**SCIENTIFIC COUNCIL PhD.03/07.06.2024.Ped.27.02 ON AWARDING SCIENTIFIC DEGREES
AT UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY**

UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY

RAKHIMOVA SHAKHNOZA PULATOVNA

MULTICULTURAL ASPECTS OF IMPROVING STUDENTS' DISCOURSE (WRITTEN) COMPETENCE (THE ENGLISH LANGUAGE)

13.00.02 – Theory and Methodology of Teaching and Upbringing (The English Language)

ABSTRACT OF THE DISSERTATION
Doctor of Philosophy (PhD) on Pedagogical Sciences

Tashkent – 2024

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The theme of the dissertation of Doctor of Philosophy (PhD) on pedagogical sciences was registered at the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan under number B2022.2.PhD/Ped3625.

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The defense of the dissertation will take place "_____" _____2024 at _____ hours at a meeting of the Scientific Council PhD.03/07.06.2024.Ped.27.02 at the Uzbekistan State University of World Languages. (Address: 100138, 21A, Kichik halqa yoli street, Uchtepa district, Tashkent city. Tel: (99871) 230-12-91; fax: (99871) 230-12-92; e-mail: uzswlu_info@mail.ru).

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INTRODUCTION(Abstract of the PhD dissertation)

The topicality of the research and its necessity.

Researching the multicultural dimensions of written discourse competence is still important as global communication becomes more integrated. With globalization progressing, there is an increasing need for efficient written communication in multicultural situations as people and businesses engage more regularly across varied cultural backgrounds. One must possess a sophisticated comprehension of various cultural norms, values, and speech practices in order to do this. Written material often reaches audiences with multiple cultural origins in a variety of situations, including academic, professional, and digital contexts. A high level of proficiency in intercultural discourse is essential for ensuring that communication is unambiguous, considerate, and efficient while dealing with diverse cultural viewpoints. Comprehending these factors entails acknowledging and dealing with cultural sensitivities, which include refraining from using stereotypes, comprehending culturally unique allusions, and adjusting language to align with diverse cultural norms.

In educational settings, teaching students to write successfully in multicultural environments is of utmost importance. This extends beyond mere language competency to include the capability to navigate and demonstrate respect for a wide range of cultural communication methods and expectations. Effective written communication in the workplace, particularly in international and multicultural settings, may foster cooperation, minimize misunderstandings, and boost overall efficiency and productivity by incorporating and valuing various cultural viewpoints. The increasing prominence of digital media has underscored the need for proficiency in intercultural understanding in written communication. Engaging in online communication often entails interacting with people from a variety of cultural backgrounds, necessitating the need to tailor communications accordingly. The present study explores how different cultures employ various methods of written communication, including variations in style, attitude, and etiquette. It also explores methods to improve authors' abilities in cross-cultural communication, such as through training sessions and workshops that emphasize intercultural awareness.

Organizations and institutions are becoming more aware of the significance of intercultural competency in written communication. Recognizing this fact has resulted in the formulation of guidelines, policies, and optimal methods with the goal of promoting inclusive and efficient communication. In general, it is important to have a deep awareness of different cultural components when it comes to being competent in written communication. This is due to the increasing need to navigate and show respect for other cultural viewpoints in a world that is becoming more globalized. This research enhances communication effectiveness, encourages diversity, and enables better interactions within various cultural settings.

In Uzbekistan, where reforms 2021 promote foreign language learning are rapidly arising, there is also a need for improvement of the foreign languages

students' discourse competence enhancing way. As part of the reform, the practice of students' discourse competence will not only further develop their language skills, communication skills and writing skills, but also develop their capacity for critical thinking, self-evaluation, which will ultimately lead to improved performance. It is also intended to promote. Continuous education and ongoing writing development within the organization. This is a great opportunity to introduce reading into the syllabus and encourage the students to read extensively. Research relevance is that the foreign languages have become a common language due to the expansion of political, and cultural relations, as well as the development of mass communication tools and states' involvement in mass communications in education contributes to improving the status of discourse.

There is a growing demand for language training at every level. This dissertation's research is based on the following legal documents from the Republic of Uzbekistan: 1. Law dated September 23, 2020, titled "On Education" (No. ORQ-637) 2. Decree titled "People of the Republic of Uzbekistan" dated April 29, 2019 3. Decree titled "Approval of the Development Concept on the Education System until 2030" (No. PF-5712) 4. Decree titled "On Approval of Digital Uzbekistan: 2030 Strategy and Measures for its Effective Implementation" dated October 5, 2020 (No. PF-6079) 5. The "Practice" document, dated December 31, 2020 (No. PQ-4939), has been approved. 6. Document titled "On Measures to Fundamentally Improve the Evaluation System and Provide the Labor Market with Qualified Personnel" for the year 2021 (No. PQ-4939) The document PQ-5241, dated August 31, 2017, is titled "Measures to enhance the integration of the educational process and production practice between higher, secondary, and professional educational institutions and branch organizations." On September 9, the Republic of Uzbekistan implemented "Resolutions PQ-3261 on Measures" to bring about a significant improvement in the primary school education system. The Cabinet of Ministers issued Resolution No. 616 on October 3, 2022, which introduced distance education in higher education organizations.

This study proposes certain paths and tools that can contribute to the implementation of the tasks set out in the Presidential Decree PD-4947 of February 7, 2017 "On Strategies for the Further Development of the Republic of Uzbekistan". PD-2909 "Measures for the further development of the higher education system" (April 20, 2017) PD-3775 "Improving the quality of education in higher education institutions and proactively pursuing wide-ranging domestic reforms" Additional measures to ensure participation", as of June 5, 2018. PD-5117 "On Measures to Promote Academic Dissemination" Bringing Foreign Languages to a Qualitative New Level" May 21, 2021 Cabinet Resolution No. 610 dated August 11, 2017 "Improving the quality of foreign language education in educational institutions" Regarding measures to improve. No. 816 dated October 10, 2018 "About the supply of textbooks to higher education institutions" and other related laws and regulations . This resolution is part of a series of measures aimed at improving the system of professional qualification and knowledge development. Decision No. 559 and other pertinent legal documents also pertain to this field.

This dissertation nearly streamlines the execution of the assigned tasks.[1]

Relevance of the theme of the dissertation to the priority direction of science and technology development in Uzbekistan. The dissertation research is being conducted as part of the innovative project, in accordance with the research plan of the Uzbekistan State University of World Languages Department of English language teaching methodology №2 under project number I-204-4-5. The research focuses on the development of virtual resources using information and communication technologies for English language specialty subjects, with the aim of integrating them into the educational process.

Problem development status. In Uzbekistan, issues of foreign languages teaching have been profoundly investigated by such scholars as G.H. Bakieva, L.T. Akhmedova, B.G. Kulmatov, J.J. Jalolov, T.K. Sattorov, M. Djusupov, D.U. Hoshimova, and I.M.Tukhtasinov[2] . Considered issues of implementing the Common European Framework of Reference (CEFR) in the country's foreign language learning system were considered by the following bodies: F.M. Rashidova , J. Jalolov, G. Mahkamova, Sh. Ashurova, L.Kirkham, Iriskulov A., and B.G. Kulmatov[3] . Theoretical view also were researched by some other scholars Begibaeva N. D, Axmadjonov X. A, Alimov F. Sh, M.H.Rashidova and M.Mirgiyazova in Uzbekistan[4]. Moreover the discourse competence were developed by L.Bachman, T.Lașcu members of Cambridge and Moldova universities .

Up to now in Uzbekistan, the utilization of reading technologies in education and the challenges of incorporating writing skill pedagogy have been observed. English language education has not been the object of specifying the syllabi to develop discourse (written) competence. As a result of the rapid development of technologies in Uzbekistan, the chance of improving a discourse competence and global changing taking place in the highest position.

Relevance of the research to the scientific research plans of the host

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[1] Urzabaev Kh. I Theoretical and Methodological Foundations of using the Language portfolio in pre-service English teacher Education. Content of Dissertation. 2021

[2] Bakieva G.Kh., Tukhtasinov I.M. Expressing Stylistic Devices in Compound Words // Eastern European Scientific Journal. – Ausbage, 2018. №3 – p. 49-55; Axmedova L.T. Rol i mesto pedagogicheskix texnologiy v professionalnoy podgotovke studentov. – Tashkent: Fan va texnologiya, 2009. – 160 s.; Jalolov J. Chet til o'qitish metodikasi. – T., 2012. – 432 b.; Sattorov T. Bo'lajak chet tili o'qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi (ingliz tili materialida) TDYUI. – T., 2003. − 198 b.; Djusupov M. Bilingvalnoye obrazovaniye: problema zvukovoy i lingvokulturnoy interferensii. // Vestnik RUDN. 2017. №3. – S.351-358.; Xoshimova D.U. Lingvodidakticheskiye osnovi izucheniya lakun v kontekste sovremennogo funksionirovaniya russkogo yazika i mejyazikovix vzaimodeystviy: Dis. … dokt. Ped. nauk. – T., 2007. – 209 s

[3] Kulmatov B.G. Ingliz tilini innovatsion texnologiyalar yordamida o'qitishda CEFR mezonlaridan foydalanishning nazariy asoslarini takomillashtirish. Ped.fan.fal.d-ri …diss. – T.: 2018. - 97 b

Tatiana Lașcu Published2 March 2021 Sociology The paper presents an analysis of the basic principles which govern the discursive approach of the literary text. Norbury, C.F. and Bishop, D.V.M. (2002) 'Inferential Processing and Story Recall in Children with Communication Problems: A Comparison of Specific Language Impairment, Pragmatic Language Impairment and High-Functioning Autism', International Journal of Language and Communication Disorders 37(3): 227–251. Ochs, E. and Capps, L. (2009).

[4] Rashidova F.M. Sovershenstvovaniye konseptualno-metodicheskix osnov vnedreniya CEFR s sistemu neprerinogo obrazovaniya Uzbekistana (na primere angliyskogo yazika). Diss. ... dok.ped.nauk. – T.: 2017. – S.309; Jalolov J., Makhkamova G., Ashurov Sh. English Language Teaching Metodology (theory and practice). –T.: Fan va texnologiya, 2015. –336 b.; Kirkham L., Iriskulov A., Rashidova F. A Handbook for Teachers of Foreign Languages with reference to the CEFR. – Tashkent, 2014. – 3 p., – 32;

university. The dissertation research is being conducted as part of the innovative project, in accordance with the research plan of the Uzbekistan State University of World Languages Department of English language teaching methodology №2 under project number I-204-4-5. The research focuses on the development of virtual resources using information and communication technologies for English language specialty subjects, with the aim of integrating them into the educational process.

The aim of the research is to improve 1st-2nd year linguistic faculty students' discourse (written) competence through multicultural aspects

Tasks of the research:

Analyzing relevant studies, sources, and literature on the concept of discourse competence, its definitions, content, and areas of its implementation;

Reviewing and analyzing the State Educational Standards, qualification requirements, course syllabi, and other relevant regulatory documents used in foreign language students teaching;

Research and analysis of the multicultural component in the development of discursive competence of university students.

Developing theory and research-informed methodological recommendations on using reading resources to improve discourse competence in baccalaureate courses specialized in teaching English.

The object of the study is the process of improving 1st-2nd year linguistic faculty students' discourse (written) competence through multicultural aspects.

The subject of the research is the content and forms of improving 1st-2nd year linguistic faculty students' discourse (written) competence through multicultural aspects.

Methods of the research. Set of complex methods aimed at investigating the adequate state of learning was used in the research. They include analysis, get feedback and practice writing regularly, diagnostic methods: surveys, pre- and post-tests; experimental methods: t-tests.

The novelty of the research is determined by the following:

The method of developing students' discursive (written) competence has been improved based on the integration of grammar and vocabulary components into a multifaceted approach aimed at listening to digital stories, developing dynamic and immersive experience, and writing skills;

Improved didactic provision by introducing components of critical thinking, writing skills and discursive techniques to text-to-speech technology;

As a result of the integration of thinking, meaningful text and tactical components into the descriptors of the criteria for evaluating students' written discursive competence, the assessment methodology aimed at determining the level of development of students' written speech competence has been improved;

Structural-functional model containing reproductive and productive components aimed at developing students' discursive (written) competence has been developed.

The practical outcomes of the research are as follows:

The study of scientific, methodological, and educational literature, as well as

the analysis of dissertations on this topic, made it possible to highlight the following contradictions:

multicultural aspects of improving students' discourse (written) competence, aimed at fostering students' critical thinking skills, self-study skills, and independent language learning strategies and techniques in higher education setting for students majoring in the English language and language teaching has been developed;

interactive, automated electronic kindle version of reading and improving students' discourse competence that enables students to develop their capacity for lifelong learning by developing critical thinking, self-study, and autonomous learning strategies and techniques as well as to set targets, document their progress has been developed;

at the scientific and methodological level - between the existing methods for discourse competence in the field of developing professional communication and the lack of appropriate methods for students of different specialties.

This dissertation aims to find effective ways and means of developing foreign language discourse competence of 1st and 2nd year students in universities.

Reliability of the research findings and outcomes the determination of these factors relies on the utilization of profound theoretical terminology, research approaches, and scientific data from authoritative sources. it is based on the examination of teaching methods outlined in official documents such as state educational standards, curricula, syllabi, and textbooks, which are used in baccalaureate courses for English language students. additionally, it involves the implementation of a reading technique model and practical recommendations derived from experimental studies. furthermore, the research results and outcomes have been subjected to mathematical and statistical testing and verification. the findings have also been validated by competent regulatory bodies and organizations.

Scientific and practical significance of the research outcomes.

The scientific significance of the research outcomes is identified by the current condition of using the approaches, methods, and technologies in promoting writing, critical thinking, autonomous learning skills of students who in English language and foreign languages at higher educational establishments of the Republic of Uzbekistan. Moreover, the outcomes of the research and their scientific significance are based on experimental scrutiny of theoretical foundations and a methodological application of reading techniques to improve a discourse competence, its content, aims and tasks, and its role in promoting the above-mentioned skills and competences. The practical significance of the research outcomes is outlined in recommendations that suggest careful consideration of challenges and opportunities of integrating a discourse(written) competence pedagogy into curricula and syllabi of courses that specialize in foreign languages learning in higher education institutions. In addition, practical considerations also suggest methodology and pedagogy based on the Experiential Learning suggested

by J.J. Jalolov, L.Bachman and A. Leverkuhn[5] . The practical application of the research outcomes can also be seen in their use as a methodological basis for developing other models of a discourse competence that foster learning foreign languages in universities, within the higher education system of Uzbekistan.

Implementation of the research results. Based on the results of research on multicultural aspects of improving students' discourse competencies:

improvement of the method of development of students' discursive (written) competence based on integration of grammar and vocabulary components into a multifaceted approach aimed at listening to digital stories, dynamic and immersive experience and development of written skills, and text-to-speech technology from the scientific-theoretical conclusions on the improvement of didactic provision by introducing the components of critical thinking, written skills and discursive techniques, implemented by the European Union on the basis of the Erasmus + program in 2016-2018 at the Samarkand State Institute of Foreign Languages 561624-EPP-1-2015-UK-   EPPKA2-CBHE-SP-ERASMUS+CBHE   IMER: Effectively used in the international project on "Modernization and Internationalization of Higher Education System Processes in Uzbekistan" (reference No. 878/02 dated April 27, 2024 of the Samarkand State Institute of Foreign Languages). As a result, the developed practical recommendations on the organization of students' self-control and self-assessment skills through the use of student-oriented educational technologies served to enrich the content of the project;

As a result of the integration of thinking, meaningful text and tactical components into the descriptors of the criteria for evaluating students' written discursive competence, the assessment methodology aimed at determining the level of development of students' written speech competence has been improved, and a structural-functional model containing reproductive and productive components aimed at developing students' discursive (written) competence among the developed suggestions and recommendations, 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS+CBHE implemented by the European Union in 2016-2018 at the Samarkand State Institute of Foreign Languages: "In Uzbekistan effectively used in the international project "modernization and internationalization of higher education system processes" (reference No. 878/02 dated April 27, 2024 of the Samarkand State Institute of Foreign Languages). As a result, effective proposals were developed within the project.

Approbation of research results. The findings of the conducted study have been presented and deliberated over at five international conferences and seven conferences at the republican level.

Publication of research results. In total, 25 scientific-methodological works have been published on the research topic. They are all about the discourse competence, and reading techniques research articles in journals recommended by the Supreme Attestation Commission for publishing main research outcomes of doctoral dissertation projects, of which were published in 11 international journals

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[5]Wickerson, Erica. "Demonizing Gretchen through Gossip in Thomas Mann's Doktor Faustus." Forum for Modern Language Studies. Vol. 50. No. 2. Oxford University Press, 2014.

and in 8 local scientific journals, 2 in international conferences and 5 in local scientific practical conference materials.

Volume and structure of the thesis. The thesis consists of an introduction, three chapters, a conclusion, a list of used literature, and appendix. The total volume of the work is 158 pages.

THE MAIN CONTENT OF THE DISSERTATION

The **"Introduction"** of the dissertation reveals the relevance and demand for the research topic, its significance for the priority areas of scientific and technological development in the republic, researching the multicultural dimensions of written discourse competence is still important as global communication becomes more integrated. With globalization progressing, there is an increasing need for efficient written communication in multicultural situations as people and businesses engage more regularly across varied cultural backgrounds. One must possess a sophisticated comprehension of various cultural norms, values, and speech practices in order to do this. Written material often reaches audiences with multiple cultural origins in a variety of situations, including academic, professional, and digital contexts. A high level of proficiency in intercultural discourse is essential for ensuring that communication is unambiguous, considerate, and efficient while dealing with diverse cultural viewpoints. Comprehending these factors entails acknowledging and dealing with cultural sensitivities, which include refraining from using stereotypes, comprehending culturally unique allusions, and adjusting language to align with diverse cultural norms. The first chapter of the dissertation is entitled **"The theoretical foundations of improving students' discourse competence" .** This chapter analyzes the concept of "discursive competence" and its specificity. It examines the place of discursive competence in the structure of professional competence. The introduction of the concept of "competence" into the methodology of teaching foreign languages occurred in the mid-1990s. It is noted that despite numerous studies on the development of discursive skills in foreign language learning, the theoretical foundations of this process are still poorly developed. Discursive competence is associated with the ability to function effectively in a language, combining grammatical forms and meanings to create cohesive texts (oral or written) in various communicative situations. Important aspects include mastery of skills and strategies for composing and interpreting texts, as well as understanding the characteristics of different discourse genres specific to the linguistic community in which an individual operates.

According to L. Bachman, discourse can be divided into descriptive, narrative, explanatory and argumentative .

1. Discourse classes are existing types of communication.
2. Descriptive discourse is a description of something or someone.
3. Narrative speech – used to tell a story.
4. Expository conversation - to explain something or provide information about it.

5. Argumentative discourse - to convince someone or to argue your point of view .

It is equally important not only to know another language, but also to be able to understand oral and written speech, and express your thoughts in a foreign language. They may benefit from mastering discursive competence skills in diverse multicultural communities and being able to successfully apply them in practice in employment or other areas. To master such skills, special courses are required for professionally oriented teaching of foreign languages to students. The purpose of such courses is to develop the skills of written proficiency in a foreign language , both written and oral, to perform professional duties. (See table 1)

Table 1

Analysis of discursive competence and its features. Suggested by L. Bachman

Criteria	Features of discourse
Discourse classes	There are different types of communication.
Descriptive discourse	describe something or someone
Narrative discourse -	used to tell a story
Explanatory discourse	explains something or provides information about it.
Argumentative discourse	convince someone or argue your point of view.

Discursive competence has various options and features that require effective learning processes and design (e.g. learning to learn, critical thinking and self-regulated learning) and offers a range of opportunities for students, teachers and educational administrators to achieve learning outcomes, planning, monitoring and diagnosis learning process.

In writing studies, there are four forms of discourse: narrative, explanation, exposition, and reasoning. Discourse writing is a written conversation involving the structure, coherence, logical development and linguistic resources of texts. There are three types of discourse: expressive, poetic and transactional. Traditionally, there are four different types of discourse: argument, narrative, description and representation. A narrative is a written story using narrative, folklore, or drama. The main genres of speech are novels, poetry and plays, as well as literature, advertising and scientific articles. Expressive discourse focuses on the personality and experience of the author or speaker. Competence is educational preparation, and competence is the totality of a student's personal qualities.

Typically, classroom discourse includes the various types of written and oral communication that occur in the classroom. Today this definition goes even deeper and includes representation, thinking, interpretation, expression, reflection, agreement and disagreement, and even discussion and argument. As students recognize the importance of constructive discussion and interaction in teaching writing, this model of classroom discourse is becoming more and more evident in classrooms across the country. The full guide contains more information about why classroom discourse is so important for learning. Written Discourse: An

attempt to explain how we communicate through written language (Curzan and Adams, 2012, Chapter 1) [6].

Learning writing is important for ELL students because it is a necessary method of communication in the school environment. It is critical to know that ELLs can write in a way that reflects their culture, i.e., in Chinese culture, they often regurgitate memorized literature.

1. Teach multiple ways of writing; the process does not always have to be "linear" (Walt Wolfram) [7].

2. Teach multiple forms and levels of writing.

3. Teach the traditional writing process.

4 . Teach writing that reflects different cultures (Curzan and Adams, 2012) [8].

5 . Teach writing in a variety of content areas, not just writing workshops.

Identifies crucial attributes of competence as necessary prerequisites of the professional component. Competency development is an essential aspect of a student's knowledge, as it focuses on enhancing their practical abilities. In general, activities regularly incorporate literacy and justice skills. Discourse competence holds a unique position within the framework of a professional's overall professional skills. Several scholars, including I.I. Khaleeva, V.V. Safonova, A.L. Berdichevsky, S.G. Ter-Minasova, and V.P. Furmanova, have extensively studied various philosophical elements related to the development of discursive competence. Notable contributions in this field have been made by M. Bakhtin, V.S. Bibler, MS Kagan, and B.D. The impact of foreign languages on student growth, teaching, and training is discussed by various authors such as I.L. Bim, N.V. Baryshnikov, N.D. Galskova, AL. Berdichevsky, and I.A. Simney. This training enables the gathering and structuring of scientific data on discourse development challenges.

At the end of the 40s, methodological works revealed the results of a study of extracurricular activities carried out in a auxiliary school, which affirm the importance of this kind of action and show the most measures and standards of its organization and common sense conduct. In a subsequent study N.V. Savin[9] outlined a number of basic principles and provisions for organizing extracurricular activities, summing up their scientific and methodological basis. N.V. Savin drew attention and pointed on the importance of extracurricular written work and its role in relation to the process of teaching and education, V. G. Zvonareva[10] directs her attention to the theoretical justification of the methodology for conducting written work in the English language, paying special attention to the forms and types of extracurricular work that expands the polytechnic horizons of students. The

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[6] How English Works by Anne Curzan , Michael Adams, 2012, Longman Edition, English Paperback - Third Edition. Chapter 1: A Language Like English: 1: Chapter 2: Language and Authority: 31: Chapter 3: The Phonology of English languages: 62 : 2012

[7] Wolfram, Walt, and Natalie Schilling. American English: dialects and variation. John Wiley & Sons, 2015.

[8] How English Works by Anne Curzan , Michael Adams, 2012, Longman Edition, English Paperback - Third Edition... Chapter 1: A Language Like English: 1: Chapter 2: Language and Authority: 31: Chapter 3: The Phonology of English languages: 62 : 2012

[9] NVSavin 2018 Search The ACM Guide to Computing Literature National Call Topics with Vladimir Putin and Their Role in Public Support and the Russian Economy, Information Processing and Management,

[10] V.G. Zvonareva 2019 "Organization of multi-channel data transmission in a specialized computing system"

process of studying the features of organizing and conducting extracurricular activities was further developed in the works of many other authors: V. G. Zvonareva, R. L. Zlatogorskaya[11,] N.V. Savina, V.I. Shepeleva . These analysts examined the strategy of exercise outside the classroom in schools and illustrated the role and essence of this work from the perspective of education and childhood, as well as the meaning and importance of such work in relation to school assignments. Research on the problems of extracurricular work in universities appears somewhat later, in the late 60s. T. A. Strokova[12] is interested in the process of developing students' social activity with the identification of effective forms and means of pedagogical management of this process. Certainly! Here is my attempt to summarize the content: L. S. Starobykhovskaya and V. F. Khogenkova examined students' use of distance logical special writing in extracurricular work and characterized unused forms and strategies of application. M.Yu.Briskin was intrigued by the content of training students in extracurricular work in a foreign dialect. Some authors have addressed the issue of student independent work in out-of-class activities to demonstrate the practicality of using it to develop and change students' inventive abilities. The pedantic possibilities of extracurricular activities were taken into account too carefully.

Specialist in pedagogical sciences, well-known analyst in the field of modern technologies for training understudies E.S. Polat[13] characterizes the expansion strategy as an organized research activity of students, which is aimed not at achieving a certain result, but at organizing the method of its implementation. As a form of the venture movement, we propose a logical and viable conference in English. It should be noted that there is another format for extracurricular work in a foreign dialect. Usually a circle. You can do a variety of exercises in a circle. Thus, circle time should be viewed as a thoughtful form of extracurricular activity that can be implemented for a variety of purposes. The circle as a form of extracurricular work has been known for a long time. She ended up with more or less enhanced highlights.

According to N.I. Gez [14], role-playing games help connect students' skills with the multicultural aspects of the foreign language being studied. A game related to business is one of the types of role-playing games, as noted by I. A. Zhuchkov[15] and L.L. Grafov [16], with the help of language they imitate communication situations from the profession of communication. Acting as a simulation of part of future professional activity, business games are aimed at

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[11] R.L.Zlotogorskaya 1984 Zlatogorskaya , R.L. Extracurricular work in the German language / R.L. Zlatogorskaya. - L.: Uchpedgiz , from " Allerhand Sachen zum Lesen und Lachen » German language by R. L. Zlatogorskaya , 1984, edition "Enlightenment", in German / Deutsch - Ed. 1957. – 40p

[12] Strokova T.A. Pedagogical foundations for the formation of students' social activity in extracurricular activities: abstract . diss . ...cand. ped. Sciences / Strokova T.A. - Chelyabinsk, 1979. - 20 p.

[13] Polat , E.S. Project method in foreign language lessons at school / E.S. Polat // "English" supplement to the newspaper "First of September". - No. 24. - 2004. - P. 14-15.

[14] Gez, N. I. Methods of teaching foreign languages in secondary school / N. I. Gez et al. - M.: 1982.

[15] I.A. Zhuchkova 8 scientific papers with 25 citations and 200 readings, including: Evaluation of autoclave oxidation of sulfide concentrates in relation to subsequent teaching of writing.

[16] L.L. Grafov . Sociolinguodidactic aspects of the formation of discursive competence [Electronic resource] / Access mode: http://elib.altstu.ru/elib/books/Files/pa2000_4/pages/39/Pap39.html

developing relevant skills and competencies, as well as personal qualities characteristic of a specific professional sphere of communication and interaction. The period of future professional activity, modeled within the framework of a business game, is one of the ways to develop early professional competence.

In the researches of E.I. Passov[17] advices a broad, fundamental representation of culture in education. The researcher examines the personal significance of a foreign culture and its influence on the student in practical, cognitive, developmental and educational plans. In the concept developed by him, solutions to important methodological problems are arranged. (See figure 1)

Solutions to important
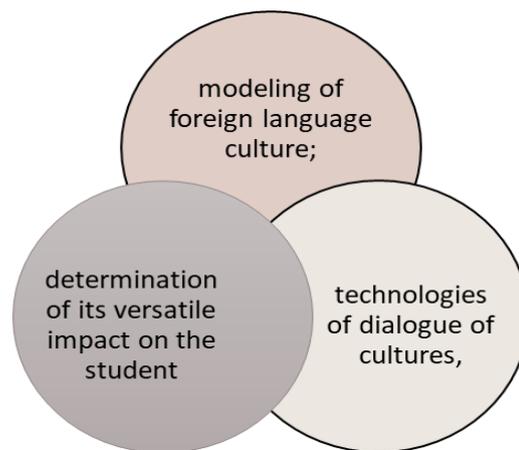
Figure 1 Solutions of methodological problems.

Generally, classroom discourse encompasses different types of written and spoken communication that happen in the classroom. Today, that definition goes even deeper to include representing, thinking, interpreting, expressing, reflecting, agreeing and disagreeing, and even debating and arguing. As teachers recognize the importance of constructive discussion and interaction in the writing learning process, this model of classroom discourse is showing up more and more in classrooms across the nation. The full guide provides further details on why classroom discourse is so important to learning. Written Discourse: the attempt to explain how we manage to communicate with language in writing (Curzan & Adams, 2012, Chapter 1). Many times, the structural-functional model of how students in their first and second years of study learn to communicate in a foreign language involves a methodical way of teaching and testing different aspects of language use in social situations.

The structural-functional model for developing discourse competence within the framework of foreign language instruction is an evolving approach designed to enhance how learners manage and produce language in various communicative contexts. This model integrates the structural components of language (such as grammar and vocabulary) with functional aspects (such as the ability to use language effectively in different situations). Here are some key insights into the

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[17] E. I. Passov First published in 1978 1 edition. Not in Library. Urok inostrannogo yazyka v srednei shkole. by E. I. Passov First published in 1988 1 edition

latest developments in this model. (See table2)

Table 2

Structural-functional model development of discourse competence in the structure of foreign language discourse competence

Principles/Approaches/Pedagogical technology:

- activity, visibility, accessibility, and feasibility, building learning as a creative process;
- activity nature of teaching a second language;
- conscious (cognitive);
- Competent
- Testing;
- Design;
- Training in collaboration;
- Development of critical thinking

Books:

1. "The House on Mango Street" by Sandra Cisneros
2. "Percy Jackson & The Olympians: The Lightning Thief" by Rick Riordan
3. "The Giver" by Lois Lowry

Receptive tasks:

- **Exploring Themes and Vocabulary Through Vignettes**
- **Materials Needed:**
- Copies of "The House on Mango Street" (or another novel of choice)
- Vocabulary notebooks or digital note-taking tools
- Worksheets with guided questions (provided below)
- **Activity Outline:**
- Introduction (10 minutes)
- Briefly introduce the novel and its author. Discuss the concept of vignettes and how they contribute to the overall narrative.
- Explain the activity's objectives: understanding themes, expanding vocabulary, and connecting personal experiences to the text.
- Reading and Highlighting (20 minutes)

Reproductive tasks:

- **Selection of Vignettes:** Choose 2-3 vignettes from the novel that are rich in thematic content and vocabulary.
- **Group Reading:** Divide the class into small groups and assign each group one vignette to read. Have them use highlighters to mark unfamiliar words and phrases.
- **Vocabulary Notation:** Ask each group to list the highlighted vocabulary in their notebooks, including definitions and sentences using the new words.
- Guided Questions (15 minutes)

Productive activity:

Theme Identification:
- What is the main theme of the vignette?
- How does the theme connect to the overall narrative of the book?
- Write an essay about the book you read

The integration of multicultural perspectives and the structural-functional model

significantly enhances students' discourse competence. Exposure to diverse discourse types, such as narrative and argumentative writing, alongside a deep understanding of genre-specific conventions, improves students' ability to structure and adapt their written communication. The structural-functional model further refines students' application of language functions and grammatical structures, supporting more coherent and contextually appropriate communication across various contexts. Additionally, multicultural education fosters cultural sensitivity and intercultural competence, equipping students with the skills to navigate and respect cultural differences effectively. This approach also broadens students' linguistic and cultural awareness, leading to improved collaborative skills and a strengthened sense of global citizenship. Overall, these educational strategies contribute to more effective and inclusive communication, preparing students to excel in both academic and global contexts.

The second chapter of the dissertation, **" The methodology of multicultural aspects of improving students' discourse competence "** explores the latest methodology for enhancing discourse competence through multicultural aspects begins with a comprehensive review of existing state educational standards and qualifying criteria. This involves assessing how well these standards incorporate multicultural elements within the foreign language curriculum. The goal is to determine how effectively they address cultural diversity and support the development of discourse competence. This process includes analyzing guidelines from educational authorities and standards organizations to ensure they align with contemporary multicultural education principles. Following this, course outlines and syllabi are critically examined to evaluate the incorporation of multicultural content. This involves reviewing how language courses address cultural nuances, perspectives, and practices, and how these elements are integrated into the teaching of discourse. The analysis focuses on the presence of multicultural themes in learning objectives, teaching materials, and assessment methods, aiming to ensure that course content not only covers linguistic skills but also promotes intercultural understanding and competence. Additionally, the methodology includes a review of regulatory documents that guide foreign language instruction, such as policies, accreditation standards, and institutional frameworks. This review assesses whether these documents support the inclusion of multicultural aspects and provide guidelines for developing students' discourse competence in diverse cultural contexts.

The "Discourse of Cultures" language training center was used as the basis for testing this concept and developing a technique to improve the foreign language discourse skills of students at UzSWLU. Basree, S[18]. used a systematic methodology to conduct the experiment. The writing training plan included the following sections: 1. Proposed hypothesis; 2. Aims and objectives of experiential learning; 3. Length of experiential learning; 4. Quantity of experimental groups; 5. Variable and constant conditions of experiential learning; 6. Linguistic material that served as the foundation of experiential learning; 7. Instructional methodology in experimental groups. The improvement of communication skills in education and the creation of a training center focused on communication skills will be possible under the following conditions. The

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[18] Basree, S. (2009). The Implementation of Contemporary Children's Literature Program (CCL) in Malaysian Primary Schools: Feedback from Stakeholders, 16(8).

scientific evidence, components, implementation, and control of the method of language instruction for students will be demonstrated in a fundamental and practical way to enhance their ability to express themselves in a foreign language (see table 3).

Table 3

Statements B2

CEFR – CAN-DO STATEMENTS

Understanding		B2	Speaking		B2
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.		**Spoken Interaction**	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Writing	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.		**Spoken Production**	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The strategy for developing this ability will be based on creating realistic scenarios of multicultural interaction that future professionals may encounter. Hence, evaluate the Integration of CEFR Can-Do Statements in the UzSWLU Syllabus shows the objective of this task is to assess how the CEFR Can-Do statements, which are not currently included in the UzSWLU syllabus, could enhance students' written discourse competence. Begin by examining the CEFR Can-Do statements relevant to written discourse competence and then analyze the existing UzSWLU syllabus to identify the absence of these statements. This analysis will help determine how their omission might impact teaching practices. Conduct research to explore how incorporating these Can-Do statements into the syllabus might improve students' written discourse skills. Compare the performance of students who have been exposed to these Can-Do statements with those who have not, focusing on improvements in coherence, organization, language use, and overall discourse competence.

J. Jalolov , T. Sattorov , A. Soinazarov and other Uzbek linguists divided the exercises into three typologies: formative, developing and improving . J. Jalolov selects vocabulary for teaching, describes the sources of selection and criteria for determining the value of new words.

A methodology for developing foreign language discourse skills of university students is presented, taking into account the stages of discourse development and working with authentic texts.

In this chapter, we present a framework relating the cognitive processes that writers in general use when they create written texts, the mental resources that these cognitive processes can draw on, and the task environment in which these cognitive processes operate. We begin by clarifying how this approach to cognition contrasts with that most familiar to professionals who work with individuals who have sensory, motor, or language disabilities that affect their oral or written expression. We then explain the benefits of a theoretical framework of cognition specific to the writing process and describe the details of this framework. Finally, we encourage professionals and researchers who work with individuals who have disabilities related to hearing, speech, and language to adapt this cognitive framework to those individuals' disabilities and capabilities, evaluate the adaptations, and share the results. Such results should extend knowledge of cognition during writing for writers in general to writers with specific sensory, motor, or language limitations. Typically, IQ tests are used to assess cognition in individuals with a variety of disabilities. IQ stands for intelligence quotient, which is not what these tests really measure. To begin with, they do not assess all aspects of human intelligence, but rather specific kinds of cognitive abilities, for example, verbal reasoning or nonverbal reasoning, which are related to school achievement, or specific kinds of vocational aptitude. More importantly, they have not yielded quotients (mental age divided by chronological age) ever since standard scores were developed in the middle of the last.

At the post-text stage, a cognitive exploration exercise (information retrieval exercise) should be used. It assumes an ideal approximation of the read text and identifies the most important and additional multicultural elements of text content to prepare it for replication. (See table 4)

To solve the above problems, various types of exercises are used:

Exercises to determine the topic of the text:

Story transfer exercises:

Table 4

There are some examples of books which improves English vocabulary

№	Authors	Names of the books	Contents
1	Kenneth Grahame	The Wind in the Willows	This classic tale takes place in the English countryside and shares the adventures of the animals that live by the river. Grahame's simple use of language with imaginative stories makes this a pleasurable read for adults and children.
2	William Golding	Lord of the Flies	This book is a modern classic and a popular study text for schools all over the world. When a group of boys are isolated on a desert island, the society they create descends into ruthless behavior. Golding uses dramatic and descriptive language, almost like

			poetry, making you feel like you're in the scenes yourself
3	Ernest Hemingway	The Old Man and the Sea	Ernest Hemingway is well-known for his clear, straightforward writing style and short sentence structure, which is great for English language learners and many people have read it in school. It's the courageous tale of a Cuban fisherman and his battle to land a giant marlin and it's a perfect introduction to Hemingway as an author.
4	George Orwell	Animal Farm	This short, allegorical novel tells the story of animals rebelling against their human masters, and is a satire of the Stalin era in the Soviet Union. Orwell uses simple English to appeal to all reading levels with a 'less is more' approach, and the animals speak in short, clear sentences.
5	Mitch Albom	Tuesdays with Morrie	When Mitch Albom reconnects with Morrie Schwartz, his former college professor, he learns valuable life lessons and shares with readers all the funny, insightful wisdom that Morrie reveals in the last months of his life. It's a great book to pick up a more conversational reading and writing style. It's also a great book to read aloud
6	Nick Hornby	High Fidelity	A must-read for any music lover, this modern story uses a casual language style. It is written from the point of view of the main character, Rob, a heartbroken vinyl record store owner living in north London. It has a quick-pace feel with short, funny conversations between characters that really keep the story moving.
7	Mark Haddon	The Curious Incident of the Dog in the Night-Time	This is the story about the adventures of a young boy with autism, Christopher. When he discovers the murder of his neighbor's dog, he decides to investigate it. As it's told from Christopher's point of view, his matter-of-fact explanations for everything he sees are clear and easy to understand and take you on an intriguing journey.

Analyzing the above literature, it can be said that the topics with a broad scope and suggested topics in the syllabus does not have a logical sequence; coherence and continuity in themes does not exist. Also, national educational literature, electronic computing programs and textbooks are not available enough. For example, cited above Subjects 4, 5, 6 recommended for the second course in the completed curriculum (See table 2.0) It is about Uzbekistan and the world and is recommended matching information is difficult to find in the mainstream literature. In addition, the practice of linguistic aspects is a communicative lexicon (vocabulary increase) module #ITD-1, A-1-219 "In the educational system in foreign language (English) higher education institutions to obtain the S1 level of European Competences (CEFR) a practical project called "Creating a teaching-methodical complex that provides. The study guide "VOCABULARY" for the 1st and 2nd courses G. Bakieva, M. Created by Rachmanova and Sh Turgunova. Study the manuals are structured around 9 core topics and 18 core topics consisting of sub-themes and carried out in accordance with the working program (See table 5)

Table 5

The observation test included the taking after objectives:
1. Check and favor the created technique for the improvement of discourse competence of students in professionally situated preparing in chosen preparing bunches.
2. To form the fundamental redresses of this technique in arrange to extend its adequacy and victory in hone.
3. To streamline the grouping and degree of complexity of the connected educational and discourse material to extend its optimization.

The dissertation also pays attention to preparation and speaking practice. Warnings develop thinking skills. Includes models and outlines of text, audio materials, etc. Conversation practice focuses on content and difficulty. The exercises become more creative and do not require samples. Speech and writing exercises can be: text reproduction, use of supports, clear images, based on speech and experience. An essay can be a description, a narrative, a discussion, a polemic. The goal is to express thoughts and arouse interest. Tasks to improve writing skills: book content, review, character analysis, comparison of books, letter to the author, story based on it. The study guide updates the material and allows for cultural learning. (See figure 2)
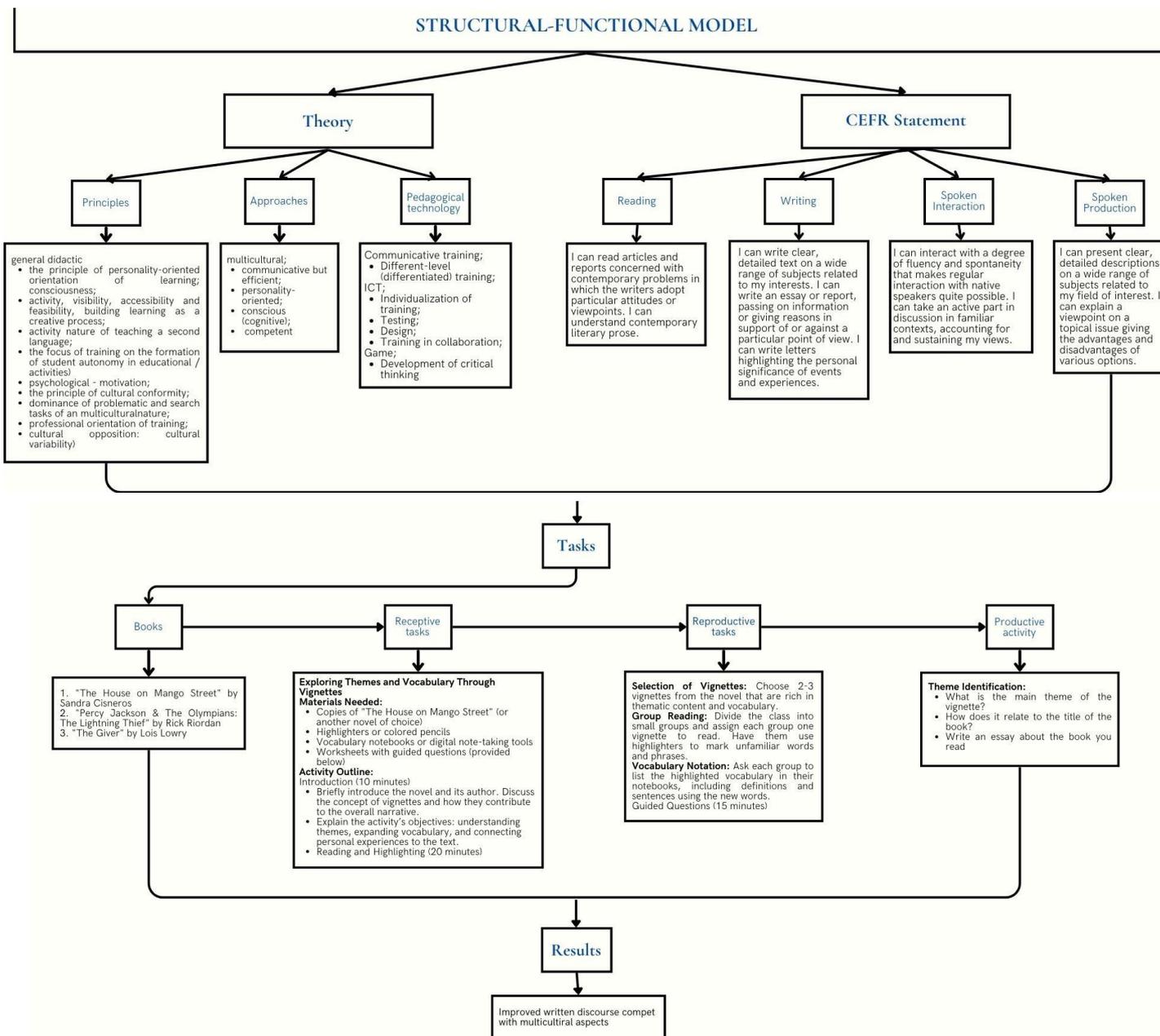
STRUCTURAL-FUNCTIONAL MODEL

Theory

CEFR Statement

Principles

Approaches

Pedagogical technology

Reading

Writing

Spoken Interaction

Spoken Production

general didactic
- the principle of personality-oriented orientation of learning; consciousness;
- activity, visibility, accessibility and feasibility, building learning as a creative process;
- activity nature of teaching a second language;
- the focus of training on the formation of student autonomy in educational / activities)
- psychological - motivation;
- the principle of cultural conformity;
- dominance of problematic and search tasks of an multiculturalnature;
- professional orientation of training;
- cultural opposition: cultural variability)

multicultural;
- communicative but efficient;
- personality-oriented;
- conscious (cognitive);
- competent

Communicative training;
- Different-level (differentiated) training; ICT;
- Individualization of training;
- Testing;
- Design;
- Training in collaboration; Game;
- Development of critical thinking

I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Tasks

Books

Receptive tasks

Reproductive tasks

Productive activity

1. "The House on Mango Street" by Sandra Cisneros
2. "Percy Jackson & The Olympians: The Lightning Thief" by Rick Riordan
3. "The Giver" by Lois Lowry

Exploring Themes and Vocabulary Through Vignettes
Materials Needed:
- Copies of "The House on Mango Street" (or another novel of choice)
- Highlighters or colored pencils
- Vocabulary notebooks or digital note-taking tools
- Worksheets with guided questions (provided below)
Activity Outline:
Introduction (10 minutes)
- Briefly introduce the novel and its author. Discuss the concept of vignettes and how they contribute to the overall narrative.
- Explain the activity's objectives: understanding themes, expanding vocabulary, and connecting personal experiences to the text.
- Reading and Highlighting (20 minutes)

Selection of Vignettes: Choose 2-3 vignettes from the novel that are rich in thematic content and vocabulary.
Group Reading: Divide the class into small groups and assign each group one vignette to read. Have them use highlighters to mark unfamiliar words and phrases.
Vocabulary Notation: Ask each group to list the highlighted vocabulary in their notebooks, including definitions and sentences using the new words.
Guided Questions (15 minutes)

Theme Identification:
- What is the main theme of the vignette?
- How does it relate to the title of the book?
- Write an essay about the book you read

Results

Improved written discourse compet with multicultiral aspects

Figure 2 Structural-Functuional Model

Recent research on enhancing discourse competence in foreign language learning reveals several significant outcomes across different themes: In the development of foreign language discourse competence for students in linguistic faculties, a structured methodology has proven effective. This approach integrates various discourse patterns and genre-specific conventions, leading to improved instructional strategies and more coherent, contextually appropriate written texts. Additionally, employing comprehensive frameworks that incorporate culturally relevant content has enhanced students' proficiency in both written and spoken tasks, equipping them to handle complex discourse requirements in diverse academic and professional settings

The third chapter of the dissertation is titled " **The arrangement work of**

pedagogical experiment-test and its results ". This chapter presents a study related to discourse competence and also provides the results of experimental student training aimed at improving their discursive (written) competence.

The experiment was conducted across three distinct locations: Samarkand, Bukhara, and Tashkent. Each site provided valuable data, and the outcomes were uniformly satisfactory. To organize our experimental training, we chose the following non-variable conditions: time interval for conducting experimental training - 1 year (time for passing the elective course); level of English language proficiency - B1 ("pre-intermediate"), as well as levels B2, partially C1; Number and concentration of instruction during experimental training, and total hours of training - 2 hours per week, 2 hours of instruction per week.

In total, 134 students from the Samarkand State Institute of Foreign Languages, Bukhara State University and Uzbekistan State World Languages University took part in the experimental training. The research was also carried out in terms of surveying study participants' behavioral intentions to use the hard copy and electronic versions of reading material for PC and Kindle.

In order to guarantee the reliability and validity of the research results, experimental studies were carried out with the participation of students in three sample higher educational institutions: Samarkand State Institute of Foreign Languages, Bukhara State University and Uzbekistan State World Languages University (See Table 3.1). In total, 134 students took part in the pre-test stage of the study,13 4students participated in the post-test stage of the research experiment. (see table 6,7)

Table 6

Distribution of pre-test stage participants of the research among sample institutions

Sample Institutions	Bukhara State University	Samarkand State Foreign Languages Institute	Uzbekistan State World Languages University
Number of Participants (*N*)	54	40	40

Table 7

Distribution of Post-Test Stages Participants of the Research Among Sample Institutions in Control and Treatment Groups

Sample Institutions	Bukhara State University	Samarkand State Foreign Languages Institute	Uzbekistan State World Languages University	Total *N*
Control Groups	66	49	42	157
Experimental Groups	54	40	40	134
Total Number of Participants (*N*)	120	89	82	291

Convenience sampling was used in choosing the study participants. The study participants were selected from pre-service English teacher training courses that lead to Bachelor's degree in 60111800[19] - Foreign Language and Literature. State educational standards, curricula, syllabi, and core modules offered within the courses at the institutions are developed and approved by the Ministry of Higher Secondary Specialized Education. Therefore, there is a high consistency in the delivery mode, module hours of the courses in all chosen institutions.

When choosing research methods, true experimental and quasi-experimental approaches were considered. In this case , a quasi-experiment was used because it was not possible to ensure complete control over all variables due to differences in students, learning conditions, and their input[20]. Random assignment of participants to control and experimental groups was challenging in this study.

A variety of experimental learning conditions included techniques for developing foreign language discourse skills in students specializing in navigating extracurricular activities while learning English. The basis of the training was the material of the elective course "Everyday English for Students", authentic English-language materials from the Internet and others, included in the named sources. The correctness of the experimental data was checked by comparison with the results in control groups learning English using the textbook by N.G. Feoktistova "English for students" [21].

Following the experimental methodology, E.A. Shtulman[22] suggested the following.

At this stage, the early stages of the development of foreign language discourse were determined according to the following five criteria:

Educational, motivational, content-based, activity-based, evaluative. Levels of multicultural knowledge, skills and abilities were classified as follows depending on the stage of development of foreign language proficiency. low (up to 20%), below average (21-40%), average (41-60%), above average (61-80%) and high (81-100%).

Diagnostics were carried out on the basis of observation data and oral interviews (individual and group conversations), objective tests, questionnaires, role-playing games, brainstorming, round tables (joint open discussions), mini-essays and polylogues with the "native language". speaker".

Students' responses were rated on a 5-point scale by the work of McGraw Hill'

"Writing assessment and evaluation rubrics

Students' answers were assessed on a 5-point scale.

- 5 – "high"; A paper in this category shows a

superior command of the tools of

language.

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[19] 60111800 - Хорижий тил ва адабиёти (тиллар бўйича) бакалавриат таълим йўналишининг малака талаблари. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги. Тошкент, 2018. – 37 б

[20] Ari D. et al. Introduction to educational research. – Cengage Learning, 2009. – 696 p.

[21] N._G._Feoktistova 1998 https://openlibrary.org/authors/OL8949171A/N._G._Feoktistova

[22] Helgeson, Kurt R., and Anthony E. Schwaller. "Selecting instructional strategies for technology education." (2003).

- 4– "above average"; A paper in this category shows an adequate command of the tools of language.
- 3 – "average"; A paper in this category shows a less than adequate command of the tools of language.
- 2-1 – "Low" A paper in this category shows a consist tent pattern of weakness in using the tools of language.
-0- "Fail".

Research has shown that English, which contains a lot of multicultural information and new terms, is difficult for most students.

A multiple-choice test and essay writing were used in the pre-experimental section to determine the level of multicultural knowledge. Each question had 3-4 answer options), containing 60 questions about English-speaking countries. Analysis of the results obtained in the pre-experimental part showed that students in the experimental and control groups have a fairly high general motivation in terms of mastering the subject.

Insufficient knowledge, relevant skills and competence required to develop discourse in a second language. This indicates the absence or underdevelopment of this ability.

Checking the level of proficiency in dialogic writing and speaking skills were imposed on the material of the reading and role-playing game "Interview". The students were given reading handouts and cards with the necessary expressions for each role, which could be formed in the dialogue. The students' detailed dialogue contained the necessary lexical material and was grammatically correct according to the communication task. And the another one is to write an essay according to the reading material. Contact effectiveness in specific areas and communication situations and achievement of writing goals are observed. Familiarization of understudies with certain knowledge/information approximately the nation of the expression being considered. Performing an arrangement of works out pointed at acing the desired data, as well as discourse communication abilities and capacities that are satisfactory to the multicultural aspects of writing and communication. Successful achievement of improved writing comes about is conceivable given that the common pedantic, mental and legitimate methodological standards fundamental the instructing of writing and communication are taken into consideration. According N.I. Gez[23] to the all details and factors were conducted, it brings to statistic test analysis.

Statistical treatment of experimental data and data from pedagogical observations on various activities in the classroom demonstrate the effectiveness of the proposed methodology. Students in the experimental groups showed a steady interest in foreign language learning, stimulated creative activities in the classroom, displayed spontaneity and imagination, were more interested in their own culture, and were more interested in the media. We often search the Internet and other sources for the information we need. (See figure 3)

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[23] Gez, N. I. "Interrelationships between oral and written forms of communication." *Soviet Education* 8.8 (1996): 24-32.
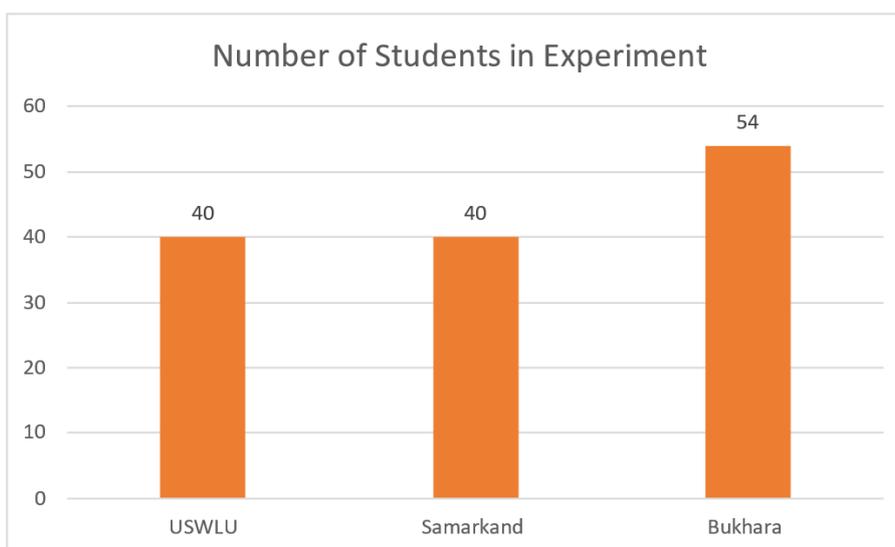
Figure 3 Number of Students in Experiment

The students willingly collaborated in educational and cognitive communicative activities, often of a research nature, prepared interesting abstracts and reports using the latest computer technologies. From the beginning of the task they interacted me very well and with lots of passion. According to the methodological requirements set for organizing and conducting experimental studies, the study was carried out in 2021-2022 with the participation of students in three sample higher education institutions: Bukhara State University, Samarkand State Institute of Foreign Languages, and Uzbekistan State World Languages University. The study involved 134 students taking pre-service teacher education courses in specialties: Foreign Language and Literature and Philology and Teaching Languages.

In order to analyze the independence of studies we used T test formula.

A T-test is a statistical test that is used to compare the means of two groups. It is often used in hypothesis testing to determine whether a process or treatment actually has an effect on the population of interest, or whether two groups are different from one another. We conducted test in 3 universities and in this chapter, We will determine how independent and how effective it was. Summary table for T test studies (see table 8).

Table 8

	Number of students in Groups	Pre-Test Stage Indicators		Post-Test Stage Indicators	
		Standard Deviation	Mean Value	Standard Deviation	Mean Value
Bukhara State University	54	0.62	3.13	0.75	4.17
Samarkand State Institute of Foreign Languages	40	0.65	2.8	0.75	3.95
Uzbekistan State World Languages University	40	0.58	3.15	0.8	4.15

T-test Formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

The formula for the two-sample t-test (Student's t-test) is shown above. In this formula, t is the t value, x_1 and x_2 are the means of the two groups being compared, s_2 is the pooled standard error of the two groups, and n_1 and n_2 are the number of observations in each of the groups.

A larger t value shows that the difference between group means is greater than the pooled standard error, indicating a more significant difference between the groups.
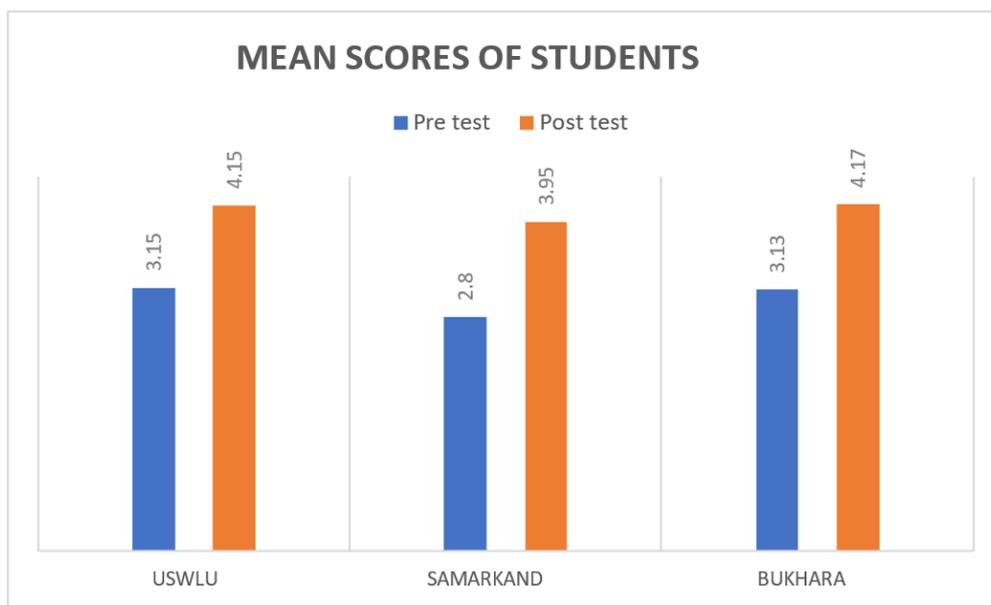
Figure 4 Mean Scores of Students
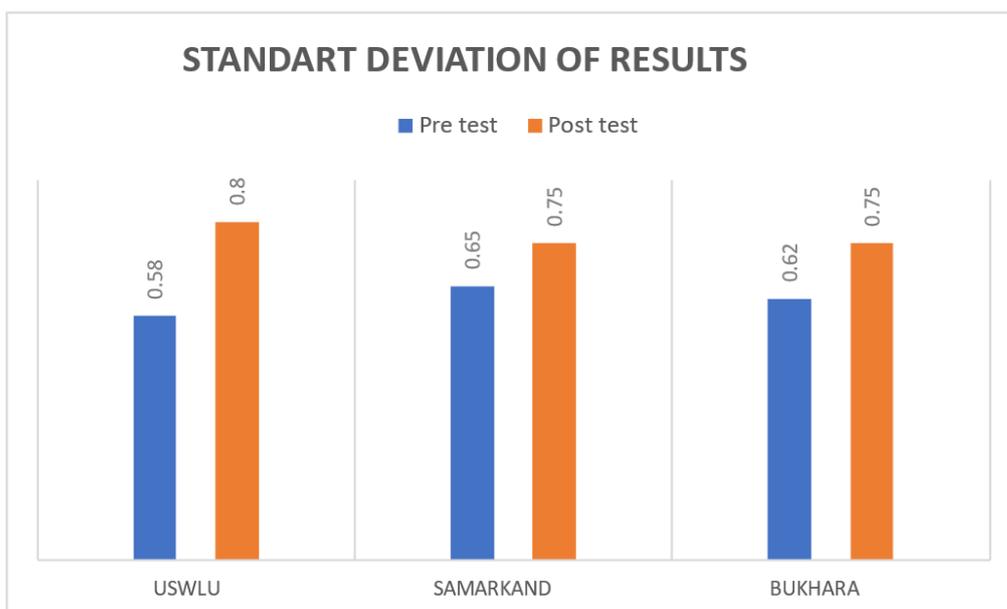
Figure 5 Standard Deviation of Results

Uzbekistan State World Languages University T-test results
t-Test: Paired Two Sample for Means

	Pre-test	Posttest
Mean	3.15	4.15
Variance	0.34	0.64
Observations	40.00	40.00
Pearson Correlation	0.61	
Hypothesized Mean Difference	0.00	
df	39.00	
t Stat	-9.87	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.68	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.02	

Uzbekistan State World Languages University difference in pretest (M=3.15: SD=0.58) and posttest (M=4.15; SD=0.8) was significant (t(40) =-9.87), p value is less then 0.05 thus rejecting null hypothesis, Pearson Correlation equaled to 0.61. These findings give us that Studies were significant

Bukhara University T-test results
t-Test: Paired Two Sample for Means

	Pre-test	Posttest
Mean	3.13	4.17
Variance	0.38	0.56
Observations	54.00	54.00
Pearson Correlation	0.65	
Hypothesized Mean Difference	0.00	
df	53.00	
t Stat	-13.10	
P(T<=t) one-tail	0.00	
t Critical one-tail	1.67	
P(T<=t) two-tail	0.00	
t Critical two-tail	2.01	

Bukhara University difference in pretest (M=3.13: SD=0.62) and posttest (M=4.17; SD=0.75) was significant (t(54) =-13.10), p value is less then 0.05 thus rejecting null hypothesis, Pearson Correlation equaled to 0.65. These findings give us that Studies were significant

Samarkand State Institute of Foreign Languages T-Test results

t-Test: Two-Sample Assuming Equal Variances

		Pre-test	Posttest
Mean		2.8	4.0
Variance		0.4	0.6
Observations		40.0	40.0
Pooled Variance		0.5	
Hypothesized	Mean		
Difference		0.0	
df		78.0	
t Stat		-7.3	
P(T<=t) one-tail		0.0	
t Critical one-tail		1.7	
P(T<=t) two-tail		0.0	
t Critical two-tail		2.0	

Samarkand State Institute of Foreign Languages difference in pretest (M=2.8: SD=0.65) and posttest (M=4.0; SD=0.75) was significant (t(40) =-7.3), p value is less then 0.05 thus rejecting null hypothesis, Pearson Correlation equaled to 0.61. These findings give us that Studies were significant.

Out T studies showed that studies were significant and all rejected null hypothesis.

The most significant came Bukhara then Tashkent and at last Samarkand.

Summarizing the over, we will state that this procedure can be utilized within the hone of instructing to improve writing, as well as within the creation of instructing materials for reading. The improvement of discourse competence in reading every day experimental work within the professionally arranged instructing of a discourse competence great result in average with 12.7%.

CONCLUSION

The study conducted in this dissertation indicates that improving discourse competence is an essential element of linguistic university education, especially for students in their first and second years. This study emphasizes the need of implementing a comprehensive approach that integrates reading activities with the objective of improving writing abilities in

language training institutions. Research has identified the use of a structural-functional model, in combination with textual and communicative discourse situations, as an effective strategy to get optimum outcomes and improve training effectiveness. It is essential to include a structural-functional model into the learning process, which effectively replicates intercultural communication issues encountered in real-life scenarios. This strategy enhances the acquisition of vital skills and tactics for proficient intercultural communication by providing students with opportunities to engage in authentic professional scenarios, including both written and spoken discourse circumstances, so allowing them to practice and enhance their language proficiency. The findings of this study validate that a well-designed and structured learning process, grounded in a structural-functional framework, significantly improves the acquisition of discourse competence.

Moreover, engaging in reading activities and fulfilling homework in a foreign language outside of the classroom are crucial for cultivating the proficiency to speak proficiently. These activities facilitate the application of students' language skills in several contexts and enhance their comprehension of cultural aspects related to language use. It is crucial for educators to provide instructional materials that include concepts pertaining to proficient communication, cultural norms, and various scenarios that exemplify different modes of communication. Integrating authentic books and texts into assignments enhances students' linguistic proficiency and cultural comprehension, while also fostering their capacity to participate in substantive dialogues. This research highlights the significance of a comprehensive approach that combines a structural-functional model, written and communicative discourse settings, and reading activities to enhance discourse competence in linguistic and linguistic education. The findings of this study provide practical insights and recommendations for educators seeking to equip students with the necessary abilities to actively participate in intercultural interactions within their careers. Through the use of these strategies, teachers may effectively foster the development of students' ability to engage in meaningful conversations, equipping them with the necessary skills to write proficiently in many cultural and linguistic contexts.

1.   The efficacy of language training in enhancing discourse competence: The measure for assessing the efficiency of language training is based on the observed positive results in the advancement of all aspects of discourse competence among students in linguistic universities. To ensure efficient language instruction, it is essential to focus on various tasks that accurately categorize and execute, thereby enhancing students' communication

skills. By integrating a variety of activities in a foreign language, students may boost their linguistic proficiency and develop improved communication skills in the target language.

2.   The importance of a structured and functional approach is paramount. The effective cultivation of discourse competence in students attending linguistic and linguistic universities depends on implementing a well-organized and practical language training model. This model should have logical justification, implementation components, and control mechanisms that appropriately represent the process of gaining discourse competency. Language educators may facilitate students' language development by using a systematic strategy that ensures the learning of essential language skills and promotes efficient communication in the desired language.

3.   The importance of participating in cross-cultural interactions and real-world scenarios: In order to improve students' ability to communicate effectively in multicultural settings, it is essential to design language training programs that incorporate authentic scenarios of professional multicultural interaction. Language educators can improve students' discourse competence by exposing them to real-life situations and facilitating interaction with individuals from diverse cultures. Students can improve their foreign language speaking skills by making a set of tasks that match the categories of multicultural and communicative discourse situations and correspond to different stages of language development.

4.   In order to achieve successful outcomes and ensure the effectiveness of training, the learning process must be structured in accordance with the strategy. Using a structural-functional demonstration, simulate the conditions of authentic professional intercultural interaction among prospective experts. We will achieve this by using written communication and simulated discourse situations from the professional community of experts with this particular profile.

5.   Multicultural characteristics and discourse competence: The emerging future experts should integrate their expertise into numerous types of employment in foreign contexts and engage in diverse extracurricular activities. When developing proficiency in cross-cultural communication, it's crucial to take into account various factors such as educational resources that cover relevant concepts, generalizations of cultural objects and behaviors, typical scenarios that can serve as the basis for advanced activities in multicultural communication, the selection of appropriate books for teaching discourse competence to first- and second-year students, and the progression of students' discourse competence through the use of authentic texts.

To summarize, this work highlights the importance of efficient language instruction in enhancing students' ability to write effectively in linguistic education. Language educators can enhance students' language skills and improve their ability to communicate effectively in multicultural contexts by incorporating a variety of activities, using a structured and functional approach, and emphasizing multicultural interaction and authentic scenarios. This study's results provide practical insights and suggestions for educators who want to improve the discourse competency of students in language universities.

**O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
PhD.03/07.06.2024.Ped.27.02 RAQAMLI ILMIY KENGASH**

O'ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI

RAXIMOVA SHAXNOZA PULATOVNA

**TALABALARNING DISKURS KOMPETENSIYALARINI
TAKOMILLASHTIRISHNING MULTIMADANIY ASPEKTLARI
(INGLIZ TILI YO'NALISHI)**

13.00.02 – Ta'lim va tarbiya nazariyasi va metodikasi (ingliz tili)

**Pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI**

Toshkent – 2024

Pedagogika fanlari bo'yicha Falsafa doktori (PhD) dissertatsiyasi mavzusi O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazrligi huzuridagi Oliy attestatsiya komissiyasida B2022.2.PhD/Ped3625 raqam bilan ro'yxatga olingan.

Dissertatsiya O'zbekiston davlat jahon tillari universitetida bajarilgan.

Dissertatsiya avtoreferati uch tilda (ingliz , o'zbek, rus (rezyume)) Ilmiy kengash veb- sahifasida (www.uswlu.uz) va «ZiyoNet» Axborot-ta'lim portalida (www.ziyonet.uz) joylashtirilgan.

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Yetakchi tashkilot:	**Toshkent davlat pedagogika universiteti**

Dissertatsiya himoyasi O'zbekiston davlat jahon tillari universiteti huzuridagi Ilmiy darajalar beruvchi PhD.03/07.06.2024.Ped.27.02 raqamli Ilmiy kengashning 2024-yil «____»_____ soat ____dagi majlisida bo'lib o'tadi. (Manzil: Toshkent shahri, Uchtepa tumani, Kichik halqa yo'li ko'chasi, G-9A mavzesi, 21-uy. Tel.: (99871) 230-12-91; Faks: (99871) 230-12-92; e-mail: uzswlu@gmail.ru).

Dissertatsiya bilan O'zbekiston davlat jahon tillari universiteti Axborot-resurs markazida tanishish mumkin (_____ raqam bilan ro'yxatga olingan). (Manzil: 100138, Toshkent shahri, Uchtepa tumani, Kichik halqa yo'li ko 'chasi, G-9A mavzesi, 21-uy. Tel.: (99871) 230-12-91; Faks: (99871) 230-12-92.

Dissertatsiya avtoreferati 2024-yil «_____»_____ kunida tarqatildi.
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KIRISH (Falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zaruriyati.

Zamonaviy dunyoda yozma nutq kompetensiyasining ko'p madaniyatli o'lchovlarini tadqiq qilish global muloqotning yanada integratsiyalashganligi sababli muhim ahamiyatga ega. Globallashuv jarayonida ko'p madaniyatli vaziyatlarda samarali yozma muloqotga bo'lgan ehtiyoj ortib bormoqda, chunki odamlar va korxonalar turli xil madaniy kelib chiqishidan kelib chiqib, muntazam ravishda o'zaro aloqada bo'lishadi. Samarali muloqot uchun inson turli madaniy me'yorlar, qadriyatlar va nutq amaliyotlarini chuqur tushunishi lozim. Yozma materiallar ko'pincha akademik, professional va raqamli kontekstlarda bir necha madaniy kelib chiqishga ega auditoriyaga taqdim etiladi. Madaniyatlararo nutqda yuqori malakaga ega bo'lish, turli madaniy nuqtai nazarlar bilan munosabatda bo'lganda, muloqotning ma'noli, e'tiborli va samarali bo'lishini ta'minlaydi. Ushbu omillarni tushunish madaniyat sezgirligini tan olish va ularga mos ravishda yondashishni talab etadi, jumladan stereotiplardan voz kechish, madaniy jihatdan o'ziga xos ishoralarni tushunish va tilni turli madaniy me'yorlarga moslashtirish. Bularning barchasi samarali va ko'p madaniyatli yozma muloqot uchun zarurdir.

Jahonda yozma diskursiv kompetentsiyani ta'lim muassasalarida talabalarni ko'p madaniyatli muhitda muvaffaqiyatli yozishga o'rgatish juda muhimdir. Bu jarayon oddiy til kompetensiyasidan tashqari, keng doiradagi madaniy aloqa usullari va umidlariga hurmat ko'rsatish va harakat qilish qobiliyatini o'z ichiga oladi. Ish joyida, xususan, xalqaro va ko'p madaniyatli muhitda samarali yozma muloqot hamkorlikni rivojlantirish, tushunmovchiliklarni kamaytirish va turli madaniy nuqtai nazarlarni qabul qilish orqali umumiy samaradorlikni oshirish imkonini beradi. Raqamli ommaviy axborot vositalarining tobora ortib borishi yozma muloqotda madaniyatlararo tushunishni bilish zarurligini ta'kidlaydi. Onlayn muloqot ko'pincha turli madaniy kelib chiqishi bo'lgan odamlar bilan aloqani o'z ichiga oladi, bu esa aloqalarni shunga mos ravishda moslashtirishni talab qiladi. Ushbu tadqiqot turli madaniyatlarda yozma muloqotning usullari, uslub, munosabat va etiketdagi o'zgarishlar qanday qo'llanishini o'rganadi. Shuningdek, madaniyatlararo muloqotda mualliflarning qobiliyatlarini yaxshilash usullarini o'rganadi. Masalan, University of New South Wales (UNSW Sydney), Washington University in St. Louis, va University of Liverpool kabi muassasalar madaniyatlararo xabardorlikni ta'kidlaydigan treninglar o'tkazib, bu muammoni yechishga intilmoqda. Bu tadqiqotlar, talabalarga global muloqot sharoitida muvaffaqiyatli yozish ko'nikmalarini rivojlantirishga yordam berishi mumkin.

O'zbekistonning chet tillarini o'rganishga qaratilgan islohotlar 2021-yilgacha jadal rivojlanayotganligi ma'lum. Ushbu islohotlar doirasida talabalarning nutqiy kompetensiyasini oshirish amaliyoti, nafaqat til ko'nikmalarini, balki muloqot va yozish ko'nikmalarini ham rivojlantirishga qaratilgan. Bu jarayon, shuningdek, talabalarning tanqidiy fikrlash va o'z-o'zini baholash qobiliyatlarini mustahkamlashga xizmat qiladi, bu esa o'z navbatida ish faoliyatini yaxshilashga olib keladi. Shuningdek, ta'lim muassasalari ichida uzluksiz ta'lim va doimiy yozishni rivojlantirishni qo'llab-quvvatlash uchun samarali usullar ishlab

chiqilmoqda. Ushbu yondashuvlar, talabalarni keng qamrovli o'qishga undash maqsadida, o'quv dasturlariga integratsiyalashgan.

O'zbekiston Respublikasi Prezidenti Sh. M. Mirziyoyevning ta'kidlashicha, «Biz bir yil avval taraqqiyotimizning beshta asosiy yo'nalishini belgilab olgan edik. Ulardan biri ta'lim sohasini rivojlantirishdir. Men ta'lim va muallimlarni har doim alohida ta'kidlayman, chunki ta'limni rivojlantirmasdan yuksak taraqqiyotga erisha olmaymiz». Tadqiqotning dolzarbligi siyosiy va madaniy aloqalarning kengayishi, shuningdek, ommaviy kommunikatsiya vositalarining rivojlanishi natijasida chet tillarining umumiy tilga aylanishidan kelib chiqadi. Har bir darajadagi tillarni o'qitishga bo'lgan talab oshib bormoqda. Ushbu dissertatsiya tadqiqoti O'zbekiston Respublikasining quyidagi normativ-huquqiy hujjatlariga asoslanadi: 2020-yil 23-sentabrdagi "Ta'lim to'g'risida"gi Qonun (ORQ-637-son). 2019-yil 29-apreldagi "O'zbekiston Respublikasining xalqi" qarori. "Ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi qaror (PF-5712-son).

"Raqamli O'zbekiston: 2030-yilgacha bo'lgan strategiya va uni samarali amalga oshirish chora-tadbirlarini tasdiqlash to'g'risida"gi qaror (PF-6079-son) 2020-yil oktabr. 2020-yil 31-dekabrdagi "Amaliyot" hujjati (PQ-4939-son). 2021-yilga mo'ljallangan "Baholash tizimini tubdan takomillashtirish va mehnat bozorini malakali kadrlar bilan ta'minlash chora-tadbirlari to'g'risida"gi hujjat (PQ-4939-son). Shuningdek, 2017-yil 31-avgustdagi PQ-5241-sonli hujjat "Mehnat bozorini malakali kadrlar bilan ta'minlash chora-tadbirlari to'g'risida" oliy, o'rta va kasb-hunar ta'lim muassasalari o'rtasida o'quv jarayoni va ishlab chiqarish amaliyotining integratsiyalashuvini nazarda tutadi.[1]

Tadqiqotning respublika fan va texnologiyalarini rivojlanishining ustuvor yo'nalishlariga mosligi. Dissertatsiya "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini takomillashtirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishi doirasida respublika fan va texnologiyalar rivojlanishiga bag'ishlangan tadqiqot sifatida bajarilgan.

Muammoning o'rganilganilganlik darajasi O'zbekistonda chet tillarini o'qitish masalalari G.X. Bakieva[2], L.T. Ahmedova, B.G. Qulmatov[3], J.J. Jalolov,

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[1] Urzabaev Kh. I Theoretical and Methodological Foundations of using the Language portfolio in pre-service English teacher Education. Content of Dissertation. 2021 Urzabaev Kh. I Theoretical and Methodological Foundations of using the Language portfolio in pre-service English teacher Education. Content of Dissertation. 2021

[2] Bakieva G.Kh., Tukhtasinov I.M. Expressing Stylistic Devices in Compound Words // Eastern European Scientific Journal. – Ausbage, 2018. №3 – p. 49-55; Axmedova L.T. Rol i mesto pedagogicheskix texnologiy v professionalnoy podgotovke studentov. – Tashkent: Fan va texnologiya, 2009. – 160 s.; Jalolov J. Chet til o'qitish metodikasi. – T., 2012. – 432 b.; Sattorov T. Bo'lajak chet tili o'qituvchisining uslubiy omilkorligini shakllantirish texnologiyasi (ingliz tili materialida) TDYUI. – T., 2003. − 198 b.; Djusupov M. Bilingvalnoye obrazovaniye: problema zvukovoy i lingvokulturnoy interferensii. // Vestnik RUDN. 2017. №3. – S.351-358.; Xoshimova D.U. Lingvodidakticheskiye osnovi izucheniya lakun v kontekste sovremennogo funksionirovaniya russkogo yazika i mejyazikovix vzaimodeystviy: Dis. … dokt. Ped. nauk. – T., 2007. – 209 s

[3] Kulmatov B.G. Ingliz tilini innovatsion texnologiyalar yordamida o'qitishda CEFR mezonlaridan foydalanishning nazariy asoslarini takomillashtirish. Ped.fan.fal.d-ri …diss. – T.: 2018. - 97 b

Tatiana Lașcu Published2 March 2021 Sociology The paper presents an analysis of the basic principles which govern the discursive approach of the literary text. Norbury, C.F. and Bishop, D.V.M. (2002) 'Inferential Processing and Story Recall in Children with Communication Problems: A Comparison of Specific Language Impairment, Pragmatic Language Impairment and High-Functioning Autism', International Journal of Language and

T.K. Sattorov, M. Djusupov, D.U. Hoshimova va I.M. Toʻxtasinovlar tomonidan oʻrganilgan. Mamlakatning chet tillarini oʻrganish tizimida umumiy Yevropa maʼlumot bazasini (CEFR) joriy etish boʻyicha koʻrib chiqilgan masalalar quyidagi olimlar tomonidan tahlil etilgan: F.M. Rashidova[4], J. Jalolov, G. Mahkamova, Sh. Ashurova, L. Kirxam, A. Irisqulov va B.G. Qulmatov.

Nazariy qarashlar Oʻzbekistonda boshqa bir qator olimlar, jumladan N.D. Begiboyeva, X.A. Axmadjonov, F.Sh. Alimov, M.H. Rashidova va M. Mirgiyazova tomonidan ham tadqiq etilgan. Shuningdek, MDH olimlari I. Kruze, O. Miroshnikova va A. Sycheva tomonidan oliy taʼlim muassasalarida boʻlajak mutaxassislarning til koʻnikmalarini rivojlantirishda Yevropa tillari portfelini joriy etish taklif qilingan. Nutq kompetensiyasi Kembrij va Moldova universitetlari aʼzolari L. Bachman va T. Laşku tomonidan ishlab chiqilgan. Hozirgacha Oʻzbekistonda taʼlimda oʻqish texnologiyalaridan foydalanish va yozish malakasi pedagogikasini joriy etish muammolari kuzatilmoqda. Ingliz tili taʼlimi nutq (yozma) kompetentsiyani rivojlantirish uchun oʻquv dasturlarining belgilanishi obyekti boʻlmagan. Oʻzbekistonda texnologiyalarning jadal rivojlanishi natijasida nutqiy kompetensiyani oshirish imkoniyatlari va global oʻzgarishlar eng yuqori oʻrinlarda bormoqda.

Tadqiqotning dissertatsiya bajarilgan oliy taʼlim muassasasi ilmiy-tadqiqot ishlarini rejalari bilan bogʻliqligi.

Dissertatsiya tadqiqoti Oʻzbekiston Davlat Jahon Tillari Universiteti ingliz tilini oʻqitish metodikasi kafedrasining №2 I-204-4-5 loyihasi doirasida olib borilmoqda. Tadqiqot innovatsion loyiha rejasiga muvofiq amalga oshirilmoqda. Unda ingliz tili mutaxassislik fanlari uchun axborot-kommunikatsiya texnologiyalaridan foydalangan holda virtual resurslarni yaratish va ularni oʻquv jarayoniga integratsiya qilish yoʻlga qoʻyilgan.

Tadqiqotning maqsadi tilshunoslik fakultetining 1-2-kurs talabalarining nutq (yozma) kompetensiyasini koʻp madaniyatli jihatlar orqali oshirish.

Tadqiqotning vazifalari: muloqot kompetensiyasi tushunchasi, uning taʼriflari, mazmuni va amalga oshirish sohalari boʻyicha tegishli tadqiqotlar, manbalar va adabiyotlarni tahlil qilish;

talabalarga chet tilini oʻqitishda qoʻllaniladigan davlat taʼlim standartlari, malaka talablari, kurs dasturlari va boshqa tegishli meʼyoriy hujjatlarni koʻrib chiqish va tahlil qilish;

universitet talabalarining diskursiv kompetentsiyasini rivojlantirishda koʻp madaniyatli komponentni tadqiq qilish va tahlil qilish.

ingliz tilini oʻqitishga ixtisoslashgan bakalavriat kurslarida nutq kompetensiyasini oshirish uchun oʻqish resurslaridan foydalanish boʻyicha nazariy va tadqiqot asosidagi uslubiy tavsiyalarni ishlab chiqish.

Communication Disorders 37(3): 227–251. Ochs, E. and Capps, L. (2009).

[4] Rashidova F.M. Sovershenstvovaniye konseptualno-metodicheskix osnov vnedreniya CEFR s sistemu neprerinogo obrazovaniya Uzbekistana (na primere angliyskogo yazika). Diss. ... dok.ped.nauk. – T.: 2017. – S.309; Jalolov J., Makhkamova G., Ashurov Sh. English Language Teaching Metodology (theory and practice). –T.: Fan va texnologiya, 2015. –336 b.; Kirkham L., Iriskulov A., Rashidova F. A Handbook for Teachers of Foreign Languages with reference to the CEFR. – Tashkent, 2014. – 3 p., – 32;

Tadqiqotning obyekti: til oʻqitish fakultetining 1-2-kurs talabalarining nutq (yozma) kompetentsiyasini koʻp madaniyatli jihatlar orqali qanday qilib samarali takomillashtirish jarayoni.

Tadqiqot predmeti. 1-2-kurs til oʻqitish fakulteti talabalarining nutq (yozma) kompetensiyasini multikultural jihatlar orqali takomillashtirish mazmuni va shakllaridan iborat.

Tadqiqot mavzusi. Ingliz tili talabalarining mustaqil oʻrganish va reflektiv fikrlash qobiliyatini rivojlantirish uchun nutq kompetensiyasini takomillashtirish mazmuni va shakllari.

Tadqiqot usullari. Tadqiqotda qoʻyilgan ilmiy mavzuni adekvat oʻrganishni ta'minlash uchun nazariy (tahliliy-sintetik, chogʻishtirma tahlil), diagnostik (soʻrovlar, test oʻtkazish, kuzatish), prognostik (umumlashtirish, baholash), pedagogik eksperiment va matematik metodlar (ma'lumotlarga statistik ishlov berish) hamda natijalarni grafik tasvirlash usullari qoʻllanilgan.

Tadqiqotning yangiligi quyidagilar iborat:

raqamli hikoyalarni tinglash, dinamik va immersiv tajribani hamda yozma koʻnikmalarni rivojlantirishga qaratilgan grammatika va lugʻat komponentlarini koʻp qirrali yondashuvga integratsiya qilish asosida talabalarning diskursiv (yozma) kompetensiyasini rivojlantirish metodikasi takomillashtirilgan;

matnni nutqqa aylantirish (text-to-speech) texnologiyasiga tanqidiy fikrlash, yozma koʻnikmalar va diskursiv texnikalar komponentlarini kiritish orqali didaktik ta'minot takomillashtirilgan;

talabalarning yozma diskursiv kompetensiyasini baholash mezonlari deskriptorlariga tafakkur, mazmunli matn va taktik komponentlar integratsiya qilinishi natijasida talabalarning yozma nutq kompetensiyasini rivojlanganlik darajasini aniqlashga qaratilgan baholash metodikasi takomillashtirilgan;

talabalarning diskursiv (yozma) kompetensiyasini rivojlantirishga qaratilgan reproduktiv va produktiv komponentlarni oʻz ichiga olgan strukturaviy-funksional model ishlab chiqilgan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

Ilmiy, uslubiy va oʻquv adabiyotlarini oʻrganish, shuningdek, ushbu mavzu boʻyicha dissertatsiyalarni tahlil qilish quyidagi qarama-qarshiliklarni ajratib koʻrsatilgan;

ingliz tili va til oʻqitish yoʻnalishi boʻyicha tahsil olayotgan talabalar uchun oliy ta'lim sharoitida talabalarning tanqidiy fikrlash, mustaqil ta'lim koʻnikmalarini, mustaqil til oʻrganish strategiyalari va uslublarini shakllantirishga qaratilgan talabalarning nutqiy (yozma) kompetensiyasini oshirishning koʻp madaniyatli jihatlari ishlab chiqilgan;

oʻqishning interaktiv, avtomatlashtirilgan elektron versiyasi va talabalar nutqi kompetensiyasini yaxshilash, bu talabalarga tanqidiy fikrlash, mustaqil ta'lim strategiyalari va usullarini rivojlantirish, shuningdek maqsadlarni belgilash, muvaffaqiyatlarini hujjatlashtirish orqali ta'lim olish qobiliyatini takomillashtirilgan;

Ushbu dissertatsiya oliy oʻquv yurtlarining 1 va 2-kurs talabalarining chet tildagi nutqiy kompetensiyalarini rivojlantirishning samarali yoʻllari va vositalarini

topishga qaratilgan.

Tadqiqot natijalarining ishonchliligi bu omillarni aniqlash chuqur nazariy terminologiya, tadqiqot yondashuvlari va nufuzli manbalardan olingan ilmiy ma'lumotlarga tayanadi. U ingliz tili talabalari uchun bakalavriat kurslarida qo'llaniladigan davlat ta'lim standartlari, o'quv dasturlari va darsliklarda ko'rsatilgan o'qitish usullarini tekshirishga asoslanadi. Qo'shimcha ravishda, o'qish texnikasi modelini va eksperimental tadqiqotlardan olingan amaliy tavsiyalarni amalga oshirishni o'z ichiga oladi. Bundan tashqari, zamonaviy usullar tatbiqida yechilganligi, olingan natijalarning amaliyotga joriy etilganligi va vakolatli davlat tuzilmalari tomonidan tasdiqlanganligi bilan belgilanadi[5].

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. O'zbekiston Respublikasi oliy ta'lim muassasalarida ingliz tili va chet tillarini o'rganayotgan talabalarning yozish, tanqidiy fikrlash, mustaqil o'rganish ko'nikmalarini rivojlantirishda yondashuv, uslub va texnologiyalardan foydalanishning hozirgi holati o'rganilgan. Tadqiqot natijalari nazariy asoslarni eksperimental tekshirishga va nutqiy kompetentsiyani, uning mazmuni, maqsad va vazifalarini oshirishga qaratilgan. Bu jarayonda o'qish texnikasining uslubiy qo'llanilishi yuqorida qayd etilgan ko'nikmalarni rivojlantirishda muhim ahamiyatga ega.

Tadqiqot natijalarining amaliy ahamiyati, nutqiy (yozma) kompetensiya pedagogikasini oliy ta'lim muassasalarida xorijiy tillarni o'rganishga ixtisoslashtirilgan kurslarning o'quv rejalari va dasturlariga integratsiyalashning muammolari va imkoniyatlarini sinchiklab ko'rib chiqishga qaratilgan tavsiyalarda ifodalanadi. O'zbekiston oliy ta'lim tizimida, universitetlarda xorijiy tillarni o'rganishga yordam beruvchi nutqiy kompetensiyaning boshqa modellarini hamda o'quv adabiyotlarining yangi avlodini yaratishda tadqiqot natijalarining amaliy qo'llanilishi keng imkoniyatlarga ega. Shu tariqa, tadqiqot natijalari nafaqat nazariy, balki amaliy jihatdan ham ta'lim jarayonini takomillashtirishga xizmat qiladi.

Tadqiqot natijalarining joriy qilinishi. "Talabalarning diskurs kompetensiyalarini takomillashtirishning multimadaniy aspektlari" bo'yicha olingan tadqiqot natijalari asosida:

raqamli hikoyalarni tinglash, dinamik va immersiv tajribani hamda yozma ko'nikmalarni rivojlantirishga qaratilgan grammatika va lug'at komponentlarini ko'p qirrali yondashuvga integratsiya qilish asosida talabalarning diskursiv (yozma) kompetensiyasini rivojlantirish metodikasi takomillashtirilganligi hamda matnni nutqqa aylantirish (text-to-speech) texnologiyasiga tanqidiy fikrlash, yozma ko'nikmalar va diskursiv texnikalar komponentlarini kiritish orqali didaktik ta'minot takomillashtirilganligi borasidagi ilmiy-nazariy xulosalardan Samarqand davlat chet tillar institutida Yevropa Ittifoqi tomonidan Erasmus + dasturi asosida 2016–2018-yillarda amalga oshirilgan 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS+CBHE IMER: "O'zbekistonda oliy talim tizimi jarayonlarini modernizatsiyalash va xalqarolashtirish" mavzusidagi xalqaro loyihada samarali foydalangan (Samarqand davlat chet tillar institutining 2024-yil 27-apreldagi

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[5] Wickerson, Erica. "Demonizing Gretchen through Gossip in Thomas Mann's Doktor Faustus." Forum for Modern Language Studies. Vol. 50. No. 2. Oxford University Press, 2014.

878/02-son ma'lumotnomasi). Natijada talabalarning o'z-o'zini nazorat qilish va o'z-o'zini baholash ko'nikmalarini talabalarga yo'naltirilgan ta'lim texnologiyalarini qo'llash orqali tashkil etish bo'yicha ishlab chiqilgan amaliy tavsiyalar loyiha mazmun-mohiyatini boyitishga xizmat qilgan;

talabalarning yozma diskursiv kompetensiyasini baholash mezonlari deskriptorlariga tafakkur, mazmunli matn va taktik komponentlar integratsiya qilinishi natijasida talabalarning yozma nutq kompetensiyasini rivojlanganlik darajasini aniqlashga qaratilgan baholash metodikasi takomillashtirilganligi hamda talabalarning diskursiv (yozma) kompetensiyasini rivojlantirishga qaratilgan reproduktiv va produktiv komponentlarni o'z ichiga olgan strukturaviy-funksional model ishlab chiqilgan oid taklif va tavsiyalardan Samarqand davlat chet tillar institutida Yevropa Ittifoqi tomonidan Erasmus + dasturi asosida 2016–2018-yillarda amalga oshirilgan 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS+CBHE IMER: "O'zbekistonda oliy talim tizimi jarayonlarini modernizatsiyalash va xalqarolashtirish" mavzusidagi xalqaro loyihada samarali foydalangan (Samarqand davlat chet tillar institutining 2024-yil 27-apreldagi 878/02-son ma'lumotnomasi). Natijada loyiha doirasida samarador takliflar ishlab chiqilishiga erishilgan.

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalarini aprobatsiya qilish. O'tkazilgan tadqiqot natijalari beshta xalqaro konferensiya va yettita respublika miqyosidagi konferensiyalarda taqdim etilgan va muhokama qilingan.

Tadqiqot natijalarini e'lon qilinganligi. Tadqiqot mavzusi bo'yicha jami 25 ta ilmiy-uslubiy ishlar chop etilgan. Ularning barchasi doktorlik dissertatsiyalarining asosiy tadqiqot natijalarini chop etish uchun Oliy attestatsiya komissiyasi tomonidan tavsiya etilgan jurnallarda ilmiy maqolalarni o'qish va nutqiy kompetensiyaga oid bo'lib, shundan 11ta xalqaro jurnallarda, 8 ta mahalliy ilmiy jurnallarda, 2 ta xalqaro konferensiyalarda chop etilgan va 5 ta mahalliy ilmiy amaliy konferentsiya materiallarida.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, boblar bo'yicha xulosa, umumiy xulosa, foydalanilgan adabiyotlar ro'yxati hamda ilovalardan iborat bo'lib, umumiy hajmi 158 sahifani tashkil etadi

DISSERTATSIYANING ASOSIY MAZMUNI

"Kirish qismida" *Tadqiqot Mavzusining Dolzarbligi va Talabi*

Bugungi kunda yozma nutqiy kompetensiyaning ko'p madaniyatli jihatlari jahon miqyosida ahamiyat kasb etmoqda. Globalizatsiya jarayonlari davomida turli madaniy kelib chiqishi bo'lgan odamlar va tashkilotlar o'rtasida samarali yozma muloqotga bo'lgan ehtiyoj ortib bormoqda. Yozma kommunikatsiyaning muvaffaqiyati ko'p jihatdan muayyan madaniy kontekstda to'g'ri ifoda etishga bog'liq. Respublikamizda fan-texnika taraqqiyotining ustuvor yo'nalishlari uchun bu mavzu dolzarbdir, chunki samarali yozma muloqot ta'lim, ilmiy tadqiqot va professional faoliyatning asosiy komponentlaridan biridir. Odamlar turli madaniy normaga ega bo'lganda, yozma nutqiy kompetensiyaning ahamiyati yanada oshadi.

Ko'p Madaniyatli Vaziyatlar. Yozma materiallar akademik, professional va

raqamli kontekstlarda turli madaniy kelib chiqishi bo'lgan auditoriyaga yetkaziladi. Bunday vaziyatlarda yozuvchilar o'zlarini madaniyatlararo muloqotda ko'rsatishlari, o'qituvchilar esa talabalarga bunday muloqotga tayyorlashlari zarur. Madaniyatlararo nutq malakasi yozuvchilar va o'qituvchilarga muloqotning bir ma'noli, e'tiborli va samarali bo'lishini ta'minlashga yordam beradi.

Madaniyatning Sezgirligi. Madaniyatning sezgirligini tan olish va unga munosabatda bo'lish zarur. Bu, avvalo, stereotiplardan foydalanishdan voz kechishni, madaniy jihatdan o'ziga xos ishoralarni tushunishni va tilni turli madaniy me'yorlarga moslashtirishni talab etadi. Ushbu omillarni tushunish yozma nutqiy kompetensiyaning ko'p madaniyatli jihatlariga yo'naltirilgan o'rganishni amalga oshirishda muhim ahamiyatga ega.

Shunday qilib, tadqiqot mavzusi nafaqat ilmiy, balki amaliy jihatdan ham dolzarb bo'lib qolmoqda, chunki zamonaviy jamiyatda madaniy jihatdan sezgir va malakali yozuvchilar tayyorlash, ularning yozma kommunikatsiyasini oshirish uchun yangi yondashuvlar zarur.

Dissertatsiyaning birinchi bobida **"Talabalarning nutqiy kompetensiyasini takomillashtirishning nazariy asoslari"** deb nomlangan. Ushbu bobda "diskursiv kompetensiya" tushunchasi va uning o'ziga xosligi tahlil qilinadi. Diskursiv kompetensiya kasbiy kompetentsiya tarkibida muhim o'rin tutadi va uning o'rganilishi muhim ahamiyatga ega. Chet tillarni o'qitish metodikasiga *"kompetentlik"* tushunchasining kiritilishi 1990-yillarning o'rtalariga to'g'ri keladi. Ta'kidlanishicha, chet tillarini o'rganishda diskursiv ko'nikmalarni rivojlantirish bo'yicha ko'plab tadqiqotlar o'tkazilganiga qaramay, bu jarayonning nazariy asoslari hali ham yaxshi rivojlanmagan.

Diskursiv kompetensiya turli kommunikativ vaziyatlarda grammatik shakl va ma'nolarni birlashtirib, uyushiq matnlar (og'zaki yoki yozma) yaratish uchun tilda samarali faoliyat ko'rsatish qobiliyati bilan bog'liq. Ushbu kompetensiyaning muhim jihatlari qatoriga matnlarni tuzish va sharhlash ko'nikmalari va strategiyalarini egallash, shuningdek, shaxs faoliyat yuritadigan til hamjamiyatiga xos turli nutq janrlarining xususiyatlarini tushunish kiradi.

L.Bachmanning fikriga ko'ra, nutqni quyidagi turlarga bo'lish mumkin:

Diskurs sinflari – muloqotning mavjud turlari.

Tasviriy nutq – biror narsa yoki kimnidir tasvirlash.

Hikoyali nutq – hikoya qilish uchun ishlatiladi.

Izohlovchi suhbat – biror narsani tushuntirish yoki u haqida ma'lumot berish.

Munozarali nutq – kimnidir ishontirish yoki o'z nuqtai nazaringizni bahslash.

Bu jarayon faqat boshqa tilni bilish bilan cheklanmaydi, balki og'zaki va yozma nutqni tushunish, o'z fikrlarini xorijiy tilda ifodalash ham muhim ahamiyatga ega. Talabalar turli xil madaniyatli jamoalarda diskursiv kompetentsiya ko'nikmalarini egallashlari va ularni ishda yoki boshqa sohalarda muvaffaqiyatli qo'llashlari mumkin. Bunday ko'nikmalarni egallash uchun talabalarga chet tillarini kasbiy yo'naltirilgan holda o'qitish uchun maxsus kurslar zarur. Bunday kurslarning maqsadi – kasbiy vazifalarni bajarish uchun chet tilini yozma va og'zaki bilish ko'nikmalarini rivojlantirishdir. (1-jadval qarang)

<div align="right">**1-jadval**</div>

Diskursiv kompetentsiya va uning xususiyatlari tahlili. L. Baxman tomonidan taklif qilingan

Mezonlar	Nutqning xususiyatlari
Nutq darslari	muloqotning har xil turlari mavjud.
Tasviriy nutq	biror narsani yoki kimnidir tasvirlash
Hikoyaviy nutq -	hikoya aytib berardi
Tushuntirish nutqi	biror narsani tushuntiradi yoki u haqida ma'lumot beradi.
Munozarali nutq	kimnidir ishontirish yoki o'z nuqtai nazaringizni bahslash.

Diskursiv kompetentsiya samarali ta'lim jarayonlari va dizaynini talab qiladigan turli xil variantlar va xususiyatlarga ega (masalan, o'rganishni o'rganish, tanqidiy fikrlash va o'z- o'zini tartibga soluvchi ta'lim). Bu kompetentsiya talabalar, o'qituvchilar va ta'lim ma'murlariga ta'lim natijalariga erishish, rejalashtirish, monitoring va diagnostika jarayonida yordam beradi.

Nutqning to'rtta shakli – hikoya, tushuntirish, fikrlash va tinglash – bir-birini to'ldiradi va yozma suhbatlarda muvaffaqiyatli bo'lish uchun zarur. Diskurs yozish esa, haqiqatdan ham, matnning tuzilishi va mantiqiy rivojlanishini ta'minlash uchun muhimdir. Mantiqiy rivojlanish *nutqda uch turi* – ekspressiv, she'riy va tranzaksiya – shuningdek, maqsad va kontekstga qarab foydalaniladi. Rivoyat esa, ko'pincha, insoniy tajribalarni, qadriyatlarni va madaniy xazinalarni ifodalashda muhim vosita hisoblanadi.

Ekspressiv nutq muallif yoki ma'ruzachining shaxsiyatini aks ettirishda yordam beradi, bu esa o'quvchilar yoki tinglovchilar bilan chuqur aloqalarni o'rnatish uchun zarur. Kompetentsiya esa, ta'lim va shaxsiy rivojlanishda muhim omil hisoblanadi. Shunday qilib, bu tushunchalar birgalikda ta'lim jarayonini yanada boyitadi va o'quvchilarni yaxshiroq tayyorlashga yordam beradi.

Odatda, sinfdagi nutq sinfda sodir bo'ladigan yozma va og'zaki muloqotning har xil turlarini o'z ichiga oladi. Bugungi kunda bu ta'rif yanada chuqurroq bo'lib, vakillik, fikrlash, talqin qilish, ifodalash, mulohaza yuritish, kelishuv va kelishmovchilik, hatto muhokama va bahsni o'z ichiga oladi. Talabalar yozishni o'rgatishda konstruktiv munozara va o'zaro ta'sirning muhimligini tan olishlari sababli, sinfdagi nutqning ushbu modeli butun mamlakat bo'ylab sinflarda tobora ko'proq namoyon bo'lmoqda. To'liq qo'llanmada sinfdagi nutq o'rganish uchun juda muhim ekanligi haqida ko'proq ma'lumot keltirilgan. Yozma nutq – yozma til orqali qanday muloqot qilishimizni tushuntirishga urinish (Kurzan va Adams, 2012, 1-bob)[6].

Yozishni o'rganish ELL (English Language Learners) talabalari uchun muhimdir, chunki bu maktab muhitida muloqot qilishning zarur usulidir. ELLlar o'z madaniyatini aks ettiradigan tarzda yozishlari mumkinligini bilish juda muhim; ya'ni,

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[6] How English Works by Anne Curzan , Michael Adams, 2012, Longman Edition, English Paperback - Third Edition... Chapter 1: A Language Like English: 1: Chapter 2: Language and Authority: 31: Chapter 3: The Phonology of English languages: 62 : 2012

Xitoy madaniyatida ular ko'pincha yodlangan adabiyotlarni qayta tiklashadi.

1. Bir nechta yozish usullarini o'rgatish; jarayon har doim ham "chiziqli" bo'lishi shart emas (Walt Wolfram)[7].

2. Yozuvning bir nechta shakllari va darajalarini o'rgatish.

3. An'anaviy yozish jarayonini o'rgatish.

4. Turli madaniyatlarni aks ettiruvchi yozishni o'rgatish (Curzan va Adams, 2012)[8].

5. Yozuv mashg'ulotlarini emas, balki turli xil kontent sohalarida yozishni o'rgatish.

Kasbiy komponentning zaruriy sharti sifatida kompetentsiyaning hal qiluvchi atributlarini aniqlaydi. Kompetensiyani rivojlantirish talaba bilimining muhim jihati hisoblanadi, chunki u amaliy qobiliyatlarini oshirishga qaratilgan. Umuman olganda, tadbirlar muntazam ravishda savodxonlik va adolat ko'nikmalarini o'z ichiga oladi. Mutaxassisning umumiy kasbiy ko'nikmalari doirasida nutq kompetensiyasi o'ziga xos mavqega ega. Bir qancha olimlar, jumladan I.I. Xaleeva, V.V. Safonova, A.L. Berdichevskiy, S.G. Ter-Minasova va V.P. Furmanova, diskursiv kompetentsiyani rivojlantirish bilan bog'liq turli xil falsafiy elementlarni keng o'rgandilar.

Bu sohada M. Baxtin, V.S. Bibler, M.S. Kagan va B.D. Xorijiy tillarning o'quvchilarning o'sishi, o'qitilishi va tarbiyasiga ta'siri turli mualliflar tomonidan muhokama qilinadi, masalan, I.L. Bim, N.V. Barishnikov, N.D. Galskova, A.L. Berdichevskiy va I.A. Simni. Ushbu trening nutqni rivojlantirish muammolari bo'yicha ilmiy ma'lumotlarni to'plash va tizimlashtirish imkonini beradi. 40-yillarning oxirida uslubiy ishlar yordamchi maktabda o'tkaziladigan sinfdan tashqari mashg'ulotlarni o'rganish natijalarini aniqladi, ular ushbu turdagi harakatning muhimligini tasdiqlaydi va uni tashkil etish va sog'lom fikr yuritishning eng ko'p chora-tadbirlari va me'yorlarini ko'rsatadi.

Keyingi tadqiqotida N.V. Savin[9] sinfdan tashqari mashg'ulotlarni tashkil etishning bir qator asosiy tamoyillari va qoidalarini belgilab berdi, ularning ilmiy-uslubiy asoslarini umumlashtirdi. N.V. Savin e'tiborni qaratdi va sinfdan tashqari yozma ishning ahamiyati va uning o'qitish va tarbiya jarayonidagi o'rni haqida gapirdi. V.G. Zvonareva o'z e'tiborini ingliz tilida yozma ishlarni olib borish metodikasini nazariy asoslashga qaratadi, alohida e'tibor beradi o'quvchilarning politexnika dunyoqarashini kengaytiruvchi sinfdan tashqari ish shakllari va turlariga. Sinfdan tashqari mashg'ulotlarni tashkil etish va o'tkazish xususiyatlarini o'rganish jarayoni boshqa ko'plab mualliflarning asarlarida yanada rivojlangan: V.G. Zvonareva[10], R.L. Zlatogorskaya, N.V. Savina, V.I. Shepeleva[11]. Ushbu tahlilchilar maktablarda sinfdan tashqari mashq qilish strategiyasini o'rganib chiqdilar va bu ishning o'rni va mohiyatini ta'lim va bolalik nuqtai nazaridan, shuningdek, maktab

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[7]Wolfram, Walt, and Natalie Schilling. American English: dialects and variation. John Wiley & Sons, 2015.

[8] How English Works by Anne Curzan , Michael Adams, 2012, Longman Edition, English Paperback - Third Edition... Chapter 1: A Language Like English: 1: Chapter 2: Language and Authority: 31: Chapter 3: The Phonology of English languages: 62 : ... 2012

[9] NVSavin 2018 Search The ACM Guide to Computing Literature National Call Topics with Vladimir Putin and Their Role in Public Support and the Russian Economy, Information Processing and Management,

[10] V.G. Zvonareva 2019 "Organization of multi-channel data transmission in a specialized computing system"

[11] V.G. Zvonareva 2019 "Organization of multi-channel data transmission in a specialized computing system" R.L.Zlotogorskaya 1984 Zlatogorskaya , R.L. Extracurricular work in the German language - 40 from " Allerhand Sachen zum Lesen und Lachen » German language by R. L. Zlatogorskaya , 1984, edition "Enlightenment", in German / Deutsch - Ed.

topshiriqlari bilan bog'liq holda bunday ishning ma'nosi va ahamiyatini ko'rsatdilar.

Universitetlarda darsdan tashqari ish muammolari bo'yicha tadqiqotlar biroz keyinroq, 60-yillarning oxirlarida paydo bo'ldi. T.A. Strokova[12] ushbu jarayonni pedagogik boshqarishning samarali shakllari va vositalarini aniqlash bilan talabalarning ijtimoiy faolligini rivojlantirish jarayoniga qiziqdi. L.S. Starobyxovskaya va V.F. Xogenkova o'quvchilarning darsdan tashqari ishlarda masofaviy mantiqiy maxsus yozishdan foydalanishini o'rganib chiqdilar va foydalanilmagan shakl va qo'llash strategiyalarini tavsifladilar. M.Yu. Briskin talabalarni chet el dialektida sinfdan tashqari ishlarga o'rgatish mazmuni bilan qiziqdi. Ayrim mualliflar o'quvchilarning ixtirochilik qobiliyatini rivojlantirish va o'zgartirish uchun undan foydalanishning amaliy ahamiyatini ko'rsatish uchun sinfdan tashqari mashg'ulotlarda o'quvchilarning mustaqil ishi masalasini ko'rib chiqdilar. Sinfdan tashqari mashg'ulotlarning pedagogik imkoniyatlari juda ehtiyotkorlik bilan inobatga olingan.

E.S. Po'lat[13] pedagogika fanlari bo'yicha mutaxassis sifatida kengayish strategiyasini o'quvchilarning ma'lum bir natijaga erishishiga emas, balki uni amalga oshirish usulini tashkil etishga qaratilgan uyushgan tadqiqot faoliyati sifatida tavsiflaydi. Venchur harakatining bir shakli sifatida ingliz tilida mantiqiy va hayotiy konferentsiya taklif etiladi. Shuni ta'kidlash kerakki, chet el lahjasida sinfdan tashqari ishlar uchun yana bir format mavjud, bu odatda "doira" shaklida bo'ladi. Doira ichida turli mashqlarni bajarish mumkin. Shunday qilib, to'garak vaqti turli maqsadlar uchun amalga oshirilishi mumkin bo'lgan sinfdan tashqari mashg'ulotlarning o'ylangan shakli sifatida qaraladi. To'garak sinfdan tashqari ishning bir turi sifatida uzoq vaqtdan beri ma'lum bo'lib, u ko'proq yoki kamroq takomillashtirilgan diqqatga sazovor joylar bilan yakunlanadi.

N.I. Gezning[14] so'zlariga ko'ra, rolli o'yinlar o'quvchilarning ko'nikmalarini o'rganilayotgan chet tilining ko'p madaniyatli jihatlari bilan bog'lashga yordam beradi. Ishbilarmonlik bilan bog'liq o'yin, I. A. Juchkov va L. L. Grafov[15] ta'kidlaganidek, rolli o'yinlarning turlaridan biri bo'lib, til yordamida ular aloqa kasbidan aloqa holatlariga taqlid qilishadi. Kelajakdagi kasbiy faoliyatning bir qismini taqlid qiluvchi biznes o'yinlari tegishli ko'nikma va malakalarni, shuningdek, aloqa va o'zaro munosabatlarning muayyan kasbiy sohasiga xos shaxsiy fazilatlarni rivojlantirishga qaratilgan. Ishbilarmonlik o'yini doirasida modellashtirilgan kelajakdagi kasbiy faoliyat davri erta professional kompetentsiyani rivojlantirish usullaridan biridir. E.I. Passovning[16] tadqiqotlarida ta'limda madaniyatning keng, fundamental ifodalanishini maslahat beradi. Tadqiqchi chet el madaniyatining shaxsiy ahamiyatini va uning o'quvchiga ta'sirini amaliy, kognitiv, rivojlanish va tarbiyaviy rejalarda o'rganadi. U tomonidan ishlab chiqilgan kontseptsiyada muhim uslubiy muammolarni yechish yo'lga qo'yilgan. (1-rasmga qarang)

[12] Strokova T.A. Pedagogical foundations for the formation of students' social activity in extracurricular activities: abstract . diss . ...cand. ped. Sciences / Strokova T.A. - Chelyabinsk, 1979. - 20 p.

[13] Polat , E.S. Project method in foreign language lessons at school / E.S. Polat // "English" supplement to the newspaper "First of September". - No. 24. - 2004. - P. 14-15.

[14] Gez, N. I. Methods of teaching foreign languages in secondary school / N. I. Gez et al. - M.: 1982.

[15] L.L. Grafov . Sociolinguodidactic aspects of the formation of discursive competence [Electronic resource] / Access mode: http://elib.altstu.ru/elib/books/Files/pa2000_4/pages/39/Pap39.html

[16] E. I. Passov First published in 1978 1 edition. Not in Library. Urok inostrannogo yazyka v srednei shkole. by E. I. Passov First
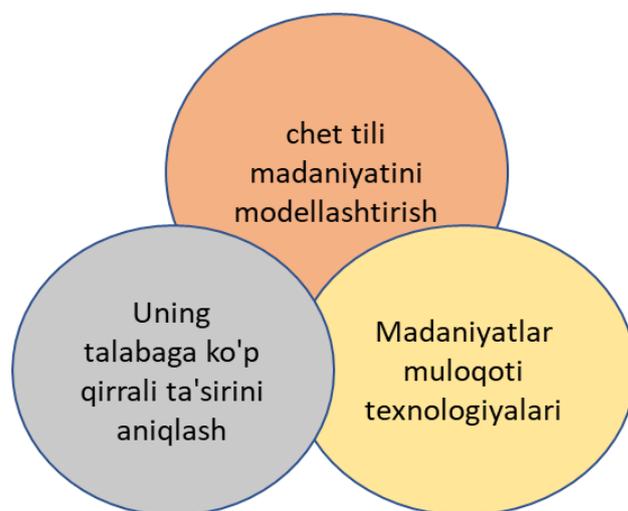
1-rasm. Muhim uslubiy muammolarning yechimlari.

Umuman olganda, sinfdagi nutq sinfda sodir bo'ladigan yozma va og'zaki muloqotning har xil turlarini o'z ichiga oladi. Bugungi kunda bu ta'rif yanada chuqurroq bo'lib, ifodalash, fikrlash, talqin qilish, ifodalash, aks ettirish, rozilik va rozi bo'lmaslik, hatto bahslashish va bahslashishni o'z ichiga oladi. O'qituvchilar yozishni o'rganish jarayonida konstruktiv muhokama va o'zaro ta'sirning muhimligini tan olishlari sababli, sinfdagi nutqning ushbu modeli butun mamlakat bo'ylab sinflarda tobora ko'proq namoyon bo'lmoqda. To'liq qo'llanmada nima uchun sinfdagi nutq o'rganish uchun juda muhim ekanligi haqida batafsil ma'lumot berilgan. Yozma nutq: biz yozma ravishda til bilan qanday aloqa qilishimiz mumkinligini tushuntirishga urinish (Kurzan va Adams, 2012, 1-bob)[17]. Ko'pincha talabalarning birinchi va ikkinchi o'quv yilida chet tilida muloqot qilishni o'rganishning tarkibiy-funktsional modeli ijtimoiy vaziyatlarda tildan foydalanishning turli jihatlarini o'rgatish va sinab ko'rishning metodik usulini o'z ichiga oladi. Biz ushbu malakani oshirish uchun quyidagi uslubiy yondashuvni moslashtirishimiz mumkin:

1. *Ehtiyojlarni baholash va maqsadlarni belgilash*, shbu ehtiyoj tahlilining maqsadi birinchi va ikkinchi kurs talabalarining chet tilida muloqot qilish qobiliyatiga nisbatan lingvistik va kommunikativ talablarini baholashdan iborat. Maqsadlarni qanday qo'yish kerak: o'quvchi darajasini va kontekstni (o'quv, professional va boshqalar) hisobga olgan holda, nutq kompetensiyasini rivojlantirish uchun aniq va erishish mumkin bo'lgan maqsadlarni belgilang.

2. *Strukturaviy til strukturasi komponentlari*: Asosiy e'tibor nutqning har xil turlariga, shu jumladan akademik yozish va norasmiy suhbatga tegishli grammatik tuzilmalar, lug'at va nutq belgilarini o'rgatish va amaliyotga tatbiq etishga qaratilishi kerak. Talabalarga nutqning turli tashkiliy shakllari, jumladan, hikoya, argumentativ va tavsiflovchi va bu naqshlar yozuv turi va kontekstga qarab qanday o'zgarishi haqida o'rgating.

3. *Funktsional komponent uchun samarali muloqot strategiyalari* Navbat almashish, xabarlarni aniqlashtirish, ma'noni muhokama qilish va tegishli tildan foydalanish kabi samarali muloqot usullarini o'rgatish va amaliyotda qo'llash muhimdir. Madaniyatni tushunish: Siz o'rganayotgan tilda suhbatga ta'sir qiladigan

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[17] Devereaux, Michelle, and Darren Crovitz. "Tapping into What They Know: Contextual Grammar Instruction and Student Writing." (2015).

madaniy an'analar va me'yorlar haqida tushunchani rivojlantirish muhimdir.

4. *Rivojlanishning to'rt bosqichi*, ketma-ket yondashuv oddiyroqdan qiyinroq vazifalar va nutq uslublarigacha o'rganishni o'z ichiga oladi. Asta-sekin topshiriqlarning qiyinlik darajasini, shuningdek, o'quvchilar o'z mahoratini va ishonchini namoyon etishini kutayotgan nutq turlarini oshiring.

5. *Turli qobiliyatlarni birlashtirish*, tinglash, gapirish, o'qish va yozish kabi ko'nikmalarni birlashtirish nutqda yaxlit kompetentsiyani rivojlantirishga olib kelishi mumkin. Haqiqiy materiallar: Talabalarni haqiqiy dunyoga mos keladigan nutqqa ochib berish va haqiqiy tildan foydalanishni rag'batlantirish uchun haqiqiy matnlar va materiallardan (masalan, maqolalar, videolar va podkastlar) foydalaning.

6. *Baholash va fikr-mulohazalarni taqdim etish*. Formativ baholashning maqsadi taraqqiyotni kuzatish va takomillashtirishni talab qiladigan ayrim sohalarga yo'naltirish uchun uzluksiz fikr-mulohaza va baholashni ta'minlashdan iborat. Summativ baholash: talabalarning real hayotdagi kommunikativ holatlarga taqlid qiladigan to'liq vazifalarini bajarish orqali umumiy nutq ko'nikmalarini baholash (masalan, taqdimotlar qilish, bahslarda qatnashish va hisobotlar yozish).

7. *O'quv jarayoniga texnologiya va raqamli resurslarni qo'shadigan* texnologiya va resurslar ta'lim sifatini oshirishi, mustaqil amaliyot uchun imkoniyatlar yaratishi va nutqni tekshirishni rivojlantirishi mumkin.

8. *O'qituvchilarni qo'llab-quvvatlash va uzluksiz ta'lim imkoniyatlari* o'qituvchilarni nutq malakasini o'rgatish va baholash uchun zarur bo'lgan bilim va ko'nikmalar bilan jihozlash uchun o'qituvchilarni tayyorlash dasturlarini amalga oshiradi. tengdoshlar o'rtasidagi hamkorlik: Ishtirok etish va suhbat orqali o'z til qobiliyatlarini yaxshilash uchun tengdoshlar o'rtasidagi hamkorlikni va tengdoshlarning fikr-mulohazalarini rag'batlantirish muhimdir.

9. *Mulohaza yuritish va qayta baholash*: Reflektiv ta'lim amaliyotida o'quvchilarni o'z ta'lim jarayoni haqida fikr yuritishga va nutqiy kompetentsiyasini oshirish uchun shaxsiy maqsadlarni belgilashga undash kerak. O'quv dasturini baholash: fikr-mulohazalarga, o'quvchilarning o'zgaruvchan ehtiyojlariga va o'qitish usullaridagi yutuqlarga qarab o'quv dasturini muntazam ravishda baholang va o'zgartiring.

10. *Doimiy takomillashtirish bo'yicha fikr-mulohaza* zanjiri: Talabalarning fikr-mulohazalari o'quv usullari va o'quv dasturlarini ishlab chiqishda yo'l-yo'riq ko'rsatadigan teskari aloqa tsiklini yaratish nutq malakasi natijalarini izchil yaxshilash uchun juda muhimdir. O'qituvchilar ushbu uslubiy yondashuvga rioya qilish, ularni muvaffaqiyatli hamkorlikka tayyorlash orqali birinchi va ikkinchi o'quv yilida talabalarning chet tilidagi nutq kompetentsiyasini samarali rivojlantirishi va mustahkamlashi mumkin.

Shuningdek, bizning fikrimizcha, sinfdan tashqari mashg'ulotlarni o'quvchilarga hamrohlik qilishning avtonomiyasini hisobga olgan holda tasniflash mumkin: yig'ilish, konferentsiya, mavzu kechasi, og'zaki kundalik, tanlov va boshqalar. O'qituvchining yordamisiz (sayohat, KVN, qiziquvchan odamlar bilan uchrashuvlar, lahzada ohanglar va sonetlarni takrorlash, kirish so'zlarini taqdim etish, krossvordlar va so'z zanjirlarini yaratish va h.k.) Biz birinchi navbatda sinfdan tashqari mashg'ulotlarni joriy etish xususiyatlariga ko'ra tasniflashni taklif qilamiz:

Favqulodda *TCCdan* foydalanish (ingliz tilidagi ko'rgazmalarni himoya qilish, bayramlar, spektakllar/ko'rgazmalar, kuylarni ijro etish, sonetlarni o'qish, mavzu kechasi, radioeshittirish va boshqalar);

Eng yangi *AKTdan* foydalanish (ingliz tilida taqdimotlar, videolar/filmlar, radioeshittirishlar va h.k. yaratish);

Favqulodda *TSOdan* foydalanmasdan (ingliz tili to'garagi, suhbatlar, olimpiadalar, hududiy fikrlash testlari, maxsus tarkibni eng yaxshi talqin qilish uchun tanlov, sonet, qiziquvchan odamlar bilan uchrashuv, rolli o'yinlar, aqliy musobaqalar, yig'ilishlar, konferentsiyalar, krossvordlar tuzish, so'z turkumlari, uyda o'qish va h.k.)

Chet tilini o'qitish doirasida nutq kompetensiyasini rivojlantirishning tarkibiy-funktsional modeli bu o'quvchilarning turli kommunikativ kontekstlarda tilni boshqarish va ishlab chiqarish usullarini yaxshilashga qaratilgan rivojlanayotgan yondashuv. Ushbu model tilning strukturaviy komponentlarini (grammatika va lug'at kabi) funksional jihatlar bilan (masalan, turli vaziyatlarda tildan unumli foydalanish qobiliyati) birlashtiradi. Quyida ushbu modeldagi so'nggi ishlanmalarga oid asosiy tushunchalar keltirilgan: (2-jadvalga qarang).

2-jadval

Chet tili nutq kompetensiyasi tarkibida nutq kompetensiyasining strukturaviy-funksional modeli rivojlanishi

Printsiplar/yondashuvlar/pedagogik texnologiya:

faollik, ko'rinish, foydalanish mumkinligi va amalga oshirilishi, o'rganishni ijodiy jarayon sifatida qurish;
- ikkinchi tilni o'qitishning faollik xarakteri;
- ongli (kognitiv);
- Vakolatli
- Sinov;
- Dizayn;
- Hamkorlikda o'qitish;
- Tanqidiy fikrlashni rivojlantirish

Kitoblar

1. Sandra Sisnerosning "Mango ko'chasidagi uy"
2. Rik Riordan tomonidan "Persi Jekson va Olimpiadachilar: Chaqmoq o'g'ri"
3. Lois Louri tomonidan "Beguvchi"

Qabul qiluvchi vazifalar:

- **Vinyetlar orqali mavzular va lug'atni o'rganish**
- **Kerakli materiallar:**
- "Mango ko'chasidagi uy" nusxalari (yoki boshqa tanlov romani)
- Lug'at daftarlari yoki raqamli qayd qilish vositalari
- Boshqariladigan savollarga ega ishchi varaqlar (quyida keltirilgan)
- **Faoliyat rejasi:**
- Kirish (10 daqiqa)
- Roman va uning muallifi haqida qisqacha tanishtiring. Vinyetlar tushunchasini va ular umumiy hikoyaga qanday hissa qo'shishini muhokama qiling.
- Faoliyatning maqsadlarini tushuntiring: mavzularni tushunish, so'z boyligini kengaytirish va shaxsiy tajribani matn bilan bog'lash.

Reproduktiv vazifalar:

- **Vinyetalarni tanlash** : Romandan mavzuli mazmun va lug'atga boy 2-3 ta vinyetka tanlang.
- **Guruhda o'qish** : sinfni kichik guruhlarga bo'ling va har bir guruhga o'qish uchun bitta vinyetka tayinlang. Ulardan notanish so'z va iboralarni belgilash uchun yoritgichlardan foydalanishlarini so'rang.
- **Lug'at belgisi** : Har bir guruhdan o'z daftarlarida ta'kidlangan lug'atlarni, shu jumladan yangi so'zlardan foydalangan holda ta'riflar va jumlalarni sanab berishlarini so'rang.
- Yo'naltiruvchi savollar (15 daqiqa)

Samarali faoliyat:

Mavzuni aniqlash:
- Vinyetkaning asosiy mavzusi nima?
- Mavzu kitobning umumiy hikoyasi bilan qanday bog'lanadi?
- O'qigan kitobingiz haqida insho yozing

Ko'p madaniyatli istiqbollar va strukturaviy-funktsional modelning integratsiyasi talabalarning nutq kompetentsiyasini sezilarli darajada oshiradi. Hikoya va argumentativ yozish kabi turli xil nutq turlariga ta'sir ko'rsatish, janrga xos konventsiyalarni chuqur tushunish bilan bir qatorda, o'quvchilarning yozma muloqotini tuzish va moslashtirish qobiliyatini yaxshilaydi. Strukturaviy-funktsional model o'quvchilarning til funktsiyalari va grammatik tuzilmalarini qo'llashini yanada aniqlashtiradi va turli kontekstlarda yanada izchil hamda kontekstga mos keladigan muloqotni qo'llab-quvvatlaydi.

Bundan tashqari, ko'p madaniyatli ta'lim madaniy sezgirlik va madaniyatlararo kompetentsiyani rivojlantiradi, talabalarni madaniy farqlarni samarali boshqarish va hurmat qilish ko'nikmalari bilan jihozlaydi. Bu yondashuv, shuningdek, talabalarning til va madaniy ongini kengaytirib, hamkorlik ko'nikmalarini yaxshilashga va global fuqarolik hissini kuchaytirishga olib keladi. Umuman olganda, ushbu ta'lim strategiyalari yanada samarali va inklyuziv muloqotga hissa qo'shadi, talabalarni ham akademik, ham global kontekstda ustunlikka tayyorlaydi.

Dissertatsiyaning ikkinchi bo'limi, "Talablarning multimadaniy kompetensiyasini shakllanish metodologiyasi", multimadaniy aspektlar orqali nutqiy kompetentsiyani oshirishning eng so'nggi metodologiyasini o'rganadi. Bu bo'lim mavjud davlat ta'lim standartlari va malakasini har tomonlama ko'rib chiqish bilan boshlanadi. Ushbu standartlarning chet tili o'quv dasturida ko'p madaniyatli elementlarni qanchalik yaxshi o'z ichiga olganligini baholash maqsad qilib olinadi. Maqsad – madaniy xilma-xillikka qanchalik samarali murojaat qilish va nutq kompetensiyasini rivojlantirishni qo'llab-quvvatlashdir.

Ushbu jarayon zamonaviy ko'p madaniyatli ta'lim tamoyillariga mos kelishini ta'minlash uchun ta'lim organlari va standartlar tashkilotlarining ko'rsatmalarini tahlil qilishni o'z ichiga oladi. Shundan so'ng, kurs rejalari va o'quv dasturlari ko'p madaniyatli tarkibning uyg'unligini baholash uchun tanqidiy ko'rib chiqiladi. Bu jarayon til kurslari madaniy nuanslar, istiqbollar va amaliyotlarga qanday munosabatda bo'lishini va bu elementlar nutqni o'rgatish bilan qanday birlashtirilganligini ko'rib chiqishni o'z ichiga oladi.

Tahlil o'quv maqsadlari, o'quv materiallari va baholash usullarida ko'p madaniyatli mavzularning mavjudligiga e'tibor qaratadi. Bu, o'z navbatida, kurs mazmuni nafaqat til ko'nikmalarini qamrab olishini, balki madaniyatlararo tushunish va kompetentsiyani ham ta'minlashga qaratilganligini ko'rsatadi. Bundan tashqari, metodologiya siyosat, akkreditatsiya standartlari va institutsional asoslar kabi chet tilini o'qitishni boshqaradigan me'yoriy hujjatlarni ko'rib chiqishni o'z ichiga oladi. Ushbu sharh, ushbu hujjatlar ko'p madaniyatli jihatlarni qo'shishni qo'llab-quvvatlayaptimi yoki yo'qligini baholaydi va turli madaniy kontekstlarda talabalarning nutq kompetentsiyasini rivojlantirish uchun ko'rsatmalar beradi.

Mazkur konsepsiyani sinovdan o'tkazish va O'zDJTU talabalarining chet tilidagi nutq ko'nikmalarini oshirish texnikasini ishlab chiqishda "Madaniyatlar nutqi" til o'quv markazi asos bo'ldi. Basri S[18]. eksperimentni o'tkazish uchun tizimli metodologiyadan foydalangan. Yozishni o'rgatish rejasi quyidagi

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[18] Basree, S. (2009). The Implementation of Contemporary Children's Literature Program (CCL) in Malaysian Primary Schools: Feedback from Stakeholders, 16(8).

bo'limlarni o'z ichiga olgan: 1. Taklif etilayotgan gipoteza; 2. Tajribali ta'limning maqsad va vazifalari; 3. Tajribali o'rganishning davomiyligi; 4. Eksperimental guruhlarning soni; 5. Tajribali ta'limning o'zgaruvchan va doimiy shartlari; 6. Eksperimental o'rganishning asosi bo'lib xizmat qilgan lingvistik material; 7. Eksperimental guruhlarda o'qitish metodikasi.

Ta'limda kommunikativ ko'nikmalarni takomillashtirish va muloqot ko'nikmalariga yo'naltirilgan o'quv markazini yaratish quyidagi sharoitlarda mumkin bo'ladi. Talabalarga til o'rgatish uslubining ilmiy dalillari, tarkibiy qismlari, amalga oshirilishi va nazorati ularning chet tilida o'z fikrini ifoda etish qobiliyatini oshirish uchun fundamental va amaliy tarzda ko'rsatib beriladi. (3-jadval qarang)

3-jadval

Bayonotlar B2 darajaga

CEFR – CAN-DO STATEMENTS

		B2				B2
Understanding	**Reading**	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	**Speaking**	**Spoken Interaction**		I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
	Writing	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.		**Spoken Production**		I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Ushbu qobiliyatni rivojlantirish strategiyasi kelajakdagi mutaxassislar duch kelishi mumkin bo'lgan ko'p madaniyatli o'zaro ta'sirning real stsenariylarini yaratishga asoslanadi. Demak, O'zDJTU o'quv dasturiga CEFR Can-do bayonotlarining integratsiyasini baholash ushbu vazifaning maqsadi hozirda O'zDJTU o'quv dasturiga kiritilmagan CEFR Can-Do bayonlari talabalarning yozma nutq kompetensiyasini qanday oshirishi mumkinligini baholashdan iborat. Yozma nutq kompetensiyasiga tegishli CEFR Can-Do bayonotlarini o'rganishdan boshlang, so'ngra ushbu bayonotlarning yo'qligini aniqlash uchun O'zDJTUning mavjud o'quv dasturini tahlil qiling. Ushbu tahlil ularning qoldirilishi o'qitish amaliyotiga qanday ta'sir qilishi mumkinligini aniqlashga yordam beradi. Ushbu Can-Do bayonotlarini o'quv rejasiga kiritish talabalarning yozma nutq ko'nikmalarini qanday yaxshilashi mumkinligini aniqlash uchun tadqiqot o'tkazing. Muvofiqlik, tashkiliylik, tildan foydalanish va umumiy nutq kompetensiyasini yaxshilashga e'tibor qaratib, bu mumkin bo'lgan bayonotlarga duchor bo'lgan o'quvchilarning ish faoliyatini qilmaganlar bilan solishtiring.

J.Jalolov, T.Sattorov, A.Soynazarov va boshqa o'zbek tilshunoslari

mashqlarni uch tipga bo'lgan: shakllantiruvchi, rivojlantiruvchi va takomillashtiruvchi. J.Jalolov o'qitish uchun lug'at tanlaydi, tanlanish manbalari va yangi so'zlarning qadr-qimmatini aniqlash mezonlarini bayon qiladi.

Universitet talabalarining nutqni rivojlantirish bosqichlari va haqiqiy matnlar bilan ishlash bosqichlarini hisobga olgan holda xorijiy tillardagi nutq ko'nikmalarini rivojlantirish metodologiyasi taqdim etilgan.

Ushbu bobda biz yozuvchilar yozma matnlarni yaratishda odatda foydalanadigan kognitiv jarayonlar, bu kognitiv jarayonlar jalb qilishi mumkin bo'lgan aqliy resurslar va bu kognitiv jarayonlar ishlaydigan vazifa muhiti bilan bog'liq bo'lgan asosni taqdim etamiz. Biz bilishga ushbu yondashuv og'zaki yoki yozma nutqqa ta'sir qiladigan hissiy, vosita yoki til nuqsonlari bo'lgan shaxslar bilan ishlaydigan mutaxassislarga eng tanish bo'lganidan qanday farq qilishini aniqlashdan boshlaymiz. So'ngra biz yozish jarayoniga xos bo'lgan bilishning nazariy asosining afzalliklarini tushuntiramiz va bu asosning tafsilotlarini tasvirlaymiz. Va nihoyat, biz eshitish, nutq va til bilan bog'liq nogironligi bo'lgan shaxslar bilan ishlaydigan mutaxassislar va tadqiqotchilarni ushbu kognitiv tizimni o'sha shaxslarning nogironligi va imkoniyatlariga moslashtirishga, moslashuvlarni baholashga va natijalarni baham ko'rishga rag'batlantiramiz. Bunday natijalar umuman yozuvchilar uchun yozish jarayonida bilish haqidagi bilimlarni o'ziga xos hissiy, vosita yoki til cheklovlari bo'lgan yozuvchilarga kengaytirishi kerak. Odatda, IQ testlari turli xil nogironligi bo'lgan shaxslarning idrokini baholash uchun ishlatiladi. IQ intellekt koeffitsientini anglatadi, bu testlar haqiqatda o'lchaydigan narsa emas. Birinchidan, ular inson aqlining barcha jihatlarini emas, balki kognitiv qobiliyatlarning o'ziga xos turlarini, masalan, maktabdagi yutuqlar bilan bog'liq bo'lgan og'zaki fikrlash yoki og'zaki bo'lmagan fikrlash yoki kasbiy qobiliyatning o'ziga xos turlarini baholaydilar. Eng muhimi shundaki, ular oxirgi o'rtada standart ballar ishlab chiqilganidan beri ko'rsatkichlarni (aqliy yoshni xronologik yoshga bo'lingan) bermagan.

Shunday qilib, darslik bilan ishlash sizga matnli materialni yangilash imkonini beradi, u diqqat bilan o'rganiladi va talabalarning shaxsiy tajribasidan kelib chiqib, asta-sekin tayinlanadi. Qo'llanmada keltirilgan ko'p madaniyatli voqeliklar boshqa xalqlar madaniyatiga kirishni ta'minlaydi, o'quvchilarga olingan tajribani ijtimoiylashtirishga imkon beradi, ularni mustaqil loyiha va ijodiy faoliyatga qo'shib, har tomonlama takomillashtirish va o'rganishga hissa qo'shadi.

Matn bosqichida kognitiv va ko'p madaniyatli istiqbolni rivojlantirishga ko'maklashish, ko'p madaniyatli tabiatning tematik lug'atini tan olish va tahlil qilish uchun reproduktiv-transformatsion-kognitiv mashqlar o'tkaziladi.

Ishda chet tilida nutq ko'nikmalarini rivojlantirishga qaratilgan matn mashqlari misollari keltirilgan; bu navigatorlar uchun "Chet elga sayohat" mavzusidagi mashqdir.

Tavsiya etilgan sxemadan foydalanib, "Doverning oq qoyalari" hikoyasini (Frenk Kandlin tomonidan) takrorlang. qavs ichidagi lug'atdan foydalaning

1. Lucernedan jo'nash - Kalega kelish.

2. Kanallararo qayiqda boring (ingliz nonushtasi, Doverning oq qoyalarini, ingliz qirg'oq chizig'ini ko'ldek sokin va silliq ko'rish uchun palubaga chiqing).

3. Dover porti (pansion karta, immigratsiya, bojxona, (mansabdor shaxslar), bojxona rasmiylashtiruvi).

4. London qayiq poyezdi (o'rinlarni taqsimlash, o'tirish va taksi chaqirish).

5. "Metro" metroda sayohat qilish (bagajni saqlash, tuman liniyalari, erga qo'nish, transfer (metro), rangli svetoforlarga rioya qilish).

6. Bishoptonga yo'lda (restoranda tushlik, avtobus, mahalliy poezd...).

Matndan keyingi bosqichda kognitiv kashfiyot mashqlari (axborotni qidirish mashqlari) qo'llanilishi kerak. U o'qilgan matnning ideal yaqinlashuvini nazarda tutadi va uni takrorlashga tayyorlash uchun matn tarkibining eng muhim va qo'shimcha ko'p madaniyatli elementlarini aniqlaydi. Yuqoridagi muammolarni hal qilish uchun har xil turdagi mashqlar qo'llaniladi. Matn mavzusini aniqlash uchun mashqlar, hikoyalarni uzatish mashqlari: (4-jadvalga qarang)

4-Jadval

Bir qancha kitoblar misoli Ingliz tilini lug'atini boyitishi uchun ko'rsatilgan.

№	Mualliflar	Kitoblar Nomi	Mazmuni
1	Kenneth Grahame	The Wind in the Willows	Ushbu klassik ertak ingliz qishloqlarida bo'lib o'tadi va daryo bo'yida yashaydigan hayvonlarning sarguzashtlari bilan o'rtoqlashadi. Grahamning hayoliy hikoyalar bilan oddiy tildan foydalanishi bu kattalar va bolalar uchun yoqimli o'qishga aylantiradi.
2	William Golding	Lord of the Flies	Ushbu kitob zamonaviy klassik va butun dunyo maktablari uchun mashhur o'quv matnidir. Bir guruh o'g'il bolalar kimsasiz orolda yolg'iz qolishganda, ular yaratgan jamiyat shafqatsiz xatti-harakatlarga tushadi. Golding dramatik va tavsifiy tildan foydalanadi, xuddi she'rga o'xshab, o'zingizni sahnada o'zingizni his qilasiz.
3	Ernest Hemingway	The Old Man and the Sea	Ernest Xeminguey o'zining aniq, sodda yozish uslubi va qisqa jumlalar tuzilishi bilan mashhur bo'lib, bu ingliz tilini o'rganuvchilar uchun juda yaxshi va ko'pchilik uni maktabda o'qigan. Bu kubalik baliqchining jasoratli hikoyasi va uning ulkan marlinni qo'ndirish uchun kurashi va bu Xemingueyni muallif sifatidagi mukammal kirishdir.

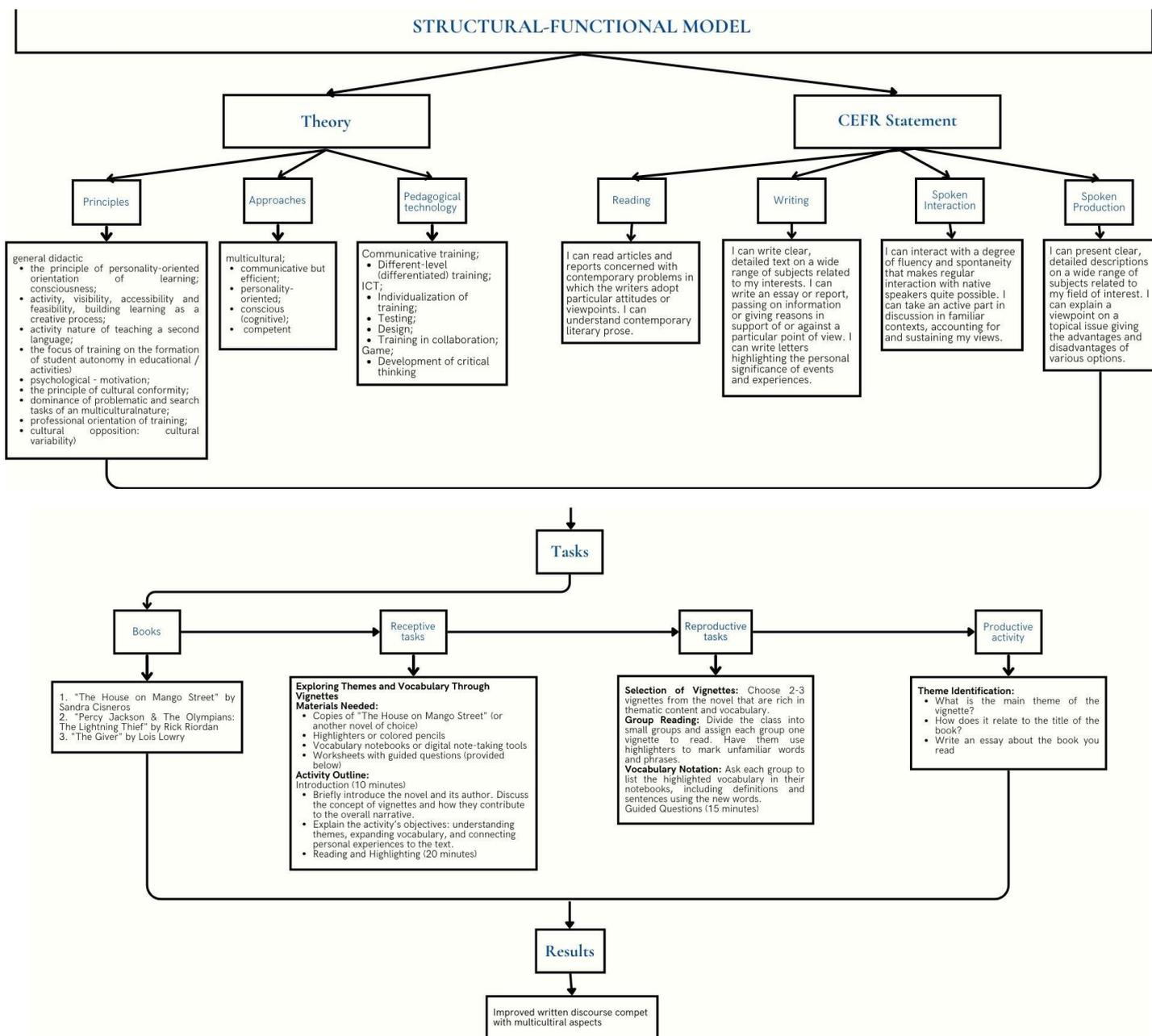| 4	George Orwell	Animal Farm	Bu qisqa, allegorik roman hayvonlarning o'z xo'jayinlariga qarshi isyon ko'tarishi haqida hikoya qiladi va Sovet Ittifoqidagi Stalin davrining kinoyasidir. Orwell oddiy ingliz tilidan barcha o'qish darajalariga "kamroq ko'proq" yondashuvi bilan murojaat qiladi va hayvonlar qisqa, aniq jumlalar bilan gapiradi.
5	Mitch Albom	Tuesdays with Morrie	Mitch Albom o'zining sobiq kollej professori Morri Shvarts bilan qayta aloqaga chiqqanida, u qimmatli hayotiy saboqlarni o'rganadi va Morri hayotining so'nggi oylarida ochib bergan barcha kulgili, aqlli donolikni o'quvchilar bilan baham ko'radi. Bu ko'proq suhbatdosh o'qish va yozish uslubini tanlash uchun ajoyib kitob. Bu shuningdek, ovoz chiqarib o'qish uchun ajoyib kitob
6	Nick Hornby	High Fidelity	Har qanday musiqa ixlosmandlari uchun o'qish kerak bo'lgan ushbu zamonaviy hikoya tasodifiy til uslubidan foydalanadi. U Londonning shimolida yashovchi bosh qahramon Rob, yuragi singan plastinalar do'koni egasi nuqtai nazaridan yozilgan. Bu hikoyani haqiqatan ham harakatga keltiradigan qahramonlar o'rtasidagi qisqa, kulgili suhbatlar bilan tez sur'atga ega.
7	Mark Haddon	The Curious Incident of the Dog in the Night-Time	Bu autizmli yosh bola Kristoferning sarguzashtlari haqidagi hikoya. U qo'shnisining itining o'ldirilishini bilib, uni tekshirishga qaror qiladi. Kristoferning nuqtai nazaridan aytilishicha, uning ko'rgan hamma narsasini tushuntirishlari aniq va tushunish oson va sizni qiziqarli sayohatga olib boradi.

Yuqoridagi adabiyotlarni tahlil qilib shuni aytish mumkinki, dasturdagi keng qamrovli mavzular va tavsiya etilgan mavzular mantiqiy ketma-ketlikka ega emas; mavzularda uzviylik va uzluksizlik mavjud emas. Shuningdek, milliy o'quv adabiyotlari, elektron hisoblash dasturlari va darsliklar yetarli darajada emas. Masalan, yuqorida keltirilgan 4, 5, 6-mavzular tugallangan o'quv rejasining ikkinchi kursi uchun tavsiya etilgan (2.-jadvalga qarang) Bu O'zbekiston va dunyo haqida bo'lib, tavsiya etilgan mos keladigan ma'lumotlarni asosiy adabiyotlarda topish qiyin. Bundan tashqari, lingvistik jihatlar amaliyoti kommunikativ leksika (lug'at boyligini oshirish) moduli ITD-1, A-1-219 «Oliy ta'lim muassasalarida xorijiy til (ingliz) bo'yicha ta'lim tizimida Evropa kompetensiyalarining (CEFR) S1 darajasini olish.) ta'minlovchi o'quv-uslubiy majmua yaratish deb nomlangan amaliy loyiha. 1 va 2-kurslar uchun "LOQAT" o'quv qo'llanma G. Bakiyeva, M. Rachmanova va Sh Turg'unovalar tomonidan yaratilgan. Qo'llanmalarni o'rganish 9 ta asosiy mavzular va kichik mavzulardan iborat 18 ta asosiy mavzular bo'yicha tuzilgan va ishchi dasturga muvofiq amalga oshiriladi. (5-jadvalga qarang)

Jadval 5

Kuzatish testi maqsadlarni aniqlashni o'z ichiga oladi
1. Tanlangan tayyorlov guruhlarida kasb-hunar ta'limi talabalarining masofaviy dialekt nutqi malakasini oshirish bo'yicha yaratilgan metodikani tekshirish va tasdiqlash.
2. Ushbu texnikaning adekvatligi va samaradorligini oshirish uchun uni tubdan qayta ko'rib chiqish.
3. Tegishli o'quv va diskursiv materialni optimallashtirish uchun guruhlash va murakkablik darajasini tashkil qiling.

Dissertatsiyada tayyorgarlik va nutq amaliyotiga ham e'tibor berilgan. Ogohlantirishlar fikrlash qobiliyatini rivojlantirishga yordam beradi. Matn, audio materiallar va boshqa resurslarning modellari va konturlarini o'z ichiga oladi. Suhbat amaliyotida asosiy e'tibor mazmun va qiyinchilikka qaratiladi. Mashqlar yanada ijodiy bo'lib, namunalarni talab qilmaydi. Nutq va yozish mashqlari quyidagilar bo'lishi mumkin: matnni takrorlash, tayanchlardan foydalanish, aniq tasvirlar, nutq va tajribaga asoslangan amaliyot.

Insho esa tavsif, hikoya, munozara yoki polemik bo'lishi mumkin. Maqsad-fikrlarni ifoda etish va qiziqish uyg'otishdir. Yozuv malakasini oshirish vazifalari: kitob mazmuni, sharh, xarakter tahlili, kitoblarni taqqoslash, muallifga xat yozish va unga asoslangan hikoya yaratish. O'quv qo'llanma materialni yangilaydi va madaniy o'rganish imkonini beradi.

STRUCTURAL-FUNCTIONAL MODEL

Theory

Principles

general didactic
- the principle of personality-oriented orientation of learning; consciousness;
- activity, visibility, accessibility and feasibility, building learning as a creative process;
- activity nature of teaching a second language;
- the focus of training on the formation of student autonomy in educational / activities)
- psychological - motivation;
- the principle of cultural conformity;
- dominance of problematic and search tasks of an multiculturalnature;
- professional orientation of training;
- cultural opposition: cultural variability)

Approaches

multicultural;
- communicative but efficient;
- personality-oriented;
- conscious (cognitive);
- competent

Pedagogical technology

Communicative training;
- Different-level (differentiated) training;
ICT;
- Individualization of training;
- Testing;
- Design;
- Training in collaboration;
Game;
- Development of critical thinking

CEFR Statement

Reading

I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

Writing

I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

Spoken Interaction

I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

Spoken Production

I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Tasks

Books

1. "The House on Mango Street" by Sandra Cisneros
2. "Percy Jackson & The Olympians: The Lightning Thief" by Rick Riordan
3. "The Giver" by Lois Lowry

Receptive tasks

Exploring Themes and Vocabulary Through Vignettes
Materials Needed:
- Copies of "The House on Mango Street" (or another novel of choice)
- Highlighters or colored pencils
- Vocabulary notebooks or digital note-taking tools
- Worksheets with guided questions (provided below)
Activity Outline:
Introduction (10 minutes)
- Briefly introduce the novel and its author. Discuss the concept of vignettes and how they contribute to the overall narrative.
- Explain the activity's objectives: understanding themes, expanding vocabulary, and connecting personal experiences to the text.
- Reading and Highlighting (20 minutes)

Reproductive tasks

Selection of Vignettes: Choose 2-3 vignettes from the novel that are rich in thematic content and vocabulary.
Group Reading: Divide the class into small groups and assign each group one vignette to read. Have them use highlighters to mark unfamiliar words and phrases.
Vocabulary Notation: Ask each group to list the highlighted vocabulary in their notebooks, including definitions and sentences using the new words.
Guided Questions (15 minutes)

Productive activity

Theme Identification:
- What is the main theme of the vignette?
- How does it relate to the title of the book?
- Write an essay about the book you read

Results

Improved written discourse compet with multcultiral aspects

2-rasm. Structural-Functuional Model

Chet tilini o'rganishda nutq kompetentsiyasini oshirish bo'yicha so'nggi tadqiqotlar turli mavzular bo'yicha bir nechta muhim natijalarni ochib beradi: Tilshunoslik fakulteti talabalari uchun chet tilidagi nutq kompetentsiyasini rivojlantirishda tuzilgan metodologiya samarali ekanligini isbotladi. Ushbu yondashuv turli xil nutq naqshlari va janrga xos konventsiyalarni birlashtiradi, bu esa ta'lim strategiyalarini yaxshilashga va yanada izchil, kontekstga mos yozma matnlarga olib keladi. Bundan tashqari, madaniy ahamiyatga ega bo'lgan mazmunni o'z ichiga olgan keng qamrovli asoslardan foydalanish talabalarning yozma va og'zaki vazifalarni bajarish qobiliyatini oshirdi, ularni turli akademik va

kasbiy sharoitlarda murakkab nutq talablarini bajarish uchun jihozladi.

Dissertatsiyaning uchinchi bobi "**Pedagogik eksperiment-test ishini tashkil etish va uning natijalari**" deb nomlangan. Ushbu bobda nutq kompetensiyasi bilan bog'liq tadqiqot taqdim etilgan, shuningdek, talabalarning diskursiv (yozma) kompetentsiyasini yaxshilashga qaratilgan eksperimental trening natijalari keltirilgan.

Tajriba uch xil joyda: Samarqand, Buxoro va Toshkentda o'tkazildi. Har bir joy qimmatli ma'lumotlarni taqdim etdi va natijalar bir xilda qoniqarli edi. Keyingi bo'limlarda eksperimentning metodologiyasi, bajarilishi va natijalari haqida batafsil ma'lumot berilgan. Eksperimental mashg'ulotlar maqbul va oqilona shartlarda o'tkazildi. O'zbekiston davlat jahon tillari universitetining avtonom olimi Raximova Shahnoza Po'latovna "Talabalarning nutqiy (yozma) kompetensiyasini oshirishning ko'p madaniyatli jihatlari (ingliz tili misolida)" mavzusida ta'lim va ta'lim nazariyasi va metodologiyasiga, xususan, ingliz tiliga e'tibor qaratdi. Tadqiqot eksperimental ishlarni o'z ichiga oladi va 13.00.02 mutaxassisligi doirasida olib borilmoqda.

Eksperimental mashg'ulotlarni tashkil qilish uchun biz quyidagi o'zgarmas shartlarni tanladik: eksperimental mashg'ulotlarni o'tkazish uchun vaqt oralig'i 1 yil (tanlov kursini o'tish vaqti); ingliz tilini bilish darajasi B1 ("pre-intermediate"), shuningdek, B2 va qisman C1 darajalari; eksperimental mashg'ulotlarda o'qitishning soni va konsentratsiyasi va umumiy mashg'ulot soatlari - haftasiga 2 soat. Eksperimental mashg'ulotlarda Samarqand davlat chet tillar instituti, Buxoro davlat universiteti va O'zbekiston davlat jahon tillari universitetidan jami 134 nafar talaba ishtirok etdi. Tadqiqot, shuningdek, tadqiqot ishtirokchilarining shaxsiy kompyuter va Kindle uchun o'qish materiallarining qog'oz va elektron versiyalaridan foydalanish xulq-atvor niyatlarini o'rganish nuqtai nazaridan amalga oshirildi. (6-jadvalga qarang)

6-jadval

Tadqiqotning testdan oldingi bosqichi ishtirokchilari o'rtasida taqsimlanishi namunaviy muassasalar

Sample Institutions	Bukhara State University	Samarkand State Foreign Languages Institute	Uzbekistan State World Languages University
Number of Participants (*N*)	54	40	40

Tadqiqot natijalarining ishonchliligi va asosliligini ta'minlash maqsadida uchta namunadagi oliy ta'lim muassasalari: Samarqand davlat chet tillar instituti, Buxoro davlat universiteti va O'zbekiston davlat jahon tillari universitetida talabalar ishtirokida eksperimental tadqiqotlar o'tkazildi (6-jadvalga qarang). Tadqiqotning testdan oldingi bosqichida jami 134 nafar talaba, tadqiqot tajribasining testdan keyingi bosqichida 134 nafar talaba ishtirok etdi. (7-jadvalga qarang).

Tadqiqot ishtirokchilarining testdan keyingi bosqichlarini taqsimlash Nazorat va davolash guruhlaridagi namunaviy muassasalar orasida

Namuna Institutlar	Buhoro Davlat Universiteti	Samarqand davlat chet tillar instituti	O'zbekiston davlat jahon tillari universiteti	Jami N
Control Gruppalar	66	49	42	157
Tajriba Gruppalar	54	40	40	134
Jami ishtirokchilar soni (N)	120	89	82	291

Tadqiqotning testdan oldingi bosqichida ishtirokchilarni taqsimlash ta'lim muassasalari

Institutlarga misollar	Buxoro davlat universiteti	Samarqand davlat chet tillari instituti	O'zbekiston davlat jahon tillari universiteti
Ishtirokchilar soni (N)	72	95	86

testdan oldingi bosqichida jami 253 nafar , tadqiqot tajribasining testdan keyingi bosqichida 250 nafar talaba ishtirok etdi. (8-jadvalga qarang)

Tadqiqot ishtirokchilarini tanlashda qulay tanlovdan foydalanildi. Tadqiqot ishtirokchilari 60111800[19] - Chet tili va adabiyoti yo'nalishi bo'yicha bakalavriat darajasiga olib boradigan ingliz tili o'qituvchilarining malakasini oshirish kurslaridan saralangan. Muassasalarda kurslar doirasida taqdim etiladigan davlat ta'lim standartlari, o'quv rejalari, o'quv rejalari va tayanch modullari Oliy o'rta maxsus ta'lim vazirligi tomonidan ishlab chiqiladi va tasdiqlanadi. Shu sababli, barcha tanlangan muassasalarda darslarni o'tkazish rejimi, modul soatlarida yuqori izchillik mavjud.

Tadqiqot usullarini tanlashda haqiqiy eksperimental va kvazexperimental yondashuvlar hisobga olingan. Bunday holda, kvazi-eksperiment qo'llanildi, chunki o'quvchilar, o'quv sharoitlari va ularning kiritilishidagi farqlar tufayli barcha o'zgaruvchilar ustidan to'liq nazoratni ta'minlash mumkin emas edi. Ishtirokchilarni nazorat va eksperimental guruhlarga tasodifiy tayinlash ushbu tadqiqotda qiyin edi.

Turli eksperimental o'rganish shartlari ingliz tilini o'rganish jarayonida darsdan tashqari mashg'ulotlarni boshqarishga ixtisoslashgan talabalarda chet tilidagi nutq ko'nikmalarini rivojlantirish usullarini o'z ichiga oladi. Treningning asosini "Talabalar uchun har kungi ingliz tili" tanlov kursining materiali, Internetdan ingliz tilidagi asl materiallar va nomi keltirilgan manbalarga kiritilgan boshqalar tashkil etdi. Eksperimental ma'lumotlarning to'g'riligi darslikdan

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[19] 60111800 - Хорижий тил ва адабиёти (тиллар бўйича) бакалавриат таълим йўналишининг малака талаблари. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги. Тошкент, 2018. – 37 б

foydalanib ingliz tilini o'rganayotgan nazorat guruhlaridagi natijalar bilan taqqoslash orqali N.G. Feoktistova[20] "Talabalar uchun ingliz tili"

Turli eksperimental o'rganish shartlari ingliz tilini o'rganish jarayonida darsdan tashqari mashg'ulotlarni boshqarishga ixtisoslashgan talabalarda chet tilidagi nutq ko'nikmalarini rivojlantirish usullarini o'z ichiga oladi. Treningning asosini "Talabalar uchun har kungi ingliz tili" tanlov kursining materiali, Internetdan ingliz tilidagi asl materiallar va nomi keltirilgan manbalarga kiritilgan boshqalar tashkil etdi. Eksperimental ma'lumotlarning to'g'riligi darslikdan foydalangan holda ingliz tilini o'rganayotgan nazorat guruhlaridagi natijalar bilan taqqoslash orqali N.G. Feoktistova "Talabalar uchun ingliz tili". Eksperimental metodologiyaga rioya qilgan holda, E.A. Shtulman[21] quyidagi darajalarni aniqlagan.

Internet tarmog'i orqali o'quv materiallari, loyiha metodlari, ro'lli o'yinlar, ishbilarmonlik o'yinlari, ko'p madaniyatli muloqotning ishbilarmonlik holatlarini tahlil qilish kabi muammoli va interfaol o'qitish usullari tanlovli chet tili kurslarini tashkil etishning texnik yo'nalishini tashkil etadi. Chet tilining diskursiv kompetentsiyasini rivojlantirish uchun talabalarning kasbiy o'zini-o'zi takomillashtirishning individual ta'lim traektoriyasini ta'minlash uchun ushbu usullarni sinfda ham, nutqni o'qitish jarayonida ham o'zgartirish kerak. Ushbu tajriba ikki bo'limda o'tkazildi: testdan oldingi va keyingi test. Birinchi bo'limda talabalarga noma'lum mavzular berildi va yozish vazifasi uchun taymer o'rnatildi. Keyinchalik natijani ko'rish uchun yana bir tajriba o'tkazildi: ularga 4-6 oy davomida o'qish uchun kitob berildi. Shundan keyingi natija shunchaki hayratlanarli bo'ldi; ular inshoni oson va ravon yozishga muvaffaq bo'lishdi.

Tajribamiz ko'rsatganidek, oliy ta'lim bosqichidagi talabalar o'zlarining kelajakdagi kasbiy faoliyatiga o'z nuqtai nazariga ega bo'lgan, chet tilini aniq bilgan holda, xorijiy jamiyatdagi professional hamkasblari bilan bog'langanda o'z xohishi va tayyorligini bildiradi. u yoki bu yo'nalishda chet tilining kommunikativ ko'nikmalarini, ko'p madaniyatli va kasbiy kompetentsiyasini oshirish. Mutaxassislik profilidagi tanlov kursi (bizning holimizda "Talabalar uchun har kuni ingliz tili") ularga individual ravishda belgilangan ehtiyojlarni amalga oshirish imkoniyatini beradi.

Kursini sinfdan tashqari ishlarning samarali shakllaridan biri deb hisoblash mumkin:
- talabalarning chet tilining kommunikativ, ko'p madaniyatli va kasbiy tayyorgarligini birlashtirish;
- o'quvchilarning o'quv jarayoniga shaxsiy munosabati nuqtai nazaridan, shuningdek, ularning kasbiy qiziqishlari va g'oyalarini oydinlashtirish va mustahkamlashda o'z-o'zini takomillashtirish;

ularda tilni maxsus maqsadlarda o'rganishga bo'lgan qiziqish va motivatsiyani

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[20] N._G._Feoktistova 1998 https://openlibrary.org/authors/OL8949171A/N._G._Feoktistova Helgeson, Kurt R., and Anthony E. Schwaller. "Selecting instructional strategies for technology education." (2003). Ari D. et al. Introduction to educational research. – Cengage Learning, 2009. – 696 p.

[21] Shtulman, Andrew, and Caren Walker. "Developing an understanding of science." Annual Review of Developmental Psychology 2.1 (2020): 111-132.

shakllantirish.

Tanlov kursi o'z mazmuni va tashkiliy jihatdan kasbiy yo'naltirilgan ta'lim tizimiga muvaffaqiyatli integratsiyalashgan bo'lib, o'quvchilarni bo'lajak kasbi kontekstiga singdirish maqsadiga xizmat qiladi, bu esa ularga chet tilining diskursiv kompetensiyasini oshirish imkonini beradi va pirovardida, bitiruvchilarning raqobatbardoshligi. O'quv materialini tanlashda siz P.V.Sisoev tomonidan belgilangan mezonlarni hisobga olishingiz kerak.[22]:

- xorijiy madaniyat haqiqatlari va faktlarining madaniy qiymati;
- Ona tilida so'zlashuvchi hayotining tipik jihatlari.
- Madaniyat haqida ma'lum faktlar.
- So'z boyligi va tilning o'zida yangi konstruksiyalarning mavjudligi.
- Madaniy hodisalarni solishtirish va farqlash zarurati.
- Madaniy materiallarning shaxsning ma'naviy kamoloti uchun tarbiyaviy ahamiyati, bag'rikenglik, o'zaro tushunish kabi fazilatlarni shakllantirishga xizmat qiladi.
- Mavzu va yetarli minimal.

Kasbiy yo'naltirilgan ko'p madaniyatli muloqotning mavzulari va vaziyatlari doirasini aniqlash uchun biz "Chet tili" fanining ish dasturini va quyidagi mutaxassisliklar bo'yicha bir qator mavjud darsliklarni asos qilib oldik: B.E. Kitaevich, N.M. Nemchikova, M.N. Sergeeva "Dengiz maktablari uchun ingliz tili darsligi", N.O. Doroshkevich, V.P. Mandrik, M.S. Smirnova "Dengizchilar uchun ingliz tili", S.S. Zbanduto, E.S. Divinskaya -Glebova, V.I. Bobrovskiy "Navigatsiya. Universitetlar uchun ingliz tilidan darslik", E.S. Pilatskiy "Talabalar uchun kundalik ingliz tili", N.G. Feoktistov "O'quvchilar uchun ingliz tili".

I. L. Bimning fikricha, mashqlarning bir-biri bilan uyg'un bog'lanishi, ularning tizimliligini hisobga olgan holda, nutq faoliyatining asosiy turlarini o'rgatishning muayyan maqsadlariga erishish uchun maqsadli harakatlar majmuasiga yordam beradi.

N.I. Gez[23] harakat komponentlarining doimiy (mashqlar ketma-ketligi, malaka hosil qilish bosqichlari) va o'zgaruvchan (nutq operatsiyalarining to'g'ridan-to'g'ri til materialiga, o'rganish bosqichiga va nutq faoliyati turiga bog'liqligidagi to'plami va xarakteri) xususiyatlari bilan qiziqtirish tizimi.

"Suhbat" o'qish va rolli o'yin o'yinining materialiga dialogik yozish va nutqiy ko'nikmalarni egallash darajasini tekshirish belgilandi. O'quvchilarga o'qish uchun tarqatma materiallar va har bir rol uchun kerakli iboralar yozilgan kartochkalar berildi, ular dialogda shakllantirilishi mumkin. Talabalarning batafsil dialogi zarur leksik materialni o'z ichiga olgan va muloqot vazifasiga muvofiq grammatik jihatdan to'g'ri edi. Yana biri esa o'qilgan materialga ko'ra insho yozish. Muayyan sohalarda va aloqa holatlarida aloqa samaradorligi va yozish maqsadlariga erishish kuzatiladi. O'quvchilarni ko'rib chiqilayotgan iboraning millati haqida ma'lum bilimlar/ma'lumotlar bilan tanishtirish. Istalgan ma'lumotlarni, shuningdek yozish va muloqotning ko'p madaniyatli jihatlarini qoniqtiradigan nutq aloqa qobiliyatlari va imkoniyatlarini ta'minlashga ishora qiluvchi ishlarni tartibga solish. Muvaffaqiyatli

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[22]Sisoev, P.V. Ko'p madaniyatli til ta'limi: nazariya va amaliyot: monografiya / P.V. Sisoev. - M.: Glossa-press, 2008.
[23]Gez, N. I. O'rta maktabda chet tillarini o'qitish usullari / N. I. Gez va boshqalar. - M.: 2001

takomillashtirilgan yozuvga erishish, agar yozish va muloqot qilishni o'rgatishda asosiy bo'lgan umumiy pedantik, aqliy va qonuniy uslubiy standartlar hisobga olingan holda amalga oshiriladi. O'tkazilgan barcha tafsilotlar va omillarga ko'ra, u statistik test tahliliga olib keladi. (3-rasmga qarang)
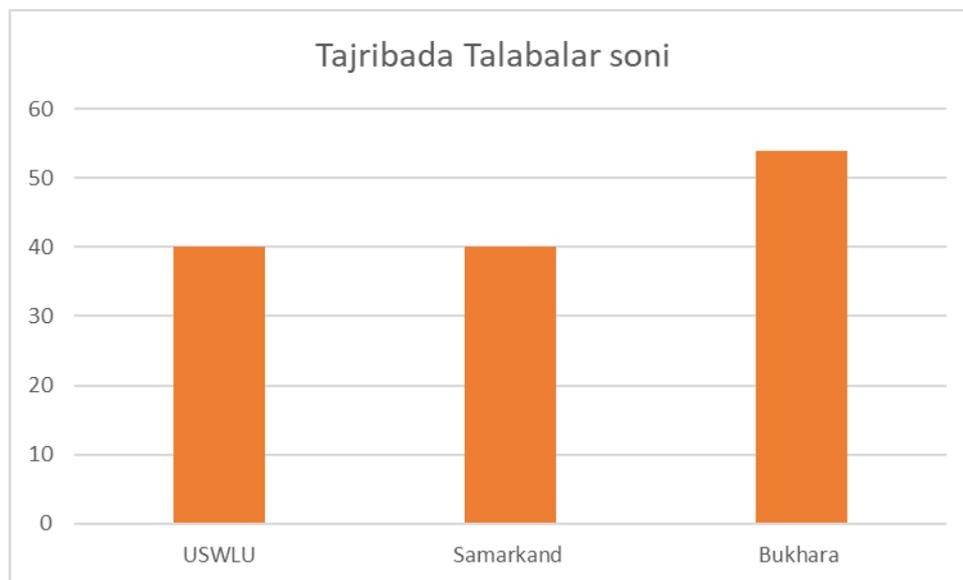
3-rasm. Tajribadagi talabalar soni

Tajriba ma'lumotlari va sinfdagi turli tadbirlar bo'yicha pedagogik kuzatishlar ma'lumotlariga statistik ishlov berish tavsiya etilgan metodikaning samaradorligini ko'rsatadi. Eksperimental guruhlardagi talabalar chet tillarini o'rganishga doimiy qiziqish ko'rsatdilar, sinfda ijodiy faoliyatni rag'batlantirdilar, o'z-o'zidan va tasavvurlarini namoyon qildilar, o'z madaniyatiga ko'proq qiziqish bildirdilar va ommaviy axborot vositalariga qiziqish bildirishdi. Biz ko'pincha Internet va boshqa manbalardan kerakli ma'lumotlarni qidiramiz. Talabalar ko'pincha tadqiqot xarakteriga ega bo'lgan o'quv va kognitiv kommunikativ faoliyatda bajonidil hamkorlik qildilar, eng yangi kompyuter texnologiyalaridan foydalangan holda qiziqarli tezislar va ma'ruzalar tayyorladilar. Vazifaning boshidanoq ular men bilan juda yaxshi va ishtiyoq bilan munosabatda bo'lishdi. Eksperimental tadqiqotlarni tashkil etish va o'tkazishga qo'yilgan uslubiy talablarga ko'ra, tadqiqot 2021-2022-yillarda uchta namunadagi oliy ta'lim muassasalari: Buxoro davlat universiteti, Samarqand davlat chet tillar instituti va O'zbekiston davlat jahon tillari talabalari ishtirokida o'tkazildi. Universitet. Tadqiqotda "Chet tili va adabiyoti", "Filologiya va tillarni o'qitish" mutaxassisliklari bo'yicha o'qituvchilar tayyorlash kurslarida tahsil olayotgan 134 nafar talaba ishtirok etdi.

Tadqiqotlarning mustaqilligini tahlil qilish uchun biz T test formulasidan foydalandik.

T-test - bu ikki guruhning o'rtacha ko'rsatkichlarini solishtirish uchun ishlatiladigan statistik test. Ko'pincha gipotezani tekshirishda jarayon yoki davolanish haqiqatan ham qiziqish uyg'otadigan aholiga ta'sir qiladimi yoki ikki guruh bir-biridan farq qiladimi yoki yo'qligini aniqlash uchun ishlatiladi. Men 3 ta universitetda test o'tkazdim va bu bobda men qanchalik mustaqil va qanchalik

samarali ekanligini aniqlayman.T-test tadqiqotlarining umumiy jadvali. (9-jadvalga qarang)

	Gruppda talabalar soni	Tajribagacha ko'rsatgichlar		Tajribadan so'ng ko'rsatgichlar	
		Standard o'gish	O'rtacha qiymat	Standard o'gish	O'rtacha qiymat
BDU	54	0.62	3.13	0.75	4.17
SamDCHTI	40	0.65	2.8	0.75	3.95
UzSWLU	40	0.58	3.15	0.8	4.15

T-test formulasi

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

Ikki namunali formula t- testi (Talabaning t-testi) yuqorida ko'rsatilgan. Ushbu formulada t - t *ning* qiymati , x_1 va x_2 - taqqoslanayotgan ikki guruhning o'rtacha qiymati, s_2 - ikki guruhning umumiy standart xatosi, n_1 va n_2 - kuzatuvlar soni har bir guruh.

Ikki namunali t-test (Talabaning t-testi) formulasi yuqorida ko'rsatilgan. Ushbu formulada t - t qiymati, x1 va x2 - taqqoslanayotgan ikki guruhning o'rtacha qiymati, s2 - ikki guruhning birlashtirilgan standart xatosi, n1 va n2 - har bir guruhdagi kuzatishlar soni.

Kattaroq t qiymati guruh o'rtasidagi farq birlashtirilgan standart xatodan kattaroq ekanligini ko'rsatadi, bu guruhlar o'rtasidagi sezilarli farqni ko'rsatadi. (4-5 rasmga qarang)
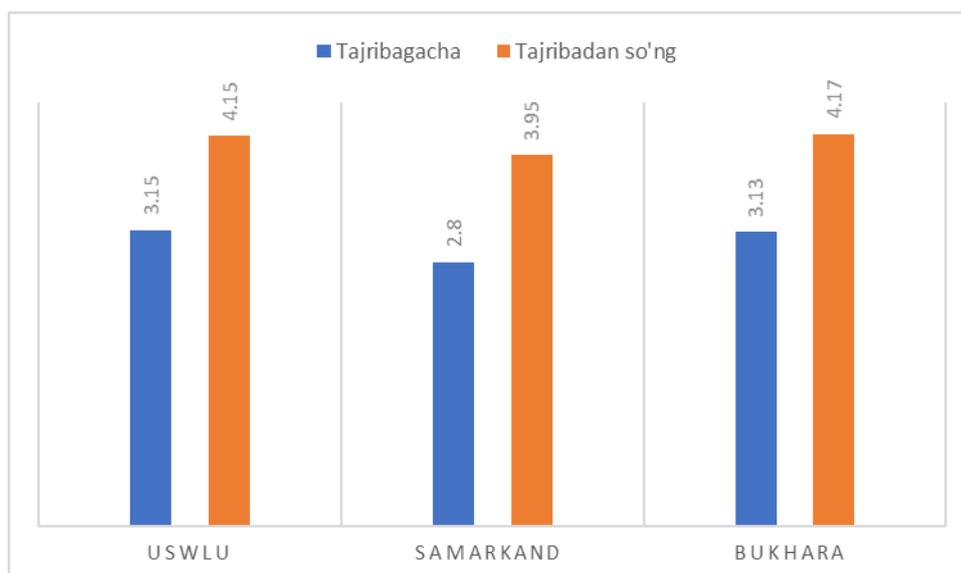
4-rasm Talabalarning o'rtacha balli
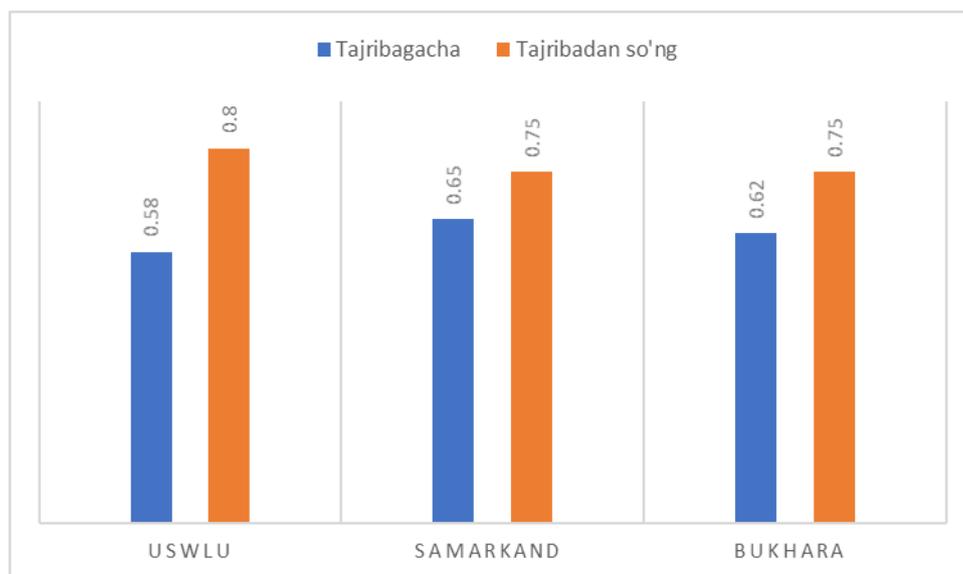
5 - rasm. Natijalarning standart og'ishi

Kattaroq t qiymati guruh o'rtasidagi farq birlashtirilgan standart xatodan kattaroq ekanligini ko'rsatadi, bu guruhlar orasidagi katta farqni ko'rsatadi.

O'zbekiston davlat jahon tillari universiteti T-test natijalari

t-test: vositalarni aniqlash uchun ikkita namunani juftlashtirdi		
	Dastlabki sinov	*Posttest*
Nazarda tutilgan	3.15	4.15
Dispersiya	0,34	0,64
Kuzatishlar	40.00	40.00
Pearson korrelyatsiyalari	0,61	
Taxminiy o'rtacha farq	0,00	
df	39.00	
t Stat	-9,87	
P(T<=t) bir tomonlama	0,00	
t tanqidiy bir tomonlama	1.68	
P(T<=t) ikki tomonlama	0,00	
t Kritik ikki tomonlama	2.02	

Oldindan test (M = 3,15: SD = 0,58) va keyingi test (M = 4,15; SD = 0,8) o'rtasidagi farq sezilarli edi (t (40) = -9,87), p qiymati 0,05 dan kam, bu esa nol gipotezani rad etadi. Pearson korrelyatsiyasi 0,61 edi. Ushbu natijalar tadqiqotning ahamiyatli ekanligini ko'rsatadi.

Buxoro universiteti T-test natijalari

t-test: vositalarni aniqlash uchun ikkita namunani juftlashtirdi		
	Dastlabki sinov	*Posttest*
Nazarda tutilgan	3.13	4.17
Dispersiya	0,38	0,56
Kuzatishlar	54.00	54.00
Pearson korrelyatsiyalari	0,65	
Taxminiy o'rtacha farq	0,00	
df	53.00	
t Stat	-13.10	
P(T<=t) bir tomonlama	0,00	
t tanqidiy bir tomonlama	1.67	
P(T<=t) ikki tomonlama	0,00	
t Kritik ikki tomonlama	2.01	

Oldindan test (M=3,13: SD=0,62) va testdan keyingi (M=4,17; SD=0,75) Buxoro universitetidagi farq sezilarli edi (t (54)=-13,10), p qiymati 0,05 dan kam, bu rad etadi. nol gipoteza, Pearson korrelyatsiyasi. 0,65 ga teng edi. Ushbu natijalar tadqiqotning ahamiyatli ekanligini ko'rsatadi.

Samarqand davlat chet tillar institutining T-test natijalari

t-test: teng dispersiyalarni qabul qilgan ikkita namuna		
	Dastlabki sinov	*Posttest*
Nazarda tutilgan	2.8	4.0
Dispersiya	0.4	0,6
Kuzatishlar	40,0	40,0
Birlashtirilgan farq	0,5	
Taxminiy o'rtacha farq	0,0	
df	78,0	
t Stat	-7.3	
P(T<=t) bir tomonlama	0,0	
t tanqidiy bir tomonlama	1.7	
P(T<=t) ikki tomonlama	0,0	
t Kritik ikki tomonlama	2.0	

Out T tadqiqotlari tadqiqotlar ahamiyatli ekanligini va barcha nol gipotezani rad etishini ko'rsatdi. Eng muhimi Buxoro, keyin Toshkent va nihoyat Samarqand edi.

Xulosa qilib aytadigan bo'lsak, ushbu protseduradan yozishni takomillashtirishga ko'rsatma berishda, shuningdek, o'qish uchun o'rgatuvchi materiallarni yaratishda foydalanish mumkin. Nutq kompetensiyasini professional tarzda yo'lga qo'yilgan yo'riqnoma doirasida har kuni o'qish bo'yicha eksperimental ishlarning takomillashtirilishi o'rtacha 12,7% bilan katta natija beradi.

XULOSA

Ushbu dissertatsiyada olib borilgan tadqiqot shuni ko'rsatadiki, nutq kompetentsiyasini takomillashtirish lingvistik universitet ta'limining muhim elementi, ayniqsa, birinchi va ikkinchi kurs talabalari uchun. Ushbu tadqiqot, til o'rgatish muassasalarida yozish qobiliyatini yaxshilash maqsadida o'qish faoliyatini birlashtiradigan kompleks yondashuvni joriy etish zarurligini ta'kidlaydi. Tadqiqotlar strukturaviy-funktsional modeldan matnli va kommunikativ nutq vaziyatlari bilan birgalikda foydalanishni optimal natijalarga erishish va ta'lim samaradorligini oshirish uchun samarali strategiya sifatida aniqlaydi. Haqiqiy hayot stsenariylarida uchraydigan madaniyatlararo muloqot masalalarini samarali takrorlaydigan strukturaviy-funktsional modelni o'quv jarayoniga kiritish juda muhimdir. Ushbu strategiya talabalarga haqiqiy professional stsenariylarda, shu jumladan yozma va og'zaki nutq sharoitlarida qatnashish imkoniyatini berish orqali madaniyatlararo muloqot qilish uchun muhim ko'nikmalar va taktikalarni egallashni kuchaytiradi, shuning uchun ularga o'zlarining til bilimlarini mashq qilish va oshirish imkonini beradi. Ushbu tadqiqot natijalari shuni tasdiqlaydi ki, strukturaviy-funktsional asosga asoslangan yaxshi ishlab chiqilgan va tuzilgan o'quv jarayoni nutq kompetentsiyasini egallashni sezilarli darajada yaxshilaydi.

Qolaversa, o'qish mashg'ulotlari bilan shug'ullanish va sinfdan tashqari chet tilida uy vazifasini bajarish malakali so'zlash malakasini tarbiyalashda muhim ahamiyatga ega. Ushbu tadbirlar talabalarning til ko'nikmalarini bir nechta kontekstlarda qo'llashni osonlashtiradi va tildan foydalanish bilan bog'liq madaniy jihatlarni tushunishlarini kuchaytiradi. O'qituvchilar uchun malakali muloqotga oid tushunchalarni, madaniy me'yorlarni va turli xil muloqot usullarini misol qilib keltiruvchi turli stsenariylarni o'z ichiga olgan o'quv materiallarini taqdim etish juda muhimdir. Haqiqiy kitoblar va matnlarni topshiriqlarga integratsiya qilish talabalarning til bilimi va madaniy tushunchalarini oshiradi, shu bilan birga ularning mazmunli dialoglarda ishtirok etish qobiliyatini rivojlantiradi. Ushbu tadqiqot lingvistik va lingvistik ta'limda nutq malakasini oshirish uchun tizimli-funktsional model, yozma va kommunikativ nutq sozlamalari va o'qish faoliyatini birlashtirgan kompleks yondashuvning ahamiyatini ta'kidlaydi.

Ushbu tadqiqot natijalari o'quvchilarni o'zlarining kasbiy faoliyati davomida madaniyatlararo o'zaro munosabatlarda faol ishtirok etish uchun zarur qobiliyatlar bilan jihozlashga intilayotgan o'qituvchilar uchun amaliy tushunchalar va tavsiyalar beradi. Ushbu strategiyalardan foydalanish orqali o'qituvchilar talabalarning mazmunli suhbatlarda ishtirok etish qobiliyatini rivojlantirishga samarali yordam berishi mumkin, ularni ko'plab madaniy va lingvistik kontekstlarda malakali yozish uchun zarur ko'nikmalar bilan jihozlashi mumkin.

1. Nutq kompetensiyasini oshirishda til o'rgatishning samaradorligi: Til o'rgatish samaradorligini baholash chorasi tilshunoslik oliy o'quv yurtlari talabalari o'rtasida nutqiy kompetentsiyaning barcha jihatlarini rivojlantirishda kuzatilgan ijobiy natijalarga asoslanadi. Til o'rgatishning samarali bo'lishini ta'minlash uchun diqqatni to'g'ri tasniflaydigan va bajaradigan turli vazifalarga qaratish kerak, bu esa o'quvchilarning muloqot qobiliyatlarini oshiradi. Chet tilida turli xil faoliyat turlarini birlashtirib, talabalar o'zlarining til bilimlarini oshirishlari

va maqsadli tilda yaxshilangan muloqot qobiliyatlarini rivojlantirishlari mumkin.

2. Strukturaviy va funksional yondoshuvning ahamiyati: Lingvistik va lingvistik universitetlarda tahsil olayotgan talabalarda nutqiy kompetentsiyani samarali rivojlantirish tilni o'qitishning yaxshi tashkil etilgan va amaliy modelini amalga oshirishga bog'liq. Ushbu model mantiqiy asoslash, amalga oshirish komponentlari va nutq malakasini olish jarayonini mos ravishda ifodalovchi nazorat mexanizmlariga ega bo'lishi kerak. Til o'qituvchilari asosiy til ko'nikmalarini o'rganishni ta'minlaydigan va kerakli tilda samarali muloqotni ta'minlaydigan tizimli strategiyadan foydalangan holda o'quvchilarning til rivojlanishini osonlashtirishi mumkin.

3. Madaniyatlararo o'zaro ta'sirlarda va real dunyo stsenariylarida ishtirok etishning ahamiyati: Talabalarning ko'p madaniyatli muhitda samarali muloqot qilish qobiliyatini oshirish uchun professional ko'p madaniyatli o'zaro ta'sirning haqiqiy stsenariylarini o'z ichiga olgan til o'rgatish dasturlarini ishlab chiqish juda muhimdir. Til o'qituvchilari o'quvchilarni real hayotiy vaziyatlarga ochib berish va turli madaniyatlarga mansub shaxslar bilan o'zaro munosabatni osonlashtirish orqali ularning nutqiy kompetensiyasini oshirishi mumkin. Talabalar ko'p madaniyatli va kommunikativ nutq holatlari toifalariga mos keladigan va til rivojlanishining turli bosqichlariga mos keladigan topshiriqlar to'plamini tuzish orqali o'zlarining chet tilida so'zlash qobiliyatini oshirishlari mumkin.

4. Muvaffaqiyatli natijalarga erishish va o'qitish samaradorligini ta'minlash uchun o'quv jarayoni strategiyaga muvofiq tuzilishi kerak: Strukturaviy-funktsional namoyishdan foydalanib, bo'lajak ekspertlar o'rtasidagi haqiqiy professional madaniyatlararo o'zaro ta'sir qilish shartlarini simulyatsiya qilish kerak. Biz bunga ushbu profilga ega bo'lgan mutaxassislarning professional hamjamiyatidan yozma muloqot va simulyatsiya qilingan nutq holatlaridan foydalanish orqali erishamiz.

5. Ko'p madaniyatli xususiyatlar va nutq kompetentsiyasi: Yangi paydo bo'lgan bo'lajak mutaxassislar o'z tajribalarini xorijiy kontekstlarda ish bilan ta'minlashning ko'plab turlariga qo'shishlari va turli xil darsdan tashqari mashg'ulotlar bilan shug'ullanishlari kerak. Madaniyatlararo muloqot ko'nikmalarini rivojlantirishda turli omillarni hisobga olish juda muhimdir, masalan, tegishli tushunchalarni qamrab oladigan ta'lim resurslari, madaniy ob'ektlar va xatti-harakatlarning umumlashtirilishi, ko'p madaniyatli muloqotda ilg'or faoliyat uchun asos bo'lishi mumkin bo'lgan tipik stsenariylar, tanlash. Birinchi va ikkinchi kurs talabalariga nutqiy kompetentsiyani o'rgatish uchun mos kitoblar va haqiqiy matnlardan foydalanish orqali talabalarning nutq kompetentsiyasini rivojlantirish.

Xulosa qilib aytadigan bo'lsak, ushbu ish lingvistik ta'limda o'quvchilarning samarali yozish qobiliyatini oshirishda til o'rgatishning ahamiyatini ta'kidlaydi. Til o'qituvchilari o'quvchilarning til ko'nikmalarini rivojlantirish va ularning ko'p madaniyatli kontekstlarda samarali muloqot qilish qobiliyatini yaxshilash imkoniyatiga ega. Bu jarayon turli tadbirlarni o'z ichiga oladi, tuzilgan va funktsional yondashuvlardan foydalanadi, shuningdek, ko'p madaniyatli o'zaro ta'sir va haqiqiy stsenariylarni ham hisobga oladi. Ushbu tadqiqot natijalari til universitetlarida talabalarning nutq malakasini oshirishga intilayotgan o'qituvchilar uchun amaliy tushunchalar va takliflar taqdim etadi.

НАУЧНЫЙ СОВЕТ PhD.03/07.06.2024.Ped.27.02 ПО ПРИСУЖДЕНИЮ УЧЕНЫХ СТЕПЕНЕЙ ПРИ УЗБЕКСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ МИРОВЫХ ЯЗЫКОВ

УЗБЕКСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ МИРОВЫХ ЯЗЫКОВ

РАХИМОВА ШАХНОЗА ПУЛАТОВНА

МУЛЬТИКУЛЬТУРНЫЕ АСПЕКТЫ СОВЕРШЕНСТВОВАНИЯ ДИСКУРСИВНЫХ ПИСЬМЕННЫХ) КОМПЕТЕНЦИЙ СТУДЕНТОВ (НА ПРИМЕРЕ АНГЛИЙСКОГО ЯЗЫКА)

13.00.02 – Теория и методика образования и воспитания (английский язык)

АВТОРЕФЕРАТ
диссертации доктора философии (PhD) по педагогическим наукам

Ташкент – 2024

Тема диссертации доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии при Кабинете Министров Республики Узбекистан за № B2022.2.PhD/Ped3625.

Диссертация выполнена в Узбекском государственном университете мировых языков.

Автореферат диссертации на трёх языках (узбекский, английский русский (резюме)) размещен на веб-странице Научного совета по адресу (www.uzswlu.uz) и на информационно-образовательном портале «ZiyoNet» (www.ziyonet.uz).

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Ведущая организация:	**Ташкентский государственный педагогический университет**

Защита диссертации состоится «_____» _____ 2024 года в _____ часов на заседании Научного совета PhD.03/07.06.2024.Ped.27.02 по присуждению ученых степеней при Узбекском государственном университете мировых языков (Адрес: 100138, г. Ташкент, Учтепинский район, улица Кичик халка, дом 21А. Тел.: (99871)230-12-91, факс: (99871) 230-12-92, e-mail: uzswlu_info@mail.ru).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Узбекского государственного университета мировых языков (зарегистрирована за №_____). Адрес: 100138, город Ташкент, Учтепинский район, улица Кичик халка, дом 21А. Тел.: (99871) 230-12-91, факс: (99871) 230-12-92).

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ВВЕДЕНИЕ (резюме диссертации PhD)

Целью исследования совершенствование дискурсивной (письменную) компетентности студентов лингвистического факультета 1-2 курсов через мультикультурные аспекты.

Объект исследования – процесс совершенствования дискурсивной (письменной) компетентности студентов 1-2 курсов лингвистического факультета через мультикультурные аспекты.

Научная новизна исследования заключается в следующем:

усовершенствован метод развития дискурсивной (письменной) компетентности студентов на основе интеграции грамматического и лексического компонентов в многогранный подход, направленный на прослушивание цифровых историй, развитие динамического и иммерсивного опыта, навыков письма;

улучшение дидактического обеспечения за счет внедрения компонентов критического мышления, навыков письма и дискурсивных техник в технологию преобразования текста в речь;

в результате интеграции мыслительного, содержательного текстового и тактического компонентов в дескрипторы критериев оценки письменной дискурсивной компетентности студентов усовершенствована методика оценки, направленная на определение уровня развития письменной речевой компетенции студентов;

разработана структурно-функциональная модель, содержащая репродуктивный и продуктивный компоненты, направленная на развитие дискурсивной (письменной) компетентности студентов.

Внедрение результатов исследования: По результатам исследования мультикультурных аспектов совершенствования дискурсивной компетентности студентов:

Совершенствование метода развития дискурсивной (письменной) компетентности студентов на основе интеграции грамматического и лексического компонентов в многогранный подход, направленный на прослушивание цифровых историй, динамический и иммерсивный опыт и развитие письменных навыков, а также технологии преобразования текста в речь из научно-теоретических выводов по совершенствованию дидактического обеспечения путем внедрения компонентов критического мышления, письменных навыков и дискурсивных техник, реализованных Европейским Союзом на основе программы Erasmus+ в 2016-2018 годах в Самаркандском государственном институте иностранных языков. Языки 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS+CBHEÍMER: Эффективно используется в международном проекте «Модернизация и интернационализация процессов системы высшего образования в Узбекистане» (ссылка № 878/02). от 27 апреля 2024 года Самаркандского государственного института иностранных языков). В результате разработанные практические рекомендации по организации навыков самоконтроля и самооценки студентов посредством использования

личностно-ориентированных образовательных технологий послужили обогащению содержания проекта;

В результате интеграции мыслительного, содержательного текстового и тактического компонентов в дескрипторы критериев оценки письменной дискурсивной компетентности студентов усовершенствована методика оценивания, направленная на определение уровня развития письменной речевой компетенции студентов, а также структурно-функциональная модель, содержащая репродуктивный и продуктивный компоненты, направленная на развитие дискурсивной (письменной) компетентности студентов среди разработанных предложений и рекомендаций, 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS+CBHE, реализованная Европейским Союзом в 2016-2018 годах в Самаркандском государственном институте иностранных языков: «В Узбекистане эффективно используется в международном проекте «Модернизация и интернационализация процессов системы высшего образования» (справка № 878/02 от 27 апреля 2024 года Самаркандского государственного института иностранных языков). Иностранные языки). В результате в рамках проекта были разработаны эффективные предложения.

Структура и объем диссертации. Диссертация состоит из введения, трех глав, заключения и рекомендаций, списка использованной литературы и приложений. Основной текст размещен на 158 странице.

LIST OF PUBLISHED WORKS
E'LON QILINGAN ILMIY ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ

I қисм (Iчасть; I part)

1. Rakhimova Sh.P. Improving Students' discourse competence with a help of technologies. Eurasian Union of Scientists. - Moscow, №11(80)/2020. – P.7-13

2. Rakhimova Sh.P. Problems of discourse interference in foreign language teaching // Annals of R.S.C.B., ISSN: 1583-6258, Vol. 25, Issue 1, 2021, Pages. 5144 5157 Received 15 December 2020; Accepted 05 January 2021 USA 2021. (Scopus)

3. Rakhimova Sh.P. "Multicultural aspects of improving students' discourse (written) competence" - O'zMU National University of Uzbekistan Conference ISSUE:03/05 Toshkent 2023.

4. Rakhimova Sh. P. "Written Skill- As Important Competence of Learning Foreign Language in Teaching ESL" // JEDIC (Journal) Australia 2021

5. Rakhimova Sh. P. "Factors that develop student written speech" // Интернаука 2021, LXXXVIII международная научно-практической конференции «Инновационные подходы в современной науке» Россия 2021

6. Rakhimova Sh. P. " Problems of discourse interference in foreign language teaching" // Pshycology and education, ISSN: 2246-7315 Vol. 12, Issue 05, May 2021 SJIF 2021 = 8.625 USA 2021

7. Rakhimova Sh. P. Multicultural Aspects Of Improving Students' Discourse (Written) Competencies (On The Example Of The English Language) // Uif-2022: 8.2 Science And Innovation. Issn: 2181-3337 International Scientific Journal 2022 №4.

8. Rakhimova Sh. P. "Multicultural Aspects Of Improving Students' Discourse (Written) Competencies" // Asian Journal of Research in Social Sciences and Humanities ISSN: 2249-7315 Vol. 12, Issue 05, May 2022 SJIF 2022 = 8.625

9. Rakhimova Sh. P. "Chet Tili Yozma Nutqini (Yozma Diskurs) Rivojlantirish Universitet Ta'lim Bo'yicha" // Fan, Ta'lim Va Amaliyot Integratsiyasi Issn: 2181- 1776. Ftai Jild: 03 | Nashr: 05 | май 2022

10. Rakhimova Sh. P. Methods of discourse competence SPSS (Statistical Package for Social Sciences) Филология масалалари. – Тошкент, (1)/2021. – Б.182-191. (13.00.00.N21)

11. Rakhimova Sh. P. "Multicultural aspects of improving students' discourse competencies". O'zMU Google Scholar. Uzbekistan 16/05/2023

12. Rakhimova Sh.P. "Multicultural aspects of improving students' discourse competence." - Respublika ilmiy-amaliy anjumani materiallari. "O'ZMU Xabarlari" ilmiy jurnali № 020071. O'zbekiston, 2024.

II қисм (IIчасть; II part)

13. Rakhimova Sh. P. "Талабаларнинг езма нуткини

такомиллаштиришда укитиш технологиясидан фойдаланиш" // Издательство "Интернаука" 2021 Россия 2021

14. Rakhimova Sh. P. "The practical importance of students' creative speech skills" // Science and Education Scientific journal. Uzbekistan 2021

15. Rakhimova Sh. P. "Problems of Discourse Interference in Foreign Language Teaching" // Annals of R.S.C.B., ISSN: 1583-6258, Vol. 25, Issue 1, 2021, Pages. 5144 – 5157 Received 15 December 2020; Accepted 06 January 2023

16. Rakhimova Sh. P. Multicultural aspects of improving students' discourse competence. - Экономика и Социум, Саратов, ISSN 2225-1545 Выпуск 119. Россия 2024.

17. Rakhimova Sh. P. "Multicultural aspects of improving students' discourse competence". - Экономика и Социум, Саратов, ISSN 2225-1545 Выпуск 119. – Россия, 2024.

18. Rakhimova Sh. P. "Multicultural aspects of improving students' discourse (written) competencies". - Miasta Przyslosci, Impact Factor 9.9/Volume 47. -Poland, 2024.

19. Rakhimova Sh. P. "Improving Students' discourse competence with a help of technologies." - Eurasian Union of Scientists. - Moscow, №11(80)/2020. – P.7-13. –Moskva, 2020.

20. Rakhimova Sh. P. "Problems of intercultural interference in foreign language teaching". - Pshycology and education. (Scopus) 58(1):5551-5557 ISSN:00333077. – USA, 2021.

21. Rakhimova Sh.P. "Multicultural aspects of improving students' discourse (written) competencies." - Science and Innovation International scientific journal. UIF-2022: Impact factor 8.2 (13.00.02) ISSN:2181-3337.

22. Rakhimova Sh.P. "Multicultural aspects of improving students' discourse (written) competencies. (on the example of the English language)." - Asian Journal of Research in Social Sciences and Humanities ISSN: 2249-7315 Vol. 12, Issue 05, India. May 2022 SJIF 2022 = 8.625

23. Rakhimova Sh.P. "Multicultural aspects of improving students' discourse competencies. (on the example of the English language)." - Respublika ilmiy-amaliy anjumani materiallari. Ilm-fan va innovatsiyalar Akademiyasi Impact Factor:8.2 O'zbekiston 2022.

24. Rakhimova Sh.P. "Multicultural aspects of improving students' discourse (written) competencies" - WOC.Development and innovationsin science. International scientific-online conference. Netherlands 10/05/2024.

25. Rakhimova Sh.P. "Multicultural aspects of improving students' discourse (written) competences (on the example of the English language)" - "Zamonaviy ingliz tili aspektlarini nazariy va amaliy o'qitish muammolari, techimlari va rivojlantirish istiqbollari" Onlayn konferensiya 6/07/23 O'zbekiston 2023.

Avtoreferat "Tahririyat-nashriyot bo'limi" MChJga qarashli "Toshkent tibbiyot akademiyasi axborotnomasi" ilmiy jurnali tahririyatida tahrirdan o'tkazilib, o'zbek, rus va ingliz tillaridagi matnlar o'zaro muvofiqlashtirildi