

**ANDIJON DAVLAT CHET TILLARI INSTITUTI  
HUZURIDAGI ILMIY DARAJALAR BERUVCHI  
PhD.03/29.12.2022.Fil.156.01 RAQAMLI ILMIY KENGASH  
ASOSIDAGI BIR MARTALIK ILMIY KENGASH**

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**ANDIJON DAVLAT CHET TILLARI INSTITUTI**

**MOYDINOVA SHOHIDA ISMAILJANOVNA**

**INGLIZ TILIDA O‘QISH KOMPETENSIYASINI KASBGA  
YO‘NALTIRGANLIK ASOSIDA SHAKLLANTIRISH  
TEXNOLOGIYALARI**

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

**PEDAGOGIKA FANLARI bo‘yicha falsafa doktori (PhD) dissertatsiyasi  
AVTOREFERATI**

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

**Contents of dissertation abstract of doctor of Philosophy (PhD) in  
pedagogical sciences**

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**Falsafa doktori (PhD) dissertatsiyasi mavzusi O‘zbekiston Respublikasi Oliy attestatsiya komissiyasida B2021.3.PhD.Ped2736 raqami bilan ro‘yxatga olingan.**

Dissertatsiya Andijon davlat chet tillari institutida bajarilgan.

Dissertatsiya avtoreferati uch tilda (o‘zbek, ingliz, rus (rezyume)) Andijon davlat chet tillari institutining veb-sahifasi (www.adchti.uz) hamda «Ziyonet» Axborot ta’lim portalida (www.ziyonet.uz) joylashtirilgan.

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## **KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)**

**Dissertatsiya mavzusining dolzarbligi va zarurati.** Jahon miqyosida kechayotgan integratsiyalashuv va globallashtirish jarayonlaridagi axborotlashgan jamiyatda xorijiy tildagi manbalardan axborot olish bugungi kunning eng muhim masalalaridan biri bo'lib qolmoqda. Hozirgi davrda insoniyat ixtiyoridagi mavjud axborot ummonidan, ya'ni turli adabiyotlardan, ayniqsa internet tarmog'idan tegishli ma'lumotni olishdagi eng muhim vosita yozma manbalarni o'qib o'rganish va axborot olishdir. Talabalarga chet tilini kelajakdagi kasbiy faoliyatida qo'llay olish darajasida o'rgatish uchun an'anaviy yondashuvni takomillashtirish, uning maqsad va mazmunini qayta ko'rib, zamon talabiga javob beradigan o'qitish metodlarini shakllantirish lozim. Shuning uchun nofilologik oliy ta'lim muassasasi talabalariga chet tilini kasb-hunarga yo'naltirilgan holda o'qitish ustuvor yo'nalish sifatida e'tirof etilmoqda.

Dunyoda nofilologik yo'nalish talabalarining chet tillar bo'yicha kasbiy kompetentligini rivojlantirishda ingliz tilidagi o'qish ko'nikmalarini shakllantirish texnologiyalarini takomillashtirish, ilg'or pedagogik texnologiyalarni qo'llashni modernizatsiyalash, o'qish ko'nikmasini bosqichma-bosqich shakllantirish, lingvodidaktik va psixologik omillar ta'sirini aniqlash alohida ahamiyatga molikdir. Angliyaning Oksford, AQShning San Xose davlat universitetidagi MATESOL dasturida, Meksikaning Guadajara universitetidagi REST loyihalarida ingliz tilidagi o'qish ko'nikmalarini kasbga yo'naltirilganlik asosida rivojlantirish yuzasidan ilmiy tadqiqot ishlarining olib borilishi ushbu masalaning bugungi kunda zamonaviy mutaxassis tayyorlashdagi muhim masalalardan ekanligini izohlamoqda.

Respublikamizda oliy ta'lim tizimini isloh qilishning ustuvor yo'nalishlarini belgilash, mustaqil fikrlaydigan malakali kadrlar tayyorlash jarayonini sifat jihatidan yangi bosqichga ko'tarish, zamonaviy ilg'or pedagogik texnologiyalardan foydalanib, chet tillar o'qitishni rivojlantirish va takomillashtirish yuzasidan Prezidentimiz tomonidan bir qator qarorlar hamda farmonlar bu boradagi ishlarni bajarishga asos bo'lib xizmat qilmoqda. Xususan "Mamlakatimizda xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqti-soati keldi. Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'ygan ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat'iy talab har bir ta'lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim" – deb ta'kidladi Prezidentimiz Shavkat Mirziyoyev<sup>1</sup>. Mamlakatimizda har yili ilmfanning bir nechta yo'nalishi tanlab olinib, alohida e'tibor bilan rivojlantirilmoqda. 2021-yilda fizika va chet tillari ana shunday ustuvor sohalar etib belgilangan. Shu bilan birga, 2022-yildan boshlab, magistratura va doktoranturaga kiruvchilar uchun chet til bo'yicha xalqaro sertifikatga ega bo'lish talabi kiritildi. Oliy o'quv yurtlarida mutaxassislik fanlarini xorijiy tillarda o'qitish bosqichma-bosqich joriy etilmoqda. Tabiiy va texnik fanlar bo'yicha xorijiy darslik va qo'llanmalardan erkin foydalanish yo'lga qo'yilmoqda. Nofilologik oliy ta'lim muassasalari talabalariga ingliz tilida o'qishga o'rgatishni nazariy asoslash, o'qish kompetensiyasini shakllantirishda

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<sup>1</sup> O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2021-yil 6-maydagi "Chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari" yuzasidan videoselektor yig'ilishi

zamonaviy texnologiyalardan foydalanish hamda fizika ta'lim yo'nalishi talabalarida ham kasbga yo'naltirilgan ingliz tilidagi o'qish ko'nikmalarini shakllantirishni texnologik asosda tashkil etish muhim ahamiyat kasb etadi.

O'zbekiston Respublikasi Prezidentining 2019-yil 8-oktyabrdagi "O'zbekiston Respublikasi oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5847-son farmoni, 2021-yil 19-maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi PQ-5117-son Prezident Qarori, O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 19-yanvardagi "Xorijiy tillarni o'rganishni takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi VM-34-son qarori, O'zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 19-yanvardagi "Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida"gi VM-312-son Qarori, 2023-yil 11-sentyabrdagi "O'zbekiston – 2030" strategiyasi to'g'risida"gi PF-158-son O'zbekiston Respublikasi Prezidentining farmoni, 2024-yil 2-fevraldagi "Ta'lim sohasidagi islohotlarni jadallashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PQ-54-son Prezident Qarori hamda mazkur faoliyatga tegishli boshqa me'yoriy-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishga ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

**Tadqiqotning Respublika fan va texnologiyalari rivojlanishining ustuvor yo'nalishlariga bog'liqligi.** Mazkur tadqiqot Respublika fan va texnologiyalar rivojlanishining: I. "Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma'naviy-ma'rifiy rivojlantirishda innovatsion g'oyalar tizimini shakllantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishi doirasida amalga oshirilgan.

**Muammoning o'rganilganlik darajasi.** O'zbekistonda chet tillarni o'qitish masalalari va muammolari J.J.Jalolov, O'.H.Hoshimov, G.H.Bakiyeva, L.T.Ahmedova, T.K.Sattarov, F.M.Rashidova, G.T.Mahkamova, Sh.S.Alimov, Sh.Y.Begaliyev, I.M.To'xtasinov, B.O.Toshboyeva, D.U.Hoshimova va boshqalarning ishlarida ko'rilgan<sup>2</sup>.

Ingliz tilida nutqiy malakalarni kasbga yo'naltirganlik asosida shakllantirish muammolarini bir qator O'zbekistonlik olimlardan V.I.Normuratova, S.A.Misirov,

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<sup>2</sup> Jalolov J.J., Makhlamova G.T., Ashurov Sh.S. English Language Teaching methodology. – Tashkent, Fan va texnologiya, 2015. – 336 p.; Xo'shimov Y., E'qubov I. Ingliz tili o'qitish metodikasi. – Toshkent, Sharq, 2003. – 300 b.; Bakiyeva G., Mahkamova G., Kuldoshev A. English 3. – Tashkent, 2007. – 215 p.; Ahmedova L.T. Роль и место педагогических технологий в профессиональной подготовке студентов. – Ташкент, 2009. – 160 с.; Саттаров Т. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка) док. дисс. автореф. 2000. – 32 с.; Рашидова Ф.М. Концептуально-методические основы внедрения CEFR в систему непрерывного образования в Узбекистане (на примере англ. языка). Дисс. д-ра пед. наук (DSc). – Ташкент, 2017. – 258 с.; Махкамova Г.Т. Концепция формирования межкультурной компетенции студентов английского языка. – Ташкент, 2010. – 207 с.; Бегалиев Ш.Ю. Методика обучения пониманию пассивных конструкций английского языка при чтении литературы по специальности. Дисс. канд. пед. наук. – Киев, 1983.–179 с; Тухтасинов И.М. Развитие профессиональной компетенции на основе эквивалентности при подготовке переводчиков. Дисс. д-ра пед. наук.(DSc). – Ташкент, 2018. – 203 с.; Тошбоева Б.О. Бошлангич синфларда чет (инглиз) тили o'qitish технологияларини такомиллаштириш. Пед.фан.б-ча.фалс.д-ри дисс. автореф. – Самарқанд, 2021. – 52 б.; Alimov Sh.S. Comparative methodology in tables. – Tashkent, Innovatsion rivojlanish nashriyot-matbaa uyi, 2003. – 155 p.; Hashimova D.U. Лингводидактические основы изучения лагун в контексте современного функционирования русского языка и межкультурной взаимодействия. Дисс. д-ра. фил.наук.–Ташкент, 2007, – 255 с.;

F.Sh.Alimov, X.A.Mamatqulov, M.A.Nazarova, D.A.Saimnazarova, M.A.Ahmedova, N.X.Kushiyeva, D.M.Isroilova<sup>3</sup>; mustaqil davlatlar hamdo‘stligi davlatlari olimlaridan I.A.Zimnyaya, Y.I.Passov, S.A.Vishnyakova, N.V.Barishnikov, S.K.Folomkina, Z.I.Klichnikova, I.L.Bim, N.D.Galskova, R.P.Milrud<sup>4</sup>, jumladan, kasbga yo‘naltirilgan o‘qishga o‘rgatish masalalari T.S.Serova, M.V.Lyaxovitskiy, I.M.Berman, G.V.Sorokovix, S.G.Ulitina, M.A. Mosina, T.A. Razuvayeva, M.S. Grishina<sup>5</sup>; xorijiy davlatlar olimlaridan M.West, G.Westhoff, F.Smith, S.Silberstein, C.Wallace, W.Grabe va Frederika L.Stoller, J.Williamson larning ilmiy ishlarida atroflicha yoritilgan<sup>6</sup>.

Ammo, hozirgacha mamlakatimizda nofilologik oliy ta‘lim muassasalari fizika ta‘lim yo‘nalishi talabalarining ingliz tilidagi o‘qish kompetensiyasini kasbga

<sup>3</sup> Нормуратова В.И. Формирование рецептивных лексических навыков к студентов-юристов. Автореф. дисс. ... канд. пед. наук. – Ташкент, 2008, – 46 с.; Misirov S.A. Kasb–hunar kollejarida ingliz tili o‘qitishning lingvodidaktik asoslari. Ped.fan.nom.diss. – Toshkent, 2007. – 152 b.; Alimov F.Sh. Ingliz tilida yozuv kompetensiyasini shakllantirish (nofilologik fakultetlar misolida). Ped.fan.b-cha.fals.d-ri diss. – Toshkent, 2018. – 158 b.; Mamatqulov X.A. Xorijiy tillar bo‘yicha harbiy pedagoglar kasbiy kompetentligini rivojlantirishning ilmiy-uslubiy asoslarini takomillashtirish. Ped.fan.d-ri.diss. avtoref. (DSc). – Toshkent, 2021. – 54 b.; Назарова М.А. Совершенствование обучения студентов лексической полисемии при чтении текстов на английском языке. Канд. дисс.пед.наук. – Ташкент, 2018. – 168 с.; Saimnazarova D.A. Talabalarga ingliz tilida matn o‘qishni o‘rgatish innovatsion texnologiyalari. Ped.fan. b-cha.fals.d-ri diss. avtoref. –Chirchiq, 2021. – 46 b.; Ahmedova M.A. Medik talabalarining chet tilda kasbiy kommunikativ kompetensiyasini axborot texnologiyalari yordamida shakllantirish. Ped.fan. b-cha.fals.d-ri diss. avtoref. – Farg‘ona, 2021. – 52 b.; Kushiyeva N.X. Talabalarga ingliz tilini o‘qitishda klasterli yondashuv xususiyatlari. Ped.fan. b-cha.fals.d-ri diss. avtoref. –Ташкент, 2020. – 48 b.; Isroilova D.M. Nofilologik oliy o‘quv yurtlarida talabalarni fanlararo bog‘liqlikda kasbga yo‘naltirilgan ingliz tiliga o‘qitish. Ped.fan.b-cha.fals.d-ri diss. avtoref. – Toshkent, 2020. – 56 b.

<sup>4</sup> Зимняя И.А. Педагогическая психология. Учебник для вузов. – Москва, 2001. – 327 с.; Пассов, Е. И. Методика как теория и технология иноязычного образования. Елецкий гос. университет им. И. А. Бунина, 2010. – 543 с.; Вишнякова, С. А. Теоретические основы обучения моделированию научного текста / С. А. Вишнякова. – СПб.: Европейский дом, 2001. – 258 с.; Барышников Н.В. Когнитивно-коммуникативный подход к обучению чтению // Когнитивная методика обучения иностранным языкам в различных условиях: Тез. Всеросс. науч.-метод. конф. – Пятигорск: изд-во ПГЛУ, 1999. – С. 5-6; Фоломкина С.К. Обучение чтению на иностранном языке в неязыковом вузе: учебно-методическое пособие / С. К. Фоломкина; науч. ред. Н. И. Гез. – Изд. 2-е, испр. – Москва: Высшая школа, 2005. – 253 с.; Клычникова З.И. Психологические особенности обучения чтению на иностранном языке: Пособие для учителя. – Москва.: Просвещение, 1983, – 207 с.; Бим И.Л. Подход к проблеме упражнений с позиций иерархии целей и задач // Общая методика обучения иностранным языкам: Хрестоматия. – Москва.: Рус. яз., 1991. – С. 92-99; Гальскова, Н. Д. Современная методика обучения иностранному языку. – Москва.: АРКТИ, 2000. – 165 с.; Мильруд, Р. П., Гончаров, А. А. Теоретические и практические проблемы обучения пониманию коммуникативного смысла иноязычного текста // ИЯШ, 2003. – № 1. – С. 12-18.

<sup>5</sup> Серова Т.С. // Информация, информированность, инновации в образовании и науке. Избранное о теории профессионально-ориентированного чтения и методике обучения ему в высшей школе: [сб. науч. ст.]. – Пермь: Изд-во ПНИПУ, 2015. – 441 с.; Ляховицкий М.В. О некоторых базисных категориях методики обучения иностранным языкам // ИЯШ. 1973. –№1.; Бerman, И. М. Методика обучения английскому языку в неязыковых вузах. – Москва, 1970. – 229 с.; Сороковых Г.В. Субъектно-деятельностный подход в лингвистической подготовке студентов неязыковых вузов. Дисс. канд. пед. наук. – Курск, 2004.; Улитина, С.Г.Формирование структурно-композиционных навыков иноязычного профессионально-ориентированного чтения у переводчиков в условиях деловой коммуникации. Дисс. канд. пед. наук. – Екатеринбург, 1999; Мосина, М. А. Обучение профессионально-ориентированному информативному чтению-диалогу англоязычных научно-методических текстов. Дисс. канд. пед. наук. – Пермь, 2001. – 229 с.; Разуваева Т.А. Формирование читательской компетенции студентов факультета иностранных языков. Дисс. канд. пед. наук. – Тула, 2006. – 234 с.; Гришина М.С. Обучение гибкому профессионально ориентированному иноязычному чтению в сети Интернет: на основе комплекса компьютерных программ. Дисс. канд. пед. наук. – Перм, 2003.

<sup>6</sup> West M. Teaching English in Difficult Circumstances: Teaching English as a Foreign Language with notes on the Technique of Textbook Construction. – London: Longmans. 1960; Westhoff G. Fertigkeit Lesen. Goethe-Institut, Muenchen, 1997. – 176 p.; Smith F. Understanding reading: A psycholinguistic analysis of reading and learning to read. 5 ed. Aillsdale (N.J.); Hove: Lawrence Erlbaum associates, 1994. XIII, – 336 p.; Silberstein S. Techniques and Resources in Teaching Reading. OUP, 1994. – 126 p.; Grabe W. and Fredericka L.Stoller. Teaching and Researching Reading. 2013. – 324 p.; Wallace C. Reading. Oxford: Oxford University Press, 1992; Williamson J. Improving reading comprehension: Some current strategies// English Teaching Forum. 1988. – P. 7-8.

yo'naltirganlik asosida shakllantirish mavzusi mustaqil metodik tadqiqot sifatida qaralgani yo'q.

**Tadqiqotning dissertatsiya bajarilgan oliy ta'lim muassasasining ilmiy tadqiqot ishlari rejalari bilan bog'liqligi.** Ushbu dissertatsion tadqiqot Andijon davlat chet tillari institutining ilmiy-tadqiqot ishlari rejasida ko'zda tutilgan "Chet tillarni o'qitishni kasbga yo'naltirilganlik nuqtayi nazaridan tashkil qilish samaradorligini oshirish" ilmiy-tadqiqot rejasi doirasida amalga oshirildi.

**Tadqiqotning maqsadi** nofilologik oliy ta'lim muassasalari fizika ta'lim yo'nalishi talabalarining ingliz tilidagi o'qish kompetensiyasini kasbga yo'naltirilganlik asosida shakllantirishning nazariy asoslarini o'rganib tahlil qilish orqali o'qish texnologiyalarini takomillashtirishdan iborat.

**Tadqiqotning vazifalari:**

fizika ta'lim yo'nalishi talabalarining o'qish kompetensiyasini shakllantirishda mashqlarning ustuvor ahamiyatga egaligidan kelib chiqib, fizika ta'lim yo'nalishi talabalarining ingliz tilini bilish darajasiga ko'ra kasbga oid matnlarni o'qib tushunishga yo'naltirilgan maxsus mashqlar kompleksini ishlab chiqish;

ingliz tilida o'qish mazmunini kasbga yo'naltirganlik nuqtayi nazaridan unga qo'yilayotgan ehtiyoj va talabdan kelib chiqib tanlash hamda kasbiy matnlarni o'qib tushunish kompetensiyasini shakllantirishda ingliz tilidagi o'qish mazmunini fizika ta'lim yo'nalishiga oid kasbiy matnlarni tanlash orqali takomillashtirish;

amaliy mashg'ulotlarda fizika ta'lim yo'nalishi talabalarining kasbiy matnlarni o'qish kompetensiyani takomillashtirishga qaratilgan sohaviy terminologiyani o'z ichiga olgan o'quv materiallari va amaliy topshiriqlardan iborat o'quv-uslubiy ta'minot yaratish;

fizika ta'lim yo'nalishi talabalarining ingliz tilidagi o'qish kompetensiyasi darajasini o'rganish va o'qishning nutq faoliyati sifatidagi lingvistik, psixologik, psixolingvistik xususiyatlarini tahlil qilish hamda kasbga yo'naltirilgan o'qish kompetensiyasini shakllantirishni (Stage-by-stage) metodik yondashuv asosida tashkil qilishni asoslash.

**Tadqiqotning obyekti** sifatida fizika ta'lim yo'nalishi 1-bosqich talabalarining ingliz tilida o'qish kompetensiyasini kasbga yo'naltirganlik asosida shakllantirish jarayoni olingan.

**Tadqiqotning predmetini** fizika ta'lim yo'nalishi 1-bosqich talabalarining ingliz tilida o'qish kompetensiyasini shakllantirish mazmuni, turlari, vositalari, lingvodidaktik va psixologik omillari tashkil qiladi.

**Tadqiqotning usullari.** Tadqiqot maqsadiga erishish va qo'yilgan vazifalarning yechimini topishga qaratilgan pedagogik kuzatuv, qiyosiy tahlil, tajriba-sinov, pedagogik monitoring, so'rovnomalar, matematik-statistik tahlil qilish va umumlashtirish usullaridan foydalanildi.

**Tadqiqotning ilmiy yangiligi** quyidagilardan iborat:

nutqiy ko'nikma-malakalarni shakllantirishda fizika ta'lim yo'nalishi talabalarining ingliz tilini bilish darajasiga ko'ra kasbga oid matnlarni o'qib tushunishga yo'naltirilgan maxsus mashqlar kompleksi ishlab chiqilgan;

kasbiy matnlarni o'qib tushunish kompetensiyasini (reading competence) shakllantirishda ingliz tilidagi o'qish mazmuni fizika ta'lim yo'nalishiga oid kasbiy matnlarni tanlash orqali takomillashtirilgan;

amaliy mashg'ulotlarda fizika ta'lim yo'nalishi talabalarining kasbiy matnlarni o'qish kompetensiyani takomillashtirishga qaratilgan sohaviy terminologiyani o'z ichiga olgan o'quv materiallari va amaliy topshiriqlardan iborat o'quv-uslubiy ta'minot yaratilgan;

fizika ta'lim yo'nalishi talabalarining ingliz tilida o'qish kompetensiyasini shakllantirishni 6 bosqichdan iborat (Stage-by-stage) metodik yondashuv asosida tashkil qilish asoslangan.

**Tadqiqotning amaliy natijalari** quyidagilardan iborat:

fizika ta'lim yo'nalishi talabalarining ingliz tilidagi o'qish ko'nikmasini kasbga yo'naltirganlik asosida shakllantirishga qaratilgan "Texts on speciality" o'quv qo'llanmasi yaratildi va amaliyotga tatbiq etilgan;

fizika ta'lim yo'nalishi talabalarining ingliz tilidagi o'qishga o'rgatishning uslubiy ta'minoti kasbiy matnlar asosida takomillashtirilgan;

talabalarning ingliz tilidagi o'qish kompetensiyasini bosqichma-bosqich shakllantirish texnologiyasi ishlab chiqilib amaliyotga tatbiq etilgan.

**Tadqiqot natijalarining ishonchliligi** Respublika, xalqaro miqyosdagi ilmiy-uslubiy va ilmiy-amaliy konferensiya materiallari to'plamlari, OAK ro'yxatidagi maxsus jurnallarda chop etilgan maqolalar, ishda qo'llanilgan yondashuvlar, usullar va nazariy ma'lumotlarni ishonchli manbalardan olinganligi, o'qish kompetensiyasini shakllantirishning lingvistik, psixologik va didaktik omillar asosida yoritilganligi, keltirilgan tahlil va mulohazalar, tajriba-sinov ishlari samaradorligining matematik statistik metodlar vositasida asoslanganligi, xulosalar, taklif hamda tavsiyalarning amaliyotda joriy etilgani, olingan natijalarning vakolatli tashkilotlar tomonidan tasdiqlanganligi bilan izohlanadi.

**Tadqiqot natijalarining ilmiy va amaliy ahamiyati.** Tadqiqot natijalarining ilmiy ahamiyati nofilologik oliy ta'lim muassasalarida kasbga yo'naltirilgan o'qishga o'rgatish bo'yicha ilmiy izlanishlar olib borishda metodik ta'minot vazifasini bajaradi; tadqiqot materiallari nofilologik yo'nalishdagi boshqa ta'lim muassasalarida ham kasbiy kompetensiyani shakllantirish mazmunini aniqlash, xalqaro miqyosda kasbiy muloqotni amalga oshira oladigan malakali mutaxassis tayyorlashning lingvotexnologiyasiga taalluqli ilmiy va amaliy xulosalari bilan ham belgilanadi; nofilologik fakultetlarda ingliz tili o'qitishga oid darsliklar, lug'atlar tuzishda ham foydalanish mumkinligi bilan izohlanadi.

Mazkur tadqiqotning amaliy ahamiyati shundan iboratki, mavzuga doir tahlillar natijasida olingan ilmiy-nazariy xulosalardan "Tillar o'qitish metodikasi va ta'lim texnologiyalari", "Maxsus fanlarni o'qitish metodikasi", "Kasbga yo'naltirilgan ingliz tili", "Ingliz tili o'qitish qiyosiy metodikasi" kabi fanlarni, maxsus kurslarni o'qitishda va shu soha bo'yicha o'quv adabiyotlarining yangi avlodini yaratishda keng foydalanish mumkin.

**Tadqiqot natijalarining joriy qilinishi.** Nofilologik oliy ta'lim muassasalarining fizika ta'lim yo'nalishi talabalarining ingliz tilidagi kasbiy matnlarni o'qib tushunishga oid kompetensiyasini shakllantirishga doir tadqiqot natijalari asosida:

didaktik maqsadlari o'zaro aloqador bo'lmagan alohida mashqlardan foydalanish ta'lim jarayonida ko'zlangan o'quv maqsadlariga erishishga olib

kelmaydi. Ingliz tilidagi matnlarni o‘qib tushunish jarayonini metodik jihatdan to‘g‘ri tashkil qilish uchun fizika ta‘lim yo‘nalishida tahsil olayotgan talabalarining chet til bilish darajasiga ko‘ra kasbga oid matnlarni o‘qib tushunishga yo‘naltirilgan maxsus mashqlar kompleksini yaratishda Samarqand davlat chet tillar institutida Yevropa ittifoqining Erasmus+ dasturi 58545-EPP-1-2017-1-ES-EPPKA2-CBHE-JP CLASS: “Computational linguistics at Central Asian universities” grant loyihasi doirasida foydalanilgan (Samarqand davlat chet tillar institutining 2024-yil 29-mayda berilgan 1140/02–son ma‘lumotnomasi). Natijada, fizika ta‘lim yo‘nalishi talabalarining chet til bilish darajasiga ko‘ra ingliz tilidagi kasbiy matnlarni o‘qib tushunishni takomillashtirishga qaratilgan maxsus mashqlar kompleksi yaratilgan;

nofilologik oliy ta‘lim muassasalarida o‘qitilayotgan chet til fanining mazmuni talabalarining kasbiy ehtiyojlariga mos bo‘lishi ularning bo‘lgusi kasbiy faoliyatiga tayyorlik darajasini belgilaydi. Kasbiy matnlar bo‘lajak mutaxassislarining kasbiy hayotga tayyorlashda muhim ahamiyatga egaligi xususidagi fikrlardan 2021-2023-yillarda Qarshi davlat universitetida amalga oshirilgan SUZ-800-21-GR-3181 “Reinforcing English Language competence at Karshi State University” nomli xalqaro grant loyihasi doirasida foydalanilgan (Qarshi davlat universitetining 2024-yil 18-maydagi 03/1427-son ma‘lumotnomasi). Natijada, nofilologik oliy ta‘lim muassasalari fizika ta‘lim yo‘nalishi talabalarining ingliz tilida o‘qish kompetensiyasini shakllantirishda ingliz tilidagi o‘qish mazmuni fizika ta‘lim yo‘nalishiga oid kasbiy matnlarni tanlash orqali takomillashtirish zaruriyati haqidagi fikrlar asoslangan;

nofilologik oliy ta‘lim muassasalari talabalariga chet tilida kasbga yo‘naltirilgan muloqotni o‘rgatish, birinchidan, chet til o‘qituvchisi oldiga bo‘lajak mutaxassisni fanlararo aloqalar asosida, chet tilni kasbiy mahoratni oshirish vositasi sifatida foydalanishni va ularning kasbiy bilimlari, shuningdek, xalqaro tajriba orttirish, kasbiy mahorat va malakalarni rivojlantirish vositasi sifatida o‘rgatish vazifasini qo‘yadi. Ingliz tili amaliy mashg‘ulotlarida fizika ta‘lim yo‘nalishi talabalarining kasbiy matnlarni o‘qish kompetensiyasini takomillashtirishga qaratilgan sohaviy terminologiyani o‘z ichiga olgan o‘quv materiallari va amaliy topshiriqlardan iborat o‘quv-uslubiy ta‘minot yaratishda Yevropa Ittifoqi tomonidan Erasmus + dasturining 2016-2018-yillarga mo‘ljallangan 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS + CBHE IMEP: “O‘zbekistonda oliy ta‘lim tizimi jarayonlarini modernizatsiyalash va xalqarolashtirish” nomli innovatsion tadqiqotlar loyihasi doirasida foydalanilgan (Samarqand davlat chet tillar institutining 2024-yil 20-maydagi 1038/02-son ma‘lumotnomasi). Natijada, ushbu tavsiyalar kelajakda lug‘at, o‘quv qo‘llanma, darsliklar yaratilishida va shu sohada olib boriladigan ilmiy tadqiqotlar uchun ma‘lumotlar bazasi bo‘lib hizmat qilishligi asoslangan;

fizika ta‘lim yo‘nalishi talabalarining ingliz tilida o‘qish kompetensiyasini shakllantirishni 6 bosqichdan iborat (Stage-by-stage) metodik yondashuv asosida tashkil qilishga oid xulosalardan 2022-2024-yillar davomida O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston teleradiokanali” Davlat muassasasining “Madaniy-ma‘rifiy va badiiy eshittirishlar” muharririyati tomonidan tayyorlangan “Ta‘lim va taraqqiyot”, “O‘zbekiston yoshlari” nomli dasturlar senariysini tayyorlashda foydalanilgan (O‘zbekiston Milliy teleradiokompaniyasi “O‘zbekiston teleradiokanali” Davlat muassasasining 2024-yil 25-apreldagi 04-36-557-son

ma'lumotnomasi). Natijada, fizika ta'lim yo'nalishi talabalarining ingliz tilida o'qish kompetensiyasini 6 bosqichdan iborat (Stage-by-stage) yondashuv asosida shakllantirish texnologiyasi takomillashtirilgan; "Texts on speciality" nomli o'quv qo'llanmasida taklif etilgan mutaxassislikka oid matnlar, mashqlar va topshiriqlar fizika ta'lim yo'nalishi talabalarining ingliz tilida o'qish kompetensiyasini bosqichma-bosqich shakllanishiga xizmat qilgan (O'zbekiston Respublikasi Oliy ta'lim, fan va innovatsiyalar vazirligining 2024-yil 25-iyundagi 218-sonli buyrug'i). Natijada, zamonaviy ilmiy-metodik talablarga muvofiq shakllantirilgan adabiyotlar bazasi yana bir ilmiy asoslangan va pedagogik jihatdan takomillashtirilgan o'quv qo'llanma bilan boyitilgan hamda fizika ta'lim yo'nalishi talabalarining kasbiy sohalarida global jamiyatda muvaffaqiyatli integratsiya bo'lish uchun zarur bo'lgan til ko'nikmalarining rivojlanishiga xizmat qilgan.

**Tadqiqot natijalarining aprobatsiyasi.** Mazkur tadqiqot natijalari 2 ta xalqaro, 3 ta respublika miqyosidagi anjumanlarda muhokama qilingan.

**Tadqiqot natijalarining e'lon qilinganligi.** Dissertatsiya mavzusi bo'yicha jami 13 ta ilmiy ish chop etilgan bo'lib, OAK tavsiya qilgan ilmiy nashrlarda 8 ta ilmiy ish (4 ta maqola, 1 tasi xorijiy jurnalda) nashr ettirilgan.

**Dissertatsiyaning tuzilishi va hajmi.** Dissertatsiya kirish, uch bob, umumiy xulosa, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat. Dissertatsiyaning asosiy hajmi 129 betni, umumiy hajmi esa 159 sahifani tashkil qiladi.

## DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning "**Talabalarining ingliz tilidagi o'qib tushunish ko'nikmalarini kasbga yo'naltirilganlik asosida tashkil qilishning asoslari**" deb nomlangan birinchi bobida xorijiy til o'qitishni kasbga yo'naltirganlik holda tashkil qilishga qo'yilayotgan talablar va kasbga yo'naltirganlik xususidagi zamonaviy konsepsiyalar, o'qishning lingvo-psixologik xususiyatlari va o'qishning kasbiy mahoratni shakllantirishdagi roli va o'qish turlarining tasnifi tahlilga tortilgan.

Konsepsiyaga O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni, "Xalqaro mehnat tashkiloti"ning Nizomlari, Konsepsiyalari va takliflari, bir qator boshqa me'yoriy hujjatlar, shuningdek, rivojlangan mamlakatlarning ushbu sohadagi ishlarining amaliy tajribalari asos qilib olindi.

Kasb-hunarga yo'naltirish umuminsoniy madaniyatni shakllantirish jarayonining tarkibiy qismlaridan biri sifatida yosh avlodni kasbiy tiklanishi, tug'ma qobiliyatlarini rivojlantirishiga, insonga kasbiy o'zligini anglashiga yordam beradi. Umumlashtirib aytganda, kasb-hunar konsepsiyasi jamiyatning barcha sohalarini o'z ichiga oladi va barcha kasblarga oid kompetensiyalarni shakllantirishni taqozo qiladi. Hozirda jamiyat taraqqiyoti inson faoliyatining har bir turida kompetentivlikni shakllantirishni talab etmoqda.

Bugungi kunda chet tillarni kasbga yo'naltirganlik asosida o'rgatish "Professionally-oriented foreign language teaching", "English for specific purposes (ESP)", "English for Science and Technology (EST)", "English for Business and Economics (EBE)", "English for Social Studies (ESS)", "English for Academic Purposes (EAP)", "English for Occupational Purposes (EOP)" konsepsiyalari asosida rivojlantirilmoqda.

Nofilologik oliy ta'lim muassasalarida chet til o'rganish jarayoni, birinchi navbatda kasbga oid matnlar bilan ishlashdan iborat. Mutaxassislikka oid chet tildagi matn kasbiy kompetensiya ko'nikma va malakalarini shakllantiruvchi vosita hisoblanadi. Bunday matnlar bilan ishlash keng qamrovli, tushunarli bo'lishi kerak, aks holda bu matnni tarjimasinigina tushunishga va ko'p hollarda ma'lumotni mexanik yodlab qayta aytib berishga olib boradi. Mutaxassislikka oid ingliz tilidagi matn bilan har tomonlama keng qamrovli ishlash bo'lajak mutaxassisning kasbga oid so'z boyligini oshirishga ijobiy ta'sir etadi.

Ta'limni modernizatsiya qilish ushbu sohadagi ustuvor masalalardan biri bo'lib, ta'limda insonparvarlik tamoyili talablaridan kelib chiqib ta'lim tarbiyani amalga oshirishdir. Bu esa ta'lim oluvchilarning ehtiyoji, istak xoxishi, qiziqish va qobiliyatlaridan kelib chiqqan holda ularga nisbatan differensial yondashuvni talab etadi. Bunday yondashuvda har bir kasbning o'ziga xos tomonlarini yoritib beruvchi o'quv materiallarini tanlab olishni taqozo etgan holda o'quv jarayonini tashkil etishga nisbatan differensial yondashuv ham nazarda tutiladi. Boshqacha qilib aytganda, o'qitish mazmunining asosini tashkil qiluvchi o'quv materiallarini tanlash, shaxsga yo'naltirgan ta'lim tamoyillaridan kelib chiqib, samarali o'qitish metod va usullari hamda shakllarini tanlashni ham taqozo etadi. Bu esa, o'z navbatida talabalarda o'qib o'rganishga nisbatan qiziqish uyg'otish, faollashtirish va tanlagan kasbiga nisbatan mas'uliyatni xis ettirgan xolda shu kasbga xos kasbiy mahoratni shakllantirish zarurligini nazarda tutadi.

Har bir sohaning mutaxassisi chet til yordamida o'zining xorijlik hamkasblari bilan kasbiy mavzularda nutqiy muloqotga kirisha olishi va o'z fikrini chet tilda ifodalay olishi talab etiladi. Buning uchun esa ularda chet tildagi kasbiy mavzular va leksika asosidagi og'zaki va yozma nutq ko'nikma hamda malakalarini shakllantirish taqozo etiladi.

Hozirgi kundagi davr talabi har-bir kasb egasi o'z sohasiga oid chet tildagi adabiyotlarning asl nusxasini o'qiy olishi, o'qilgan matnni tushunishi va uni o'z kasbiy faoliyatida qo'llay olishi zarurligini ko'rsatib turibdi. Shu bilan bir qatorda, u berilgan mavzuda suhbatdoshi bilan chet tilida erkin fikr almasha olishi kerak. Chet tillarini o'rganish va uni amalda qo'llash bugungi globallashtirilgan davr talabidir.

Bundan tashqari, chet tilini kasbga yo'naltirib o'qitishning o'ziga xos quyidagi xususiyatlarini ham hisobga olish maqsadga muvofiq:

ma'lum bir ixtisoslik yuzasidan o'rganilishi kerak bo'lgan o'quv materialini rejalashtirish;

o'qishga o'rgatishning maxsus metodlaridan, o'qitish maqsadlaridan va nutqiy vaziyat talabidan kelib chiqib foydalanish;

talabalarning qiziqqan va tanlagan kasbiga ko'ra tanlab olingan o'quv materialini o'qib tushunishga o'rgatishda shaxsga yo'naltirilgan ta'lim tamoyillaridan kelib chiqib o'quv jarayonini tashkillashtirish.

Yuqoridagi fikrlardan xulosa qilib aytadigan bo'lsak, chet tilni kasbga yo'naltirib o'qitish ma'lum bir maqsadga eltuvchi faoliyatlar jamlanmasi hisoblanib, u kommunikativ maqsadlarga asoslanadi.

Kasbga yo'naltirilganlik xususidagi zamonaviy konsepsiyalar tahlili chet tildagi kasbga yo'naltirilgan matnlarni o'qib tushunish, kasbiy faoliyatda qo'llash,

turli kasb egalarining kasbiy mahoratlarini oshirishga qaratilgan o'qish (reading) strategiyalarini va taktikalarini aniqlab olishga yordam beradi.

Shuningdek, kasbga yo'naltirib o'qitishni tashkil qilishda quyidagi omillarga ham alohida e'tibor berish maqsadga muvofiq:

talabalarining bo'lg'usi kasbga oid ingliz tilidagi matnlarni tanlash va ular ustida ishlash malakalarini shakllantirish;

tanlab olingan kasbiy matnlarni talabalar o'qib tushunishlarida qoniqish hosil qilish uchun ularni osondan murakkabga didaktik tamoyili asosida tizimlashtirish;

og'zaki kasbiy muloqot malakalarini shakllantirishga oid lug'at minimumini tuzish va undan amaliyotda foydalanish.

Nofilologik fakultet talabalarini ingliz tilidagi matnlarni o'qishga o'rgatishda kasbiy leksikaning ma'nosini tushunib olishga, kasbiy matnga xos grammatik strukturalarni ajratib olishga o'rgatish kasbiy leksikadan va matndan olingan axborotni amaliyotda qo'llash ko'nikma va malakalarini shakllantirishga yordam beradi.

Talabalar kasbiy matnlarni o'qishda uning mazmunini anglab olishga halaqit beruvchi lingvistik xususiyatiga aloqador qiyinchiliklarni uchratishlari mumkin. Bunday qiyinchiliklarga sohaviy leksika, grammatik konstruksiyalar, so'z tartibi bilan bog'liq lingvistik qiyinchiliklarni kiritish mumkin. Shu sababli ham chet til o'qituvchisi bunday lingvistik qiyinchiliklarni oldindan aniqlab, zarur usullar va vositalarni, mashqlar tizimini tanlab darsni rejalashtirsagina dars samaradorli ortadi.

Maxsus sohaga oid kasbiy matnlarni o'qib tushunishga o'rgatishdagi qiyinchiliklardan eng ko'p uchraydigani leksik qiyinchiliklar bo'lib, ular talabalarining so'z boyligining kamligi, kasbiy terminlar (atamalar)ni bilmaslikdan kelib chiqadi. Kasbiy terminlarni tushunib olishdagi eng muhim narsa ushbu terminlarning shu sohada ishlatilganda deyarli bir ma'noga egaligidir va buni chet til o'qituvchisi hisobga olmog'i lozim. Shuni ta'kidlash joizki, leksik atamalarni o'rganishda, avvalo baynalminal so'zlardan tashkil topgan leksik birliklarni o'rganishdan boshlash maqsadga muvofiq, chunki ularni o'zbek tilida muqobili yo'qligi uchun chet tili va ona tilidagi terminlarni qiyoslab o'rganishiga ehtiyoj yo'q.

Nofilologik fakultetlarda chet til o'qitishda kasbga yo'naltirilgan o'qishning muhim xususiyati shundaki, unga mutaxassis faoliyatining dinamik ierarxik tuzilishining bir qismi deb qarash to'g'ri bo'ladi, lekin u kasbiy faoliyatni shakllantirishda yetakchi bo'la olmaydi. U faqat yordamchi vazifani bajarish mumkin. Chet tildagi kasbga yo'naltirilgan o'qish ta'limning muvaffaqiyati va kasbiy kompetentsiyani shakllantirishga ta'sir qilishi mumkin.

Biz tahlil qiladigan o'qish turining asosiy xususiyati kasbga yo'naltirilgan o'qish bo'lib u talabaning o'ziga xos ehtiyoj, qiziqish va manfaatlariga asoslangan. Masalan, S.A.Lomaxina<sup>7</sup>, kasbga yo'naltirilgan o'qish motivlarining axborot ehtiyojlariga e'tibor berib, individga unga taqdim etilgan barcha ilmiy ma'lumotlar kerak emas, u ma'lum maqsadlarga asoslanib, o'zining axborot taqchilligini to'ldiradi degan fikrni bildiradi. Boshqacha qilib aytganda, chet tildagi kasbiy matnni o'qiyotganda, mutaxassis o'zining zarur va tegishli ma'lumotlarga bo'lgan ehtiyojini qondiradi.

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<sup>7</sup> Ломахина С.А. Самостоятельная работа студентов в процессе изучения текстов по специальности в неязыковом вузе // Изв. ПГПУ им. В.Г.Белинского. – 2016. – № 16 (20). – С. 141-144.

Bizning fikrimizcha, kasbga yo'naltirilgan o'qishning asosiy xususiyati shundaki, u ma'lum bir turdagi mehnat faoliyati bo'yicha mutaxassislar o'rtasidagi muloqotning maxsus shakli bo'lib, sohaviy (kasbiy) matnlar yordamida amalga oshiriladi va majburiy ma'lumot almashinuvini nazarda tutadi. Ma'lumki, o'qish mutaxassisga ushbu bilim sohasidagi mavjud tajribani egallash va o'z bilimini kengaytirishga imkoniyatlar yaratadi, bu esa professional o'sishga olib kelishi mumkin.

Xorijiy adabiyotlarni o'qib axborot olish ko'nikmalarini rivojlantirish har qanday kasbiy faoliyat sohasi uchun malakali kadrlar tayyorlashda zarurdir. Busiz mutaxassisning chet tilidagi kommunikativ kompetensiyasini shakllantirish mumkin emas. Turli tipdagi o'quv yurtlaridagi chet til o'qitishning maqsad va vazifalaridan kelib chiqib, o'qish turlarini tanlash maqsadga muvofiq.

Metodik adabiyotlarda chet tilidagi o'qish turlari quyidagi mezonlarga ko'ra farq qilinadi: ona tilining ishtirok etishiga qarab tarjimali va tarjimasiz o'qish; analiz va sintez elementlarining nisbatiga ko'ra analitik va sintetik o'qish; o'tkazilish joyiga qarab sinfda, auditoriyada, uyda o'qish; majburiylik darajasiga ko'ra, majburiy o'qish va ixtiyoriy o'qish; tayyorgarlik darajasiga ko'ra, qisman tayyorlangan, to'la tayyorlangan va tayyorgarliksiz o'qish turlari borligi aytib o'tiladi.

Nofilologik fakultet talabalarining o'qish ko'nikmalarini egallashga bo'lgan qiziqishlari kelajakdagi o'zlari tanlagan kasbiy faoliyati bilan bog'liq. Shuning uchun matn tanlashda talabaning kasbiy yo'nalishini, kasbga nisbatan qiziqish uyg'otishini hisobga olish maqsadga muvofiqdir.

Kasbga yo'naltirilgan o'qish kompetensiyasini shakllantirishda o'qish mazmunini tanlash ham muhim masalalardan hisoblanadi. O'qish mazmunining chet tilda o'qishga o'rgatishdagi o'rni va rolini alohida ta'kidlash lozim, chunki matn mazmunidan olinayotgan axborot ta'limiy, kasbiy va tarbiyaviy ahamiyatga ega. Shuning uchun ham o'qish uchun olinayotgan har bir matn mazmuni ko'zlangan maqsad va kasbiy ehtiyojga javob beradigan bo'lishi kerak.

Nofilologik fakultetlar talabalarining ingliz tilidagi kasbiy matnlarni o'qib tushunish kompetensiyasini shakllantirish maqsadida tanlab olinishi kerak bo'lgan o'qish mazmunining komponentlarini lingvistik, psixologik, kasbga yo'naltirganlik nuqtayi nazaridan kelib chiqib aniqlash maqsadga muvofiq.

Dissertatsiyaning **“O'qish kasbiy tayyorgarlik va kasbiy muloqotni shakllantirish vositasi”** deb nomlangan ikkinchi bobida ingliz tilida o'qish ko'nikmalarini shakllantirish kompetensiyasi va turli kasb egalarini ingliz tilidagi matnlarni o'qib tushunishni o'rgatishga qo'yilgan talablar, nofilologik fakultetlarda chet til o'qitishda kompetentiv yondashuv va o'qituvchi kompetensiyasi va kasbiy matnlarni tanlash mezonlari va o'qib tushunishga o'rgatish tamoyillari tahlil qilingan.

Fizika ta'lim yo'nalishi talabalarining ingliz tilidagi o'qish kompetensiyasini shakllantirishda bosqichma-bosqich konsepsiyasiga amal qilgan holda, o'qitish kompetensiyasining funksiyalaridan kelib chiqib o'quv materialini tanlash, o'qitish shakli, metodi, usullari, vositalaridan maqsadli foydalanish, ingliz tilidagi matnlarni o'qib tushunishga o'rgatishga qo'yilgan talablarni ishlab chiqish lozim.

Bugungi kunda ta'limda "kompetensiya" va "kompetentlik" atamaları keng qo'llanilmoqda. Aslida "kompetensiya" atamasi ta'limga kompetentiv yondashuv orqali kirib kelgan bo'lib, u ta'limni zamonaviylashtirish, tashkil qilish bilan bog'liq muammolarni kengroq o'rganish orqali chuqur bilimga ega bo'lish, ularning kelib chiqish sabablarini o'rganib, tahlil qilish, ijobiy yechimini topishdagi kreativlik va shu sohadagi boy tajribani anglatadi.

Kompetensiya – ma'lum bir sohada sifatli, sermahsul faoliyat olib borish uchun zarur bo'lgan mutaxassisning ta'limiy tayyorgarligiga qo'yilgan talabdir. Ushbu yuqorida keltirilgan tahlildan kelib chiqib aytish mumkinki, kompetensiya – bu oldindan belgilangan ijtimoiy talab bo'lib, u insonning muayyan sohada samarali faoliyat ko'rsatishi uchun zarur bo'lgan kasbiy (professional) tayyorgarligi, bilimi va tajribasiga nisbatan qo'yilgan darajadir.

Kompetensiyaviy yondashuv inson faoliyatining har sohadagi kompetentligini shakllantirishni nazarda tutuvchi hozirgi zamon jamiyati va ta'limining asosiy sharti hisoblanadi. Bu talab o'qituvchi-pedagoglar faoliyatiga ham bevosita daxldordir.

Chet tilda kasbga yo'naltirilgan o'qish kompetensiyasi fanlararo bilimlarni shakllantirish va nazorat qilish vositasi bo'lib ham hizmat qiladi, chunki:

matndagi leksik va sintaktik birliklar (majhul nisbat, sifatdoshli birikmalar) til materiali hisoblanib, ular o'qish orqali o'zlashtiriladi;

kasbga oid matnlar ma'lum mantiqiy bog'liqlikka ega bo'lganligi uchun ham o'qish orqali mazmunni va mantiqiy bog'liqlikni nazorat qilishi mumkin;

kasbga yo'naltirilgan o'qish kompetensiyasini shakllantirishdagi uslubiy ko'rsatmalar til kompetensiyasini shakllantirish orqali amalga oshiriladi.

Bizning fikrimizcha, o'qish kompetensiyasi quyidagi harf-tovush munosabati; o'qib tushunish; so'z va so'z birikmalari; grammatik konstruksiyalar; to'g'ri talaffuz; o'qish texnikasi: (o'qish tezligi, ohang, pauza, urg'u) bilan bog'liq struktural fiziologik va matn mazmunini tushunish bilan bog'liq semantik komponentlardan iborat.

Nofilologik fakultetlar talabalarining kasbiy kompetensiyasini shakllantirishda o'qitish maqsadi va mazmunini tanlashga nisbatan ilmiy asosga ega bo'lgan strategik yondashuvni aniqlash zarurligi ko'p tadqiqotchilar tomonidan e'tirof etilgan. Buning muhimligi shundaki, o'qitish metodlari, usullari, shakli o'qitish maqsadidan kelib chiqib aniqlanadi.

Kasbiy matnni o'qib tushunish kompetensiyasini shakllantirish ko'p jihatdan til o'rganuvchilarning kasbiy ehtiyoji, qiziqishlari va istak-xohishlariga ham bog'liqligi chet tilda o'qishga o'rgatishda ularning individual xususiyatlarini ham hisobga olishni taqozo etadi. Kasbiy matnlar bo'lajak mutaxassislarni kasbiy hayotga tayyorlashda ham muhim rol o'ynaydi.

Chet tildagi kasbiy matnlarni o'qib tushunish, amaliyotda foydalanish kompetensiyasini shakllantirishda zamonaviy interfaol usullardan tarkib topgan o'qitish strategiyasini ishlab chiqish, kasbiy matnlardagi leksik-grammatik materialni o'zlashtirishda ham interfaol usullar va zamonaviy texnik vositalardan maqsadli foydalanish bu sohadagi yechimini kutayotgan masalalardan hisoblanadi.

Nofilologik fakultet chet til o'qituvchisining kasbiy kompetensiyasi quyidagi komponentlardan iborat: **Lingvistik; psixologik; pedagogik; metodik; kasbiologik.**

**Lingvistik komponent:** til va nutqiy material; idrok etishning lingvistik qiyinchiliklari; o'qish uchun matnlarga qo'yiladigan talablar.

**Psixologik komponent:** talabalarning motivlari va qiziqishlari; o'qish ko'nikma va malakalari; psixologik mexanizmlar; idrok etishning psixologik qiyinchiliklari; o'qishning boshqa nutq faoliyati turlari bilan bog'liqligi.

**Metodik komponent:** o'qishga oid ko'nikma va malakalarni shakllantirish usul va metodlari; kasbiy kompetensiyani shakllantirish bosqichlari; o'qib tushunishni osonlashtirish uchun turli texnik va notexnik vositalardan maqsadli foydalanish.

Chet til o'qituvchisining **kasbiologik komponenti** o'qish jarayonini kasbga yo'naltirilgan o'quv materialini asosida tashkil qilishni taqozo etadi va kasbiy leksika hamda kasbga oid mavzu va matnlarni o'z ichiga oladi.

Nofilologik fakultetlarda faoliyat ko'rsatayotgan chet til o'qituvchisining kasbiy kompetensiyasi uning ta'lim jarayonidagi vazifalarini belgilab beruvchi asosiy manba bo'lib hizmat qilishi mumkin.

Xulosa qilib aytganda, nofilologik fakultetlarda faoliyat ko'rsatadigan chet til o'qituvchilarining kasbiy kompetensiyasining mazmunini amaliy darslarni tashkil qilishga oid kasbiy malakalar tashkil qiladi. Ular o'rganilayotgan chet tilga oid nazariy fanlarni o'tishga ixtisoslashgan emas. Ularning ta'lim jarayonidagi, ya'ni chet til o'qitish jarayonidagi asosiy maqsadi talabalarda chet tildagi matnlarni o'qib tushunish va chet tildagi manbalardan o'z kasbiy ehtiyojiga oid axborotni olishga o'rgatishdan iborat. Shu sababdan ham ular ta'lim jarayonida nutqiy faoliyat turlarining o'qish turiga oid ko'nikma va malakalarni shakllantirish ustuvor o'rin tutmog'i lozim. Bu esa o'qishni yozuv bilan integrallashuviga ham e'tibor qaratgan holda chet til ta'lim jarayonini tashkil qilishni taqozo etadi.

Gapirish va tinglab tushunishga oid ko'nikma va malakalarni shakllantirish talabalarning kasbiga oid tanlab olingan o'quv materiallari ustida ishlash orqali amalga oshirilganda talabalarda chet tilni o'rganishga nisbatan motivatsiya hosil bo'lishi va til o'rganish samaradorligi oshishi mumkin. Bu esa o'z navbatida talabalarning kelgusidagi kasblariga oid bilimlarini o'sishiga va kasbiy mahoratlarini shakllanishiga ham ijobiy ta'sir etadi.

Oliy ta'lim muassasalarining nofilologik fakultetlari talabalarida o'qish ko'nikmalarini egallashga bo'lgan kognitiv qiziqish kelajakdagi kasbiy faoliyat bilan bog'liq. Shuning uchun matn tanlashda uning sohaviy yo'nalishini, kasbiy qiziqishini uyg'otish va matnni tushuna olishini hisobga olish maqsadga muvofiqdir.

Sohaviy matnlarni o'qib tushunishda va talabalarda o'qish kompetensiyasini shakllantirishda didaktik tamoyillardan maqsadli foydalanish ham talab etiladi.

Mutaxassislik bo'yicha matnlarni o'rgatish jarayoni aniqlik, kasbiy yo'nalish mezonlariga javob beradigan va o'rganish uchun ijobiy motivatsiyani yaratishga yordam beradigan maxsus tanlangan matnlar asosida maqsadli ravishda amalga oshirilishi maqsadga muvofiq.

Xulosa qilib aytganda, o'qish kompetensiyasini shakllantirishda o'qish uchun mo'ljallangan o'quv materiallarining mazmuni katta ahamiyatga ega. Aynan mazmun o'quvchilarda ijobiy motivatsiyani uyg'otish, chet tilida o'qishga bo'lgan ehtiyojni shakllantirish, talabalarning bilim darajasi va nutqiy tayyorgarlik darajasidan kelib chiqib ularga individual topshiriqlar berish imkoniyatini yaratadi.

Kasbga yo'naltirilgan matnlar tanlashning asosiy mezonlariga quyidagilarni kiritish mumkin: autentlik; kasbga yo'nalغانlik; matnlar mazmunining oliygoh o'quv rejasiga muvofiqligi; zaruriy kasbiy atamalarning mavjudligi; ma'lum bir auditoriya uchun tilning maqsadga muvofiqligi va matnning kasbga yo'naltirilgan mazmuni; tarbiyaviy ahamiyatga ega bo'lishligi; kasbga oid ma'lumotning ko'pligi; matnning yorqin va qiziqarli syujetga egaligi va matn materialining xilma-xilligi.

Kasbga yo'naltirilgan chet tilda o'qishni (reading) tashkil qilish uchun tanlangan matnlar quyidagi talablarga javob berishi kerak:

tanlangan matn talabalarning ingliz tilidagi bilim darajalariga mos bo'lishi va undagi mazmun orqali o'zlari uchun yangi fikr, g'oyalari olish imkoniyati;

matn sodda gaplardan iborat bo'lishi maqsadga muvofiq (murakkab konstruksiyalardan tuzilgan qo'shma gaplar til o'rganuvchilarning matnni tushunishlarida qiyinchiliklarga olib kelishi mumkin);

matn faqat faktlardan iborat bo'lmasligi, ya'ni, chet tildagi matnni o'qib, o'zlari uchun yangi fikr, g'oyalarni olishga va tanqidiy fikrlashga o'rgatuvchi matn bo'lishi zarur;

ixtisoslikka oid atamalar matnni tushunishlari uchun muhim bo'lgan so'zlardan iborat bo'lishi, ya'ni shunday atamalarni tanlash kerakki, o'sha atamadan turli so'zlar yasash mumkin bo'lsin va u til o'rganuvchilarning so'z boyligini oshirishga xizmat qilsin;

matn mazmuni kasbiy faoliyat nuqtayi nazaridan qiziqarli, har bir kasbga xos zamonaviy texnologiyalarni aks ettiruvchi va ularga oid yangi terminlarni o'z ichiga olganligi sababli bunday matnlar ustivorlikka ega bo'lishi kerak.

Umumlashtirib aytganda, chet tildagi kasbiy matnga va uni o'qib tushunishga qo'yiladigan talablarni quyidagicha izohlash mumkin:

1. Kasbiy matnlar kasbiy kompetensiyani shakllantirish bosqichlariga mos tanlab olinishi va didaktik jihatdan osondan murakkabga tamoyili talabiga ko'ra ma'lum ketma-ketlikda o'rganilishi lozim.

2. Boshlang'ich bosqichda o'qib o'rganishga qaratilgan matnlar mazmun va leksiko-grammatik jihatdan tili o'rganilayotgan mamlakat ijtimoiy-madaniyatiga xos bo'lgan linguakulturologik axborotni ham qamrab olishi maqsadga muvofiq.

3. Kasbiy matnlarni o'qish jarayonida kerakli axborot berilgan joylarni yozib olish ham uni tushunib olish va keyinroq amaliyotda qo'llashga yaxshi zamin yaratadi. Bu o'qishni yozuv bilan integratsiyalashuviga xos ko'nikmalarni shakllantirishga ham ijobiy ta'sir ko'rsatadi.

4. Kasbiy matnlarni auditoriyada, mustaqil ta'lim va mustaqil o'qish mezonlaridan kelib chiqib tanlash ham maqsadga muvofiq.

Metodist olimlarning yuqorida keltirilgan fikrlarini umumlashtirgan holda ingliz tilidagi kasbiy matnlarni o'qib tushunish kompetensiyasini shakllantirishning quyidagi tamoyillari ishlab chiqildi:

1. O'qish nutqiy faoliyat turlaridan biri bo'lganligi uchun ham o'qishga o'rgatishga oid nutqiy ko'nikma va malakalar hosil qilish zarurligi;

2. O'qishga o'rgatishning birinchi bosqichida o'qish texnikasiga oid ko'nikmalarni shakllantirishning ustivorlikka ega bo'lishi;

3. Nofilologik fakultetlarda chet til o‘qitishda o‘qishni boshqa nutq faoliyati turlariga nisbatan ustuvorligi;

4. Kasbiy malakalarni kasbiy matnlar asosida shakllantirish zarurligi;

5. O‘qish uchun matnlar tanlashda kasbga oid mavzularni asosiy mezon sifatida qaralishi;

6. O‘qish ko‘nikma va malakalarni shakllantirishda talabalarning ona tili va ikkinchi tilni o‘rganishdagi o‘qish tajribasini hisobga olish;

7. Nutqiy jarayonning kognitiv jarayon ekanligi uchun ham kasbiy matnlarda uchraydigan notanish so‘zlarning ma‘nolarini matn mazmunidan kelib chiqib taxminlab tushunish malakalarini shakllantirish;

8. Nofilologik fakultetlar talabalarining o‘rganilayotgan chet tildagi lug‘at boyligini kasbiy leksika asosida o‘stirish;

9. Kasbga oid matnlarni o‘qib tushunish malakalarini shakllantirishda o‘qishni boshqa nutq faoliyati turlari bilan integrallashuvi;

10. O‘qish orqali olingan axborotni to‘la tushunish va avval o‘rganilgan axborotni yangi axborot bilan tahlil qilib o‘zlashtirish;

11. O‘qish texnikasini o‘stirish, ifodali, normal tezlikda o‘qishga o‘rgatishni ovoz chiqarib o‘qish orqali, matnni o‘qib tushunib axborot olishga o‘rgatishni esa ovoz chiqarmay o‘qish orqali amalga oshirish.

Nofilologik fakultetlar talabalarini o‘z kasbiy faoliyatiga oid matnlarni tushunib, undan kerakli axborotni olishga o‘rgatishda ushbu qayd etilgan tamoyillar o‘zga tildagi kasbiy matnni tushunib, o‘qish ko‘nikmalarini o‘stirish orqali talabalarda kasbiy matnlarni tushunib olish kompetensiyasini shakllantirishga ijobiy ta‘sir qiladi.

Dissertasiyaning **“Ingliz tilida kasbga yo‘naltirilgan o‘qishga o‘rgatish texnologiyasi”** deb nomlangan uchinchi bobida pedagogik tajriba-sinov ishlarini tashkil etish bosqichlari hamda uning natijalari tahlil etilgan.

Fizika ta‘lim yo‘nalishi talabalarining ingliz tilidagi kasbiy matnlarni o‘qib tushunishga qaratilgan (reading competence) o‘qish kompetensiyasi o‘qishga oid ko‘nikma va malakalarini bosqichma-bosqich shakllantirish yondashuvi asosida olib borildi.

Birinchi bosqichda talabalarni o‘rta umumta‘lim maktabida o‘qish davridagi shakllangan ingliz tilidagi o‘qish texnikasi aniqlashtirildi va ayrim talabalarga individual topshiriqlar berish orqali o‘qish texnikasi muvofiqlashtirildi. (korreksiyalashtirildi)

Ikkinchi bosqichda talabalarda kasbiy matnlarni o‘qishga nisbatan motivatsiya hosil qilish, matndan axborot olib o‘qish yuzasidan ko‘rsatmalar berildi.

Uchinchi bosqichda kasbiy matn mazmunini ochib beruvchi kalit so‘zlarni (terminlarni) aniqlash, ularning ma‘nosini lug‘atdan aniqlash, sinonim va antonimlarini topish orqali ushbu so‘zlarning turli kontekstda turlicha ma‘no kasb etishiga e‘tibor qaratildi, talabalarining terminologik zahirasini oshirish yuzasidan topshiriq, ko‘rsatma va mashqlar berildi.

To‘rtinchi bosqichda talabalarni kasbiy matnlarni o‘qib, matn mazmunini kontekstdan tushunib olishga o‘rgatuvchi ko‘rsatma, topshiriq va mashqlar berildi. Talabalarga kasbiy matnni qismlarga (modullarga) ajratib, ularga sarlavha qo‘yish,

matn mazmuni bilan tanishib, undan kerakli axborotni olish kabi mashqlar shular jumlasidan.

Beshinchi bosqichda berilgan matnning mazmunini va unda berilgan fizik hodisalar va terminlarni izohlab berish, matn haqida qisqacha axborot tayyorlash hamda autentik materiallardan foydalanish kabi topshiriqlar berildi. Berilgan matnni yozma tarjima qilish va uning mazmunini aytib berish topshiriqlari ham berildi.

So'nggi yakunlovchi bosqichning maqsadi talabalarga olingan axborotni amaliyotda qo'llashga o'rgatishni o'z ichiga oldi. Shu maqsaddan kelib chiqib, talabalarga ta'lim texnologiyalaridan biri bo'lmish portfolio tuzish topshirig'i ham berildi.

Tajribaviy o'qish jarayonida interfaol usullardan ham foydalanildi. Jumladan, Klaster (Cluster), Taqdimot (Presentation), Debat (Debate) usullaridan keng foydalanish yaxshi natija bergani tufayli talabalarni faollashishiga va kasbiy matnlarni o'qishga nisbatan motivatsiya shakllanishiga ham yordam berdi.

### 1-jadval

#### Tajriba-sinov ishlari olib borilgan OTM va ularda tajriba-sinov ishlarida ishtirok etgan talabalar

Tr	OTM	Tajriba guruhi	Nazorat guruhi	jami
1.	Andijon davlat universiteti	72	72	144
2.	Namangan davlat universiteti	38	37	75
3.	Farg'ona davlat universiteti	25	24	49
<b>Umumiy</b>		<b>135</b>	<b>133</b>	<b>268</b>

Ingliz tilida o'qish kompetensiyasini kasbga yo'naltirganlik asosida shakllantirish texnologiyalari bo'yicha tajriba-sinov ishlarining avvalidagi (T.a.) va yakunidagi (T.ya.) umumiy natijalar keltirilgan.

### 2-jadval

#### Ingliz tilida o'qish kompetensiyasini kasbga yo'naltirganlik asosida shakllantirish texnologiyalari bo'yicha tajriba-sinov ishlarining avvalidagi (T.a.) va yakunidagi (T.ya.) umumiy natijalar

№	Tajriba-sinov va nazorat guruhlarida o'qish kompetensiyasini shakllantirish ko'rsatkichlari		Tajriba guruhi				Nazorat guruhi			
			Jami talabalar soni – 135 nafar				Jami talabalar soni – 133 nafar			
			a'lo	yaxshi	qoni-qarli	qoni-qarsiz	a'lo	yaxshi	qoni-qarli	qoni-qarsiz
1	O'qish texnikasi	Tajriba-sinov yakunida	42	58	22	13	12	34	65	22
		Tajriba-sinov avvalida	13	34	68	22	11	29	66	27
2	Kasbiy leksikani bilish darajasi	Tajriba-sinov yakunida	43	56	21	15	11	35	63	24
		Tajriba-sinov avvalida	12	32	70	21	13	31	64	25
3		Tajriba-sinov yakunida	41	59	20	15	13	33	66	21

	Kasbiy matndan axborot olib bilish malakasi	Tajriba-sinov avvalida	14	30	69	22	9	27	68	29
4	Olingan axborotdan amaliyotda foydalana bilish	Tajriba-sinov yakunida	40	55	23	17	14	36	64	19
		Tajriba-sinov avvalida	15	34	71	15	11	30	66	26
5	Fizikaga oid atamalarni tushunganlik darajasi	Tajriba-sinov yakunida	42	58	19	16	10	32	62	29
		Tajriba-sinov avvalida	13	32	69	21	12	29	67	25
6	Kasbga oid matn mazmunini tushunganlik darajasi	Tajriba-sinov yakunida	44	56	21	14	12	34	64	23
		Tajriba-sinov avvalida	11	31	67	26	10	32	65	26
	O'rtachasi	Tajriba-sinov yakunida	42	57	21	15	12	34	64	23
		Tajriba-sinov avvalida	13	32	69	21	11	29	66	27

Ingliz tilida o'qish kompetensiyasini kasbga yo'naltirganlik asosida shakllantirish texnologiyalari bo'yicha so'rovnomalar yuzasidan shu bobda berilgan statistik ma'lumotlarni matematik statistik tahlil qilish uchun tajribadan avvalgi (T.a.) va tajriba yakunidagi (T.ya.)dagi ma'lumotlarni umumiy jadvalini OTMLar kesimida keltiramiz.

### 3-jadval

#### Ingliz tilida o'qish kompetensiyasini kasbga yo'naltirganlik asosida shakllantirish texnologiyalari bo'yicha tajriba-sinov ishlarining avvalidagi(T.a.) va yakunidagi(T.ya) natijalar (OTMLar kesimida)

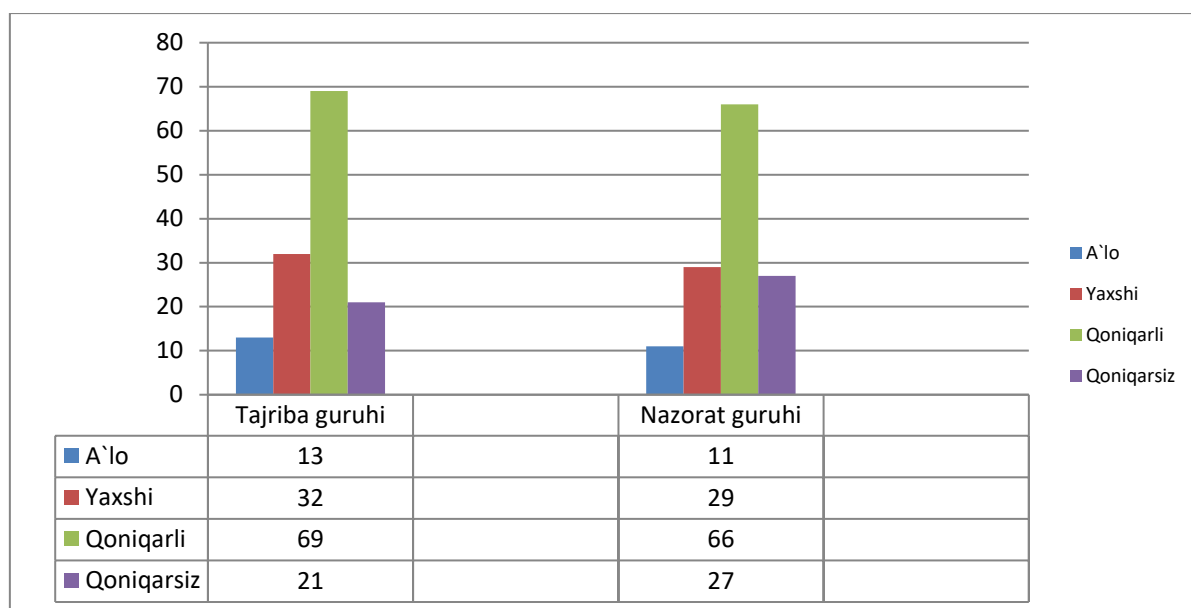
Tajriba-sinov obyektlari	Guruhlar	Talabalar soni	Baholash mezonlari							
			a'lo		yaxshi		qoniqarli		qoniqarsiz	
			T.a.	T.ya.	T.a.	T.ya.	T.a.	T.ya.	T.a.	T.ya.
Andijon davlat universiteti	Tajriba guruhi	72	6	23	17	31	38	11	11	7
	Nazorat guruhi	72	6	6	16	18	39	35	11	13
Namangan davlat universiteti	Tajriba guruhi	38	4	12	11	15	18	6	5	5
	Nazorat guruhi	37	3	4	9	10	16	17	9	6
Farg'ona davlat universiteti	Tajriba guruhi	25	3	7	4	11	13	4	5	7
	Nazorat guruhi	24	2	2	4	6	11	12	7	4
Jami	Tajriba guruhi	<b>135</b>	13	<b>42</b>	32	<b>57</b>	69	<b>21</b>	21	<b>15</b>
	Nazorat guruhi	<b>133</b>	11	<b>12</b>	29	<b>34</b>	66	<b>64</b>	27	<b>23</b>

Izoh: T.a.– tajriba avvalida , T.ya. – tajriba yakunida.

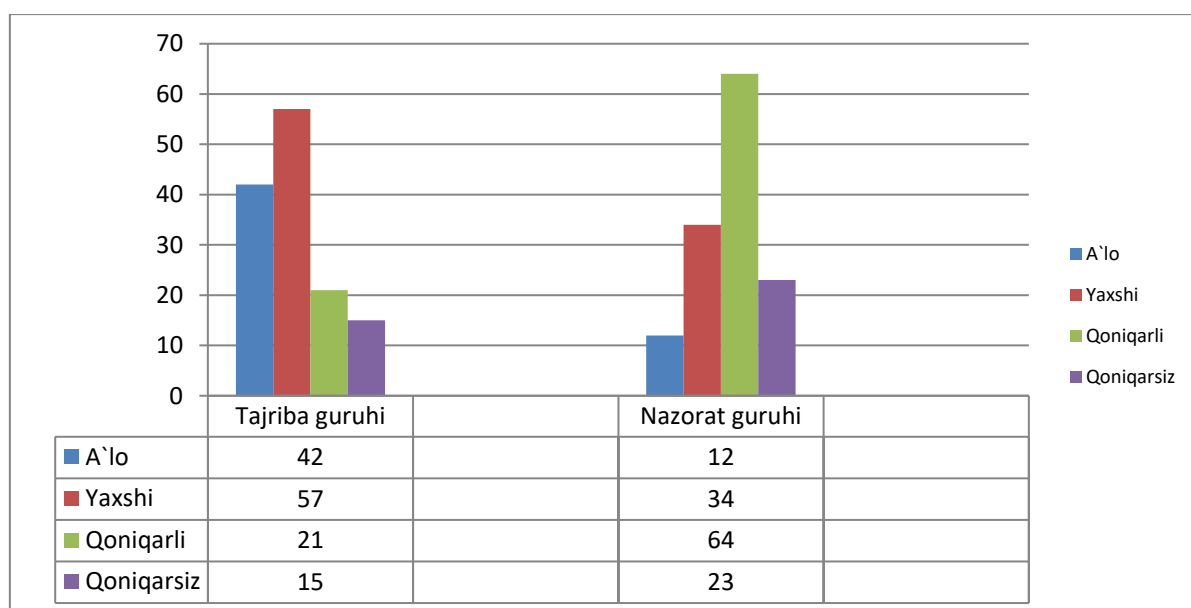
#### 4-jadval

### Ingiliz tilida o‘qish kompetensiyasini kasbga yo‘naltirganlik asosida shakllantirish texnologiyalari bo‘yicha tajriba-sinov ishlarining avvalidagi natijalar tahlili (son va foizlarda)

Guruhlar	Talabalar soni	O‘zlashtirish natijalari (% da)			
		a‘lo	yaxshi	qoniqarli	qoniqarsiz
Tajriba guruhlar	135	13	32	69	21
Nazorat guruhlar	133	11	29	66	27



1-rasm. Ingiliz tilida o‘qish kompetensiyasini kasbga yo‘naltirganlik asosida shakllantirish texnologiyalari bo‘yicha tajriba-sinov ishlarining avvalidagi natijalar diagrammasi



2-rasm. Ingiliz tilida o‘qish kompetensiyasini kasbga yo‘naltirganlik asosida shakllantirish texnologiyalari bo‘yicha yakuniy diagrammasi

Olingan natijalardan o'qitish samaradorligini baholash mezonini birdan kattaligi bilan va bilish darajasini esa baholash mezonini noldan kattaligi bilan ko'rish mumkin. Bundan ma'lumki, ingliz tilida o'qish kompetensiyasini kasbga yo'naltirganlik asosida shakllantirish texnologiyalari bo'yicha tajriba guruhlaridagi o'zlashtirish nazorat guruhlaridagi o'zlashtirishdan yuqori ekan.

Yuqoridagi statistik tahlillar shuni ko'rsatadiki, tadqiqot natijalari bo'yicha o'tkazilgan va dissertatsiyada keltirilgan xulosalar tajriba-sinov ishlari samarador (13,2% ga) ekanligini va bizning ko'zlagan maqsadimiz tasdiqlanganini ko'rsatadi.

Demak, bosqichma-bosqich yondashuv asosida talabalarda kasbiy matnlarni o'qib tushunish kompetensiyasini shakllantirish texnologiyasini takomillashtirish yaxshi natija berishi tajriba-sinov ishlari natijalari orqali o'z isbotini topdi.

## XULOSA

Nofilologik oliy ta'lim muassasalari fizika ta'lim yo'nalishi talabalarining ingliz tilida o'qish kompetensiyasini kasbga yo'naltirganlik asosida shakllantirish muammosiga bag'ishlangan tadqiqotimiz natijalariga ko'ra quyidagicha xulosalarga kelindi:

1. Chet tillarni o'qitishni kasbga yo'naltirganlik nuqtai nazaridan tashkil qilish konsepsiyasi jamiyatning barcha sohalarini o'z ichiga oluvchi umuminsoniy faoliyatning bir qismi sifatida ushbu faoliyatning har bir turida kompetentivlikni talab qiladi va kasbiy kompetensiyaga ega mutaxassislarni tayyorlashga yordam beruvchi eng muhim omil hisoblanadi. Kasbga yo'naltirilgan ta'lim konsepsiyasi ta'lim jarayonining har bir nuqtasida xorijiy tillarni o'qitish strategiya va taktikalarini belgilab beradi.

2. O'qish nutq faoliyatining retseptiv turi sifatida o'ziga xos lingvopsixologik xususiyatlarga ega ekanligi o'qishga yo'naltirilgan kasbiy kompetensiyasini shakllantirishning lingvistik va psixologik asoslarini tashkil qiladi. O'qishning nutqiy faoliyat turi va o'qitish vositasi sifatidagi funksiyasini aniq tasavvur qilgan holdagi yondashuv kasbiy kompetensiya va kompetentivlikni shakllantirishga ijobiy ta'sir qiluvchi omillardir.

3. O'qishning psixofiziologik mexanizmi ko'ruv, yozuv, eshituv bilan bog'liq nutqiy sezgilarni o'z ichiga olganligi o'quv jarayonida o'qishning boshqa nutq faoliyati turlari bilan integratsiyalashuvini ta'minlaydi. O'qishning psixologik komponenti o'qishga oid ko'nikma va malakalarni shakllantiruvchi eng muhim omildir.

4. O'qishning kasbiy mahoratni shakllantirishdagi roli xususida ilmiy metodik adabiyotlarda keltirilgan turli fikrlar tahlili shuni ko'rsatadiki, o'qishga jamiyat taraqqiyoti davomida erishilgan intellektual boylikdan foydalanishga imkon beradigan kognitiv faoliyat sifatida qarash mumkin.

5. Turli mezonlar asosida o'qishning ko'plab turlarini farqlash mumkin. Ona tili ishtirokiga ko'ra tarjimali va tarjimasiz o'qish, analiz va sintezga ko'ra analitik va sintetik o'qish, joyiga ko'ra auditoriyada va auditoriyadan tashqarida o'qish, majburiy va ixtiyoriylikka ko'ra majburiy va ixtiyoriy o'qish, tayyorgarlik darajasiga ko'ra tayyorlangan va tayyorgarliksiz o'qish turlari farqlanadi. Shuningdek, maqsadga ko'ra ko'z yugurtirib o'qish, tanishuv maqsadida o'qish,

ta'limiy o'qish, izlanib o'qish, sinchiklab o'qish turlari ham farqlanadi. Ovoz ishtirokiga ko'ra o'qishning ovoz chiqarib o'qish (loud reading) va ovoz chiqarmay o'qish (silent reading) turlari ham farqlanadi.

6. Nofilologik fakultetlar talabalarining ingliz tilidagi kasbiy matnlarni o'qib tushunish kompetensiyasini shakllantirish maqsadida tanlab olinishi kerak bo'lgan o'qish mazmunining komponentlarini lingvistik, psixologik, kasbga yo'naltirganlik nuqtai-nazaridan kelib chiqib aniqlash maqsadga muvofiq bo'ladi.

7. "O'qish kompetensiyasi" til o'rganuvchining lingvistik, nutqiy va kasbiy tayyorgarligi va uni amalga oshirish qobiliyati asosidagi o'qish faoliyati hamda subyektivlik, mustaqillik, integrativlik, kognitiv va faollik tamoyillarini o'z ichiga olgan o'lchovdir.

8. Nofilologik fakultetlarda faoliyat ko'rsatadigan chet til o'qituvchilarining kasbiy kompetensiyasining mazmunini amaliy mashg'ulotlarni tashkil qilishga oid kasbiy malakalar tashkil qiladi. Ularning ta'lim jarayonidagi, ya'ni chet til o'qitish jarayonidagi asosiy maqsadi talabalarda chet tildagi matnlarni o'qib tushunish va chet tildagi manbalardan o'z kasbiy ehtiyojiga oid axborotni olishga o'rgatishdan iborat bo'lishi kerak. Shu sababdan ham, ta'lim jarayonida nutqiy faoliyat turlarining o'qish turiga oid ko'nikma va malakalarni shakllantirish ustuvor o'rin tutmog'i lozim.

9. Kasbga yo'naltirilgan matnlar tanlashning asosiy mezonlariga autentlik; kasbga yo'nalganlik; matnlar mazmunining oliygoh o'quv rejasiga muvofiqligi; zaruriy kasbiy atamalarning mavjudligi; ma'lum bir auditoriya uchun chet tilning maqsadga muvofiqligi va matnning kasbga yo'naltirilgan mazmuni; tarbiyaviy ahamiyatga ega bo'lishligi; kasbga oid ma'lumotning ko'pligi; matnning yorqin va qiziqarli syujetga egaligi va matn materialining xilma-xilligi kabilar kiradi.

10. Ingliz tilida o'qish kompetensiyasini (reading competence) kasbga yo'naltirganlik asosida shakllantirish bosqichma-bosqich bajariladigan o'quv harakatlariga hamda quyidagi tamoyillarga asoslanadi:

1. Axborot olib o'qishga qaratilgan tamoyil.
2. O'qishni boshqa nutq faoliyati turlari bilan integratsiyalashuvi.
3. Kasbga yo'naltirganlik tamoyili.

Tajriba-sinov o'qitish natijalari fizika ta'lim yo'nalishi talabalarining kasbiy matnlarni o'qib tushunish kompetensiyasini shakllantirishni kasbga oid matnlar asosida va kasbiy terminlarni o'rganib tahlil qilish, kasbiy leksika zahirasini o'stirish, kasbiy matnlarni o'qib tushunish, yozma matndan axborot olish malakalarini takomillashtirish orqali olib borilganda ijobiy natija berganligi va o'qish samaradorligini oshganligi kuzatildi hamda statistik tahlil orqali tasdiqlandi.

## **TAVSIYALAR**

1. O'quv yilining boshida nofilologik fakultetlar birinchi kurs talabalarini chet tildagi matnlarni ifodali o'qish, mazmunni tushunib o'qish ko'nikma va malakalarini turlicha shakllanganligidan kelib chiqib, ular o'rtasida korreksiyalovchi (muvofiqlashtiruvchi) o'quv amaliyotini olib borish zarur.

2. Kasbiy matnlarni o'qib tushunish kompetensiyasini shakllantirishda kasbiy matnlarning rolini, ularni talabalarining kelgusidagi kasbiy faoliyatida qanchalik

muhim ahamiyatga ega ekanligini talabalarga tushuntirish maqsadga muvofiq. Bu talabalarda nutqiy faoliyat turi bo'lmish o'qishga (reading) nisbatan mas'uliyat xissini va motivatsiyani shakllantirishga ijobiy ta'sir ko'rsatadi.

3. Kasbga yo'naltirilgan matnlarni tanlashda quyidagi talablar e'tiborga olinishi maqsadga muvofiq:

- matnlarni talabalar bilim darajasiga mosligi;
- matnlar ustida ishlashni tashkil qilishda osondan murakkabga didaktik tamoyiliga amal qilish. Bu sodda matnlardan murakkab konstruksiyalar va terminlarni o'z ichiga olgan kasbiy matnlarni o'qishga o'tishni taqozo etadi.

4. Chet tildagi kasbiy kompetensiya chet tildagi kasbga oid matnlar va kasbiy terminlar asosida amalga oshirilishligi tufayli har bir kasbiy sohaga oid matnlar tanlash va ular asosida kasbiologik ko'nikma va malakalarni shakllantirish zarur.

5. O'qish tinglab tushunish, gapirish, yozishga nisbatan ko'proq axborot olish vositasi bo'lganligi uchun ham dars jarayonida va darsdan tashqari jarayonda ham o'qishga oid ko'nikma va malakalarni rivojlantirishga e'tibor qaratmoq zarur.

6. Chet til o'rganishga nisbatan motivatsiyaning mavjudligi ta'limiy maqsadga erishishni osonlashtiruvchi eng muhim omil hisoblanadi. Ayniqsa, talabada ichki motivatsiyaning mavjudligi uni darsdan tashqari paytlarda ham kasbiy matnlarni o'qishga undovchi, ya'ni intentsiya – istak-xohishni keltirib chiquvchi muhim omil hisoblanadi. Shuning uchun ham o'qituvchi talabalarda kasbiy matnlarni, autentik manbalardan olib o'qishlariga qaratilgan motivatsiya hosil qilishga qaratmog'i lozim.

7. Talabada kasbiy matnlarni o'qish ehtiyoji xissini shakllantirish ham juda muhim, chunki ehtiyoj nafaqat ixtiyoriy, balki majburiy o'qishni ham taqozo etadi.

8. Kasbiy kompetentsiyani shakllantirish chet til o'qitish maqsadidan kelib chiqib metod, usul va vositalarni hamda o'qitish shakllarini tanlashni taqozo etadi.

**ONE TIME SCIENTIFIC COUNCIL ON THE BASIS OF  
SCIENTIFIC COUNCIL No. PhD.03/29.12.2022.Fil.156.01  
ON AWARDING SCIENTIFIC DEGREES AT THE  
ANDIJAN STATE INSTITUTE OF FOREIGN LANGUAGES**

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**ANDIJAN STATE INSTITUTE OF FOREIGN LANGUAGES**

**MOYDINOVA SHOHIDA ISMAILJANOVNA**

**TECHNOLOGIES OF FORMATION PROFESSIONALLY ORIENTED  
READING COMPETENCE IN ENGLISH**

**13.00.02 – Theory and methodology of education and upbringing (English language)**

**ABSTRACT**

**dissertation of doctor of philosophy (PhD) on PEDAGOGICAL SCIENCES**

**The theme of the dissertation of doctor of philosophy (PhD) in pedagogical sciences was registered with the Higher Attestation Commission of the Republic of Uzbekistan under the number B2021.3.PhD/Ped2736.**

The dissertation was completed at the Andijan State Institute of Foreign Languages.

The abstract of the dissertation in three languages (Uzbek, English, and Russian (summary)) is posted on the web page of the Scientific Council ([www.adchti.uz](http://www.adchti.uz)) and the Information and Educational Portal "ZiyoNet" ([www.ziyo.net](http://www.ziyo.net))

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The dissertation defense will take place on \_\_\_\_\_ "\_\_\_\_" 2025, at \_\_\_\_\_ at the meeting of One time Scientific Council on the basis of Scientific Council No. PhD.03/29.12.2022.Fil.156.01 at Andijan State Institute of Foreign Languages. (Address: 170100, Andijan city, Boburshoh street, 5. Tel.: (+99874) 223-42-76, fax: (+99874) 223-42-76, e-mail: [asifl@edu.uz](mailto:asifl@edu.uz)).

The dissertation is available in the Informational Resource Center of Andijan State Institute of Foreign Languages (registered under the number \_\_\_\_\_). (Address: 170100, Andijan city, Boburshoh street, 5. Tel.: (+99874) 223-42-76).

The abstract of the dissertation was distributed on \_\_\_\_\_ "\_\_\_\_" 2025.  
(The report of the register No. \_\_\_\_\_ on \_\_\_\_\_ "\_\_\_\_" 2025).

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## INTRODUCTION (abstract of Doctor of Philosophy (PhD) dissertation)

**Relevance and necessity of the dissertation theme.** Obtaining information from sources in a foreign language remains one of the most important issues in the information society, which occurs in the process of integration and globalization on a global scale. Nowadays, the most important means to obtain information from various sources, especially on the Internet, is to study written sources and obtain information. In order to teach students a foreign language at the level of their future professional activities, it is necessary to improve the traditional approach, revise its goals and content, and develop modern teaching methods. Therefore, for students of non-philological higher education, professional foreign language training is a priority.

Improving technologies for developing reading skills in English, modernizing the use of advanced pedagogical technologies, step-by-step development of reading skills, linguodidactic and psychological factors in the development of professional competence of students of non-philological specialties in foreign languages in the world determine the influence of factors of particular importance. In the MATESOL program in Oxford (England), San Jose State (USA), REST projects at the University of Guajar (Mexico) scientific research on the development of English language reading skills on the basis of professional orientation explain that this issue is one of the important problems in modern specialist training today.

A number of resolutions and decrees of the President of our country serve to determine the priority areas for reforming the higher education system in the republic, raising the process of training independently thinking qualified personnel to a qualitatively new level, developing and improving the teaching of foreign languages using modern pedagogical technologies. In particular, "The time has come to establish a new system for teaching foreign languages in our country that will serve as a solid foundation for the future. Since we strive to build a competitive state, from now on graduates of schools, lyceums, colleges and higher educational institutions must be fluent in at least two foreign languages. This requirement should become the main criterion for the activities of every head of an educational institution," said President Shavkat Mirziyoyev<sup>1</sup>. In our country, several areas of science are selected and developed every year. In 2021, physics and foreign languages have been identified as priority areas. At the same time, from 2022, a requirement has been introduced for applicants to master's and doctoral programs to obtain an international certificate in a foreign language. Higher education institutions are gradually introducing the teaching of specialized subjects in foreign languages. The free use of foreign textbooks and manuals on natural and technical sciences is being established. It is very important theoretical justification for teaching English to students of non-philological higher educational institutions, the use of modern technologies in the formation of reading competencies, as well as the organization of forming professionally oriented reading skills on a technological basis to the students of the faculty of physics.

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<sup>1</sup> Video selector meeting of the Prezident of the Republic of Uzbekistan Sh.Mirziyoyev on May 6, 2021 " Measures on improving the system of learning foreign languages"

This dissertation research serves to a certain extent in the implementation of tasks defined in the Decree No. PF-5847 of October 8, 2019 “On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030” of the President of the Republic of Uzbekistan, Presidential Decree No. PQ-5117 dated May 19, 2021 “On measures to bring the activity of popularizing the study of foreign languages to a qualitatively new level in the Republic of Uzbekistan”, Resolution No. 34 of the Cabinet of Ministers of the Republic of Uzbekistan dated January 19, 2022 “On additional measures to improve the study of foreign languages”, Resolution No. 312 of the Cabinet of Ministers of the Republic of Uzbekistan dated January 19, 2022 “On measures to effectively organize the popularization of learning foreign languages”, Decree of the President of the Republic of Uzbekistan No. PF-158 dated September 11, 2023 “On the Strategy of Uzbekistan-2030”, Presidential Decree No. PQ-54 dated February 2, 2024 “On additional measures to accelerate reforms in the field of education” and tasks specified in other regulatory legal documents related to this activity.

**Connection of the research with priority areas of development of science and technology of the republic.** This research was carried out within the framework of the priority direction of development of science and technology of the republic: “Ways of forming and implementing a system of innovative ideas in the social, legal, economic, cultural, spiritual and educational development of the information society and a democratic state”.

**The degree of learning of the problem.** Issues and problems of teaching foreign languages in Uzbekistan are found in the works of J.J.Jalolov, U.Kh.Khoshimov, G.Kh.Bakieva, L.T. Akhmedova, T.K.Sattarov, F.M.Rashidova, G.T.Makhamova, Sh.S.Alimov, Sh.Y.Begaliev, I.M.Toxtasinov, B.O.Toshboeva, D.U.Khoshimova and others<sup>2</sup>.

The problems of developing speech skills in English on the basis of professional orientation are covered in detail in the scientific works of a number of Uzbek scientists such as V.I.Normuratova, S.A.Misirov, F.Sh.Alimov, X.A.Mamatqulov, M.A.Nazarova, D.A.Saimnazarova, M.I.Ahmedova, N.X.Kushiyeva, D.M.Isroilova<sup>3</sup>.

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<sup>2</sup> Jalolov J.J., Makhamova G.T., Ashurov Sh.S. English Language Teaching methodology. – Tashkent, Fan va texnologiya, 2015. – 336 p.; Хошимов Ў., Ёқубов И. Инглиз тили ўқитиш методикаси. – Тошкент, Шарк, 2003. – 300 б.; Bakieva G., Makhamova G., Kuldoshev A. English 3. – Tashkent, 2007. – 215 p.; Ахмедова Л.Т. Роль и место педагогических технологий в профессиональной подготовке студентов. – Ташкент, 2009. – 160 с.; Саттаров Т. Формирование профессиональных умений будущего учителя иностранного языка на практических занятиях по специальности (на материале английского языка) док. дисс. автореф. 2000. – 32 с.; Рашидова Ф.М. Концептуально-методические основы внедрения CEFR в систему непрерывного образования в Узбекистане (на примере англ. языка). Дисс. д-ра пед. наук (DSc). – Ташкент, 2017.; Махкамова Г.Т. Концепция формирования межкультурной компетенции студентов английского языка. – Ташкент, 2010. – 207 с.; Бегалиев Ш.Ю. Методика обучения пониманию пассивных конструкций английского языка при чтении литературы по специальности. Дисс. канд. пед. наук. – Киев, 1983.; Тухтасинов И.М. Развитие профессиональной компетенции на основе эквивалентности при подготовке переводчиков. Дисс. д-ра пед. наук.(DSc). – Ташкент, 2018. – 203 с.; Тошбоева Б.О. Бошланғич синфларда чет (инглиз) тили ўқитиш технологияларини такомиллаштириш. Пед.фан.б-ча.фалс.д-ри дисс. автореф. –Самарқанд, 2021. – 52 б.; Alimov Sh.S. Comparative methodology in tables. – Tashkent, Innovatsion rivojlanish nashriyot-matbaa uyi, 2003. – 155 p.; Хашимова Д.У. Лингводидактические основы изучения лагун в контексте современного функционирования русского языка и межязыковой взаимодействий. Дисс. д-ра. фил.наук.–Ташкент, 2007;

<sup>3</sup> Нормуратова В.И. Формирование рецептивных лексических навыков к студентов-юристов. Автореф. дисс. ... канд. пед. наук. – Ташкент, 2008; Misirov S.A. Kasb-hunar kollejarida ingliz tili o'qitishning lingvodidaktik

in the works of scientists from the CIS countries, like I.A.Zimnyaya, E.I.Passov, B.A.Vishnyakova, N.V.Barishnikov, S.K.Folomkina, Z.I.Klichnikova, I.L.Beam, N.D.Galskova, R.P.Milrud<sup>4</sup>, including issues of teaching professionally oriented reading are widely covered in the scientific works of scientists such as T.S.Serova, M.V.Lyakhovitsky, I.M.Berman, G.V.Sorokovich, S.G.Ulitina, M.A.Mosina, T.A.Razuvaeva, M.S.Grishina<sup>5</sup>; covered in detail in the scientific works of a number of foreign scientists such as M.West, G.Westhoff, F.Smith, S.Silberstein, K.Wallace, W.Grabe and Fredericka L.Stoller, J.Williamson<sup>6</sup>.

However, so far in our country the topic of developing professionally oriented reading competence in English of the students of non-philological higher educational institutions has not been considered as an independent methodological study.

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<sup>4</sup> Зимняя И.А. Педагогическая психология. Учебник для вузов. – Москва, 2001. – 327 с.; Пассов, Е. И. Методика как теория и технология иноязычного образования. Елецкий гос. университет им. И. А. Бунина, 2010. – 543 с.; Вишнякова, С. А. Теоретические основы обучения моделированию научного текста / С. А. Вишнякова. – СПб.: Европейский дом, 2001. – 258 с.; Барышников Н.В. Когнитивно-коммуникативный подход к обучению чтению // Когнитивная методика обучения иностранным языкам в различных условиях: Тез. Всеросс. науч.-метод. конф. – Пятигорск: изд-во ПГЛУ, 1999. – С. 5-6; Фоломкина С.К. Обучение чтению на иностранном языке в неязыковом вузе: учебно-методическое пособие / С. К. Фоломкина; науч. ред. Н. И. Гез. – Изд. 2-е, испр. – Москва: Высшая школа, 2005. – 253 с.; Клычникова З.И. Психологические особенности обучения чтению на иностранном языке: Пособие для учителя. – Москва: Просвещение, 1983, – 207 с.; Бим И.Л. Подход к проблеме упражнений с позиций иерархии целей и задач // Общая методика обучения иностранным языкам: Хрестоматия. – Москва.: Рус. яз., 1991. – С. 92–99; Гальскова, Н. Д. Современная методика обучения иностранному языку. – Москва.: АРКТИ, 2000. – 165 с.; Мильруд, Р. П., Гончаров, А. А. Теоретические и практические проблемы обучения пониманию коммуникативного смысла иноязычного текста // ИЯШ, 2003. – № 1. – С. 12–18.

<sup>5</sup> Серова Т.С. // Информация, информированность, инновации в образовании и науке. Избранное о теории профессионально-ориентированного чтения и методике обучения ему в высшей школе: [сб. науч. ст.]. – Пермь: Изд-во ПНИПУ, 2015. – 441 с.; Ляховицкий М.В. О некоторых базисных категориях методики обучения иностранным языкам // ИЯШ. 1973. –№1.; Берман, И. М. Методика обучения английскому языку в неязыковых вузах. – Москва, 1970. – 229 с.; Сороковых Г.В. Субъектно-деятельностный подход в лингвистической подготовке студентов неязыковых вузов. Дисс. канд. пед. наук. – Курск, 2004.; Улитина, С.Г.Формирование структурно-композиционных навыков иноязычного профессионально-ориентированного чтения у переводчиков в условиях деловой коммуникации. Дисс. канд. пед. наук. – Екатеринбург, 1999; Мосина, М.А. Обучение профессионально-ориентированному информативному чтению-диалогу англоязычных научно-методических текстов. Дисс. канд. пед. наук. – Пермь, 2001. – 229 с.; Рazuvaeva Т.А. Формирование читательской компетенции студентов факультета иностранных языков. Дисс. канд. пед. наук. – Тула, 2006. – 234 с.; Гришина М.С. Обучение гибкому профессионально ориентированному иноязычному чтению в сети Интернет: на основе комплекса компьютерных программ. Дисс. канд. пед. наук. – Перм, 2003.

<sup>6</sup> West M. Teaching English in Difficult Circumstances: Teaching English as a Foreign Language with notes on the Technique of Textbook Construction. – London: Longmans. 1960; Westhoff G. Fertigkeit Lesen. Goethe-Institut, Muenchen, 1997. –176 s.; Smith F. Understanding reading: A psycholinguistic analysis of reading and learning to read. 5 ed. Aillsdale (N.J.); Hove: Lawrence Erlbaum associates, 1994. XIII, – 336 p.; Silberstein S. Techniques and Resources in Teaching Reading. OUP, 1994. – 126 p.; Grabe W. and Fredericka L.Stoller. Teaching and Researching Reading. 2013. – 324 p.; Wallace C. Reading. Oxford: Oxford University Press, 1992; Williamson J. Improving reading comprehension: Some current strategies// English Teaching Forum. 1988. – P. 7 – 8.

**The connection between the research and the research plans of the higher educational institution where the dissertation was completed.** This dissertation research was carried out within the framework of the scientific-research plan "Improving the effectiveness of the organization of foreign language teaching from the point of view of professional orientation" provided for in the scientific-research plan of the Andijan State Institute of Foreign Languages.

**The aim of the research** is to improve the reading technologies by studying and analyzing the theoretical foundations of the formation of professionally oriented reading competence in English of students of the faculty of physics at non-philological higher education institutions.

**The tasks of the research:**

to improve the content of reading in English by selecting professional texts, taking into account the role of professional texts in selecting reading content and developing competence in reading comprehension in a professional language, based on the needs and requirements of professional orientation;

to develop a set of special exercises aimed at reading and understanding texts related to the profession, in accordance with the level of language proficiency of physics students, based on the priority of exercises in the formation of reading competence of physics students in English;

to create of methodological support, consisting of educational materials and practical tasks, including terminology aimed at increasing the competence of reading professional texts of students of the faculty of physics in practice;

to study the level of reading competence of physics students in English, analysis of linguistic, psychological, psycholinguistic features of reading and justification of step-by-step organization of professionally oriented reading competence on the basis of technological approach.

The process of formation of professionally oriented reading competence of the first-year students of the faculty of physics was chosen as **the object of the research**.

**The subject of the research** is the content, types, means, linguodidactic and psychological factors in the formation of professionally oriented reading competence of the first-year students of the faculty of physics in English.

**Research methods.** In order to achieve the goal of the research and solve the assigned problems, methods of pedagogical observation, comparative analysis, experiment, pedagogical monitoring, survey, mathematical and statistical analysis and generalization were used.

**The scientific novelty of the research** is as follows:

taking into account the role of professional texts in the formation of the competence of reading professional texts, the content of reading is improved through the selection of professional texts;

based on the priority of exercises to develop speaking skills and in accordance with the level of English language proficiency of physics students, a set of special exercises aimed at reading and understanding professional texts has been developed;

methodological support has been created consisting of educational materials and practical assignments, including professional terminology aimed at improving students' professionally oriented reading competence in practical classes;

a step-by-step organization, consisting of six stages, of the formation of reading competence in English of students of the faculty of physics based on a technological approach was substantiated.

**The practical results of the research** are as follows:

the textbook “Texts on Specialty” was created and implemented to develop professionally oriented reading skills in English of physics students;

the methodological support for teaching physics students in English based on professional texts has been improved;

a technology for the stage-by-stage development of students' reading competence in English has been developed and implemented in practice.

**Reliability of the research results:** The reliability of the research results is explained by the fact that in the collections of materials of scientific-methodological and scientific-practical conferences of the republic of international level, articles published in special journals according to the list of the SAC, approaches, methods and theoretical information used in the work were obtained from reliable sources that the formation of reading competence is highlighted on the basis of linguistic, psychological and didactic factors, that the presented analysis and comments, the effectiveness of experimental work are based on mathematical statistical methods, that the implementation of conclusions, proposals and recommendations into practice, the results obtained are confirmed by authorized organizations.

**Scientific and practical significance of the research results.** The scientific significance of the research results serves as methodological support in conducting scientific research on teaching professionally oriented reading at non-philological universities; the research material is also determined by scientific and practical conclusions related to the linguotechnology of determining the content of the formation of professional competence in other non-philological educational institutions, training qualified specialists capable of carrying out professional communication at the international level; is explained by the fact that it can be used in creating textbooks and dictionaries for teaching English at non-philological faculties.

**The practical significance of this research** lies in the fact that from the scientific and theoretical conclusions can be used in teaching subjects as “Methodology of teaching language and educational technologies”, “Methodology of teaching special subjects”, “Professionally Oriented English”, “Comparative methodology of teaching English”, special courses and the creation of a new generation of educational literature in this area.

**Implementation of research results.** Based on scientifically based data and practical suggestions obtained as a result of the research conducted on the formation of the competence of students studying physics in non-philological higher educational institutions in the field of reading and understanding of professional texts in English:

the use of separate exercises whose didactic goals are not related to each other does not lead to the achievement of educational goals in teaching process. In order to methodically correctly organize the process of reading and understanding English texts, according to the level of foreign language proficiency of the students of faculty of physics it was used in creating a set of exercises aimed at reading and

understanding professional texts within the grant project of Erasmus+ program of the European Union at Samarkand State Institute of Foreign Languages 58545-EPP-1-2017-1-ES-EPPKA2-CBHE-JP CLASS: "Computational linguistics at Central Asian universities" (Reference №-1140/02 of the Samarkand State Institute of Foreign Languages issued on May 29, 2024). As a result, a set of exercises was created aimed at improving the reading and understanding of professional texts in English in accordance with the level of foreign language proficiency of students of the faculty of physics;

the content of a foreign language taught in non-philological higher education institutions corresponds to the professional needs of students, which determines the level of their readiness for future professional activity. Ideas on the importance of professional texts in preparing future professionals for professional life were used within the framework of the international grant project SUZ-800-21-GR-3181 "Reinforcing English Language competence at Karshi State University" implemented at Karshi State University in 2021-2023 (Reference №-03/1427 of Karshi State University dated May 18, 2024). As a result, opinions were substantiated on the need to improve the choice of reading content by using professional texts in the formation of English reading competence of students of the faculty of physics of non-philological higher educational institutions;

teaching students of non-philological higher education institutions to communicate professionally in a foreign language, first of all, sets the task for the foreign language teacher to teach future specialists, based on interdisciplinary contacts, how to use a foreign language as a means of improving their professional skills and as a means of acquiring professional knowledge, as well as international experience, developing professional skills and qualifications. It was used in creating methodical recommendations aimed at forming professional competence by reading professional texts in practical English lessons within the framework of the innovative research project "Modernization and internationalization of higher education system processes in Uzbekistan" 561624-EPP-1-2015-UK-EPPKA2-CBHE-SP-ERASMUS + CBHE IMEP of the Erasmus + program of the European Union for 2016-2018. (Reference №-1038/02 of the Samarkand State Institute of Foreign Languages dated May 20, 2024). As a result, it was justified that these recommendations will serve as a database for the future creation of a dictionary, educational guide, textbook, etc., and for scientific research in this field;

conclusions on the step-by-step organization of students' ability to read in English based on a technological approach were used in preparing the script for the programs "Education and Development", "Youth of Uzbekistan" prepared by the editorship of "Cultural-educational and artistic broadcasts" of the State institution of the National Television and Radio Company of Uzbekistan "Uzbekistan Teleradiokanali" during 2022-2024 (Reference №-04-36-557 dated April 25, 2024 of the State Institution of the National Broadcasting Company of Uzbekistan "Uzbekistan Teleradiokanal"). As a result, the technology of 6-stage step-by-step development of reading competence of students of the Faculty of Physics in English was improved; The texts, exercises and assignments related to the specialty, offered in the textbook "Texts on specialty", served for the stage-by-stage formation of

reading competence in English of students of the faculty of physics based on a technological approach (Order of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan dated June 25, 2024 No. 218). As a result, the literary base, formed in accordance with modern scientific and methodological requirements, was supplemented by another scientifically substantiated and pedagogically improved teaching aid, necessary for the successful integration of the development of language skills of students of the faculty of physics.

**Approbation of the research results.** The results of this research were discussed at 2 international and 3 national conferences.

**Publication of research results:** In total, 13 scientific works were published on the topic of the dissertation, and 8 scientific works were published in scientific publications recommended by the Higher Attestation Commission (4 articles, 1 in a foreign journal).

**Structure and volume of the dissertation:** The dissertation consists of an introduction, three chapters, conclusions and a list of references and applications. The main content of the dissertation is 129 pages, and the total volume is 159 pages.

## THE MAIN CONTENT OF THE DISSERTATION

The first chapter of the dissertation entitled **“Fundamentals of organizing students’ reading skills in English on the basis of professional orientation”** outlines the requirements for organizing foreign language teaching with professional orientation and modern concepts about professional orientation, linguopsychological features of reading and the role of reading in the formation of professional skills, and also classification of types of reading.

The concept is based on the Law of the Republic of Uzbekistan “On Education”, the Regulations, Concepts and Proposals of the “International Labor Organization”, a number of other regulatory documents, as well as the practical experience of developed countries in this area.

Career guidance is one of the components of the process of forming a universal human culture, which helps the younger generation develop their innate abilities and helps them realize their professional identity. In general, the concept of profession includes all spheres of social life and requires the development of competencies associated with all professions. Currently, the development of society requires the formation of competence in all types of human activity.

Today, professionally oriented foreign language teaching is being developed on the bases of concepts "Professionally-oriented foreign language teaching", "English for specific purposes (ESP)", "English for Science and Technology (EST)", "English for Business and Economics (EBE)", "English for Social Studies (ESS)", "English for Academic Purposes (EAP)", "English for Occupational Purposes (EOP)".

The process of learning a foreign language in non-philological higher educational institutions consists, first of all, of working with professional texts. A text in a foreign language in a specialty is a tool for developing professional competencies. Working with such texts must be comprehensive and understandable, otherwise it leads to understanding only the translation of the text and, in many cases,

the retelling of information through rote memorization. Extensive work with English text related to the specialty has a positive effect on increasing the professional vocabulary of the future specialist. This, in turn, presupposes the need to create and activate students' interest in learning and responsibility for their chosen profession, and to develop professional skills specific to this profession.

Modernization of education is one of the priority issues in this area, based on the requirements of the principle of humanism in education. This requires a differentiated approach to students based on their needs, desires, interests and abilities. This approach assumes a differentiated approach to the organization of the educational process, requiring the selection of educational materials covering specific aspects of each profession. In other words, the selection of educational materials that form the basis of the content requires the selection of methods and forms of effective training based on the principles of personality-oriented education.

Specialists in all fields of social are required to be able to communicate with their foreign colleagues on professional topics in a foreign language and be able to express their thoughts in a foreign language. To do this, it is necessary to develop oral and written speech skills and competencies based on foreign language professional topics and vocabulary.

The requirements of the present time show that every specialist must be able to read the original foreign language literature related to his professional field, understand the text read and be able to apply it in his profession. In addition, he must be able to freely exchange thoughts with an interlocutor in a foreign language on a given topic. Learning foreign languages and using them in practice is a requirement of today's globalized era.

In addition, it is advisable to take into account the following features of professionally oriented foreign language teaching:

- planning educational material to be studied in connection with a specific specialty;

- using special methods of teaching reading based on the learning objectives and the requirements of the speech situation.

- organizing the educational process based on the principles of student-centered education when teaching students to read and understand educational material selected in accordance with their interest and chosen profession.

Summarizing the above, we can conclude that teaching a foreign language with a professional orientation is considered as a certain set of activities leading to a specific goal, and it is based on communicative goals.

The analysis of modern concepts of professional guidance help to determine reading strategies and tactics aimed at reading and understanding professional texts in a foreign language, applying them in professional activities, and improving professional skills in various professions.

When organizing professionally oriented teaching, it is also appropriate to pay special attention to the following factors:

- selection of English texts related to the students' future profession and the development of skills for working on them;

- systematization of selected professional texts according to the didactic principle from simple to complex in order to create student satisfaction from reading and understanding.

compilation of a minimum vocabulary for the development of oral professional communication skills and its use in practice.

Teaching students of the non-philological faculty to understand the meaning of professional vocabulary, to distinguish grammatical constructions characteristic of professional text, while teaching them to read texts in English helps to develop skills and abilities in applying information obtained from professional vocabulary and text in practice.

Students may face difficulties in reading professional texts related to their linguistic features, which makes it difficult to understand their content. Such difficulties include linguistic difficulties related to professional vocabulary, grammatical constructions, and word order. For this reason, the effectiveness of the lesson will increase only if the foreign language teacher identifies such language difficulties in advance, selects the necessary methods and means, and plans the lesson.

Among the difficulties in reading and understanding professional texts related to a special field, the most common lexical difficulties are caused by students' lack of vocabulary and professional terms. The most important thing in understanding professional terms is that these terms have almost the same meaning when used in a given field, and this should be taken into account by a foreign language teacher. It is worth noting that when studying lexical terms, it is advisable to start with the study of lexical units consisting primarily of international words, since they do not need to compare foreign and native terms, since they do not have an alternative to the Uzbek language.

An important feature of teaching professionally oriented reading at a non-philological faculty is that it can be considered as part of the dynamic hierarchical structure of a specialist's activity, but it cannot be a basic tool in professional activity. It can only perform additional functions. Professionally oriented reading in a foreign language can affect to the success of learning and the development of professional competence.

The main feature of the type of reading that we analyze is professionally oriented reading, which is based on the specific needs, desires and interests of the student. For example, S.A.Lomakhina<sup>7</sup> draws attention to the information needs of professionally oriented reading motives and express the opinion that "a person does not need all the scientific information provided to him, he makes up for his lack of information based on certain goals". In other words, when reading a professional text in a foreign language, a specialist can satisfy his need for necessary and relevant information.

In our opinion, the main feature of professionally oriented reading is that it is a special form of communication between specialists of a certain type of activity, carried out with the help of professional texts, and mandatory information relates to the exchange. It is known that reading allows a specialist to gain experience in a given field of knowledge and expand their knowledge, which can lead to professional growth.

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<sup>7</sup> Ломакина С.А. Самостоятельная работа студентов в процессе изучения текстов по специальности в неязыковом вузе // Изв. ПГПУ им. В.Г.Белинского. – 2016. – № 16 (20). – с. 141–144.

Developing skills for obtaining information by reading foreign literature is necessary when training qualified personnel for any area of professional activity. Without this, it is impossible to form a specialist's communicative competence in a foreign language. Based on the goals and objectives of teaching a foreign language in various types of educational institutions, it is advisable to choose types of reading.

In methodological literature, types of reading in a foreign language are distinguished by the following criteria: reading with and without translation, depending on the participation of the native language; analytical and synthetic reading by the ratio of elements of analysis and synthesis; reading in class, at home, depending on the location; by the degree of coercion - compulsory reading and voluntary reading; by the level of preparation, partially prepared, fully prepared and unprepared types of reading.

The interest of non-philological faculty students in acquiring reading skills is related to their future professional activities. Therefore, when choosing a text, it is appropriate to take into account the student's professional orientation and his interest in his profession.

The choice of reading content is one of the important issues in the formation of professionally oriented reading competence. The place and role of reading content in teaching reading in a foreign language should be emphasized, since the information obtained from the content of the text has educational, professional and upbringing significance. Therefore, the content of each text accepted for reading must correspond to the intended purpose and professional needs.

It is advisable to determine the components of the reading content that should be selected to develop the competence of reading and understanding professional texts in English for students of non-philological faculties from the point of view of linguistic, psychological, and professional orientation.

The second chapter of the dissertation, entitled "Reading as a means of professional training and development of professional communication", describes the competencies for developing reading skills in English and the requirements for teaching different professions to read and understand texts in English, analyzes a competent approach to teaching a foreign language, criteria for selecting professional texts and teacher competencies, as well as the principles of teaching reading.

According to the step-by-step concept of forming English reading competence of students of the Faculty of Physics, the selection of teaching material is based on the functions of pedagogical competence, purposeful use of forms, methods, means of teaching English, it is necessary to develop the requirements for teaching reading and understanding of English texts.

Today, the terms "competence" and "competency" are widely used in education. In fact, the term "competence" entered education through the competence approach, the purpose of which is to modernize education, acquire deep knowledge through a broader study of organizational problems, studying their causes, means of analysis, creativity in finding a positive solution and rich experience in this area.

Competence is a requirement of educational training of a specialist, necessary for qualitative, productive activity in a certain field. Based on the above analysis, we can say that competence is a predetermined social need, which represents the level

of professional training, knowledge and experience necessary for a person to work effectively in a particular field.

The competency-based approach is considered the main condition of modern society and education, which involves the formation of competence in all spheres of human activity. This requirement is directly related to the activities of teachers and educators.

Professionally oriented reading competence in foreign language also serves as a means of formation and control of interdisciplinary knowledge, because:

lexical and syntactic units in the text (passive voice, adjectives) are considered as language material and are learnt by reading;

since professional texts have a certain logical connection, they can control the content and logical connection through reading;

methodological instructions for the formation of professional reading competence are realised through the formation of linguistic competence

In our opinion, reading competence consists of the following components: letter-sound relations; reading comprehension; words and phrases; grammatical structures; correct pronunciation; reading technique: (reading speed, tone, pause, accent).

Many researchers have recognized the need to determine a strategic approach, which has a scientific basis, to the choice of the aim and content of reading in the formation of professional competence of students of non-philological faculties. The importance of this is that the methods, techniques and forms of reading are determined according to the aim of reading.

The formation of competence in reading and understanding professional texts largely depends on the professional needs, interests and wishes of language learners. Professional texts also play an important role in preparing professionals for their professional activities in future.

The development of a teaching strategy consisting of modern interactive methods of forming the competence of reading and understanding professional texts in a foreign language, the purposeful use of interactive methods and modern technical means in the assimilation of lexical and grammatical material in professional texts among the issues pending in this field.

The professional competence of a foreign language teacher of a non-philological faculty consists of following components: **linguistic; psychological; pedagogical; methodological; professional.**

**Linguistic component:** language and speech material; language difficulties in perception; requirements for reading texts.

**Psychological component:** motives and interests of students; reading habits and skills; psychological mechanisms; psychological difficulties of perception; the relationship between reading and other types of speech.

**Methodological component:** methods and techniques of forming reading habits and skills; stages of formation of professional competence; purposeful use of various technical and non-technical tools to facilitate reading and comprehension.

The **professional component** of a foreign language teacher requires the organization of the teaching process on the basis of educational material oriented to

the profession and including professional vocabulary, as well as topics and texts related to specialty.

The professional competence of a foreign language teacher working in non-philological faculties can serve as the main source for determining his tasks in the educational process.

As a conclusion, we can say that, the content of professional competence of foreign language teachers working at non-philological faculties consists of professional qualifications related to the organization of practical classes. They do not specialize in teaching theoretical subjects related to the studied foreign language. Their main goal in the educational process, i.e. in the process of teaching a foreign language, is to teach students to read and understand foreign-language texts, to obtain information related to their professional needs from foreign-language sources. For this reason, the formation of skills and qualifications related to the type of speech activity should be prioritized in their learning process. For this purpose, it is necessary to organize the process of teaching a foreign language, paying attention to the integration of reading and writing.

Students' motivation to study a foreign language and the effectiveness of learning can directly depend on the formation of speaking and listening skills and competencies and work on selected educational materials related to the students' profession. This, in turn, will have a positive effect on the further development of students' knowledge and professional skills.

The cognitive interest in acquiring reading skills students of non-philological faculties of higher education institutions is related to future professional activity. Therefore, when selecting a text it is appropriate to take into account their professional orientation, interest, ability to understand the text.

The purposeful use of didactic principles is also necessary when reading and understanding professional texts, forming students' reading competence.

It is desirable that the process of teaching professional texts is carried out purposefully on the basis of specially selected texts that meet the criteria of accuracy, professional orientation and contribute to the creation of positive motivation for learning.

The content of educational materials intended for reading is of great importance in the formation of reading competence. It is the content that creates the opportunity to arouse positive motivation in students, create a need for learning in a foreign language, and give them individual tasks based on the level of knowledge and speech preparation of the students.

The main criteria for selecting professional texts are: authenticity; professional orientation; correspondence of the texts' content to the curriculum of the university; availability of necessary professional conditions; appropriateness of the language for a certain audience and professional content of the text; educational significance; abundance of information about the profession; the text should have a bright and interesting plot and varied text material.

Texts selected for organizing professionally oriented reading in a foreign language must meet the following requirements:

the selected text must correspond to the level of knowledge of the students and through its content they must draw new thoughts and ideas;

it is desirable that the text consists of simple sentences (complex sentences composed of complex structures can cause difficulties in understanding the text for language learners);

the text should not consist only of facts. That is, when reading a text in a foreign language, it is necessary to have a text that teaches you to receive new thoughts and ideas, to think critically;

specialized terms should consist of words that are important for understanding the text, that is, it is necessary to choose such terms so that different words can be made from this term and this will help to increase the vocabulary of language learners;

such texts should have priority because the content of the text is interesting from the point of view of professional activity, reflects modern technologies specific to each profession, and contains new terms associated with them.

In general, the requirements for professional text in a foreign language and its understanding can be explained as follows:

1. Professional texts must be selected in accordance with the stages of formation of professional competence and studied in a certain sequence in accordance with the didactic requirements of the principle from simple to complex.

2. It is desirable that texts intended for reading at the initial stage include linguacultural information specific to the socioculture of the country where the language is being studied, in terms of content and lexical and grammar.

3. In the process of reading professional texts, writing out places where the necessary information is given also creates a good basis for its understanding and subsequent application in practice. It also has a positive impact on the development of skills specific to the integration of reading and writing.

4. It is advisable to select professional texts based on the criteria of independent learning and independent study in the classroom.

Summarizing the above-mentioned opinions of methodological scholars, the following principles of forming professionally oriented reading competence in English have been developed:

1. Since reading is one of the types of speech activity, it is necessary to develop speech skills and abilities related to learning to read;

2. At the first stage of learning to read, priority should be given to the formation of skills related to reading technique;

3. The priority of reading when teaching a foreign language at non-philological faculties in comparison with other types of speech activity;

4. The need to develop professional qualifications based on professional texts;

5. Consideration of professional topics as the main criterion in selecting texts for reading;

6. Taking into account students' native and second languages reading experience in the formation of reading habits and skills;

7. Since the speech process is a cognitive process, the formation of skills to understand the meaning of unfamiliar words found in professional texts, based on the content of the text;

8. Enlarge the vocabulary of students of non-philological faculties in the studied foreign language on the basis of professional vocabulary;

9. Integration of reading with other types of speech activity in the formation of skills in reading and understanding professional texts;

10. Fully comprehend information from reading and assimilate previously learned information by analyzing it with new information;

11. Developing reading techniques, teach expressive reading aloud at a normal speed, and also teach understanding text and taking information by reading a text silently.

In teaching students of non-philological faculties to understand texts related to their professional activities and to obtain the necessary information from them, these mentioned principles have a positive effect on the formation of competence in understanding professional texts in students by developing their reading skills and understanding professional texts in a foreign language.

The third chapter of the dissertation, entitled **“Teaching professionally-oriented reading technology in English”** analyzes the stages of organizing pedagogical experimental work and its results.

The formation of reading competence, aimed at reading and understanding professional texts in English among students of the faculty of physics, was carried out on the basis of a step-by-step approach to the formation of reading habits and skills.

The first stage clarified the English reading technique developed during the students' secondary general education and coordinated the reading technique by providing individual tasks.

In the second stage, students were given instructions on how to motivate students to read professional texts and how to read information from the text.

At the third stage, attention was paid to the assimilation of different meanings of these words in different contexts by identifying key words (terms) that reveal the content of a professional text, determining their meaning in the dictionary, finding synonyms and antonyms, developing a terminological reserve for students, assignments and exercises for improvement.

At the fourth stage, instructions, tasks and exercises were given to teach students how to read professional texts and understand the content of the text from the context. These include exercises for students to divide a professional text into parts (modules) and give them headings, familiarize themselves with the content of the text and get the necessary information from it.

At the fifth stage, tasks were given such as explaining the content of this text and the physical phenomena and terms given in it, preparing brief information about the text and using authentic materials. The tasks were also given to translate the given text in written form and tell its contents.

The purpose of the last final stage was to teach students to apply the information received in practice. Based on this goal, students were given the task of creating a portfolio, which is one of the educational technologies.

Interactive methods were also used in this study. In particular, the extensive use of the Cluster, Presentation and Debate methods yielded good results and helped students become more active and motivated to read professional texts.

**Table 1**

**Universities where the experimental work was carried out and the students who took part in the experimental work there**

<b>№</b>	<b>HEI</b>	<b>EG</b>	<b>CG</b>	<b>Total</b>
1.	Andijan State University	72	72	144
2.	Namangan State University	38	37	75
3.	Fergana State University	25	24	49
<b>Total</b>		<b>135</b>	<b>133</b>	<b>268</b>

Total results are given at the beginning (B.e.) and at the end (E.e.) of experimental work on technologies for the formation of professionally oriented reading competence in English.

**Table 2**

**Total results at the beginning (B.e.) and at the end (E.e.) of experimental work on technologies for the formation of professionally oriented reading competence in English**

<b>№</b>	<b>Indicators of reading competence formation in experimental and control groups</b>		<b>Experimental group</b>				<b>Control group</b>			
			<b>Total students – 135</b>				<b>Total students – 133</b>			
			<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
1	Reading technique	At the end of the experiment	42	58	22	13	12	34	65	22
		At the beginning of the experiment	13	34	68	22	11	29	66	27
2	Proficiency in professional vocabulary	At the end of the experiment	43	56	21	15	11	35	63	24
		At the beginning of the experiment	12	32	70	21	13	31	64	25
3	Ability to extract information from a professional text	At the end of the experiment	41	59	20	15	13	33	66	21
		At the beginning of the experiment	14	30	69	22	9	27	68	29
4	Ability to use the acquired information in practice	At the end of the experiment	40	55	23	17	14	36	64	19
		At the beginning of the experiment	15	34	71	15	11	30	66	26
5	Level of understanding of physical terms	At the end of the experiment	42	58	19	16	10	32	62	29
		At the beginning of the experiment	13	32	69	21	12	29	67	25

6	The level of understanding of the content of a professional text	At the end of the experiment	44	56	21	14	12	34	64	23
		At the beginning of the experiment	11	31	67	26	10	32	65	26
	Medium	At the end of the experiment	42	57	21	15	12	34	64	23
		At the beginning of the experiment	13	32	69	21	11	29	66	27

Here is a total table of data in the section of universities regarding the questionnaire on technologies of formation of professionally oriented reading competence in English for mathematical and statistical analysis of statistical data presented in this chapter at the beginning (B.e.) and at the end of the experiment (E.e.).

**Table 3**

**Results at the beginning (B.e.) and at the end (E.e.) of the experimental work on the technologies of formation professionally oriented reading competence in English (in the context of universities)**

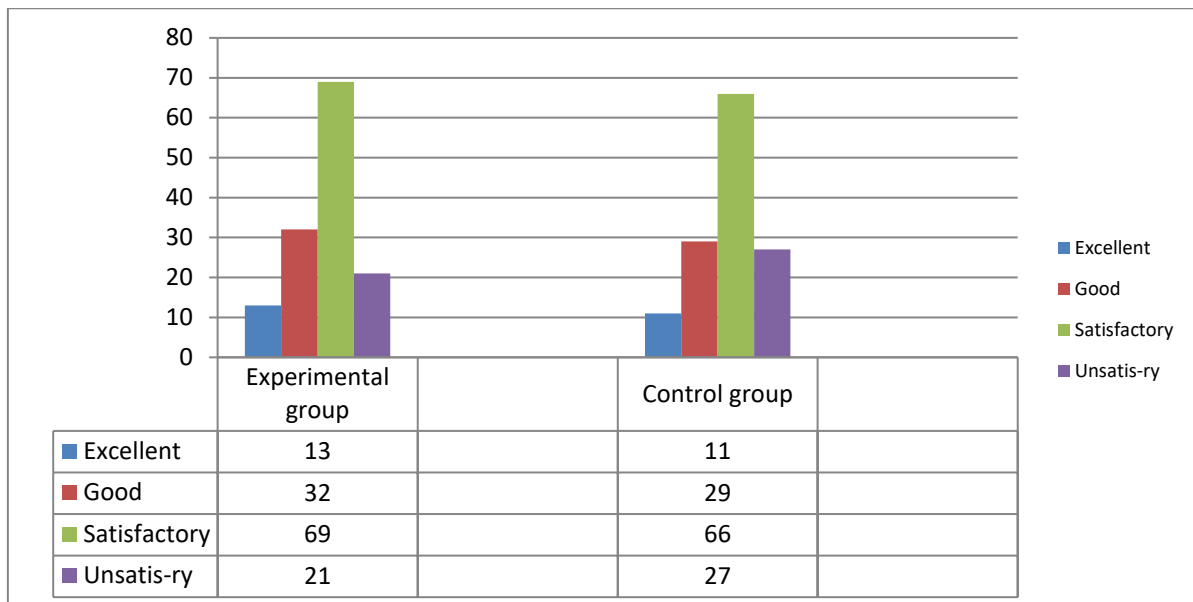
Objects of the experiment	Groups	The number of students	Assessment criteria							
			Excellent		Good		Satisfactory		Unsatisfactory	
			B.e.	E.e.	B.e.	E.e.	B.e.	E.e.	B.e.	E.e.
Andijan state university	Experimental group	72	6	23	17	31	38	11	11	7
	Control group	72	6	6	16	18	39	35	11	13
Namangan state university	Experimental group	38	4	12	11	15	18	6	5	5
	Control group	37	3	4	9	10	16	17	9	6
Fergana state university	Experimental group	25	3	7	4	11	13	4	5	7
	Control group	24	2	2	4	6	11	12	7	4
Total	Experimental group	<b>135</b>	13	<b>42</b>	32	<b>57</b>	69	<b>21</b>	21	<b>15</b>
	Control group	<b>133</b>	11	<b>12</b>	29	<b>34</b>	66	<b>64</b>	27	<b>23</b>

Note: B.e.-at the beginning of the experiment, E.e.-at the end of the experiment

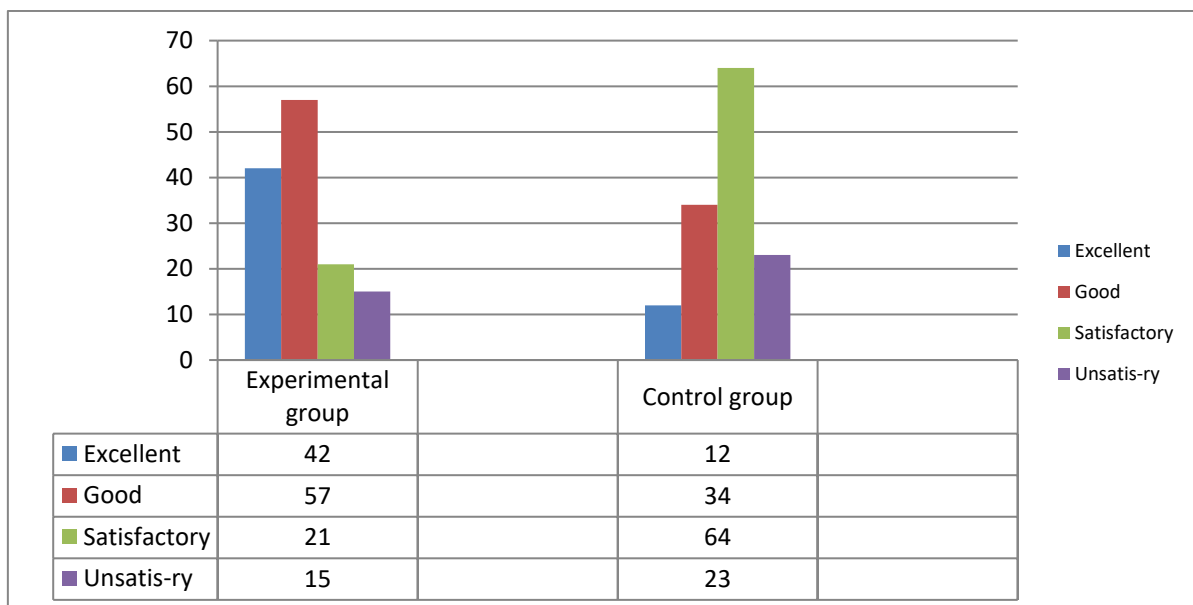
**Table 4**

**Analysis of the results at the beginning of the experimental work on the technologies of formation professionally oriented reading competence in English (in numbers and per cent)**

Groups	The number of students	Achievement results (in %)			
		excellent	good	satisfactory	unsatisfactory
Experimental groups	135	13 9	32 24	69 51	21 16
Control group	133	11 8	29 22	66 50	27 20



**Figure 1: Diagram of results at the beginning of the experimental work on the technologies of formation professionally oriented reading competence in English**



**Figure 2: Final scheme of the experimental work on the technologies of formation professionally oriented reading competence in English**

From the results obtained, you can see a criterion for assessing the effectiveness of training with a value of one and a criterion for assessing the level of knowledge with a value of zero. It is known that mastery in experimental groups of technologies for developing reading competence in English, taking into account professional orientation, is higher than mastery in control groups.

The above statistical analysis shows that the research results and conclusions presented in the dissertation show that the experimental work is effective (by 13.2%) and our goal is confirmed.

Thus, the results of experimental studies confirmed the improvement of the technology for developing students' competence in reading and understanding professional texts based on a stage-by-stage approach.

## CONCLUSION

According to the results of our research, devoted to the problem of formation of English reading competence of students of the faculty of physics of non-philological universities on the basis of professional orientation, the following conclusions were made:

1. The concept of organizing foreign language teaching from the point of view of professional orientation, as part of universal human activity, covering all spheres of social life, requires competence in each type of this activity and is the most important factor contributing to the training of specialists with professional competence. The concept of professionally oriented education determines the strategy and tactics of teaching foreign languages at each stage of the educational process.

2. Reading as a receptive type of speech activity has its linguo-psychological features, forms the linguistic and psychological basis for the formation of professionally oriented reading competence. The approach with a clear idea of the function of reading as a type of speech activity and means of learning are the factors positively influencing the formation of professional competence.

3. The inclusion of speech meanings related to vision, writing and hearing in the psychophysiological mechanism of reading ensures the integration of reading with other types of speech in the learning process. The psychological component of reading is the most important factor forming reading skills and competences.

4. The analysis of various opinions presented in the scientific and methodological literature on the role of reading in the formation of professional skills shows that reading can be considered as a cognitive activity that allows you to use the intellectual wealth acquired during the development of society.

5. Many types of reading can be distinguished based on different criteria. According to the participation of the native language, types of reading with and without translation are distinguished, by analysis and synthesis - analytical and synthetic reading, by place - reading in the classroom and outside the classroom, by obligation and voluntariness - compulsory and voluntary reading, by level of preparation - reading with preparation and without preparation.

6. In order to form professional reading competence of students of non-philological faculties in English, it is advisable to determine the components of reading content that should be selected from the point of view of linguistic, psychological, and professional orientation.

7. "Reading competence" is a measure that includes the principles of subjectivity, independence, integrativeness, cognitive activity, based on the linguistic, speech and professional training of the language learner and the ability to implement it.

8. The content of the professional competence of foreign language teachers working in non-philological faculties consists of professional qualifications related

to the organization of practical classes. Their main goal in the educational process, that is, in the process of teaching a foreign language, should be to teach students to read and understand foreign language texts and obtain information related to their professional needs from foreign language sources. For this reason, the formation of reading habits and skills should be prioritized in the educational process.

9. The main criteria for selecting professional texts are: authenticity; professional direction; correspondence of the texts' content to the curriculum of the university; availability of necessary professional conditions; adequacy of the foreign language to a certain audience and professional content of the text; educational significance; abundance of information about the profession; for example, whether the text has a vivid and interesting plot and a variety of textual material.

10. The formation of reading competence in English on the basis of professional orientation is based on a step-by-step teaching activity and the following principles: 1. The principle aimed at obtaining information. 2. Integration of reading with other types of speech activities. 3. The principle of professional orientation.

Analysis of the results of experimental training on the formation of competence of physics students in reading and understanding professional texts based on professional texts and it was observed that it gave positive results when it was carried out by studying and analyzing professional terms, enlarging professional vocabulary, reading and understanding professional texts, as well as improved skills in obtaining information from written texts, and increased research efficiency was observed and confirmed by statistical analysis.

## **RECOMMENDATIONS**

1. At the beginning of the academic year, it is necessary to conduct corrective (coordinating) practice among first-year students of non-philological faculties, taking into account the different formation of skills and competencies in expressive reading of foreign language texts and reading comprehension.

2. It is advisable to explain the role of professional texts in the formation of reading competence and understanding of professionally oriented texts, and also the essentiality of them in the further professional activities of students. This has a positive effect on the formation of students' sense of responsibility and motivation to reading as a type of speech activity.

3. The following requirements should be taken into account when selecting professional texts: - correspondence of texts to the learners' knowledge level; - follow the didactic principle from simple to complex when organizing work on texts. For this purpose, it is necessary to move from simple texts to reading professional texts containing complex structures and terms.

4. Due to the fact that professional competence in a foreign language is based on professional texts and professional terms in a foreign language, it is necessary to select texts related to each professional field and build professional skills and qualifications based on them.

5. Since reading is a means of acquiring more information than listening, speaking and writing, attention must be paid to developing reading skills and abilities both in and out of class.

6. The presence of motivation to foreign language learning is the most important factor in achievement the educational goal.

In particular, the student's intrinsic motivation is an important factor encouraging him/her to read professional texts even outside of class time, i.e. generating intension - desire. Therefore, the teacher should focus on the formation of students' motivation to read professional texts taken from authentic sources.

7. It is extremely important to develop in the student a sense of need to reading professional texts, as the need requires not only voluntary but also compulsory reading.

8. The formation of professional competence requires to select the methods, techniques and means, as well as the forms of teaching based on the purpose of teaching a foreign language.

**РАЗОВЫЙ НАУЧНЫЙ СОВЕТ НА ОСНОВЕ НАУЧНОГО  
СОВЕТА PhD.03/29.12.2022.Fil.156.01 ПО ПРИСУЖДЕНИЮ УЧЕНОЙ  
СТЕПЕНИ ПРИ АНДИЖАНСКОМ ГОСУДАРСТВЕННОМ  
ИНСТИТУТЕ ИНОСТРАННЫХ ЯЗЫКОВ**

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**АНДИЖАНСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ  
ИНОСТРАННЫХ ЯЗЫКОВ**

**МОЙДИНОВА ШОХИДА ИСМАИЛЖАНОВНА**

**ТЕХНОЛОГИИ ФОРМИРОВАНИЯ КОМПЕТЕНЦИИ  
ЧТЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ НА ОСНОВЕ  
ПРОФЕССИОНАЛЬНОЙ ОРИЕНТАЦИИ**

**13.00.02 – Теория и методика обучения и воспитания (английский язык)**

**АВТОРЕФЕРАТ  
диссертации доктора философии (PhD) по ПЕДАГОГИЧЕСКИМ НАУКАМ**

**Тема диссертации доктора философии (PhD) по педагогическим наукам зарегистрирована в Высшей аттестационной комиссии Республики Узбекистан под номером B2021.3.PhD/Ped2736.**

Диссертация выполнена в Андижанском государственном институте иностранных языков.

Автореферат диссертации на трёх языках (узбекском, английском и русском (резюме)) размещен на веб-странице Научного совета ([www.adchti.uz](http://www.adchti.uz)) и Информационно-образовательном портале «ZiyoNet» ([www.ziynet.uz](http://www.ziynet.uz))

<b>Научный руководитель:</b>	<b>Алимов Шарабиддин Солиевич</b> кандидат педагогических наук, профессор
<b>Официальные оппоненты:</b>	<b>Артикова Мухайё Ботиралиевна</b> доктор педагогических наук, профессор <b>Мухаммеджанова Ситорабегим Джамолитдиновна</b> доктор философии по педагогических наук, доцент
<b>Ведущая организация:</b>	<b>Ферганский государственный университет</b>

Защита диссертации состоится « \_\_\_\_ » \_\_\_\_\_ 2025 г. в \_\_\_\_ часов на заседании разового научного совета на основе Научного совета № PhD.03/29.12.2022.Fil.156.01 по присуждению ученой степени при Андижанском государственном институте иностранных языков. (Адрес: 170100, город Андижан, проспект Бабура, дом 5. Тел.: (74) 223-42-76, факс: (74) 223-42-76, e-mail: [asifl@edu.uz](mailto:asifl@edu.uz)).

С диссертацией можно ознакомиться в Информационно-ресурсном центре Андижанского государственного института иностранных языков (зарегистрирована за № \_\_\_\_). (Адрес: 170100, город Андижан, проспект Бабура, дом 5. Тел.: (74) 223-42-76).

Автореферат диссертации разослан « \_\_\_\_ » \_\_\_\_\_ 2025 года.  
(протокол реестра рассылки № \_\_\_\_ от « \_\_\_\_ » \_\_\_\_\_ 2025 года.

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## **ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))**

**Цель исследования.** Целью исследования является совершенствование технологий обучения чтению путем изучения и анализа теоретических основ формирования профессионально ориентированных навыков чтения на английском языке у студентов факультета физики нефилологического вуза.

### **Задачи исследования:**

совершенствовать содержание чтения на английском языке путем подбора профессиональных текстов с учетом роли профессиональных текстов в формировании компетенции понимания содержания прочитанного текста, исходя из потребностей и требований, предъявляемых к нему с точки зрения профессиональной ориентации;

разработать комплекс специальных упражнений, направленных на чтение и понимание текстов, относящихся к профессии, в соответствии с уровнем владения языком студентов факультета физики, исходя из приоритетности упражнений в формировании у студентов факультета физики компетенции читать профессионально ориентированных текстов на английском языке;

разработать методические рекомендации по формированию компетенции чтения и понимания профессиональных текстов на английском языке и создать методическое обеспечение, направленное на совершенствование компетенции чтения профессиональных текстов студентами на практических занятиях;

изучить уровень читательской компетенции на английском языке студентов факультета физики и анализ лингвистических, психологических, психолингвистических особенностей чтения как вид речевой деятельности и обосновать поэтапной организации профессионально ориентированный компетенции чтение (Stage-by-stage) на основе технологического подхода.

**Объектом исследования** является процесс формирования профессионально ориентированных умения чтения на английском языке у студентов 1 курса факультета физики нефилологического вуза.

### **Научная новизна исследования** состоит в следующем:

разработан комплекс специальных упражнений, направленных на формирование навыков понимания профессиональных текстов на английском языке с учетом уровня языковой подготовки студентов факультета физики;

совершенствовано содержание обучения чтения за счет отбора профессионально ориентированных текстов, что способствует формированию компетенции чтения и понимания профессиональных текстов;

создано методическое обеспечение, состоящее из учебных материалов и практических заданий, в том числе отраслевой терминологии, направленное на совершенствование компетенции чтения профессиональных текстов у студентов факультета физики на практических занятиях;

обосновано формирование профессиональной компетенции чтение у студентов факультета физики на основе технологического подхода (stage-by-stage approach) состоящее из 6 этапов.

**Внедрение результатов исследования.** На основе полученных в ходе исследования научных данных и практических рекомендаций, направленных

на формирование у студентов физических факультетов нефилологических вузов компетенции понимания профессиональных текстов на английском языке, было сделано следующее:

использование отдельных упражнений, не связанных с дидактическими целями, в образовательном процессе не приводит к достижению целей образования. В зависимости от уровня владения иностранным языком студентов факультета физики в целях методически правильной организации процесса чтения и понимания текстов на английском языке, созданный комплекс специальных упражнений, направленных на чтение и понимание профессиональных текстов использовано в рамках грантового проекта №58545-EPP-1-2017-1-ES-EPPKA2-SBHE-JP CLASS: “Computational linguistics at Central Asian universities” программы Erasmus+Европейского Союза (Справка № 1140/02 Самаркандского государственного института иностранных языков от 29 мая 2024 года). В результате был создан комплекс упражнений, направленный на совершенствование чтения и понимания профессиональных текстов на английском языке в соответствии с уровнем владения языком студентов факультета физики;

идея о том, что содержание обучения иностранным языкам в нефилологических вузах должно соответствовать профессиональным потребностям студентов и способствовать их подготовке к будущей профессиональной деятельности, была использована в международном грантовом проекте «Reinforcing English Language competence at Karshi State University» (SUZ-800-21-GR-3181), реализованном в Каршинском государственном университете в период с 2021 по 2023 годы (справка Каршинского государственного университета от 18 мая 2024 года № 03/1427). В результате было подтверждено, что использование профессиональных текстов для формирования навыков чтения у студентов факультета физики способствует совершенствованию процесса обучения;

обучение студентов нефилологических вузов профессионально-ориентированному общению на иностранном языке ставит перед преподавателем иностранного языка, в первую очередь, задачу обучения будущего специалиста на основе междисциплинарного общения, использования иностранного языка как средства повышения профессионального мастерства и их профессиональных знаний, а также международного опыта, развития профессиональных умений и компетенций. Методические рекомендации, направленные на формирование профессиональной компетенции чтения профессиональных текстов на практических занятиях по английскому языку, использованы в рамках проекта инновационных исследований № 561624-EPP-1-2015-UK-EPPKA2-SBHE-SP-ERASMUS + SBHE IMEP: “Модернизация и интернационализация процессов системы высшего образования в Узбекистане” программы Erasmus +Европейского союза, предусмотренного на 2016-2018 годы (Справка № 1038/02 Самаркандского государственного института иностранных языков от 20 мая 2024 года). В результате обосновано, что данные рекомендации в будущем будут использоваться при создании словарей, учебных пособий,

учебников, а также в качестве базы данных для научных исследований, проводимых в данной сфере;

разработаны рекомендации по поэтапному формированию навыков чтения на английском языке у студентов на основе технологического подхода. Эти рекомендации были использованы при подготовке сценариев для передач “Ta’lim va taraqqiyot” («Образование и развитие»), “O‘zbekiston yoshlari” («Узбекская молодежь»), которые выходили в эфир на телеканале «Узбекистан» в период с 2022 по 2024 годы (справка Государственного учреждения «Телерадиокомпания Узбекистан» от 25 апреля 2024 года № 04-36-557). В результате была усовершенствована технология поэтапного формирования навыков чтения на английском языке у студентов факультета физики. Кроме того, профессиональные тексты, упражнения и задания, предложенные в учебном пособии «Texts on speciality», способствовали формированию навыков чтения у студентов на основе технологического подхода (приказ Министерства высшего образования, науки и инноваций Республики Узбекистан от 25 июня 2024 года № 218). Таким образом, была разработана новая учебная литература, соответствующая современным требованиям.

**Публикация результатов исследования.** Всего по теме диссертации опубликовано 13 научных работ, а в научных изданиях, рекомендованных ВАК, опубликовано 8 научных работ (4 статьи, 1 в зарубежном журнале).

**Структура и объем диссертации.** Диссертация состоит из введения, трех глав, заключения, списка использованной литературы и приложений. Основное содержание диссертации составляет 129 страниц, а общий объем – 159 страницы.

**E'LON QILINGAN ISHLAR RO'YXATI**  
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