem-solving — exercises situated at the upper tiers of the taxonomy. In doing so, institutions cultivate leaders capable of abstract reasoning, cross-functional integration, and innovative strategy formulation. Moreover, Bloom's Taxonomy fosters what is known in organizational theory as learning agility — the ability to unlearn obsolete practices and adapt rapidly to change. In industries where disruption is constant, this cognitive adaptability becomes a strategic differentiator. A marketing team, for example, may be trained to remember brand guidelines, but only a taxonomy-driven curriculum would empower them to evaluate market shifts and create disruptive campaigns under pressure. Equally critical is the taxonomy's application to leadership development programs. Effective leaders are not those who simply recall corporate policies or apply known solutions; they are those who analyze complexity, evaluate moral dilemmas, and create long-term

visions. By embedding Bloom's cognitive stages into leadership pipelines, firms can engineer executives who think strategically, act responsibly, and innovate fearlessly. From an economic perspective, such intelligent learning architectures contribute to human capital formation, a key determinant of GDP (Gross Domestic Product) growth in modern economies. Countries and corporations that invest in high-order learning produce a workforce equipped not merely with technical skills, but with conceptual mastery and strategic judgment — both essential in navigating global economic volatility. In essence, Bloom's Taxonomy transforms learning from a procedural activity into a strategic endeavor. It allows organizations to recalibrate their educational infrastructure, not as a cost center, but as a value-generating engine. When used intentionally, it equips professionals not only to absorb knowledge, but to convert it into competitive insight, sustainable innovation, and transformational leadership.

PRACTICAL APPLICATIONS OF BLOOM'S TAXONOMY IN BUSINESS AND ECONOMICS

In a volatile and competitive economic environment, the ability to process information effectively, make strategic decisions, and generate innovative solutions is no longer a luxury — it is a necessity. Bloom's Taxonomy, although originally educational in nature, offers a cognitive infrastructure that can be seamlessly integrated into business models, enabling firms to engineer strategic thinking, reduce decision-making bias, and enhance organizational resilience. One of the most practical applications lies in the field of strategic management. Executives often face complex dilemmas requiring multi-layered analysis. By aligning decision-making processes with Bloom's upper cognitive tiers — *Analyze*, *Evaluate*, *Create* — managers are encouraged to deconstruct issues systematically, assess strategic alternatives, and formulate data-informed, innovative responses. This cognitive flow minimizes reactive planning and nurtures proactive leadership, allowing firms to anticipate rather than merely respond to market fluctuations. In marketing, the taxonomy can be operationalized to design campaigns that not only inform (lower-order cognition) but provoke consumer engagement, brand loyalty, and value co-creation (higher-order cognition). For example, when a marketing team applies the "Analyze" level, they interpret segmented market data. At "Evaluate," they compare digital channels for ROI (Return on Investment) optimization. At "Create," they craft a disruptive branding strategy rooted in emotional storytelling and behavioral psychology. Thus, Bloom's framework becomes a tool for building cognitive marketing pipelines, where every stage is knowledge-driven and strategically layered. From a financial perspective, the taxonomy can guide risk management training. Basic comprehension of financial instruments aligns with the "Understand" stage, but meaningful impact arises when analysts reach "Evaluate" — critically assessing investment portfolios — and "Create" — engineering new hedging models or algorithmic trading strategies. In this light, Bloom's Taxonomy transforms financial education into a simulation-based cognitive accelerator that mirrors the complexity of real-world markets. In entrepreneurship, the model supports iterative innovation cycles. Early-stage founders must "Remember" legal structures, "Understand" market gaps, and "Apply" lean methodologies. But startups only scale when they can "Analyze" competitor behavior, "Evaluate" business model viability, and "Create" unique value propositions. Bloom's stages provide a cognitive checklist for entrepreneurial maturity, ensuring that growth is not driven by intuition alone, but by structured cognitive evolution. Corporate training programs, often criticized for being ineffective, benefit immensely when redesigned around Bloom's principles. Instead of generic workshops, companies can engineer adaptive learning ecosystems where employees move through cognitive levels based on performance. A sales associate might first learn to recall product specs, then understand customer needs, apply persuasion techniques, analyze buyer psychology, evaluate negotiation strategies, and ultimately, create custom sales pitches — all within a taxonomy-structured curriculum. At the macroeconomic level, governments and think tanks can utilize Bloom's framework to design policy innovation labs. Policymakers "Understand" current trends, "Apply" empirical models, "Analyze" social outcomes, "Evaluate" trade-offs, and "Create" future-oriented legislation. This approach enhances policy robustness and reduces susceptibility to populist oversimplifications or short-termism. In essence, Bloom's Taxonomy is not merely an educational relic but a strategic cognition engine. When deliberately applied in business and economics, it enables a shift from task execution to intellectual leadership, from operational inertia to ideation and reinvention. It invites institutions to evolve beyond transactional mindsets into intelligent ecosystems, capable of

learning, adapting, and thriving in perpetual uncertainty.

ALTERNATIVE AND CREATIVE USES OF BLOOM'S TAXONOMY BEYOND BUSINESS: A TOOL FOR SYSTEMIC INNOVATION

Bloom's Taxonomy, while most frequently associated with pedagogy and, more recently, business strategy, possesses untapped potential as a universal cognitive scaffolding for innovation across domains. In an increasingly complex, interconnected world, where the challenges we face — from climate change to social inequality — are systemic in nature, there is a growing demand for frameworks that structure not just knowledge, but transformation. Here, Bloom's Taxonomy offers an elegant, modular model for cultivating strategic foresight, critical consciousness, and collaborative problem-solving in unconventional settings. In the realm of public policy innovation, for example, think tanks and development agencies can use Bloom's stages as a policy design protocol. Policymakers begin by *remembering* historical precedents and *understanding* socio-economic contexts. They then *apply* economic models to current challenges, *analyze* cross-sectoral data for unintended consequences, *evaluate* stakeholder trade-offs, and ultimately *create* evidence-based, inclusive, and future-proof policy solutions. This taxonomic progression ensures that policies are not reactive or ideological, but cognitively rigorous and ethically sound. Similarly, in urban planning and smart city development, Bloom's framework can guide cross-disciplinary teams — including architects, economists, data scientists, and sociologists — through structured collaboration. From memorizing legal codes and understanding urban demographics to analyzing transportation flow and creating integrated smart infrastructures, the taxonomy serves as a cognitive blueprint for innovation at the city-scale. When applied holistically, it ensures that development is sustainable, inclusive, and resilient to disruption. In corporate social responsibility (CSR) and ESG (Environmental, Social, Governance) strategies, Bloom's Taxonomy can aid companies in moving beyond checkbox compliance toward transformative impact models. Firms that simply *remember* sustainability goals are unlikely to make a difference. But those who *analyze* carbon footprints, *evaluate* ethical trade-offs, and *create* green technologies or community investment programs position themselves as leaders in social innovation — and ultimately gain competitive and reputational capital in return. Within economic development projects — especially in emerging markets — the taxonomy can be adapted to design bottom-up capacity-building programs. NGOs (Non-Governmental Organization) and local enterprises can structure community education to progress from basic financial literacy to entrepreneurial action, enabling marginalized populations to move cognitively from survival thinking to generative economic agency. This approach addresses not only poverty, but cognitive inequality — a largely ignored dimension of development. Perhaps most creatively, Bloom's Taxonomy can be used in futures thinking and scenario planning. Strategic foresight professionals often require teams to move from identifying signals and trends (lower-order cognition) to crafting possible, probable, and preferred futures (higher-order cognition). The taxonomy provides a structured approach to imagination, encouraging participants not only to envision change but to evaluate its implications and design pathways to realization. Even in personal productivity and lifelong learning, Bloom's model offers individuals a way to audit their cognitive habits. Instead of passively consuming information, one might ask: *Have I only remembered this? Do I understand it deeply? Have I applied it? Could I evaluate alternatives? Can I create something new from this knowledge?* Such self-regulation cultivates a growth mindset, a cornerstone of psychological resilience and intellectual maturity in the 21st-century economy. In sum, the creative application of Bloom's Taxonomy represents a paradigm shift — from seeing it as a classroom tool to recognizing it as a multi-purpose cognitive operating system. Its staged structure empowers individuals, institutions, and entire systems to think deeper, act wiser, and build the future more intentionally. The world does not merely need more information; it needs structured cognition, and Bloom's Taxonomy delivers exactly that.

BLOOM'S TAXONOMY AS A STRATEGIC INTELLECTUAL FRAMEWORK FOR THE FUTURE ECONOMY

In an era increasingly defined by cognitive economies, automation-driven disruption, and exponential data growth, the true currency of progress lies not in information itself, but in the ability to transform knowledge into action, judgment, and innovation. Bloom's Taxonomy, when elevated beyond its pedagogical roots, reveals itself as a universal cognitive framework that is both timeless and urgently

contemporary. Our exploration has demonstrated that Bloom's Taxonomy is far more than an academic scaffold; it is a strategic thinking architecture capable of aligning educational, economic, and organizational systems toward higher-order performance. From corporate learning ecosystems and financial decision-making pipelines, to policy innovation laboratories and entrepreneurial frameworks, the taxonomy offers a structured, layered path from cognition to creativity, from awareness to transformation. What makes this model uniquely powerful is its flexible abstraction — it does not prescribe content, but rather, *how* we engage with any content. This metacognitive quality allows it to be contextualized across cultures, industries, and institutions. A multinational firm may embed it into global leadership training, while a local non-profit might use it to empower rural entrepreneurship. In either case, the taxonomy delivers the same benefit: depth of thinking, clarity of purpose, and progression of capability. Looking ahead, Bloom's Taxonomy should be integrated into AI-enhanced learning platforms, economic forecasting models, and talent development algorithms. Its stages can be used to calibrate machine learning systems that track human reasoning, or to design decision-support dashboards for executives. In the age of artificial intelligence, cognitive literacy — the human ability to think systematically — will be the defining asset. And Bloom's Taxonomy is, fundamentally, a model for cultivating precisely that. Moreover, educational and business leaders must shift from viewing Bloom's Taxonomy as a teaching checklist to embracing it as a strategic instrument of national development. Policymakers should embed it within curriculum reform, innovation hubs should structure idea incubation through it, and economists should consider it a lens through which to measure cognitive capital accumulation — an emerging metric of socioeconomic vitality. In conclusion, Bloom's Taxonomy is no longer a tool confined to classrooms. It is an intellectual compass for navigating complexity, a blueprint for developing adaptive intelligence, and a bridge between knowing and creating. As we transition into a future shaped by uncertainty and opportunity, this taxonomy provides what every great framework must: structure without rigidity, direction without dogma, and cognition with consequence.

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AN INNOVATIVE APPROACH TO TEACHING FOREIGN LANGUAGES, THE POSSIBILITIES OF ARTIFICIAL INTELLIGENCE AND METHODS FOR IMPROVING THE PROFESSIONAL COMPETENCE OF STUDENTS AT MODERN UNIVERSITIES

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Modern educational systems face the challenges of globalization, technological changes and new demands of the labor market. This article examines innovative approaches to teaching foreign languages, the role of artificial intelligence in teaching and ways to improve the professional competence of students at modern universities. The main focus is on the integration of new technologies into the educational process, as well as the prospects for using artificial intelligence to improve the quality of education and develop the competencies of future specialists. (Wang Xiaoli, 2022).

In the context of rapid development of information technologies and globalization of the world market, teaching foreign languages is becoming not only necessary, but also an integral part of the educational process in modern universities. Knowledge of foreign languages opens up opportunities for students to participate in international academic and professional activities, and also serves as an important tool for increasing competitiveness in the labor market.

One of the most significant factors influencing the quality of education is the introduction of innovative teaching methods, including technologies based on artificial intelligence. Artificial intelligence is a powerful tool for creating personalized educational trajectories, improving the assimilation of material and increasing the level of student engagement in the learning process. The purpose of this paper is to study innovative approaches to teaching foreign languages using AI and to consider methods for improving students' professional competence through the introduction of new technologies into the educational process (Kuznetsova I. V., 2020).

Traditional methods of teaching foreign languages, such as lectures, seminars and practical classes, are gradually being supplemented and replaced by new approaches that take into account technological capabilities and students' needs. Modern innovative methods include:

1. Mobile apps and online platforms

Mobile apps for learning foreign languages (e.g. Duolingo, Memrise, Babbel) allow students to study anytime and anywhere. Such platforms use adaptive algorithms that select individual tasks depending on the user’s level of knowledge and preferences. Interactive methods such as games and quizzes motivate students to practice constantly.

2. Virtual and Augmented Reality

Virtual (VR) and augmented reality (AR) provide unique opportunities for immersion in the language environment. Students can interact with virtual characters, practice-speaking skills and simulate real situations, which contributes to better assimilation of the material.

3. Hybrid Learning

Hybrid learning combines traditional methods and online resources to increase the flexibility of the educational process. Students can take courses using a variety of digital tools, giving them the opportunity to choose convenient learning formats and adapt to their pace (Ivanova A. N.,2021).

Artificial intelligence offers new opportunities to improve learning processes, especially in the context of foreign language learning. AI technologies are actively used to create systems that can adapt

to the individual needs of students. AI-based systems can tailor learning content to a specific student. For example, based on an analysis of errors and learning preferences, the system can suggest appropriate exercises, adjust the program, and provide recommendations for improving skills.

Modern AI systems can recognize speech and evaluate students' pronunciation. Programs that use neural networks to analyze audio can help students correct pronunciation errors and grammatical inaccuracies, which significantly improves their speaking skills.

AI-trained chatbots can act as assistants for students, providing 24/7 support during their learning process. They can conduct dialogue training, answer questions, explain grammar rules, and provide additional resources to improve skills. In the modern educational process, an important aspect is the development of students' professional competencies that will ensure their success in the future. This requires a combination of theoretical knowledge with practical skills, which is possible thanks to the introduction of innovative technologies.

The use of AI and virtual reality technologies allows creating simulations of professional activities, which helps students, develop not only language skills, but also practical skills, such as problem solving, decision making in real conditions. Such technologies are becoming especially useful in the fields of medicine, engineering, law and others (Petrova S. M., 2019). Using online courses and international educational platforms (e.g. Coursera, edX) gives students the opportunity to take courses developed by leading universities around the world and gain additional knowledge that can significantly enhance their professional competencies.

Innovative approaches to teaching foreign languages, such as the use of AI, mobile applications, virtual reality and hybrid methods, significantly expand students' opportunities to master new knowledge effectively. The integration of these technologies into the educational process helps not only in teaching languages, but also in improving professional competencies, which in turn contributes to the preparation of highly qualified specialists ready to work in the context of globalization and technological change. In the future, the role of AI in education will continue to grow, creating new opportunities for personalized and adaptive learning, which, in turn, will improve the quality of education and the compliance of graduates with modern labor market requirements.

With the development of artificial intelligence technologies and their integration into education, the future of foreign language learning will certainly undergo changes. However, it is important to remember that the human factor will remain key in this process. AI can provide many tools and resources, but artificial intelligence cannot replace the unique human ability to understand and perceive others, explore intercultural differences, and provide support and inspiration.

Learning a foreign language is not only about acquiring new knowledge, but also about immersing yourself in the culture and communicating with native speakers. A teacher can make this process more direct. It is important to maintain a balance between the use of AI and the role of the teacher to ensure maximum benefit and effectiveness of foreign language learning (N. Ruzibaeva, 2024).

Artificial intelligence will develop, and perhaps in the future its capabilities will become even more impressive. However, the role of the teacher in the learning process will remain indispensable, because learning a foreign language is not only about transferring knowledge, but also about inspiration, motivation, and support that only a person can provide.

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ENGLISH LANGUAGE SELF-EFFICACY OF POLYTECHNIC COMMERCE STUDENTS AT POLITEKNIK PORT DICKSON

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Abstract:

Students' confidence in English language learning is influenced by their self-perceived capabilities, a concept known as English language self-efficacy (Bandura, 1977). Polytechnic students, particularly those at Politeknik Port Dickson, are often characterised by low confidence in English communication. This study explores the English language self-efficacy of students from the Commerce Department, employing a mixed-methods approach. A quantitative analysis using the Questionnaire of English Self-Efficacy (QESE) is conducted to assess students' self-efficacy levels, followed by qualitative interviews to provide deeper insights into the findings. The study examines students' perceptions of their English communication abilities, their language mastery and experiences, observations in the learning process, and the external encouragement or discouragement they have encountered. By addressing this underexplored aspect of English language self-efficacy, the study offers insights into potential strategies for enhancing students' confidence and, consequently, their overall language proficiency.

Keywords: ESL, Self- Efficacy, QESE, TVET institution.

Introduction

English proficiency plays a crucial role in determining academic and professional success, particularly for students in commerce-related fields where effective communication is essential. For polytechnic commerce students at Politeknik Port Dickson, proficiency in English is not only an academic requirement but also a key factor in career readiness within a globalized business landscape. However, mastering a second language, especially English, extends beyond acquiring linguistic knowledge—it necessitates confidence in one's ability to use the language effectively. This confidence, known as self-efficacy, significantly influences learning outcomes and motivation (Simply Psychology, 2025).

Self-efficacy, as defined by Bandura, refers to an individual's belief in their ability to execute specific tasks successfully. In the context of language learning, self-efficacy shapes how students approach challenges, sustain effort, and persist despite difficulties (Simply Psychology, 2025). Studies indicate that English language self-efficacy is influenced by key factors such as mastery experiences, vicarious learning, verbal persuasion, and emotional states (Simply Psychology, 2025). These factors are particularly relevant for polytechnic commerce students, whose learning environments require the practical application of English in business contexts.

Existing research underscores the strong relationship between self-efficacy and English language learning. Kim, Wang, Sun, and Liu (2021) highlight the importance of measuring English language self- efficacy, noting that students with higher self- efficacy demonstrate better language performance and a greater willingness to communicate. Additionally, Wang and Chuang (2004) explore how self-regulated learning strategies—such as goal setting, time management, and self-monitoring—are closely tied to self-efficacy beliefs, empowering students to take an active role in their language learning journey. These strategies are particularly beneficial for students navigating the complexities of second-language acquisition.

Given the critical role of self-efficacy in English language learning, this study examines its impact among polytechnic commerce students at Politeknik Port Dickson. By integrating insights from the literature, this research seeks to identify effective strategies for enhancing English language self- efficacy, ultimately improving students' academic performance, career preparedness, and lifelong learning capabilities. The findings will provide educators with practical recommendations for designing targeted interventions that address the specific needs of polytechnic students.

Literature Review

Understanding Self-Efficacy

Self- efficacy is a central concept in Bandura's social cognitive theory, emphasizing the belief in one's ability to perform specific tasks successfully. As Lopez-Garrido (2025) explains, self-efficacy is shaped by four key sources:

Mastery Experiences: Successful task completion boosts self-efficacy, while repeated failures can undermine it.

Vicarious Experiences: Observing peers succeed can enhance self-belief, especially when individuals perceive similarities with those they observe.

Verbal Persuasion: Encouragement from teachers, peers, or mentors can reinforce confidence in one's abilities.

Emotional States: Positive emotional experiences foster self-efficacy, while anxiety or stress can hinder it.

In educational contexts, these factors collectively influence how students approach challenges, persevere in the face of difficulties, and regulate their learning behaviours. For polytechnic commerce students, understanding and leveraging these sources can be instrumental in fostering self- efficacy in English language learning.

Measuring English Language Self-Efficacy Kim et al. (2021) developed psychometric tools to measure English language self-efficacy, focusing on learners' confidence in performing specific language-related tasks. Their study identified key domains of self-efficacy in English, including writing essays, understanding complex texts, participating in discussions, and delivering presentations. They found that students with higher self-efficacy tend to:

Approach language tasks with greater enthusiasm.

Exhibit resilience when faced with challenges.

Perform better academically and professionally.

The research also highlights the dynamic nature of self-efficacy. It evolves based on students' experiences, feedback, and contextual factors. For polytechnic commerce students, who often balance academic demands with vocational training, the measurement and enhancement of self-efficacy are particularly important. This demographic requires tools and strategies that align with their unique learning environments and professional aspirations.

Self-Efficacy and Self-Regulated Learning Wang, C. (2004) examine the interplay between self-efficacy beliefs and self-regulated learning strategies among ESL learners. Self-regulated learning involves proactive strategies such as goal setting, self-monitoring, and time management, all of which are strongly influenced by self-efficacy. Students with higher self-efficacy are more likely to:

Set challenging yet attainable goals.

Monitor their progress and adjust their strategies accordingly.

Persist in overcoming obstacles.

For polytechnic commerce students, self-regulated learning is crucial, as it enables them to integrate language skills into business contexts effectively. Wang and Chuang (2023) argue that fostering self- efficacy can significantly enhance students' ability to manage their learning processes, leading to improved language proficiency and academic performance.

The Role of Context in English Language Self- Efficacy

The polytechnic environment presents unique challenges and opportunities for English language learning. Unlike traditional universities, polytechnics emphasize practical applications of knowledge, often requiring students to demonstrate language proficiency in real-world scenarios. This context necessitates tailored approaches to enhancing self-efficacy.

Kim et al. (2021) suggest that context-specific interventions, such as task-based learning and collaborative projects, can be particularly effective. These approaches provide students with opportunities to experience mastery, receive feedback, and build confidence in their abilities. Similarly, Wang and Chuang (2023) emphasize the importance of aligning self-regulated learning strategies with students' vocational goals. For commerce students, this could involve integrating English language tasks into business simulations, presentations, and case studies.

Strategies to Enhance English Language Self- Efficacy

Based on the reviewed literature, several strategies emerge as effective for fostering self-efficacy among ESL learners:

Task-Based Learning: Providing opportunities for students to practice language skills in real-world contexts can boost mastery experiences.

Peer Collaboration: Encouraging group work and peer feedback fosters vicarious experiences and social support.

Teacher Encouragement: Verbal persuasion from educators can significantly enhance students' confidence.

Emotional Support: Creating a positive and supportive learning environment reduces anxiety and promotes self-efficacy.

For polytechnic commerce students, these strategies should be contextualized to align with their academic and professional needs. For example, task- based learning could involve preparing business reports or delivering sales pitches in English, while peer collaboration could focus on group projects simulating workplace scenarios.

Method

Research Objectives

This study uses a quantitative research design to assess the English self-efficacy of polytechnic commerce students at Politeknik Port Dickson. The objectives are to (1) examine the overall level of self-efficacy and (2) analyze differences between input self-efficacy (Listening and Reading) and output self-efficacy (Speaking and Writing). A survey-based approach was chosen for its efficiency in gathering large-scale data and suitability for quantitative analysis, following the methodology of Naruponjirakul (2023), who employed a structured questionnaire and statistical tools to evaluate L2 graduate students' English self-efficacy.

Participants

This study involves 33 randomly selected polytechnic commerce students from a pool of 120 at Politeknik Port Dickson, with inclusion criteria of enrolment in commerce programs, active participation in English courses, and consent to participate. The sample size was determined based on statistical guidelines for reliability and generalizability. While smaller than the 108- participant sample in a referenced study, it was chosen to maintain statistical power and enable focused subgroup analyses.

Instrument

Language	Self- Efficacy	Interpretation	Item
Input	Listening	Ability to comprehend spoken English in various contexts.	1, 3, 9, 10, 15, 22, 24, 27
	Reading	Confidence in understanding written	2, 12, 16, 21,

The primary research instrument is the Questionnaire of English Self-Efficacy (QESE), adapted from the original version developed by Wang et al. (2014). This questionnaire has demonstrated high reliability and validity in previous studies, with a Cronbach's alpha coefficient of 0.96. The adapted version consists of 32 five-point Likert scale items, where responses range from 1 ("I cannot do it at all") to 5 ("I can do it very well"). The questionnaire was slightly modified to include context-specific tasks relevant to commerce students in polytechnic setting. The questionnaire measures four key dimensions of English self-efficacy:

		English materials.	25, 26, 29, 32
Output	Speaking	Capability to express oneself verbally in English.	4, 6, 8, 17, 19, 20, 23, 30
	Writing	Proficiency in producing written English texts.	5, 7, 11, 13, 14, 18, 28, 31

Data Collection

The data collection process occurred during the second semester of the academic year. The QESE was administered in a classroom setting to ensure a high response rate and controlled environment. Participants were briefed on the study's objectives and assured of the confidentiality of their responses.

Data Analysis

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS) employing two main analytical methods. Descriptive statistics were used to calculate mean scores, standard deviations, and frequency distributions, providing an overview of participants' self-efficacy levels. Additionally, an independent samples t-test was conducted to compare self- efficacy levels between language input (Listening and Reading) and language output (Speaking and Writing), enabling the examination of potential differences across these dimensions.

Interpretation of Scores

The interpretation of mean scores was based on Siljaru's (2017) criteria, as used in the referenced study, which categorizes self-efficacy levels as follows: 4.50–5.00 for Very High Self-Efficacy, 3.50–4.49 for High Self-Efficacy, 2.50–3.49 for Moderate Self-Efficacy, 1.50–2.49 for Low Self- Efficacy, and 1.00–1.49 for Very Low Self-Efficacy. This classification enables meaningful interpretation of the results, aligning with established benchmarks in self-efficacy research.

Findings

In addressing research question 1, this study examines the self-efficacy levels of Commerce students at Politeknik Port Dickson. The mean ratings across all questions are generally high, with most questions yielding a mean above 3.5, with average mean to be 3.73 for 32 items with SD of 0.91. The most frequent rating (mode) for most items is 4 or 5, suggesting that respondents generally feel confident in their English abilities. Furthermore, the

mode percentage, indicating the proportion of respondents selecting the mode, is frequently above 50%, further reinforcing the trend of high self- assessed English proficiency.

Table 1: Level of Self-Efficacy in English Language in relation to English Language skills.

Self- Efficacy		Mean	SD
Input	Listening	3.86	0.89
	Reading	3.84	0.88
Output	Writing	3.64	0.92
	Speaking	3.56	0.95

As for the second research, this study analyze differences between input self-efficacy (Listening and Reading) and output self-efficacy (Speaking and Writing). The analysis reveals higher self-efficacy in input skills (Listening and Reading) compared to output skills (Writing and Speaking). Specifically, the mean scores for Listening (3.86) and Reading (3.84) are higher than

those for Writing (3.64) and Speaking (3.56). The standard deviations for Listening (0.89) and Reading (0.88) are relatively lower, indicating more consistent responses among participants. In contrast, Writing (0.92) and Speaking (0.95) have slightly higher standard deviations, reflecting more variation in responses. Notably, Speaking has the lowest self-efficacy rating (3.56) and the highest variability (0.95), suggesting greater differences in confidence levels. Overall, participants exhibit more confidence in input skills (Listening and Reading) than in output skills (Writing and Speaking), with greater consistency in self-efficacy for Listening and Reading.

Table 2: Level of Self-Efficacy in English Language in relation to input and output language skills

Self- Efficacy	Input		Output		T-test	P-Value
	Mean	SD	Mean	SD	1.06	0.292
	3.85	0.88	3.6	0.94		

The t-value of 1.06 indicates that the difference between input (Listening & Reading) and output (Writing & Speaking) self-efficacy is small relative to the variability in the data, suggesting that the difference is not very strong. The p-value of 0.292 shows there is a 29.2% probability that the observed difference occurred by random chance, rather than reflecting an actual effect. Since this p-value exceeds the typical significance threshold of 0.05, we fail to reject the null hypothesis, indicating no strong evidence of a significant difference between input and output self-efficacy. In conclusion, while input skills have slightly higher self-efficacy than output skills, the difference is not statistically significant,

suggesting that participants feel similarly confident in both types of skills and any observed differences are likely due to random variation.

Discussion

The findings of this study reveal that Commerce students at Politeknik Port Dickson generally possess high levels of English language self-efficacy, with an average mean score of 3.73. This indicates a strong overall confidence in using English. However, a closer look at the individual language skills shows that students feel more confident with input skills— Listening (M = 3.86) and Reading (M = 3.84)—than output skills like Writing (M = 3.64) and Speaking (M = 3.56). While the t-test (p = 0.292) confirms that the differences are not statistically significant, the pattern aligns with previous research suggesting that learners often find it easier to understand English than to produce it, particularly in speaking situations.

This trend may be influenced by classroom environments that prioritize comprehension over active production. Psychological factors, such as fear of making mistakes and limited speaking practice, may also contribute to lower self-efficacy in output skills. The higher standard deviation in speaking scores reflects a wider range of student confidence levels, suggesting that some students may feel particularly anxious or unprepared when speaking in English. These insights highlight the importance of addressing both skill-specific challenges and the emotional factors that influence language learning.

Conclusion

This study found that Commerce students at Politeknik Port Dickson generally have high English language self-efficacy, with stronger confidence in input skills like listening and reading compared to output skills such as speaking and writing. While the differences were not statistically significant, the results suggest a need for more support in developing output skills through real-world communication tasks.

Future research should involve larger and more diverse samples, include qualitative methods for deeper insights, and explore the long-term effects of teaching strategies like project-based learning. Investigating the role of digital tools and e-learning platforms could also provide valuable guidance for enhancing language self-efficacy in modern learning environments.

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THE IMPACT OF ARTIFICIAL INTELLIGENCE ON FINANCIAL ACCOUNTING

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Abstract: In today's fast-pased world, "Artificial Intelligence" (AI) is revolutionizing financial accounting by improving efficiency , accuracy, fraud detection, and transparency. This article examines the role of AI in automating financial accounting processes, reducing human error, and improving financial decision-making. Using a number of ways including, a qualitative approach, this article reviews existing literature and case studies on AI-driven accounting software. The findings show that AI significantly reduces manual workload and enhances predictive analytics. Additionally, using AI in financial accounting saves a lot of time , thereby boosting overall economy. However, challenges such as data security risks and job displacement must be addressed.

Key words: " artificial intelligence" (AI), financial accounting, advantages and disadvantages of AI, automation, fraud detection, data analytics.

Introduction.

With the rapid development of technologies, such as, artificial intelligence plays an important role in financial accounting. AI-driven systems are really good at automating data entry, reconciliation, and financial analysis and even now professional accountants are not using traditional financial practices . Not only do these innovations improve efficiency but also enhance accuracy and reduce human errors by automation. AI also gives the opportunity to accountants to focus on strategic decision-making rather than manual data processing which takes much more time and energy of accountants.The financial sector has been adopted quickly AI technologies, such as machine learning algorithms, natural language processing, and robotic process automation (RPA). These advancements allow businesses to generate real-time financial insights and detect anomalies because it contributes better risk management. This article explores the role of AI in financial accounting, analyzing both its advantages and challenges.

Literature Review.

Many researchers and financial experts have explored the role of AI in accounting. One of the most renowned economist Richard Susskind, in his book The Future of the Professions, argues that AI will significantly change professional services, including financial accounting. He suggests that automation will replace repetitive tasks, leading to a shift in the skills required for financial professionals.

Similarly, Brynjolfsson and McAfee, in The Second Machine Age, highlight the transformative power of AI in financial decision-making process. They emphasize how AI enhances predictive analytics, and allows businesses to anticipate financial trends with greater accuracy in advance.

A study by Deloitte (2023) found that 67% of financial professionals believe AI-powered automation will improve efficiency in accounting processes. Another report by PwC (2024) predicts that AI will make contribution to a 30% reduction in accounting errors over the next five years.

Research Methodology.

When conducting scientific research, this article uses a qualitative research approach while analyzing existing literature, case studies, and industry reports to understand the impact of AI on financial accounting. On top of that, literature, insights and articles by foreign and local economists and professional accountants are analysed as the methodological basis of this article.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Analysis and Discussion of Results.

1. Automation and Efficiency

One of the most significant impacts of AI in financial accounting is automation. AI-driven tools such as robotic process automation (RPA) handle repetitive tasks, including:

Invoice processing and reconciliation

Bank statement matching

Tax calculations and compliance checks

This automation reduces human error and allows accountants to focus on higher-value activities like financial planning and strategy which help them to become the best in their field.

2. Fraud Detection and Risk Management

AI systems use machine learning algorithms to detect fraudulent activities by analyzing transaction patterns. Unusual transactions are flagged in real time, allowing businesses to take proactive measures. According to a report by the Association of Certified Fraud Examiners (2024), AI-driven fraud detection has reduced financial losses by 40% in companies that have implemented such systems.

3. Predictive Analytics for Financial Planning.

AI even makes predictive analytics by analyzing historical financial data and forecasting future trends. Businesses use AI to:

Predict cash flow fluctuations

Identify cost-saving opportunities

Optimize investment decisions

For example, AI-powered accounting software can assess market conditions and suggest optimal budget allocations for companies.

4. Challenges and Ethical Concerns.

Regulatory bodies are developing Despite its advantages, AI in financial accounting presents challenges, including:

Data security risks: AI systems handle large volumes of sensitive financial data, making them targets for cyberattacks.

Job displacement: Automation may reduce the demand for traditional accounting roles, requiring professionals to upskill.

Algorithmic biases: AI models can inherit biases from training data, leading to inaccurate financial predictions.

ethical frameworks to address these concerns and ensure responsible AI use in accounting.

Conclusion and Recommendations.

Artificial intelligence is reshaping financial accounting by improving efficiency, accuracy, and fraud detection . While AI-driven automation offers numerous benefits, including increased efficiency and innovative decision-making while organizations must also address challenges such as data security and ethical concerns.

To maximize the benefits of AI in financial accounting, businesses should:

Invest in AI-powered accounting software to automate routine tasks.

Train accountants in AI-driven analytics and decision-making.

Implement strict data protection policies to ensure cybersecurity.

Monitor AI models for biases and maintain transparency in financial reporting.

The future of accounting will be increasingly AI-driven, and professionals who embrace these technologies will stay ahead in the evolving financial landscape.

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STIMULATING WRITING THROUGH INQUIRY-BASED APPROACH AT ENGLISH CLASSES

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Definition of Inquiry-Based Learning

An old adage states: “Tell me and I forget, show me and I remember, involve me and I understand.” The last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement that leads to understanding. According to Paula, inquiry-based learning is a strategy that involves a process of exploring the natural or material world, and that leads to asking questions, doing observation and discussing the result of the observation to get the final conclusion. It provides students the opportunity to construct their understanding necessary to produce deeper learning. Inquiry-based learning strategy also serves as a stimulus for learning, thinking and questioning. Similarly, Alberta argues that inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understanding, meaning and knowledge. That knowledge is new to students and may be used to answer a question, to develop a solution or to support a position or point of view. Knowledge is usually presented to others and may result in some short of action.

According to Leung, inquiry can be viewed as a process for answering questions and solving problems based on facts and observations. At the classroom level, inquiry is a teaching strategy designed to teach students how to deal with questions and problems encountered in various important generic skills through a variety of learning experiences. Students need to be given appropriate guidance and feedback by teachers while and after the learning process. The definition above states that inquiry-based learning gives the teacher opportunity to help students learn the content and course concept by having them chance to explore a question, develop the skill of retrieving information and research a hypothesis. Thus, giving students more opportunity to inflect on their own learning, gain a deeper understanding of the course concepts in an integrated fashion, and become better critical thinkers.

Discussion allows students to share the results of their investigation, compare their thoughts with comments from others, and share personal experiences in order to make sense of their ideas. Through reflection, students examine whether or not they have reached an adequate resolution to their question, what other conclusions could be made, and what questions result from the investigation. On the other hand, Paula states that inquiry-based learning is a cyclical process.

Similar to Paula’s statement, “Inquiry Page Project” has statement that the basic outline of the inquiry process includes five stages. They are as the following:

(1) Ask: it begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is.

(2) Investigate: at this stage the learner begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, etc.

(3) Create: at this stage the learners start to write their first draft based on their information from investigation result. The learners now undertake the creative task of shaping significant new thoughts, ideas, and theories outside his/her prior experience.

(4) Ask questions - create hypotheses - investigate - construct new knowledge - discuss and reflect on discovery - generate new questions. In the circle of inquiry, learners share their new ideas with others. The learner begins to ask others about their own experiences and investigations. Shared knowledge is a community-building process, and the meaning of their investigation begins to take on greater relevance in the context of the learner’s society.

(5) Reflect: reflection is taking back to the question, the research path, and the conclusions made. The learner steps back, makes observations, and possibly makes new decisions.

Inquiry is a particularly good approach for giving students an opportunity to learn with more freedom while reinforcing and imparting basic skills. It has some advantages as well: 1) Inquiry-based learning approach is flexible and works well from the research oriented to the creature. It is essential,

however, that the teachers plan ahead so they can guide students to suitable learning opportunities. 2) The teacher will find that many students who have had problems at school because they do not respond well to teachers and memorization will blossom in an inquiry- based learning setting, awaking their confidence, interested self-esteem. 3) The traditional approach tends to be very vertical: the class studies science for a while, for example, then language, then math, then geography. In contrast, the inquiry-based learning is at its best when working on interdisciplinary projects that reinforce multiple skills or knowledge areas in different facets of the same project. The traditional approach is sharply weighted toward the cognitive domain of growth, inquiry-based learning project positively reinforces skills in all three domains - physical, emotional and cognitive. 4) Inquiry-based leaning is particularly well-suited to collaborative learning environments and team projects. You can create activities in which the entire class work on a single question as a group or in teams working on the same or different question.

Of course, inquiry-based learning also work well when teachers have decided to let each student develop an individual project when doing so, however, it has to be made sure to incorporate some elements of collaboration or sharing. 5) An inquiry-based learning approach can work with any age group. Even though senior grade students will be able to pursue much more sophisticated question and research projects, build a spirit of inquiry into activities whenever teacher can. 6) The inquiry-based learning approach acknowledges that students have what researcher Luis Moll calls “funds of knowledge” that are often ignored by traditional curricula.

Based on the statements mentioned above, the Inquiry-based learning produces positive impact on students’ writing skills.

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BARRIERS AND PEDAGOGICAL ADJUSTMENTS IN ESP INSTRUCTION UNDER THE CREDIT-MODULE SYSTEM

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The rise of modular learning frameworks has enabled new forms of flexible curriculum design, but the pedagogical impact of these structures, particularly the challenges in shaping discipline-specific instruction, is not well understood. This thesis aims at examining the task of adjusting ESP pedagogy based on data deriving from mixed-method research, for instance semi-structured interviews and other qualitative classroom observations, with the development of a relevant model for adaptive teaching strategies. We employ the grounded theory method to analyze empirical data conducted with ESP practitioners, and we identify six key mechanisms of instructional adjustment, namely syllabus flexibility, learner autonomy facilitation, assessment redesign, material customization, interdisciplinary collaboration, and technological integration. Our results illustrate that from the teachers’ perspective, increased learner engagement in task-based activities is a key positive element of curricular change. The study furthers understanding of the implications from curriculum restructuring and teacher agency on ESP delivery.

Keywords: ESP Instruction, Credit-Module System, Pedagogical Adjustment, Curriculum Reform in Higher Education

Introduction

Research in the field of English for Specific Purposes (ESP) increasingly acknowledges the

importance of contextualized pedagogy [1,2]. Recent studies observed that the use of the credit-module system at the tertiary education level leads to curricular flexibility and instructional transformations encapsulated by the new "student-centered learning paradigm" [3]. Contemporary works on modular curriculum design and ESP teacher agency strongly advocate that the use of credit-based learning models in ESP instruction can adequately enhance the responsiveness and relevance of course delivery. Such theories have generated debates on the restructuring of teacher–learner engagement, and academic content alignment and evaluation methods.

Curriculum decentralization is usually associated with considerable uncertainty among instructors who frequently possess superior content knowledge and technological resources, putting them in a position where they can mediate reform processes and facilitate changes of a more transformative nature [4]. However, despite the emerging scholarly interest in modular instruction models [5], there is limited understanding of the nature of teacher pedagogical adjustment in the context of ESP under the credit-module system [6].

Due to the increase of institutional accountability, globalization of academic standards, shifts in learner expectations, policy-driven innovation, and the digitization of teaching, different forms of instructional adaptation have become important research areas for scholars who study language pedagogy and higher education systems [7]. In this regard, the research gap could be identified as the problem of sustainable pedagogical adjustment, depending on teacher agency and systemic alignment in the context of ESP within the credit-module framework.

Our study extends recent research on the nature of instructional transformation in modular ESP contexts. This paper addresses this theoretical and empirical gap and critically investigates the nature and intensity of pedagogical barriers and responses across disciplinary ESP programs in modular credit-based universities. In doing so, this paper contributes to the emerging literature on pedagogical transition, i.e., mutually connected instructional and organizational aspects of ESP course implementation in the context of higher education modularity.

We subsequently analyzed the data using grounded theory coding [3] and identified six key mechanisms of pedagogical adjustment, namely modular content revision, learner goal negotiation, context-based material design, collaborative planning, formative assessment integration, and continuous reflective teaching. Thus, the purpose of this work is to develop a contextualized model of pedagogical adjustment based on real-time instructional experiences to support sustainable ESP implementation under modular curricula.

Results

A common theme in participants' descriptions of the realities of working for ESP programs under modular systems was the fragmentation of work that comprises course restructuring, the ability to autonomously adjust materials, and increased administrative duties. The results also refute the theory that credit modularization leads to instructional efficiency; as we observed a weak correlation between teacher satisfaction and modular flexibility, which was statistically insignificant ($p > 0.05$) [5,6].

Both faculty administrators and curriculum coordinators foresaw a future growth in demand for customized ESP modules. Some respondents stated that they specifically valued the autonomy to be able to choose assessment formats rather than be obligated to follow predefined rubrics under a centralized policy. Only 5 out of 18 institutional reports analysed have shown more than 65% of course planning covered by modular templates.

A total of 43 coded segments representing faculty input and 27 thematic instances representing administrative planning were identified. The correlation between teacher agency and instructional innovation was also found to be moderate and context-dependent ($r = 0.41$) [7]. A Pearson correlation was computed to assess the relationship between professional development exposure and willingness to adapt to modular ESP structures.

ESP practitioners worked on several frontiers during this time, including formal course development through collaborative workshops and the syllabus revision process, public opinion through faculty roundtables, and directly to departmental leaders and to external accreditation bodies. This research assesses whether instructor perceptions of modularity influence instructional behavior at the course delivery level and whether the effect is sustainable over time.

We also critically looked at diverse literature to identify underlying institutional factors that may potentially impact teacher resistance or adaptation. While acknowledging the ambiguities that come with such a classification, the teachers we interviewed expressed concern at the prospect of losing the pedagogical autonomy associated with being curriculum designers. One interesting observation emerged from the analysis, is that support tools such as online repositories, template syllabi, unified rubrics, instructional videos, automated feedback systems, mobile learning apps, and course management systems have failed to draw significant engagement.

While the positive perception was predominantly attributed to the interactive aspects of in-class delivery, the data describing the assessment phase contained considerably more expressions of concern.

Conclusion

We infer that ESP curriculum designers and academic administrators should be encouraged to consider the leverage effects of modular credit systems on instructional flexibility and teacher agency, especially at tertiary institutions implementing education reforms. Based upon correlation and regression calculations, institutions with high levels of structural rigidity have a higher risk of teacher disengagement and curriculum misalignment. Hence, raising awareness of context-sensitive pedagogical planning by using professional development frameworks might help to accelerate the integration of modular structures into sustainable ESP practices. This requires renewing instructional paradigms from static syllabus adherence to adaptive learning-oriented approaches. Further theoretical and empirical contributions, e.g., regarding the effect of institutional autonomy in an effort to achieve pedagogical coherence in a given ESP context, can yield specific policy advice on whether modularization is expected to lead to the expected instructional outcomes and learner gains.

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INTEGRATING MOBILE TECHNOLOGIES INTO ESP E-TEXTBOOK DEVELOPMENT FOR NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Language teaching in non-philological higher education institutions has changed as a result of the incorporation of mobile technology into English for Specific Purposes e-textbooks. Through accessibility, customization, and flexibility, mobile-assisted language learning helps students effectively build professional communication skills. The theoretical underpinnings, empirical research, and real-world uses of mobile technology in ESP e-textbook development are all examined in this paper. It looks

at the pedagogical advantages, technological developments, and difficulties of mobile learning. The results emphasize how important it is to create digital resources that are contextually relevant, interactive, and adaptive in order to improve student engagement and independent learning.

Keywords: Digitalization, Higher Education, Non-Philological Institutions, ESP E-Textbooks, Mobile-Assisted Language Learning, Personalized Learning, Adaptive Learning, and Mobile Technologies

INTRODUCTION

The field of language education is changing quickly in the digital age, and mobile devices are becoming more and more important in the teaching of English for Specific Purposes (ESP). Printed textbooks and in-person classroom interactions were key components of traditional ESP instruction. However, by giving students flexibility, accessibility, and interactive content, the incorporation of digital tools—particularly mobile-assisted learning—has completely transformed language acquisition. In ways that older approaches could not, mobile technologies allow students to interact with industry-specific terminology, professional communication skills, and specialized discourse.

The design of ESP materials has changed as a result of the increasing demand for customized, technologically enhanced learning experiences in non-philological higher education institutions (such as engineering, medicine, law, and business). These schools teach students for professions where communication skills are critical to success and domain-specific language fluency is required. Through mobile technology, ESP learners may engage in simulated professional interactions, practice real-world language applications, and get immediate feedback via adaptive learning systems and AI-powered tools. A pedagogical answer to the growing demand for contextualized, individualized, and self-paced learning is the use of ESP e-textbooks supplemented by mobile technologies. Learners can hone their professional communication abilities with the use of mobile platforms' features like speech recognition, interactive simulations, gamified exercises, and real-time assessment. These developments support student-centered learning strategies, in which students actively participate in their education by moving through the material at their own speed under the direction of AI-powered adaptive systems.

Notwithstanding these advantages, incorporating mobile technologies into ESP education continues to present difficulties. To optimize the efficacy of mobile-based ESP learning, challenges such instructor training, digital accessibility, content adaptation, and assessment complexity need to be resolved. Furthermore, in order to maintain correctness and relevance, digital ESP materials must be updated frequently because to the quick evolution of industry-specific jargon.

LITERATURE REVIEW

Numerous learning theories that prioritize interactive, student-centered education lend support to the incorporation of mobile technology into English for Specific Purposes (ESP) instruction. According to constructivist learning theories, students learn by actively participating and applying concepts in real-world situations [1]. The Zone of Proximal Development (ZPD), developed by Vygotsky, emphasizes the value of scaffolding in education, where technology serves as a mediator to help students advance [2]. With the use of mobile-assisted tools, ESP e-textbooks give students scaffolded assignments that correspond with their cognitive development, allowing them to practice industry-specific language in a methodical way.

Another important framework for mobile-assisted ESP learning is Cognitive Load Theory (CLT), which was first presented by Sweller [3]. According to the notion, instructional design should minimize unnecessary load while maximizing intrinsic cognitive load. By offering multimodal content, interactive exercises, and instant feedback, mobile learning platforms let students understand complex ESP contents without experiencing cognitive overload [4].

Additionally, the importance of real-world application and authentic engagement in language acquisition is emphasized by Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT). These strategies are supported by mobile learning environments, which provide real-time feedback mechanisms, AI-powered conversation tools, and interactive simulations that encourage meaningful language use in ESP scenarios.

In the past, standard textbooks that provide static, discipline-specific content were the mainstay of ESP training. More interactive learning experiences were made possible by the introduction of digital

resources to language instruction with the growth of CALL (Computer-Assisted Language Learning) in the late 20th century. Although they lacked flexibility and individualized learning components, early CALL apps concentrated on vocabulary drills, grammar exercises, and reading comprehension tests.

ESP training has changed to a student-centered digital paradigm that prioritizes flexibility, interactivity, and self-paced learning as a result of developments in MALL (Mobile-Assisted Language Learning). According to research, mobile learning promotes learner autonomy by enabling real-time interaction with industry-related case studies, professional terminology, and role-playing scenarios.

Research by Shield & Kukulska-Hulme [9] show how context-aware learning, in which students access industry-specific resources in real-world settings, improves participation in mobile-based ESP education. For instance, engineering students can engage with virtual blueprints and technical documents to enhance domain-specific vocabulary, while medical students can practice doctor-patient conversations utilizing speech recognition software through a mobile ESP e-textbook. The use of adaptive learning systems and artificial intelligence (AI) in ESP education has been highlighted by recent studies. By evaluating student progress and modifying educational content appropriately, AI-driven platforms personalize learning experiences. According to studies, by offering personalized exercises and remedial feedback, AI-powered ESP e-textbooks enhance technical writing abilities, pronunciation accuracy, and reading comprehension. For example, AI chatbots mimic business talks, giving students a relaxed setting in which to conduct discipline-specific dialogues. According to research by Lu & Lo, pupils who interact with AI chatbots have increased fluency and confidence in spoken communication as compared to those who receive education through conventional means.

Mobile-assisted ESP instruction has a number of drawbacks despite its advantages.

In low-resource environments, adoption is constrained by unequal access to smart devices and dependable internet.

Many teachers are not proficient in digital literacy, which is necessary to successfully incorporate mobile devices into ESP training.

ESP materials must be updated frequently to reflect new professional trends and industry-specific terminology. Because of automated grading constraints, assessing written and oral communication through mobile learning platforms is still difficult.

Meskill recommends that in order to close the gap between traditional and mobile-based ESP learning, professional development programs should concentrate on giving teachers digital teaching techniques.

There are various educational advantages to incorporating mobile devices into ESP training. Interactive learning environments have been shown to increase student engagement and retention of information. Nonetheless, studies also indicate that digital resources have to supplement conventional classroom learning rather than take its place. The best outcomes are obtained with blended learning approaches that integrate mobile learning with in-person encounters. Significant differences in learning outcomes are found when comparing traditional versus mobile-based ESP education. Digital technologies, especially AI-powered language apps and virtual simulations, improve speaking and listening abilities. To guarantee accuracy and coherence, however, systematic instruction is necessary for the development of reading and writing.

The following tactics are advised in order to optimize the efficacy of ESP e-textbooks that are compatible with mobile devices:

Matching digital resources to industry standards and educational goals.

Including multimodal content (interactive exercises, audio, video, and text)

Using AI-powered evaluation tools to provide real-time feedback

Ensuring user-friendly interfaces and accessibility for a diverse student body.

According to research, the ability of educators to incorporate technology into instructional design while preserving pedagogical coherence is crucial for successful adoption. To give teachers the digital skills they need for mobile-based language instruction, institutions should fund teacher training programs.

CONCLUSION

There is a great chance to improve language training in non-philological higher education

institutions by incorporating mobile technologies into the creation of ESP e-textbooks. Increased engagement and improved professional communication skills are fostered by digital tools that facilitate tailored education, adaptive feedback, and interactive learning. To guarantee successful adoption, however, issues with technology accessibility, content adaption, and evaluation techniques must be resolved. Future studies should investigate the long-term effects of ESP learning aided by mobile devices and provide scalable frameworks for the creation of digital content.

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ИННОВАЦИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ КАК ПУТЬ К ПРОФЕССИОНАЛЬНОЙ ОРИЕНТАЦИИ УЧАЩИХСЯ АКАДЕМИЧЕСКИХ ЛИЦЕЕВ

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Аннотация. В статье рассматриваются инновации в обучении иностранным языкам как важный фактор профессиональной ориентации учащихся академических лицеев Узбекистана. Проанализированы современные подходы к обучению иностранным языкам, их роль в развитии коммуникативных навыков, а также их значимость для будущей профессиональной подготовки молодежи. Особое внимание уделено внедрению инновационных методов, таких как цифровые технологии, проектная и проблемная методика, в процесс обучения. В статье также приводятся примеры успешных практик и их влияние на карьерное ориентирование учащихся.

Ключевые слова: Обучение иностранным языкам, глобализация, профессиональная ориентация, инновационные образовательные методы, цифровые технологии, профессиональная подготовка, языковая компетенция, проектное обучение, проблемно-ориентированное обучение, образовательные технологии

Обучение иностранным языкам в контексте глобализации и технологических изменений стало важным компонентом образовательной системы Узбекистана. На фоне активной модернизации образовательной инфраструктуры страны, одной из ключевых задач является повышение уровня владения иностранными языками среди учащихся, особенно академических лицеев (УП-5847, 2018). В последние годы в Узбекистане происходит внедрение инновационных методов обучения, что позволяет адаптировать систему образования к современным требованиям рынка труда, а также обеспечивать профессиональную ориентацию учащихся академических лицеев и студентов вузов.

Профессиональная ориентация учащихся является важной частью образовательного процесса, поскольку помогает выпускникам принимать обоснованные решения относительно своей будущей карьеры. Иностранные языки играют центральную роль в этом процессе, ведь знания языков открывают широкие возможности для учебы и работы за рубежом, способствуют карьерному росту и адаптации на глобальном рынке труда.

Современные образовательные методики предполагают использование инновационных технологий для улучшения качества обучения иностранных языков (Новикова, 2021). На территории Узбекистана активно внедряются цифровые платформы, такие как онлайн-курсы, мобильные приложения, а также средства для виртуальной практики общения на иностранном языке. Эти методы помогают учащимся не только лучше овладеть языком, но и развить навыки работы с информацией, критического мышления и командной работы.

Согласно исследованиям, использование цифровых технологий в обучении позволяет значительно повысить мотивацию обучаемых, сделать процесс изучения более интерактивным и увлекательным (Юсупова, 2018). Интерактивные элементы, такие как видеоконференции с носителями языка, образовательные игры, проекты, активно внедряются в процесс обучения иностранных языков и способствуют формированию комплексных навыков.

Знание иностранных языков предоставляет учащимся значительное преимущество при выборе будущей профессии. В условиях глобализации это является необходимым навыком, позволяющим получать доступ к международной информации, участвовать в программах обмена, а также строить карьеру в международных компаниях. В этом контексте развитие иностранных языков способствует формированию у школьников готовности к профессиональной жизни, расширяет их кругозор и помогает ориентироваться в новых сферах деятельности.

Как отмечают, акцент на изучении иностранных языков помогает учащимся понять, что эти навыки востребованы не только в гуманитарных областях, но и в точных науках и технических специальностях. Это важное замечание для образовательных учреждений, которые должны выстраивать гибкие и персонализированные образовательные маршруты для каждого учащегося (Кузнецова, 2021).

Одним из перспективных направлений является внедрение проблемно-ориентированного и проектного обучения в курс иностранных языков. Это позволяет не только улучшить знания языка, но и развить у обучаемых важные компетенции для будущей профессиональной деятельности, такие как командная работа, проектное управление, исследовательские навыки и критическое мышление.

Примером успешного применения таких методик является программа обучения в Академическом лицее при ТГЭУ, где проектное обучение интегрировано в преподавание английского языка. В рамках таких проектов учащиеся изучают профессиональную лексику, работают с реальными кейсами и разрабатывают проектные предложения, что позволяет им на практике применить полученные знания.

Так, в рамках проекта по изучению международных финансовых рынков учащиеся лицея изучают специализированную экономическую лексику, включая такие термины, как «платежный баланс», «валютный курс», «инфляция», «капиталовложения» и др. Они проводят исследование, анализируя различные экономические модели и системы, при этом активно используют профессиональные термины на английском языке для составления отчетов и презентаций.

Ещё одним направлением профессионально-ориентированного обучения является работа с реальными кейсами из бизнеса и экономики. В рамках проектной работы по созданию бизнес-плана для стартапа учащиеся могут использовать реальные бизнес-кейсы для анализа и разработки стратегий. Например, они анализируют экономическую ситуацию в стране, изучают способы оптимизации налоговых выплат и проводят финансовый анализ стартапа с использованием иностранных источников и отчетности. Ребята составляют бизнес-план, где применяют международную практику и используют терминологию для анализа рынка, маркетинга, финансов и управления рисками.

Также, учащимся интересна разработка проектных предложений по инвестиционным проектам. Лицеисты на занятиях по английскому языку могут разработать проектное

предложение по созданию инвестиционного фонда или стартапа - предлагают концепцию фонда, ориентированного на устойчивое развитие и зеленые технологии. Они проводят маркетинговое исследование, оценивают потенциальные риски и доходность, а затем готовят проектный документ для представления потенциальным инвесторам или международным партнерам с использованием профессиональной лексики на английском языке.

Активное участие учащиеся принимают в проектах по международной торговле. Здесь им даётся возможность работать над проектом, связанным с международной торговлей, например, с анализом торговли между Узбекистаном и Европейским Союзом или Узбекистаном и Китаем. В рамках этого проекта учащиеся изучают условия соглашений о свободной торговле, тарифы, налоги, а также особенности ведения бизнеса в разных странах. Работая с реальными документами и международной отчетностью, в том числе на английском языке, они применяют терминологию в области международных отношений, экономики, логистики и финансов.

Среди современной молодёжи актуальны разработки по экономике устойчивого развития. Так, в рамках программ устойчивого развития учащиеся могут предложить проект стратегии зелёной экономики для регионов Узбекистана. Они используют иностранную литературу и исследуют экономические теории и практики устойчивого развития. При этом учащиеся готовят проектный документ, где излагают пути внедрения новых технологий и использование возобновляемых источников энергии, используя экономическую и экологическую лексику на иностранном языке для разработки рекомендаций.

Таким образом, инновации в обучении иностранным языкам играют важную роль в подготовке учащихся академических лицеев Узбекистана к профессиональной жизни и дальнейшему обучению в вузе. Внедрение новых технологий и методов обучения способствует не только улучшению языковой компетенции, но и помогает выпускникам академического лицея определиться с выбором профессии, развить важнейшие навыки для будущей карьеры. В будущем необходимо продолжать работу по совершенствованию образовательных программ и инфраструктуры, а также обеспечению высокого уровня подготовки педагогов, чтобы максимизировать результативность обучения иностранных языков.

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ISSUES AND SOLUTIONS IN THE DEVELOPMENT OF CONTEMPORARY FOREIGN-LANGUAGE TEXTBOOKS AT NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

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Abstract

The development of foreign-language textbooks for non-philological higher education institutions presents several challenges, including a lack of interdisciplinary integration, insufficient focus on practical application, and inadequate adaptation to students' professional needs. This article explores these issues and proposes solutions such as incorporating task-based learning, integrating digital resources, and developing customized content aligned with students' fields of study. Addressing these challenges is essential for enhancing language acquisition and professional communication skills in non-philological students.

Keywords: *foreign-language textbooks, non-philological education, interdisciplinary learning, task-based learning, professional communication*

Introduction

Foreign-language education in non-philological higher education institutions is an essential component of professional training in a globalized world. However, many existing textbooks are designed with a general linguistic approach and do not adequately address the specific needs of students whose primary focus is on non-linguistic fields. These textbooks often lack specialized vocabulary, practical applications, and methodological approaches that facilitate language learning in professional contexts. As a result, students may struggle to acquire the necessary language skills required for effective communication in their respective disciplines. Addressing these issues requires a fundamental rethinking of how foreign-language textbooks are developed and used in non-philological education.

Issues in Developing Foreign-Language Textbooks

One of the primary challenges in developing contemporary foreign-language textbooks for non-philological students is the lack of interdisciplinary integration. Many textbooks follow a generic curriculum that does not consider students' academic and professional needs. For example, engineering students require technical terminology and communication strategies relevant to their field, while business students need exposure to negotiation, marketing, and corporate communication in a foreign language. Traditional language textbooks often fail to bridge this gap, leading to a disconnect between language learning and professional application (Kovács, 2020).

Another critical issue is the insufficient emphasis on practical application. Many existing textbooks focus primarily on grammar rules, reading comprehension, and vocabulary memorization rather than equipping students with the necessary skills to use the language in real-world situations. Research suggests that students benefit more from interactive, task-based learning approaches that involve real-world problem-solving, role-playing, and project-based tasks (Richards & Rodgers, 2014). However, traditional textbooks rarely provide such opportunities, making it difficult for students to transfer their language skills into professional settings.

Inadequate digital integration is another significant challenge in contemporary foreign-language textbook development. The rapid advancement of technology has transformed education, yet many textbooks remain reliant on traditional print-based methods. The absence of interactive elements, such as multimedia resources, digital exercises, and online collaborative tools, limits students' engagement and opportunities for immersive learning. Studies have shown that incorporating digital tools, such as language learning apps, virtual simulations, and online discussion forums, can significantly improve students' comprehension and retention of foreign-language skills (Chapelle, 2016).

Solutions for Enhancing Foreign-Language Textbooks

One of the most effective solutions to address these issues is the integration of task-based learning (TBL) methodologies. Task-based learning focuses on real-world tasks that encourage students to use

the target language in meaningful contexts. Instead of traditional grammar drills, students engage in communicative tasks that mirror professional situations they may encounter in their careers (Ellis, 2003). For instance, students in business administration programs could participate in case studies, draft business reports, or simulate international business meetings in the target language. This approach not only improves linguistic competence but also enhances students' confidence in using the language in professional environments.

Customizing textbook content to align with students' academic and professional fields is another crucial step in improving foreign-language education at non-philological institutions. Collaboration between language educators and subject-matter experts can help develop course materials that are relevant to students' disciplines. Such textbooks should include field-specific terminology, real-world case studies, and scenarios that reflect industry practices. This interdisciplinary approach ensures that students develop both language proficiency and professional knowledge simultaneously, making them more competitive in the job market (Dudley-Evans & St. John, 1998).

Integrating digital resources into foreign-language textbooks can also enhance the learning experience. Online platforms, mobile applications, and multimedia tools provide students with additional practice opportunities, interactive exercises, and exposure to authentic language use. The use of gamification, artificial intelligence-based language tutors, and virtual reality environments can increase motivation and engagement, making language learning more dynamic and effective (Godwin-Jones, 2018). Additionally, incorporating online collaborative tasks, such as discussion forums and peer reviews, can foster a more interactive and communicative learning experience.

Conclusion

The development of foreign-language textbooks for non-philological higher education institutions requires a shift from traditional methodologies to more innovative, interdisciplinary, and technology-driven approaches. By incorporating task-based learning, customizing content to students' professional fields, and integrating digital tools, educators can enhance the effectiveness of language learning materials. These improvements will not only support students' linguistic development but also equip them with the necessary skills to communicate effectively in their professional careers. Addressing these challenges through modernized textbooks will contribute to better foreign-language education and improved career prospects for non-philological students.

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RAQAMLI DARSLIKLAR VA ONLAYN TA'LIM PLATFORMALARINING NOFILOLOGIK YO'NALISHDAGI TALABALARGA TA'SIRI

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Annotatsiya

Ushbu maqolada zamonaviy ta'lim jarayonida raqamli darsliklar va onlayn ta'lim platformalari muhim o'rin tutib, ayniqsa, nofilologik yo'nalishdagi talabalarning xorijiy tillarni o'rganish

samaradorligini oshirishda muhim vosita sifatida namoyon bo‘lmoqligi xaqida tahlillar berilgan. Raqamli darsliklarning o‘quv jarayoniga ta’siri, ularning an’anaviy ta’lim shakllaridan ustunliklari hamda yuzaga kelayotgan muammolar tahlil qilinadi. Shuningdek, onlayn ta’lim platformalarining imkoniyatlari, ularning nofilologik yo‘nalishdagi talabalarning kasbiy til kompetensiyasini rivojlantirishdagi o‘rni o‘rganiladi. Tadqiqot natijalariga ko‘ra, raqamli darsliklar va interfaol platformalar talabalarning mustaqil ta’lim olish qobiliyatini oshirib, ularning til o‘rganish jarayonida yanada faol ishtirok etishlariga yordam berishi aniqlangan. Biroq, texnologik infratuzilmaning yetishmovchiligi, talabalar va o‘qituvchilarning raqamli savodxonligi kabi muammolar ham mavjud bo‘lib, ularni bartaraf etish bo‘yicha tavsiyalar ishlab chiqililb, ta’lim tizimida raqamli resurslardan foydalanishning istiqbollari va ularning samaradorligini oshirish bo‘yicha tavsiyalar ham berilgan.

Kalit so‘zlar: *Raqamli darsliklar, onlayn ta’lim platformalari, nofilologik yo‘nalish, xorijiy til ta’limi, raqamli ta’lim resurslari, mustaqil ta’lim, kasbiy til kompetensiyasi*

Kirish qismi: Zamonaviy axborot-kommunikatsiya texnologiyalarining rivojlanishi ta’lim jarayonida tub o‘zgarishlarni yuzaga keltirdi. An’anaviy ta’lim tizimidan raqamli ta’lim muhitiga o‘tish jarayoni ayniqsa oliy ta’lim muassasalarida faol kechmoqda. Bugungi kunda raqamli darsliklar va onlayn ta’lim platformalari nofilologik yo‘nalishdagi talabalarning xorijiy til o‘rganish jarayonida muhim ahamiyat kasb etib, ularning kasbiy va kommunikativ kompetensiyalarini rivojlantirishga katta hissa qo‘shmoqda.

Nofilologik yo‘nalishda ta’lim olayotgan talabalar uchun xorijiy til o‘rganish jarayoni muayyan muammolarni keltirib chiqaradi. Chunki ushbu talabalar filologik yo‘nalish talabalari singari lingvistik tahlil va tarjima ko‘nikmalarini chuqur o‘rganmaydi, balki kasbiy faoliyatlarida zarur bo‘ladigan muloqot va tushunish kompetensiyalarini rivojlantirishga ehtiyoj sezadilar. Shu nuqtai nazardan, raqamli darsliklar va onlayn ta’lim platformalari nofilologik yo‘nalishdagi talabalar uchun qulay ta’lim muhiti yaratish, mustaqil ta’lim olish imkoniyatlarini kengaytirish va real hayotga mos keluvchi o‘quv materiallarini taqdim etish orqali an’anaviy o‘qitish metodlarini to‘ldirishga xizmat qiladi.

So‘nggi yillarda O‘zbekistonda oliy ta’lim tizimini raqamlashtirishga qaratilgan islohotlar jadal amalga oshirilmoqda. Raqamli darsliklar va onlayn ta’lim platformalarining joriy etilishi talabalar uchun keng imkoniyatlar ochib, ularning o‘quv jarayonida faol ishtirok etishlarini ta’minlaydi. Xususan, interfaol o‘quv resurslari, multimedia materiallari va sun’iy intellekt yordamida individual yondashuv asosida ta’lim olish imkoniyatining yaratilishi talabalarning xorijiy til kompetensiyasini oshirishga xizmat qilmoqda.

Shu bilan birga, raqamli ta’lim vositalaridan foydalanish jarayonida turli muammolar ham yuzaga kelmoqda. Bular orasida texnologik infratuzilmaning yetishmovchiligi, raqamli resurslarning sifat darajasi, o‘qituvchilarning raqamli pedagogika bo‘yicha yetarli malakaga ega emasligi va talabalar orasida raqamli savodxonlikning turlicha bo‘lishi kabi omillar mavjud. Ushbu maqolada raqamli darsliklar va onlayn ta’lim platformalarining nofilologik yo‘nalishdagi talabalarga ta’siri, ularning xorijiy tilni o‘rganish jarayonidagi afzalliklari va kamchiliklari, shuningdek, mavjud muammolarni bartaraf etish yo‘llari ilmiy-nazariy va amaliy jihatdan tahlil qilinadi.

Maqolaning maqsadi – raqamli darsliklar va onlayn ta’lim platformalarining nofilologik yo‘nalishdagi talabalarning xorijiy til o‘rganish jarayoniga ta’sirini o‘rganish, ularning samaradorligini baholash va kelajakda ta’lim jarayonini yanada takomillashtirish bo‘yicha tavsiyalar ishlab chiqishdan iborat. Shu maqsadda, maqolada raqamli ta’lim vositalarining o‘quv jarayonidagi o‘rni, ularning pedagogik va texnologik afzalliklari hamda mavjud muammolar va ularning yechimlari haqida batafsil fikr yuritiladi.

Asosiy qism: Zamonaviy ta’lim jarayonida raqamli texnologiyalar jadal rivojlanib, o‘quv jarayonining samaradorligini oshirishga xizmat qilmoqda. Xususan, raqamli darsliklar va onlayn ta’lim platformalari talabalarning mustaqil ta’lim olish ko‘nikmalarini rivojlantirish, individual yondashuvni shakllantirish hamda interfaol metodlarni keng qo‘llash imkoniyatini yaratmoqda. Ushbu maqolada raqamli ta’lim vositalarining nofilologik yo‘nalishdagi talabalar uchun xorijiy til o‘rganish jarayonidagi o‘rni, afzalliklari, muammolari va ularni bartaraf etish yo‘llari tahlil qilinadi.

Raqamli darsliklar – bu an’anaviy bosma darsliklardan farqli ravishda multimedia elementlari bilan boyitilgan, interfaol o‘quv materiallaridan iborat bo‘lgan elektron resurslardir. Ular tarkibida video,

audio, animatsiyalar va test sinovlari bo‘lishi mumkin. Onlayn ta’lim platformalari esa talabalarga masofaviy o‘qish, mustaqil o‘zlashtirish va real vaqt rejimida bilim olish imkoniyatini taqdim etadi. Bugungi kunda Coursera, EdX, Duolingo, Moodle, OpenLearn, Khan Academy kabi global platformalar xorijiy tillarni o‘rganish uchun keng foydalanilmoqda.

T.Qosimov "Zamonaviy raqamli texnologiyalar talabalarning o‘quv jarayonidagi ishtirokini kuchaytirib, ularning mustaqil o‘rganish qobiliyatini oshirishga xizmat qiladi" deya ta’kidlaydi.

Bundan tashqari, raqamli darsliklar va onlayn platformalar ta’lim jarayoniga talabalar istalgan joy va vaqtda ta’lim olish imkoniga ega bo‘lishligi, raqamli resurslar vizual va audio materiallar orqali o‘zlashtirish samaradorligini oshiradi, mustaqil ta’lim olish va shaxsiy o‘qitish rejimini shakllantirish imkonini beradi, o‘qituvchi va talaba o‘rtasidagi interfaol muloqotni kuchaytirishi xaqida imkoniyatlarni taqdim etadi

Raqamli ta’lim vositalarining samaradorligi bir necha omillarga bog‘liq. Ular orasida quyidagilarni ajratish mumkin:

Ko‘pgina oliy ta’lim muassasalarida internet tezligi pastligi va zamonaviy kompyuter texnologiyalarining yetishmovchiligi raqamli ta’limdan to‘liq foydalanishga to‘sqinlik qilmoqda.

O‘zbek olimi Sh.Xolmirzayev ushbu masalaga shunday izoh bergan: "Raqamli darsliklar va onlayn ta’lim platformalaridan samarali foydalanish uchun infratuzilmani rivojlantirish va talabalar hamda o‘qituvchilarning texnologik savodxonligini oshirish zarur" (Xolmirzayev, 2023).

O‘qituvchilar raqamli texnologiyalarni samarali qo‘llay olishlari va interfaol ta’lim metodlarini o‘zlashtirishlari lozim. Onlayn ta’lim mustaqil ishlashni talab qiladi. Talabalarning o‘zini o‘zi boshqarish qobiliyati past bo‘lsa, ularning natijalari ham sust bo‘lishi mumkin.

Xulosa qismi: Raqamli darsliklar va onlayn ta’lim platformalari nofilologik yo‘nalishdagi talabalar uchun xorijiy til o‘rganishda yangi imkoniyatlar yaratadi. Biroq, bu jarayonda texnologik infratuzilma, pedagogik yondashuvlar va o‘quv resurslarining sifati muhim rol o‘ynaydi. Maqolada ko‘rib chiqilgan afzalliklar va muammolar asosida, ta’lim tizimiga zamonaviy texnologiyalarni joriy qilish bo‘yicha strategik yondashuvlar ishlab chiqish zarur. Shu tariqa, raqamli ta’lim resurslari talabalar uchun yanada samarali va qulay bo‘lishi mumkin.

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INCLUSIVE EDUCATION IN ACTION – RETHINKING ASSESSMENTS

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Abstract

Inclusive education that embraces neurodiversity and disability requires designing adaptable teaching strategies and accessible learning environments. This article explores how we can make the assessment inclusive based on the example of MA in Learning and Teaching student's experience of the study on the Introduction to Inclusive Education module delivered at Westminster International University in Tashkent. The article is written in an interview-style discussion in which the student's perceptions of the coursework task is explored.

Introduction

Uzbekistan has created legislation to introduce inclusive education and this has spurred a growing awareness of the importance of inclusion among teachers and educational managers. However, understanding of inclusive education and its principles is still extremely limited. Teachers may be able to articulate inclusive education as the concept but in their majority they possess almost zero knowledge of theoretical underpinnings of inclusive education and practical dimensions of how to accommodate diverse learners. Teachers lack adequate training, support and resources.

It is reported in many reports that only a limited number of neurodiverse students and the ones with disabilities participate in the educational environment. Teaching and learning materials are designed for an 'implied student' leaving limited chances for a neurodivergent population. Exams, assessment tasks, extracurricular activities are designed for a neurotypical student population without any disability. The curricula are also designed for the implied learner who is neurotypical, without disability, Uzbek or Russian. Resources are not available in formats that support neurodiverse students. Reasonable accommodations are not implemented, people with disability are not properly diagnosed and are not trained for self-advocacy.

Analysis of teacher awareness about inclusive education

Isamukhamedova et al., (2024) report that 68.3% identified some familiarity with inclusive education definition. 21.5% received some kind of training on inclusive practices. A moderate relationship was seen between training and reported inclusive practices. 35.3% reported attempts to lesson plan adaptation and accessible materials design. However, 24% described limited inclusion efforts. Statistically significant differences emerged by training level. Curriculum adjustments, teacher training, and individualized plans were viewed as most impactful strategies to enhance inclusion. 2 group interviews with teachers of HE indicate an ability to define the common and widely used principles and characteristics of inclusive education. Things like *'equality, diversity, and inclusivity; embracing differences; sense of belonging; individual and enjoyable learning experiences; acceptance; transparency; different comprehension levels'* were given in response to associate inclusive education with something they know. However, further discussion revealed limited ability to explain and elaborate on the given responses. Further exploration showed that on the surface, there seems to be an understanding of inclusion, however how to act in the classroom, how to approach students to provide them with equitable learning opportunities seems to be a challenge.

Teacher education

There are several routes for teacher development in the area of inclusive education in the country. In pre-service teacher training, there are 11 pedagogical institutes and in each of them there is a faculty of special pedagogy and inclusive education with departments of oligofrenopedagogy, speech therapy, surdopedagogy and inclusive education and clinical foundations of special pedagogy. The main focus of the content studied is on the following areas.

Clinical foundations of special pedagogy

Hospital pedagogy

Fundamentals of medical knowledge

Safety of life activities - in the direction of Professional education

There are also more than 50 other institutions to prepare different specialists where pedagogy is taught as a separate core module - “Inclusive education and hospital pedagogy” aiming to develop students' knowledge about the teacher's role in the constant search for effective methods and techniques for organizing the educational process, and to facilitate the mastery of various technologies, which has become a crucial condition for professional competence in organizing and supporting the education of children undergoing long-term treatment in medical institutions (hospitals, inpatient facilities, etc.)."

The next learning opportunity for teachers is the in-service professional development course delivered by the Avloniy Pedagogical institute for teacher development. During the interview with the Academic Deputy Rector it was established that the area of inclusivity is on the agenda of the institute curriculum. Currently there are two programmes in which inclusive education is a part. However, the closer analysis of the syllabi demonstrates that the way how the topic of inclusive education is integrated into the teaching calendars, and which specific subtopics are being selected for exploration of teachers and senior management staff, is limited. In-service syllabus for teachers looks at inclusivity in only one block/session Social and Emotional learning. The syllabus for senior management focuses on Hospital Pedagogy and how the school needs to cooperate with the medical institutions when teaching students who are on medical treatment (cancer, tuberculosis, etc). The programme for retraining of specialists aims to prepare teaching assistants whose job is to accompany disabled students into the mainstream education classes, however there is a lack of qualified specialists to deliver this type of content and the lack of understanding of the role of teaching assistants makes this even more vague.

As seen from above, professional development courses, although going through some revision, have prevalent the medical view of diversity highly influenced by the past practices inherited from the Soviet Union period. The courses at all the institutions mentioned above can be and need to be enhanced in the learning outcomes, content, methods of teaching, materials, assessment methods, extracurricular affordances to vector their attention to the huge difference articulated anywhere in the world on the social view of the diversity and the role of education in it.

Rapidly evolving educational landscape in Uzbekistan urges and makes it imperative that teacher training programs align with contemporary understandings of diversity and inclusive education. The view of differences primarily through a lens of deficits and disabilities is fundamentally wrong and limiting the empowerment of students. It is time for our teacher training courses to embrace the social model of diversity for the benefit of all learners. We need to help teachers of all disciplines to understand the social model of diversity to recognize that individual differences are natural part of humanity. Focusing solely on what is "wrong" with a student and educating specialists to getting-“the wrong”-fixed approach diminishes the strengths, abilities, and potential of each learner and is a barrier to a positive classroom environment where all students feel valued and capable.

The discussion thus far, alongside thorough analysis of curriculum development opportunities within Westminster International University’s (WIUT) MA in Learning and Teaching program, highlights a critical juncture in syllabus design. Among the program’s offerings is the Introduction to Inclusive Education module, that was first delivered this academic year 2024 - 2025. Delayed implementation was necessitated by resource constraints, yet its eventual launch marked a pivotal step toward embedding inclusivity in teacher education.

Given the module’s focus on reconceptualizing neurodiversity, disability, and inclusive pedagogy, the assessment strategy logically required alignment with the principles it espoused. Inclusive assessment is not merely preferable but **imperative** in a program designed to equip educators with the tools to foster equitable learning environments. Consequently, Universal Design for Learning (UDL) was adopted as a foundational framework, ensuring accessibility and flexibility at every stage - including assessment design.

To operationalize this commitment, the module’s coursework task was meticulously crafted to reflect UDL principles. The assignment underwent rigorous internal moderation at WIUT, followed by external validation through collaborations with the University of Westminster in London. This multilayered review process ensured that the assessment not only met academic standards but also

embodied the inclusivity it sought to promote. The coursework task is presented below. It was created to assess the following learning outcomes:

Critically discuss all aspects of learner variability as an underpinning principle of inclusivity.

Develop a systematic understanding of the inclusive education philosophy in the background of its historical development that underpins the appropriate application of effective inclusive teaching.

Articulate and critically evaluate individual and systemic barriers to learning and how these feed into inclusive practices development.

Design learning environment using Universal Design for Learning (UDL) principles in order to address the diverse strengths and needs of learners

Develop a plan to establish and sustain a successful inclusive environment for all learners.

Task (Module Hanbook , 2025)

As a student in this module, you will study certain concepts in inclusive education. To do so, we will have contact classes, and you will be given reading to follow each topic. You need to study all suggested materials and the additional sources of your choice.

Once this is done, you can set to do the task for the course work and follow the steps.

Select 5 concepts that resonate with you the most and that you think other people should be aware of.

Think, who these other people (your audiences) can be and select just one audience. This can be either teachers, students, parents or other community members.

Design a BRIEF engaging and informative multimedia/textual learning material for your audience that will encapsulate/promote the main facts, ideas, principles, interpretations, rules, suggestions of the selected concepts. The learning materials may be:

A wall(desk)-calendar for the academic year 25-26 that teachers can use in their classrooms

An Instagram/any other type or (v)blog

A podcast

A mind-map (spider/cluster/etc)

A poster for the classroom display

A you-tube (ted-talk/etc) video

An infographic

A web site

A song

A poem

A metaphor

A story

A power-point presentation

Any other idea of your choice that needs to be agreed with the ML

Alongside with the materials, produce annotated bibliography for each selected concept suggesting follow up reading, podcasts, webinars, videos, etc.

Once your materials are ready, pilot them with 7-10 people (they can be your peer-students, or your colleagues or students from your working context) to get their impressions on the material clarity and their usefulness in raising awareness about inclusive education. Write a commentary about your piloting, what feedback you received from piloting group, what lessons you have learnt from it.

Note on the design

Choose your format and think about the best way to convey your message. Use clear, accessible language and visuals. Incorporate relevant images (these can be both - publicly available or produced by yourself), charts, symbols and icons to enhance understanding. Ensure your material design is visually appealing, self-explanatory and easy to navigate.

The word document with annotated bibliography and pilot notes will have a template provided by the ML.

Submission

Submit your material in a digital format. If this is not physically possible because the materials are available on the link, include this link into the word document with annotated bibliography and pilot

notes. Provide references for any sources used by you.

Good to know

Consider collaborating with peers for feedback during the design process.

In cases where there is mechanical work needed, you can use the help of ARTIFICIAL INTELLIGENCE tools acknowledging it in references.

NOTE - This task encourages creativity while ensuring that you engage critically with the concepts of inclusivity covered in the course. If you have questions about this approach, discuss it with your ML in the second week of the semester.

Assessment criteria

LO	Below 50	51-60	61-70	70+
Critically discuss all aspects of learner variability as an underpinning principle of inclusivity.	The learning material lacks understanding of learner variability, it misses key dimensions. There is no integration of theory. Fails to connect concepts to inclusivity.	The learning material gives basic understanding of variability and only limited dimensions are addressed. Few connections made to the theory. Minimal application to inclusivity; lacks depth.	The learning material demonstrates good understanding of variability and it covers its most dimensions. There is integration of theory and practice. Relevant application to inclusivity is presented and the materials suggest practical solutions.	The learning material demonstrates comprehensive understanding of learner variability considering its multiple dimensions (cognitive, emotional, cultural, etc.) It integrates theory and practice professionally. There is clear application of concepts to inclusivity that offers innovative solutions.
Develop a systematic understanding of the inclusive education philosophy in the background of its historical development that underpins the appropriate application of effective inclusive teaching.	Lack historical understanding and no connections are made. Fails to apply philosophy and the material is irrelevant to teaching. No critical analysis present.	Basic understanding is presented, and few historical connections are made. Limited application of ideas is presented and relevance to teaching is unclear. Minimal critical analysis is done and arguments are weak.	Good understanding of historical context; the connections are made. Clear application of philosophy and it is mostly relevant to teaching. Critical analysis is present but lacks rigor and depth.	Detailed knowledge of historical development that connects past to present. Strong application of inclusive philosophy with clear relevance to teaching. In-depth critical analysis; well-supported arguments.
Articulate and critically evaluate individual and systemic barriers to learning and how these feed into inclusive practices development.	Fails to identify key barriers. No evaluation present; lacks consideration of perspectives. No connections made to inclusive practices.	Basic identification; lacks depth in critical issues. Superficial evaluation; few perspectives considered. Minimal connections to	Good identification of barriers; covers most critical issues. Clear evaluation; acknowledges different perspectives. Relevant	Thorough identification of individual and systemic barriers. Insightful evaluation of barriers; considers multiple perspectives. Strong connections to inclusive practices;

		practices; lacks examples.	connections to practices; offers practical suggestions.	provides concrete examples.
Design learning environment using Universal Design for Learning (UDL) principles in order to address the diverse strengths and needs of learners	Fails to apply UDL principles; ineffective design. Disorganized learning environment; does not facilitate engagement. No consideration of diverse strengths and needs; exclusive.	Basic application of UDL principles; limited design. Learning environment is unclear; lacks engagement. Minimal consideration of diversity; not fully inclusive.	Good application of UDL principles; effective design. Clear learning environment; mostly facilitates engagement. Relevant consideration of strengths and needs; mostly inclusive.	Comprehensive application of UDL principles; innovative design. Well-structured learning environment; facilitates engagement. Strong consideration of diverse strengths and needs; inclusive.
Develop a plan to establish and sustain a successful inclusive environment for all learners	Unclear or ineffective plan; no actionable strategies. No focus on sustainability; ignores long-term needs. No inclusivity measures present; exclusive.	Basic plan; lacks depth in strategies. Minimal emphasis on sustainability; short-term focus. Limited inclusivity measures; lacks effectiveness.	Good plan with relevant strategies; mostly actionable. Clear focus on sustainability; addresses some long-term needs. Relevant inclusivity measures; mostly effective.	Comprehensive plan with clear, actionable strategies. Strong emphasis on sustainability; addresses long-term needs. Inclusive measures are innovative and well-integrated.

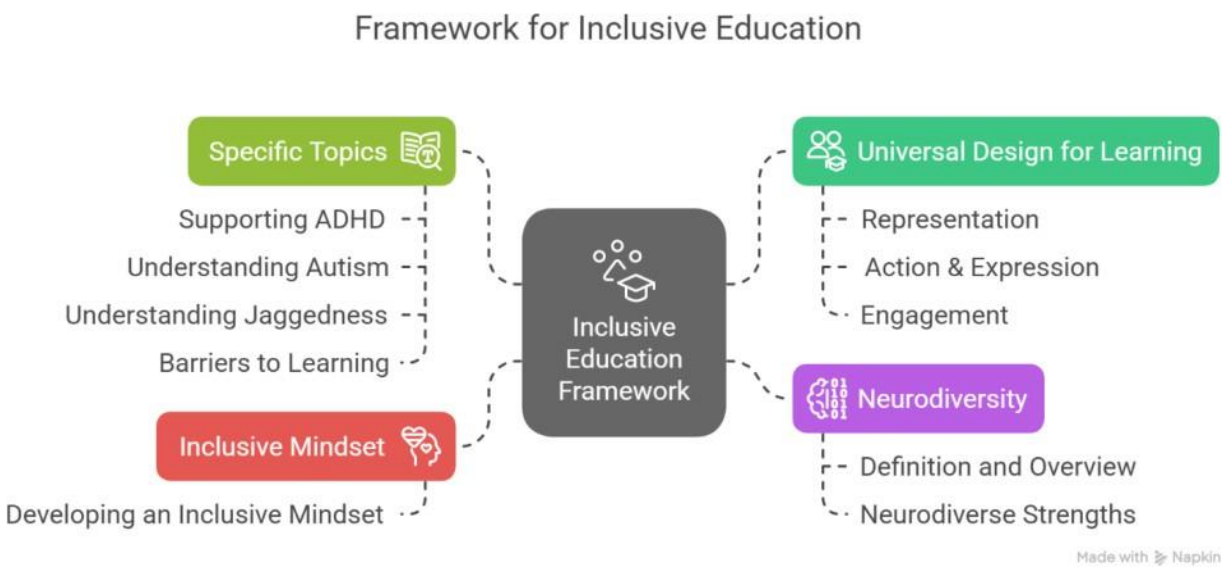
Research design and results

To explore the effectiveness of the coursework task, the narrative design was employed that was implemented through in-depth semi-structured interviews. It gives rich, personal insights into how inclusive education principles, UDL specifically, can be applied to assessments fostering participatory knowledge exchange.

In this article we focus on one specific interview.

- What have you selected for the coursework content?

'What shaped my decision most was the interview with my mentor, where we discussed the ways of raising teachers' awareness in terms of inclusive education. My biggest takeaway from this interview was the statement that highlighted "we need to start with small steps in order to not threaten our teachers, so they do not perceive it as a burden". Then I bared the idea that I should focus on aspects that slowly but steadily will bring change and impact on teachers' mindset. I selected the following:



Considering the level of community awareness, I aimed to introduce topics that raise inclusive mindset in the first place, and then incorporating broader concepts such as Neurodiversity and UDL. Additionally, covered focus areas as ADHD, Autism, Jaggedness profile and barriers to learning that are prevalently present in society and schools (Baldwin et al., 2020; Krishan and Sharma, 2023; Kurth and Foley, 2014; Patil et al., 2022; Sánchez, Haro-Rodríguez and Martínez, 2019; Attard and Booth, 2023)

- And what did you select as the means of presenting this content ?

I was thinking about the means to present these ideas for teachers, and ChatGPT suggested me to focus on practical approach that could be beneficial for teachers not only in raising inclusivity awareness but also could be utilized in their daily teaching routines. I recalled the times when I worked as a schoolteacher, and my irreplaceable asset used to be a desktop calendar. Some things stay actual through the times, regardless of technological evolution. A desktop calendar is something always available, always open and always eye-catching.

IIE Calendar for teachers.

-What have you learnt from this task?

This task was more than an assignment - it was a call for action. By selecting five resonant concepts in inclusive education and crafting materials to share them, I didn't just demonstrate my learning about inclusivity, I meaningfully engaged in it. I took a role of advocates, designers, and storytellers, realizing that inclusion isn't a policy - it's a practice built on empathy, creativity, and courage. I discovered the weight of perspective: a parent's fear, a teacher's struggle, a student's silent frustration. I also felt the excitements of breaking barriers, translating complex ideas into my calendar. Piloting my work revealed raw, honest reactions: "I never thought about it this way," or "This changed how I see my classroom." Those moments carried a quiet power and proof that education can dismantle walls. The biggest lesson wasn't just in the feedback. The power of creating something meaningful and the pride of seeing my work is needed.

We, students on the module, didn't just study inclusivity but we became its architects, one concept at a time. And perhaps, without realizing it, we also transformed ourselves into more aware, more caring and more determined teachers to build a world where no learner is left behind.

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CHALLENGES AND SOLUTIONS IN DEVELOPING MODERN FOREIGN LANGUAGE TEXTBOOKS FOR NON-PHILOLOGICAL UNIVERSITIES: CORPUS BASED APPROACH

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Digitalization is an influential **global phenomenon** that is quickly and comprehensively transforming **educational paradigms** worldwide. This study aims to focus on **the pedagogical and methodological** implications of **corpus-based textbook development** and to enrich the existing literature in **foreign language instruction for non-philological fields**. Empirically, we draw on a **mixed-method** research project, assessing the **effectiveness** of **data-driven materials design** and the experiences of **university instructors and learners** in **non-linguistic academic contexts**. A **conceptual framework** model consisting of **linguistic, cognitive, and disciplinary** dimensions was created and estimated through **structural equation modelling**. The findings indicate that **corpus-informed content** and **technological** developments have significant impacts on **learner engagement and language acquisition**. **Language instruction** is deeply embedded in **domain-specific knowledge** and reshapes **learning trajectories** through **authentic and context-sensitive resources**. Closing the research gaps would contribute to the development of much-needed **instructional frameworks for ESP textbooks**.

Keywords: Corpus-Based Language Instruction, ESP Textbook Development, Non-Philological Higher Education, Structural Equation Modelling in Pedagogy

Introduction

This study attempts to connect language pedagogy, corpus linguistics, digital content design, data-driven learning, academic literacy development, and domain-specific communication through corpus-based analysis and natural language processing technologies to collect and integrate multimodal linguistic data and form pedagogically grounded instructional materials, thereby realizing dynamic interactions and contextual alignments among learners, instructors, curriculum developers, and language experts in the higher education industry. Existing research frameworks include theories of situated learning and genre-based instruction [1,2]. These frameworks pay particular attention to the discourse patterns and lexico-grammatical features produced and reproduced by learners, through an integrated pedagogical-linguistic framework.

Traditional textbook development processes and top-down curriculum measures did not stop the fragmentation of these instructional approaches. Many educators now encourage collaborative

authorship and corpus-informed material design, believing that this will compensate for the missing authenticity in classroom materials by providing real-world language input, thus narrowing the gap between academic instruction and disciplinary needs. There is a lack of research on learner engagement in the context of non-philological faculties, as well as empirical validation and cross-contextual adaptability.

Considering the tremendous educational, technological, and sociolinguistic significance of instructional content design, this research gap poses a problem. Now this challenge becomes even more problematic when applied to English for Specific Purposes (ESP) instruction in non-linguistic disciplines and comes with even bigger consequences for language policy and practice in higher education as a whole. Key conceptual reference points within the corpus-informed pedagogy literature, such as frequency-based selection, collocational competence, disciplinary discourse, and pedagogical salience, shed light on instructional disparities produced by generic textbook templates.

With the trend of "data-driven learning" integration, corpus-based technologies that enable personalized curriculum innovation have gradually become an educational necessity. The thesis of one-size-fits-all textbook design is thus doubted by many (critical pedagogues), including some former advocates of standardized materials (applied linguists). According to them, traditional textbook development's potential to foster authentic learning is exaggerated (based on outdated assumptions). Moreover, the recent studies that have been conducted have come to divergent conclusions regarding whether corpus-based instruction strengthens content acquisition or language proficiency relative to each other. To date, there is surprisingly little longitudinal and comparative evidence concerning corpus integration in ESP textbooks. There is a lack of research on authentic input delivery in the field of non-philological language teaching, as well as context-specific learning outcomes and methodological transferability. This research has two objectives: first, to analyze the direct effects of these corpus-informed dimensions on language acquisition, and second, to analyze the mediating role of the following constructs: cognitive engagement, perceived relevance, and instructional alignment on learner outcomes.

This research's originality stands in its methodological design and its theoretical contribution, being the first study examining the effect of corpus-based pedagogy on instructional design decisions and the first study that integrates cognitive, linguistic, and disciplinary dimensions, considered critical drivers of meaningful learning, into a structural equation model estimated through empirical data.

Results

Quantitative findings and qualitative insights (from mixed-method triangulation) highlight the improvement in contextualized ESP material development in recent years and the need for cross-disciplinary curriculum adaptation in the future to facilitate new research at the instructional design level. The structural model indicates that disparities in disciplinary language demands are key drivers of learner engagement variability.

Only in learning environments with technological and cognitive support sufficient to efficiently utilize corpus-informed resources will learners and the teaching community be able to master the challenges of academic communication in ESP contexts and take advantage of its concurrent pedagogical innovations. Empirical estimates show that language acquisition by non-philological learners is subject to a high level of construct interdependence, on the basis of SEM parameter outputs. Applying the formula developed by [3,4], the standardized effect sizes of disciplinary alignment, cognitive engagement, and linguistic input authenticity on academic literacy outcomes are 0.54, 0.48, and 0.37, suggesting that disciplinary alignment and engagement mechanisms have the largest impact on targeted communicative competence.

The R^2 value of the full model is 0.71, indicating that 71% of the variance of academic language proficiency can be explained by this integrated conceptual model. A common measure to establish construct validity is Average Variance Extracted (AVE) and a value of 0.50 or higher indicates that, on average, the construct explains more than half of the variance of its indicators. all the latent constructs have values close to 0.7 and lower, indicating no multicollinearity. The Q^2 predictive relevance value represents a measure of how well the model can predict observed learner performance and the relative impact of corpus-based components can be compared by measuring their path coefficients. Which model estimation technique is used depends on the causal relationship between

the mediating variables and learner outcomes.
The indicators "frequency-based selection" and "perceived disciplinary relevance", although having values lower than 0.60 (0.58 and, respectively 0.56), have been kept given their significant impact on the construction of the pedagogical salience construct. However, this has not remained empirically unchallenged [5,6].

Conclusion

Drawing upon the above-mentioned results, this research has several noteworthy implications for theory, pedagogy, and instructional design. First, as in the emerging discourse about the relationship between corpus-based instruction and academic literacy development, there is a need to study more thoroughly the impact of discipline-specific linguistic performance on domain-oriented learning outcomes. Second, it draws particular attention to the pedagogical innovations and technological developments in the ESP curriculum design process for non-philological universities.

Future research can explore the sustainability of the corpus-informed instructional framework at the course level, the programmatic level, and the institutional policy level. The insights generated in the process of textbook content alignment and validation are effectively fed back into instructional planning and curriculum design. However, there are currently too few longitudinal and cross-contextual studies—hence our call for new research in support of desired goals, such as reducing the mismatch between learner needs and standardized materials.

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CREATION OF MODERN TEXTBOOKS ON FOREIGN LANGUAGES FOR NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS: PROBLEMS AND SOLUTIONS

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Modern education requires constant updating and adaptation of teaching materials, including foreign language textbooks, in the context of changes in teaching methodology and social needs. This is especially important for non-philological higher education institutions, where the study of foreign languages is often accompanied by difficulties associated with limited time resources and different levels of students' preparation. This article examines the problems faced by authors of foreign language textbooks for such educational institutions and suggests possible solutions to these problems.

Problems Arising in the Development of Textbooks

Lack of a Unified Standard and Approach

One of the main problems is the lack of a unified approach to the development of textbooks for non-philological specialties. Unlike philological faculties, where the study of foreign languages is an integral part of the program, at non-philological faculties the needs of students may vary significantly depending on the direction of their studies. This requires the development of specialized textbooks that meet the specific requirements of each discipline.

Insufficient connection between the theoretical and practical aspects of language

Textbooks for non-philological universities often fail to balance the theoretical and practical acquisition of language. Students are usually not focused on deep linguistic study of the language, and their goal is to master communication skills and specialized terminology. As a result, textbooks often focus on general grammar and vocabulary, omitting important aspects such as culture and specific professional terms, which limits the practical application of the language.

Lack of modern technologies in the learning process

Traditional textbooks, despite their stability and time-tested, do not always integrate effectively with new educational technologies. In particular, modern students are accustomed to interactive learning, the use of multimedia materials and online resources. Many textbooks do not take this aspect into account, which makes the learning process less interesting and attractive for students.

Insufficient attention to intercultural communication

An important element of modern foreign language teaching is intercultural communication, which helps students not only master the language, but also understand cultural differences, which is becoming especially important in the context of globalization. However, in most textbooks for non-philological universities, this area remains insufficiently covered (Bim I. , 2014).

Solutions to the Problems

Development of Specialized Textbooks for Different Faculties

To solve the problem of the lack of a unified approach to creating textbooks, textbooks should be developed that are focused on the specific needs of students in different fields. For example, for economists or lawyers, textbooks can be created that contain professional vocabulary and situations that correspond to their future professional activities. Thus, textbooks will be more relevant and useful for students, which will increase their motivation to learn the language.

Integration of Theoretical and Practical Aspects of Language

For effective learning, it is important to combine theory and practice harmoniously. Textbooks should not only introduce students to the basic grammatical and lexical constructions of the language, but also include real communicative situations typical of the professions for which students are studying. The inclusion of specialized vocabulary, as well as tasks to develop oral and written skills, will contribute to better acquisition of the language and its application in real life.

Using technology in the educational process

To improve the effectiveness of teaching foreign languages in non-philological universities, it is necessary to integrate modern educational technologies. Electronic versions of textbooks, supplemented with audio and video materials, as well as interactive platforms for language practice can significantly increase student engagement. In addition, the use of mobile applications for language practice, online courses and educational games can become an important part of the learning process.

Focus on intercultural communication

It is important to integrate elements of intercultural communication into textbooks so that students can not only master language skills, but also develop the ability to communicate effectively in an international environment. This can be achieved by including materials in textbooks describing the cultural characteristics of different countries, typical everyday situations, as well as through the use of role-playing games and situations that simulate intercultural interaction.

Collaboration with experts from other fields

When developing textbooks for non-philological specialties, it is important to take into account the opinions of specialists in the relevant fields (economists, lawyers, engineers, etc.) so that the material is maximally adapted to the needs of students. Collaboration between language teachers and specialists working in specific fields will help to create more effective and useful teaching materials (Sternin I.,

2013).

The creation of modern foreign language textbooks for non-philological higher education institutions is a complex and multifaceted task that requires a careful approach to the needs of students and modern educational standards. Solving a number of problems, such as insufficient connection between the theoretical and practical aspects of language, the use of new technologies and an emphasis on intercultural communication, will allow creating textbooks that will contribute to more effective and interesting learning. It is important that the process of creating educational materials be dynamic and flexible, taking into account changes in the needs of students and society as a whole (Kalinina V., 2017).

To create modern textbooks on foreign languages for non-philological higher education institutions, it is important to take into account the specifics of these educational institutions, since students may not be philologists, but study in various specialties. Therefore, textbooks should be practical, accessible and focused on the real use of language in the professional sphere.

Focus on practical use of language – textbooks should contain tasks and materials that allow students to develop the skills necessary for communication in the professional sphere.

Adaptation of materials for different specialties – development of textbooks taking into account the professional focus, for example, for students of economics, medicine, law and other fields.

Interactive and multimedia materials – use of online resources, mobile applications and interactive tasks to improve the perception and use of language.

Flexibility and multi-level – creation of textbooks taking into account the different levels of preparation of students, including beginner, intermediate and advanced levels.

Use of modern technologies – integration of multimedia technologies, as well as creation of electronic versions of textbooks with the possibility of using audio and video materials (Golubeva E., 2016).

In the context of reforming higher education, the functions of a foreign language and culture textbook are also changing. The textbook should become a reliable navigator in foreign language culture with modern strategies and technologies of self-education.

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DEVELOPING MODERN FOREIGN-LANGUAGE TEXTBOOKS IN NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

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Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

Abstract

In an increasingly globalized world, the demand for foreign language proficiency has extended beyond philological fields into technical, medical, and economic specialties. Non-philological higher education institutions now face the challenge of equipping students with practical language skills relevant to their disciplines. However, the development of modern, effective foreign-language textbooks tailored to these contexts is fraught with issues. This article explores key problems faced in this domain and proposes practical solutions to improve textbook design, relevance, and effectiveness.

Key words: textbooks, design, effectiveness, general language skill, subject-specific context, terminology, non-language specialties, digital integration.

The integration of foreign languages into non-philological higher education curricula has become a necessity due to international collaboration, scientific exchanges, and the globalization of the workforce. However, the use of generic textbooks that focus primarily on general language skills does not meet the specific needs of students in fields like engineering, business, or medicine. This article addresses the main challenges in developing suitable textbooks and offers recommendations for creating effective, modern foreign-language learning materials that cater specifically to students in non-language specialties.

Problems in Developing Foreign-Language Textbooks for Non-Philological Specialties. Lack of Subject-Specific Content. One of the primary problems is the shortage of textbooks that combine foreign language learning with subject-specific terminology and context. For example, engineering students often face textbooks that do not reflect their professional language needs, leading to disengagement and poor learning outcomes.

Outdated Methodologies. Many existing textbooks are built on traditional, grammar-focused approaches, which may not suit modern communication-focused language learning, especially in professional contexts. There is often little emphasis on real-world applications, such as writing emails, understanding technical documentation, or participating in conferences.

Insufficient Digital Integration. In the age of digital learning, many textbooks still lack integration with online platforms, multimedia content, and interactive tools. This makes them less attractive and limits opportunities for independent learning and skill reinforcement.

Lack of Teacher Involvement in Textbook Creation. Often, the professionals developing textbooks are not actively engaged in classroom teaching. This disconnect results in materials that fail to address actual classroom challenges or learner needs effectively.

One-size-fits-all Approach. Non-philological institutions often use the same textbooks across different specialties, ignoring the unique language needs of each field. A business student and a medical student have vastly different vocabularies, communication styles, and professional contexts.

Proposed Solutions. Needs-Based Curriculum and Material Design. Textbooks should be developed based on detailed needs analysis of students' disciplines. This includes consultation with faculty in those fields, students, and potential employers to determine the most relevant content and skills.

Collaboration Between Language Experts and Subject Specialists. Interdisciplinary collaboration is essential. Language experts should work closely with subject matter specialists to create materials that reflect authentic professional usage, appropriate terminology, and realistic scenarios.

Integration of Digital Tools. Modern textbooks must include QR codes linking to video/audio resources, interactive grammar games, vocabulary trainers, and online testing tools. Platforms like Moodle or Google Classroom can be incorporated to extend learning beyond the classroom.

Modular Textbook Design. Developing modular or flexible textbook formats allows teachers to customize the learning process depending on the course objectives and student needs. For instance, a core module could cover general English, while supplementary modules focus on business communication, engineering reports, or medical vocabulary.

Continuous Feedback and Revision. Establishing mechanisms for regular feedback from students and teachers can help identify areas of improvement in the materials. Pilot programs before full-scale implementation can ensure the textbooks are practical and effective.

Case Studies and Best Practices. Several universities have successfully implemented specialized

language programs. For example, Technical University developed “English for Engineers,” a textbook co-authored by language and engineering faculty. It includes reading comprehension tasks based on real manuals, writing exercises simulating technical reports, and vocabulary relevant to mechanical engineering.

Another example is medical university that introduced an ESP (English for Specific Purposes) textbook titled “Medical English in Practice”, which uses real hospital communication scenarios and doctor-patient dialogues to boost students’ confidence in medical settings.

Conclusion

Developing modern foreign-language textbooks for non-philological institutions is a complex but essential task in modern education. A targeted, interdisciplinary, and digital-friendly approach is key to ensuring that language education meets the needs of students preparing for careers in various professional fields. Continuous innovation and adaptation based on learner feedback and market demand will lead to the most effective educational materials.

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THE IMPACTS OF PRONUNCIATION INSTRUCTION ON SECOND LANGUAGE ACQUISITION.

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Annotation

Pronunciation of English is a crucial but frequently neglected component of language study in higher education. Students' communication skills, which are essential for success in both the classroom and the workplace, which are enhanced by clear pronunciation. However, there are several difficulties in teaching pronunciation. Students usually struggle to learn sounds, stress, and intonation patterns due to linguistic differences between their native languages and English phonetics. Students' resistance to practice is influenced by a variety of factors, including anxiety, a fear of making mistakes, and a lack of confidence. In order to enhance pronunciation education, this article explores these issues and suggests practical solutions. Using technology, like speech recognition software and apps for pronunciation, gives students engaging practice and tailored feedback. Improved teacher preparation programs can give instructors practical methods for correcting frequent mistakes and introducing pronunciation into language classes. Additionally, fostering a supportive learning atmosphere can encourage active engagement and decrease anxiety.

Key words: higher education, phonetics, pronunciation instruction, linguistic difficulties, psychological obstacles, educational tools, workshop, curriculum development, implementation, real world activities.

Introduction

Governments around the world attempt to turn nations into bilingual by endorsing English

language programs in educational settings due to the recognition of importance of English in globalized world. Admittedly, social prestige and the opportunity in education or in employment is associated with English. This is also case of bilingual education in Uzbekistan. The Ministry of Higher and Secondary Education in Uzbekistan puts more effort to develop English teaching in education establishments. The implementation of resolution PP-1875 on December 10, 2012" On measures on further improving system of studying foreign language" expands utility of English in all spheres as well as makes English continuous instruction in all educational domains. Approval of this resolution fosters to educate English communicatively and effectively in higher education. All skills including speaking, writing, reading and listening are highly valued in educational settings. However, pronunciation instruction is also equally important in favor of efficient communication. In language courses, pronunciation is usually neglected in favor of grammar, vocabulary, and reading comprehension, despite its significance. There are several reasons why teaching pronunciation can be challenging. Students usually struggle to learn sounds, stress, and intonation patterns due to linguistic variations between their first language and English. Students' resistance to practice is influenced by a variety of factors, including anxiety, a fear of making mistakes, and a lack of confidence. Additionally, this ability receives less attention due to institutional limitations such as lack of resources, undertrained teachers and curricula that focused on pronunciation. Pronouncing words correctly in English is crucial for successful communication and is a necessary component of learning a second language. Due to its complexity, it includes phonemes, intonation, stress, and rhythm, pronunciation is frequently seen as a challenging ability to acquire (Celce-Murcia, Brinton, & Goodwin, 2010). Despite its significance, most students have trouble with pronouncing words correctly, which might hinder their chances of succeeding academically and finding employment.

Higher education institutions can assist students in strengthening their pronunciation by tackling these problems, which will enable them to speak more effectively and confidently. This study highlights the importance of putting innovative teaching methods into practice to guarantee that students are well equipped to meet the demands of a worldwide society. Anxiety and self-consciousness are major psychological obstacles that result in resistance to practice speaking, claim Horwitz et al. (1986). Additionally, Neri et al. (2002) states that the issue is worsened by a lack of institutional resources, such as digital tools and language lab access.
Accurate instruction in English pronunciation is unquestionably essential for students at all levels, not just secondary school. Since English is an international language, learners who are unable to pronounce words correctly will find it difficult to communicate with their listeners. Students with poor pronunciation encounter difficulties in speaking effectively in spite of having outstanding grammar.

The difficulties associated with teaching English pronunciation in higher education fall into three categories: institutional, psychological, and linguistic. All these categories have a significant effect on student outcomes.

Linguistic difficulties.

The main cause of the linguistic difficulties in teaching English pronunciation is the distinction between the phonological systems of their first language and English. These differences can reflect on many different forms and affecting segmental and suprasegmental elements of English pronunciation acquisition. Segmental characteristics are distinct sounds, like vowels and consonants. Many students find it difficult to understand English phonemes that are absent from their mother tongue. As a result, students usually substitute approximations from their native phonetic repertoire for unknown sounds, which can lead to make mistakes that impair intelligibility (Celce-Murcia, Brinton, & Goodwin, 2010). Learners' pronunciation errors are significantly influenced by the phenomena of first language transfer. The suprasegmental elements of stress, intonation, rhythm, and connected speech contribute to the complexity.

Because English is a stress-timed language, stressed syllables occur at regular intervals, in spite of occurrence of unstressed syllables between in the speech.

Learners may make systematic mistakes when speaking English because they unintentionally apply the phonological rules of their mother tongue. It could be difficult for speakers to adopt English pronunciation. For instance, in Uzbek language all letters are pronounced, which are written, however in English is completely different due to absence of some letters in the speech while pronouncing.

Differences between in pronunciation can lead to mispronounce words. Additionally, learners' limited exposure to real-life situation is another significant contributor to acquire a foreign language. To be more precise, in academic settings, it is prevalent students are exposed to non-native English pronunciation models, which can reinforce previous errors. Additionally, inadequate teacher preparation results in inconsistent feedback regarding pronunciation errors, which causes these problems and gives students insufficient chances to acquire precise phonological awareness.

Psychological difficulties.

Psychological factors affects learners' capacity and willingness to acquire proper English pronunciation. Emotional states, attitudes, and self-perceptions might be linked with these difficulties, which highly influence motivation, engagement and pronunciation success. Language learners frequently struggle with pronunciation anxiety, which is caused by a fear of receiving unfavorable criticism and embarrassment if they speak incorrectly (Horwitz, Horwitz, & Cope, 1986). Feeling fear can hinder students' progress, which lead to prevent from joining speaking exercises and practicing in pronunciation in public. Research indicates that this type of anxiety is more common in higher education environments, where students may feel under pressure to fulfill academic and professional expectations (Young, 1991). Learners' pronunciation skills are significantly impacted by their level of self-confidence.

People who are not sure about their speaking skills usually think they are less capable, which lead to poor performance and even reduce their confidence. Feelings of inadequacy can arise from this psychological barrier being made worse by peer comparisons or exposure to native speakers. Unfavorable prior experiences, like excessively critical remarks from peers or teachers can affect students' confidence and attitudes toward practicing their pronunciation over time. These challenges could discourage active engagement in speaking activities by fostering a fear of judgment. Furthermore, students from educational systems that don't emphasize oral communication skills might find it difficult to adapt to higher education's pronunciation-focused curriculum.

Institutional difficulties.

Systemic and structural issues in higher education that hinder to teach English pronunciation effectively are known as institutional challenges. Language education programs face a number of difficulties, including curriculum design, resource allocation, teacher readiness, and pronunciation prioritization. Improving students' pronunciation results requires addressing these institutional obstacles. many higher education programs highly emphasize to teach grammar, reading, and writing ability rather than pronunciation in (Derwing & Munro, 2005). It can be challenging to monitor progress or efficiently manage instructional time when curricula lack clear objectives or assessment standards for pronunciation. The lack of specialized training for language teachers is another serious problem. Many instructors in higher education are not equipped with the knowledge and abilities needed to teach pronunciation effectively. Teachers usually feel unprepared to address phonological errors or include pronunciation exercises in their lesson plans, according to Macdonald's (2002) research. This deficiency in teacher preparation not only lowers the standard of instruction but also overlooks pronunciation teaching in the classroom. Furthermore, the efficient use of the technologies at hand is hampered by a lack of technical assistance or training for both teachers and students. Because of this, students are routinely excluded from resources that could offer practice opportunities and personalized feedback.

Institutions present practical difficulties when it comes to teaching pronunciation. In overcrowded classrooms, it can be challenging to provide individualized feedback, which is crucial for improving pronunciation. A comprehensive strategy that tackles linguistic, psychological, and institutional barriers is required to address the challenges of teaching English pronunciation in higher education. Learning outcomes and pronunciation instruction can be greatly enhanced by putting evidence-based solutions into practice. An essential part of any language curriculum is teaching pronunciation. As with reading, writing, speaking, and listening, pronunciation should be approached as a skill that requires time and effort.

Activities that address both suprasegmental (stress, rhythm, intonation) and segmental (individual sounds) aspects should be incorporated into programs. Consistent exposure and practice can be obtained by developing specialized pronunciation courses or adding pronunciation drills into more general language courses. It is essential that teachers possess the information and abilities needed to instruct

pronunciation. Teacher training programs should include instruction in phonetics, phonology, and effective pronunciation teaching methods. Peer learning programs, online courses, and workshops can all assist educators in keep up with the newest techniques and technology. Lesson plans and pronunciation teaching guides can make contribution to making successful. Encouraging friendly and supportive atmosphere where students feel free to try out new sounds help overcome psychological barriers.

Group activities such as role-playing, singing, and drama-based exercises can enhance pronunciation practice and lessen students' anxiety about criticism. Presentations, discussions, and mock interviews are examples of real-world activities that can enhance practical application. Prioritizing pronunciation instruction requires higher education institutions to hire qualified pronunciation specialists, set aside funds for language labs, and make sure students have enough practice time in class. Teachers can implement videos, real-world examples, or research findings by stressing the impacts of proper pronunciation on social interactions and career prospects.

Conclusion

Teaching pronunciation should be prioritized in higher education in order to ensure successful academic and professional outcomes. However, linguistic, psychological, and institutional obstacles make teaching pronunciation challenging. These issues involve caused by interference from the native tongue, learners' nervousness and lack of confidence, inadequate teacher preparation, and a curriculum that places little institutional emphasis on pronunciation. The practical solutions to these problems have been emphasized in this article, with particular attention paid to the significance of offering thorough teacher training, utilizing technology for individualized learning, and integrating pronunciation into language programs.

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RETHINKING FOREIGN LANGUAGE TEXTBOOKS FOR NON-LANGUAGE MAJORS IN HIGHER EDUCATION: CHALLENGES AND INNOVATION

Djumabaeva Yokutjon

Abstract

Amid the accelerating globalization tendencies and internationalization of academics, there is an urgent need to address the teaching of foreign languages to non-philological students. This paper analyzes the issues of developing modern foreign-language teaching textbooks intended for non-language specializations at higher education institutions with a particular focus on the problems and prospects of overcoming them. Using contemporary teaching methods such as CLIL and ESP, as well as TBLT, the article analyzes existing teaching materials and their discipline-specific instruction—silos, un-enriched multi-modality presentation formats, and inflexible structural frameworks. The article proposes a blend of technological advances, local content development, and cross-discipline teamwork in education. In a broader sense, the article promotes a dynamic, context-attuned, and learner-centered frame for empirically driven textbook design grounded in robust theoretical principles.

Keywords: *foreign-language textbooks, non-philological faculties, CLIL, ESP, textbook development, higher education, task-based learning, interdisciplinary collaboration, digital pedagogy.*

Introduction

Considering the world we live in today, knowing a foreign language has become Fundamental across all disciplines in academia. The first thing that comes to one's mind when they hear the term "language" is philology. However, it is not only philological institutions that are concerned with mastering a foreign language today. Even engineering, medical, business, and other scientific schools have a foreign language requirement. Subsequently, foreign language teaching aids have been created to serve the purpose of equipping these students with the necessary language skills. Nonetheless, many scholars believe that there is insufficient attention paid to meeting the needs of non-philological students focusing on teaching materials for non-philological students. This article discusses the main problems of teaching non-philological students in foreign language textbooks and the corresponding solutions that modern didactics and technology offer.

Systemic Challenges in Textbook Development

There are many obstacles to creating multilingual textbooks used in non-philological faculties. One of the most pressing issues is that the textbooks do not correspond to the language proficiency levels of students. As an instance, engineer students may need basic vocabulary while medical students require complete courses in patient interaction commensurate with medical speech. Most commonly used textbooks do not make provisions for these situations and instead concentrate on teaching language skills, exposing students to considerable practice in grammar and vocabulary to the expense of practical application.

Another systemic problem is the lack of balance between form and contextualized application of language. While skeletons are useful for structuring a body framework, a beginner's focus on form can obstruct their understanding of practical usage. Textbooks emphasize language grammar so much that learners often disengage from the language because they cannot apply it outside the classroom in practical scenarios. Students lose motivation when they cannot connect their coursework to their future professional or academic aspirations (Ellis, 2003).

Incorporation of ICT into teaching, unlike other pedagogical technologies, is equally an untouched area. Most textbooks are currently designed based on print resources, which prevents them from incorporating interactive and multi-faceted modes of teaching and learning. The instructional material already exists right at our finger-tips in the form of digital applications and other multimedia resources, but these resources do not form part of the textbooks (Tomlinson, 2012).

Last, but not the least, the explanation of most textbooks does not adapt to the local context – this is a very serious problem in textbook construction. Foreign-language teaching books suffer from a systemic defect that textbooks are in industrial multiplexed fashion. That means they do not consider the

particular cultural, linguistic and institutional settings of a locale or a specific university region of which (Basturkmen, 2006).

Pedagogical Realignments and Theoretical Interventions

A set of foreign-language teaching textbooks has remained static for a distance of time just as the environment around books is rapidly accelerating. In response to these difficulties, multiple foreign language teaching methods are tried and attempted in every pedagogic textbook. One such attempt is likely to be successful as The Content and Language Integrated Learning Approach (CLIL). Focus on teaching both language and content at once makes it more appropriate. CLIL places emphasis on language instruction through the study of particular subjects like science, business or engineering. Learning languages in these academic disciplines helps students integrate school knowledge with practical syllabus use and gain competencies and expertise relevant to language and the subject (Coyle et al., 2010).

Design of the textbook course within the English for Specific Purposes (ESP) subcurriculum is standardized and professional literature provides additional necessary materials with relevant clarifications and merits for studying specific field professions. Such specific approaches change each case based on modern social pedagogic reasons anticipated for teaching people of advanced age, medically examined, specialists. By conducting a needs analysis, medical ESP textbooks focus on interview techniques and research papers appropriate for their field. Engineering students also need technical report and machine description for trained vocabulary (Hutchinson & Waters, 1987).

Another notable approach is Task-Based Language Teaching (TBLT), which focuses on practical subjects and contexts. TBLT guides the learners to participate in activities which mimic once- real situations like presentation delivery, formal writing. TBLT enables students to develop their language skills in context, increasing their motivation and engagement (Ellis, 2003).

Technological Innovations and Adaptive Infrastructure

As the educational landscape evolves, technology plays an increasingly crucial role in textbook development. The integration of multimedia resources—such as videos, interactive exercises, and simulations—can enhance the learning experience by providing multiple entry points for different types of learners. For instance, technical diagrams, instructional videos, and real-time simulations can help students better grasp complex concepts that would be difficult to understand through text alone.

Adaptive learning technologies also offer significant potential for customizing textbooks to individual student needs. AI-powered platforms can track student progress, identify areas of difficulty, and adjust the content accordingly. This level of personalization ensures that students are not overwhelmed by material that is too difficult or bored by content that is too easy. By creating a more tailored learning experience, technology can help students progress at their own pace, improving their retention and language acquisition (Tomlinson, 2012).

Open Educational Resources (OER) have gained popularity in recent years due to their accessibility and cost-effectiveness. OER allows educators to modify existing materials or create new resources that are tailored to the specific needs of their students. This approach promotes collaboration among teachers, enabling the creation of localized textbooks that better reflect the cultural and linguistic context of a given institution or region (Gilmore, 2007).

Institutional Synergy and Curricular Alignment

As with all other textbooks, the writing of a foreign language textbook requires the active participation of language teachers, discipline specialists, pedagogical technologists and even learners. Nofl-disciplinary faculty colleagues need to coordinate with the language instructors to guarantee that the students have access to properly designed materials relevant to their courses. Materials designed within such frameworks will meet academic standards and can be called appropriate for the disciplines studied.

Another factor particularly important in integration relates to the systematic realization of the interdisciplinary connections. Materials should be crafted around specific skills that learners will acquire and which strpose the goals of the course čask. For instance, in business specialization, the emphasis should be in terminology associated with negotiations, finance, and marketing or in medicine—language concerning the needs of diagnosing, and inmate caring scientific research (Basturkmen 2006).

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When all relevant stakeholders are incorporated and the integrative syllabus is followed appropriately, the process becomes more efficient and students get materials which assist in language learning and academic success.

Conclusion

In conclusion, the development of modern foreign-language textbooks for non-philological higher education institutions must be more aligned with the practical needs of learners. While many textbooks continue to focus on general language skills, more targeted approaches—such as CLIL, ESP, and TBLT—are required to cater to the diverse needs of students across disciplines. Furthermore, integrating technology and fostering institutional collaboration will enhance the relevance and engagement of textbooks. Textbook developers must embrace flexibility, innovation, and collaboration in order to create resources that meet the evolving demands of both students and the global workforce.

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MODERN METHODS OF TEACHING ENGLISH IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

This article presents scientifically grounded perspectives on enhancing the effectiveness of the educational process through modern teaching methods and interactive approaches in higher education. A key objective is to create optimal learning conditions for students, demonstrating through scientific analysis how these methods contribute to their development into knowledgeable, skilled, and well-rounded professionals. By examining the existing gaps in knowledge and skills, it becomes possible to foster greater student engagement by adapting contemporary experiences to local contexts and leveraging available resources. Considering that modern universities are equipped with advanced technologies, it is essential to align these facilities with interactive teaching methodologies to maximize their impact on learning.

KEYWORDS

Higher education, modern teaching methods, interactive ideas, efficiency, students, students, educated, potential, mature professionals, knowledge and skills, modern experience, necessary technologies.

After the independence of our country, radical changes and reforms have been carried out in every sphere and sector. Today, we can cite the modern universities being created in our country as a practical example of the work being done as a chain of these works.

Decree of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the Higher Railway System of the Republic of Uzbekistan until 2030" as proof of the above we can show.

One of the current issues is to educate the younger generation in the spirit of love and devotion to the motherland, national pride, high morals and spirituality, pride in our ancient and rich heritage,

national and universal values through the teaching of foreign languages. Radical reforms in the world education system raise the problem of creating the necessary conditions for students to learn foreign languages perfectly, to express themselves in all areas with knowledge of a foreign language, to develop their oral and written speech in a foreign language. Organizations such as UNESCO, UNICEF, the European University Association, and the European Network for Higher Education Quality are involved in the development of students' thinking in a foreign language, their ability to speak fluently, the formation of their intellectual activity, and the assessment of their readiness. is used. The development of these issues in general trends plays an important role in the formation ofmodern and foreign language skills in the younger generation and serves to increase the creative abilities of students in connection with the problems of modern education.

In the reform of the education system of the Republic, the coordination of curricula based on foreign experience in accordance with international standards has become the basis for improving the system of higher pedagogical education. In the context of Uzbekistan, a radical reform of the quality of education based on foreign experience, taking into account our national mentality and traditions, is a requirement of the times. In this regard, the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021 states: “Improving the quality and efficiency of higher education institutions in our country on the basis of the introduction of international standards for quality assessment of education and training. To stimulate research and innovation, to create effective mechanisms for the implementation of scientific and innovative achievements, to improve the quality of training, to create the necessary conditions for the training of qualified specialists in accordance with international standards, each higher education institution to establish close cooperation with educational institutions and develop students' creative abilities, effective use of interactive methods in working with young audiences, to provide them with quality education in a foreign language, to raise the level of higher education to an exemplary level and Improvements have been identified as key objectives.

Therefore, in order to form the ability to read the original literature on the specialty, to participate in oral communication in a foreign language in the process of production of future personnel and finding the necessary information for scientific purposes in the higher education system of the republic classes are being held.

Every citizen of the independent Republic of Uzbekistan must be able to read the original literature in a foreign language, understand the text and use it in their profession. In addition, he should be able to communicate freely in a foreign language with his interlocutor on a given topic. After all, learning foreign languages is a requirement of today's globalized world.

Thanks to independence, special attention is paid to the teaching of foreign languages in our country. Thousands of foreign language teachers have been trained, all conditions have been created for professional development in our country and abroad, multimedia textbooks in English, German and French, electronic resources for learning English have been prepared. The organization of language rooms is a clear proof of this.

The main goal is to create conditions for young people to use the achievements of world civilization and information resources around the world, to develop international cooperation and communication, based on the education of the younger generation in foreign languages and the training of specialists who are fluent in these languages. The famous German scientist Y.V. As von Goethe said, "He who does not know a foreign language does not know his own language." For this reason, it is very important not only for foreign language specialists, but also for all future professionals studying in non-language universities to learn foreign languages and be able to communicate freely. There is a proverb among our people: "He who knows the language knows". Indeed, a person who knows a foreign language will have many opportunities and advantages. One of the main requirements for today's staff is a good command of foreign languages.

In the process of training specialists in all areas, it is important to prioritize the education system, including the introduction of new technologies and mechanisms for teaching foreign languages. After all, communication, spiritual and other communication between peoples is expressed through language.

Research on foreign language teaching to students of non-language higher education institutions around the world is carried out in the following priority areas: Improving the pedagogical mechanisms

of teaching foreign languages to students in accordance with the requirements of the European CEFR; teaching content, educational technologies, strengthening the objectivity of control, the organization of independent learning in the classroom and outside the classroom.

The goals of foreign language teaching are determined by the needs of society, social order, conditions, policies. The goals of foreign language teaching depend on the development and progress of the society. Teaching a foreign language in higher education institutions has its own goals, and all coaches who teach a foreign language must make sure of it in advance. Indeed, as scholars O. Hoshimov and I. Yakubov stated in the book "Methods of teaching English", "the goals of teaching a foreign language determine the content, means, methods and principles of teaching". Given the goals and objectives of teaching English in higher education, they can be divided into 2 groups:

1. Foreign language - universities, institutes, faculties that train specialists in English.

2. Foreign language - non-philological educational institutions that do not train specialists in English.

The goals of teaching English in these two groups are different, and due to the training of English language specialists in the higher education institutions of the first group, English is taught in a deep and comprehensive way, both theoretically and practically. In the second group, non-philological educational institutions, there is a complex goal for English. The goal is for the student to receive a general education in English and to teach him or her to use English in his or her future work. Part-time communication in the profession involves learning words related to the specialty and reading and translating texts.

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СОЗДАНИЕ СОВРЕМЕННЫХ УЧЕБНИКОВ ПО ИНОСТРАННЫМ ЯЗЫКАМ ДЛЯ НЕФИЛОЛОГИЧЕСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ: ПРОБЛЕМЫ И РЕШЕНИЯ

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Аннотация. В статье рассматриваются проблемы, возникающие при разработке учебников по иностранным языкам для студентов нефилологических специальностей. Анализируются требования к таким учебным материалам, а также предлагаются решения для повышения их эффективности. Важное внимание уделяется профессионально-ориентированному подходу, цифровым технологиям и адаптации учебного процесса под современные образовательные стандарты.

ВВЕДЕНИЕ

Современное высшее образование требует качественных учебных материалов, адаптированных к специфике разных специальностей. В нефилологических вузах иностранный язык изучается не как основная дисциплина, а как инструмент для профессиональной коммуникации. Это создает особые требования к содержанию учебников, которые должны

учитывать уровень подготовки студентов, их будущую профессиональную деятельность и современные методы преподавания.

ОСНОВНЫЕ ПРОБЛЕМЫ СОЗДАНИЯ УЧЕБНИКОВ ПО ИНОСТРАННЫМ ЯЗЫКАМ

1. Универсальность vs. специализация

Одной из главных проблем является баланс между универсальностью учебников и их ориентацией на конкретные специальности. Универсальные учебники часто оказываются слишком общими и не соответствуют потребностям студентов, тогда как специализированные пособия могут охватывать лишь узкий круг тем, не позволяя студентам развивать общий языковой уровень. В отличие от студентов филологических факультетов, обучающихся языкам в рамках глубокой теоретической подготовки, студенты нефилологических вузов, как правило, учат иностранные языки с целью их использования в профессиональной деятельности. Поэтому учебники для них должны быть ориентированы на практическую направленность, а не на лингвистические тонкости. Проблема заключается в том, что часто создаваемые учебники фокусируются на филологических аспектах языка (например, грамматике или теории перевода), не учитывая специфики нужд студентов различных направлений.

2. Недостаток аутентичных материалов

Традиционные учебники зачастую содержат тексты и диалоги, которые не отражают реальную профессиональную сферу студентов. Это снижает их мотивацию и затрудняет применение знаний на практике. Мировые события, новые технологические достижения и изменения в профессиональных стандартах требуют постоянного обновления учебных материалов. Учебники, не учитывающие современные изменения в бизнесе, науке, технологиях, праве и других сферах, могут устареть уже через несколько лет. Это вызывает необходимость регулярного пересмотра и адаптации содержания, что является не только трудоемким, но и финансово затратным процессом.

3. Ограниченное использование цифровых технологий

Современные студенты привыкли к интерактивному обучению, однако многие учебники по-прежнему ориентированы на печатный формат. Это делает процесс изучения языка менее гибким и менее эффективным в условиях цифровой трансформации образования. В условиях цифровизации образования важно, чтобы учебники были не просто книгами, но и интегрированными инструментами для цифрового обучения. Современные студенты привыкли работать с мультимедийным контентом, и учебники, не использующие цифровые технологии, могут быть восприняты как устаревшие. Включение онлайн-ресурсов, интерактивных заданий, аудиовизуальных материалов и возможностей для самоконтроля и обратной связи становится неотъемлемой частью эффективного обучения иностранным языкам.

4. Недостаток межкультурного компонента

Обучение иностранному языку предполагает не только овладение грамматикой и лексикой, но и развитие межкультурной компетенции. Однако многие учебные материалы не содержат достаточной информации о культурных особенностях общения в профессиональной среде.

ВОЗМОЖНЫЕ РЕШЕНИЯ

1. Разработка модульных учебников

Одним из эффективных решений является создание модульных учебников, которые можно адаптировать под разные специальности. Такие учебники могут включать базовый раздел по грамматике и лексике, а также дополнительные модули, ориентированные на конкретную сферу деятельности студентов (инженерия, экономика, медицина и т. д.).

2. Использование аутентичных материалов

Для повышения практической ценности учебников необходимо включать реальные статьи, техническую документацию, профессиональные диалоги и деловую переписку. Это поможет студентам адаптироваться к реальной профессиональной среде.

3. Интеграция цифровых технологий

Цифровые учебники и платформы позволяют сделать процесс обучения более интерактивным. Видеоуроки, подкасты, онлайн-тесты и виртуальные симуляции могут

значительно повысить мотивацию студентов и улучшить усвоение материала.

4. Включение межкультурного компонента

Учебники должны содержать информацию о культурных различиях в деловом и профессиональном общении. Это поможет студентам избежать межкультурных барьеров и повысит их коммуникативную компетентность.

ЗАКЛЮЧЕНИЕ

Создание современных учебников по иностранным языкам для нефилологических вузов требует комплексного подхода. Важно учитывать профессиональную ориентацию студентов, использовать аутентичные материалы, интегрировать цифровые технологии и развивать межкультурную компетенцию. Только такой подход позволит сделать процесс изучения языка эффективным и полезным для будущей профессиональной деятельности студентов.

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АКТУАЛЬНЫЕ ВОПРОСЫ ПОДГОТОВКИ СОВРЕМЕННЫХ УЧЕБНИКОВ ПО ИНОСТРАННЫМ ЯЗЫКАМ ДЛЯ СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

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Аннотация. В статье всесторонне рассматриваются актуальные вопросы разработки и внедрения современных учебников по иностранным языкам для студентов нефилологических специальностей в условиях обновления образовательных стандартов и стремительного развития технологий. Автор подчеркивает важность создания учебных материалов, ориентированных на формирование у студентов практических навыков владения иностранным языком с учётом профессиональной специфики и потребностей будущей профессиональной деятельности. Внимание уделяется анализу существующих проблем, связанных с содержанием, структурой и методическим обеспечением учебников, а также недостаточной интеграцией цифровых ресурсов и интерактивных форматов в образовательный процесс. Статья предлагает конкретные пути решения обозначенных проблем, включая внедрение профессионально-ориентированного контента, использование современных педагогических технологий, а также активное сотрудничество методистов, преподавателей и представителей профильных отраслей.

Ключевые слова: иностранные языки, учебники, нефилологические специальности, образовательные стандарты, методические подходы.

Введение. Современное общество предъявляет всё более высокие требования к уровню профессиональной подготовки специалистов различных сфер деятельности. В условиях глобализации и международной интеграции владение иностранными языками становится одним из ключевых факторов профессиональной мобильности и конкурентоспособности выпускников высших учебных заведений. Особенно актуальным является вопрос языковой подготовки студентов нефилологических специальностей, поскольку для них знание иностранного языка необходимо не столько в лингвистических целях, сколько в качестве инструмента профессиональной коммуникации, получения актуальной информации и эффективного взаимодействия в международной профессиональной среде.

Однако процесс преподавания иностранных языков студентам нефилологических

направлений отличается рядом особенностей и сложностей. Это обусловлено, прежде всего, ограниченным количеством аудиторных часов, различным уровнем начальной языковой подготовки обучающихся и необходимостью интеграции языкового компонента в профильные дисциплины. В таких условиях особенно важным становится наличие качественных, профессионально-ориентированных и методически обоснованных учебников, которые могли бы способствовать формированию у студентов необходимого уровня языковой компетенции.

К сожалению, существующие учебные пособия нередко не соответствуют современным требованиям образовательных стандартов, не учитывают специфики профессиональной подготовки и зачастую перегружены теоретическим материалом, малоприменимым в практической деятельности. Кроме того, наблюдается недостаточная интеграция цифровых образовательных ресурсов и интерактивных методов обучения, что снижает мотивацию студентов и эффективность учебного процесса.

Целью данной статьи является анализ актуальных проблем, связанных с подготовкой современных учебников по иностранным языкам для студентов нефилологических специальностей, а также предложение возможных решений, направленных на повышение качества и эффективности языкового образования в условиях современных требований и вызовов образовательной среды.

Основная часть. 1. Особенности обучения иностранным языкам в нефилологических вузах.

Обучение иностранным языкам в нефилологических учебных заведениях имеет ряд особенностей, отличающих его от обучения иностранным языкам в филологических направлениях. Прежде всего, он сосредоточен на том, как язык используется в профессиональной среде. Таким образом, важно уделять особое внимание развитию следующих навыков:

1. Хорошее владение профессиональной лексикой и терминологией; уметь понимать и анализировать тексты, относящиеся к профессиональной сфере; 2. Способность эффективно общаться на профессиональном уровне как в письменной, так и в устной форме; 3. совершенствование способности самостоятельно изучать и обрабатывать информацию на иностранном языке. Таким образом, учебники для студентов нефилологических специальностей должны включать упражнения, направленные на развитие коммуникативной компетенции, а также реальные профессиональные тексты и практические задания.

2. Проблемы в подготовке современных учебников.

Несмотря на усилия, предпринимаемые в данной сфере, существует ряд актуальных проблем, препятствующих созданию качественных учебных пособий:

1. Отсутствие учёта профессиональной специфики подготовки студентов. Многие существующие учебники ориентированы на общее изучение языка, что не позволяет студентам применять полученные знания в своей профессиональной деятельности.

2. Недостаточная практическая направленность учебных материалов. Учебники содержат большое количество теоретического материала и упражнений общего характера, не учитывая реальные профессиональные ситуации.

3. Отсутствие гибкости и модульности. В большинстве случаев учебники имеют фиксированную структуру, что затрудняет их адаптацию к индивидуальным потребностям студентов.

4. Недостаточная интеграция цифровых технологий и интерактивных форматов. Современные студенты требуют более динамичных и визуально привлекательных образовательных ресурсов.

5. Недостаточный уровень профессиональной подготовки авторов учебников, отсутствие взаимодействия между методистами и специалистами отраслей.

3. Пути решения

Для эффективного решения обозначенных выше проблем необходимо реализация комплекса стратегических мероприятий, направленных на модернизацию процесса обучения иностранному языку в нефилологических направлениях подготовки:

Разработка специализированных учебных пособий, ориентированных на

профессиональные контексты конкретных нефилологических специальностей. Такие учебные материалы должны включать тематические модули, отражающие профессиональную лексику и типичные коммуникативные ситуации, релевантные будущей профессиональной деятельности студентов.

Внедрение модульной организации содержания учебников, обеспечивающей гибкость в адаптации учебного курса с учётом начального уровня языковой подготовки и профессиональных интересов обучающихся.

Применение современных педагогических технологий, включая геймификацию, интерактивные формы заданий, проектную деятельность и анализ кейсов, что способствует формированию устойчивой учебной мотивации и развитию автономности студентов в образовательном процессе.

Активная интеграция цифровых образовательных ресурсов, таких как электронные учебники, мобильные приложения, онлайн-платформы и мультимедийные материалы, расширяющие возможности для индивидуального и дистанционного изучения иностранного языка.

Формирование междисциплинарных авторских коллективов для разработки учебных материалов, включающих специалистов в области методики преподавания иностранных языков, практикующих преподавателей и экспертов из соответствующих профессиональных сфер.

Создание системы регулярного обновления содержания учебных пособий с учётом актуальных изменений в профессиональной среде, трудовых практиках и действующих образовательных стандартах. Реализация указанных мероприятий позволит обеспечить разработку современных, высокоэффективных и востребованных учебных пособий, способствующих формированию профессионально ориентированных языковых компетенций у студентов нефилологических специальностей и более качественной подготовке их к будущей профессиональной деятельности.

Заключение. Таким образом, разработка современных, профессионально ориентированных учебников по иностранным языкам для студентов нефилологических специальностей представляет собой не просто актуальную, но стратегически важную задачу системы высшего образования. Именно содержание и качество этих пособий во многом определяют эффективность подготовки будущих специалистов, их способность успешно функционировать в условиях профессионального многоязычия и мульти-культурного взаимодействия, а также уровень их интеграции в международное профессиональное сообщество.

Решение данной задачи требует системного и междисциплинарного подхода, основанного на тесном взаимодействии авторов учебных материалов, преподавателей вузов, экспертов в области профессиональной подготовки, а также представителей индустрий и работодателей. Такая кооперация позволит создавать учебники, максимально отвечающие актуальным требованиям рынка труда и образовательным стандартам, а также отражающие реальные профессиональные ситуации, с которыми студентам предстоит столкнуться в будущем.

Особое значение имеет интеграция инновационных педагогических подходов — таких как элементы геймификации, проектное обучение, интерактивные задания и кейс-метод — в структуру учебных пособий. Наряду с активным использованием цифровых платформ и мультимедийных ресурсов это открывает широкие возможности для повышения мотивации студентов, развития их автономности и вовлеченности в процесс обучения.

Не менее важным является обеспечение динамичного обновления учебных материалов с учётом изменений в профессиональной среде, появлением новых стандартов, международных тенденций и образовательных практик. Только в этом случае учебники смогут оставаться актуальными, эффективными и по-настоящему полезными в образовательном процессе.

Создание таких учебников — это инвестиция в будущее: в подготовку квалифицированных, языково-компетентных специалистов, способных уверенно коммуницировать в международной профессиональной среде. Это, в свою очередь, способствует их профессиональной мобильности, конкурентоспособности и успешной самореализации на глобальном рынке труда.

Increasing the importance and role of foreign languages in the period of globalization and sustainable development of the new Uzbekistan

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MULTILEVEL DETERMINANTS OF EFFECTIVE ENGLISH LANGUAGE TEACHING IN EARLY CHILDHOOD EDUCATION: EVIDENCE FROM TEACHERS, CLASSROOMS, AND LEARNING ENVIRONMENTS

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Background. The effectiveness of English language teaching in early childhood education depends on several interrelated factors, including teachers' professional competence, instructional methods, classroom conditions, and the availability of educational resources. Identifying these determinants at an early stage of research is important for designing an effective and developmentally appropriate English language teaching model.

Aim. To assess the main teacher-, classroom-, and learning-environment factors associated with effective English language teaching in early childhood education.

Materials and Methods. A preliminary cross-sectional study included 48 English language teachers from 12 preschool institutions and 192 children aged 4-6 years. Information was collected on teachers' English proficiency, teaching experience, pedagogical competence, participation in professional development, use of play-based and communicative methods, class size, weekly English lesson frequency, and availability of teaching materials. Teaching effectiveness was assessed using a structured classroom observation scale ranging from 0 to 100 points. Children's English language performance was evaluated using age-appropriate tasks assessing receptive vocabulary, listening comprehension, simple oral production, and classroom participation. Data were presented as mean±standard deviation and percentages. Student's t-test, χ^2 test, and Pearson correlation analysis were used. A value of $p<0.05$ was considered statistically significant.

Results. The mean age of teachers was 31.6±6.4 years, and their mean teaching experience was 6.2±4.1 years. The overall classroom teaching-effectiveness score was 73.8±9.7 points. Teachers with higher English proficiency achieved significantly better teaching-effectiveness scores than teachers with lower proficiency (78.2±8.4 vs 69.6±9.1 points; $p=0.002$). Similarly, teachers who had participated in professional development during the previous year demonstrated higher effectiveness scores compared with those who had not received recent training (78.9±8.1 vs 70.8±9.6 points; $p=0.003$). Regular use of play-based and communicative teaching strategies was observed in 60.4% of classrooms. Teachers who frequently used games, storytelling, songs, movement-based activities, and simple communicative tasks had higher classroom-effectiveness scores than those who predominantly used teacher-centred instruction (79.1±7.8 vs 68.9±9.4 points; $p<0.001$). The mean English Language Development Score among children was 67.4±10.9 points. Children exposed to frequent play-based English instruction demonstrated higher language scores than those exposed mainly to traditional instruction (72.1±9.2 vs 64.5±10.7 points; $p<0.05$). They also showed higher classroom participation rates (81.3% vs 62.5%; $p=0.006$). Teaching effectiveness was positively correlated with teachers' pedagogical competence ($r=0.56$; $p<0.05$), English proficiency ($r=0.45$; $p=0.001$), and frequency of play-based instruction ($r=0.51$; $p<0.05$). A negative correlation was observed between class size and teaching effectiveness ($r=-0.33$; $p=0.022$). Adequate visual and interactive teaching materials were available in 58.3% of the investigated classrooms. Teaching-effectiveness scores were higher in classrooms with sufficient

learning resources compared with classrooms with limited resources (77.6±8.5 vs 69.9±9.8 points; p=0.006).

Conclusion. The preliminary findings suggest that effective English language teaching in early childhood education is associated with teachers' English proficiency, pedagogical competence, participation in professional development, regular use of play-based and communicative teaching methods, and access to appropriate educational resources. Larger class size was associated with lower teaching effectiveness.