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HUZURIDAGI ILMIY DARAJALAR BERUVCHI
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NIZOMIY NOMIDAGI O'ZBEKISTON MILLIY PEDAGOGIKA UNIVERSITETI

GULAMOVA IRODAXON AXROR QIZI

SUN'IY INTELLEKT ASOSIDA OLIY TA'LIM MUASSASALARIDA INGLIZ TILINI
O'QITISH METODIKASINI TAKOMILLASHTIRISH

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

PEDAGOGIKA FANLARI BO'YICHA FALSAFA DOKTORI (PhD)
DISSERTATSIYASI AVTOREFERATI

Toshkent – 2026

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Gulamova Irodaxon Axror qizi

Sun'iy intellekt asosida oliy ta'lim muassasalarida ingliz tilini o'qitish metodikasini takomillashtirish.....3

Gulamova Irodakhon Akhror qizi

Improving the methodology of teaching english in higher education institutions through the use of artificial intelligence.....25

Гуламова Иродахон Ахрор қизи

Совершенствование методики обучения английскому языку в высших образовательных учреждениях на основе искусственного интеллекта.....47

E'lon qilingan ishlar ro'yxati

Список опубликованных работ
List of published works52

**NIZOMIY NOMIDAGI O'ZBEKISTON MILLIY PEDAGOGIKA NIZOMIY
NOMIDAGI O'ZBEKISTON MILLIY PEDAGOGIKA UNIVERSITETI HUZURIDAGI
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Ilmiy rahbar: **Abdullayeva Barno Sayfutdinovna**
pedagogika fanlari doktori, professor

Rasmiy opponentlar: **Isakulova Nilufar Janikulovna**
pedagogika fanlari doktori, professor

Jabborov Ulug'bek Abduraxmonovich
pedagogika fanlari bo'yicha falsafa doktori
(PhD), dotsent

Yetakchi tashkilot: **Guliston davlat universiteti**

Dissertatsiya himoyasi Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti huzuridagi ilmiy darajalar beruvchi DSc.01/2025.27.12.Ped.03.04.raqamli Ilmiy kengashning 2026-yil "___" _____ soat _____ dagi majlisida bo'lib o'tadi (manzil: 100138, Toshkent shahri, Bunyodkor ko'chasi, 27-uy. Tel: (+99871) 27682-32, fax: (+99871) 276-76-51, email: tdpu_kengash@edu.uz).

Dissertatsiya bilan Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti axborot-resurs markazida tanishish mumkin (_____ -raqami bilan ro'yhatga olingan). Manzil: 100138, Toshkent shahri, Bunyodkor ko'chasi, 27-uy. Tel: (+99871) 27682-32, fax: (+99871) 276-76-51, email: tdpu_kengash@edu.uz.

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Sh.A.Atadjanova
Ilmiy darajalar beruvchi ilmiy
kengash raisi, pedagogika
fanlari doktori, professor

S.X.Nazarov
Ilmiy darajalar beruvchi ilmiy
kengash kotibi, filologiya fanlari
bo'yicha falsafa doktori(PhD), dotsent

F.I.Ikromxonova
Ilmiy darajalar beruvchi ilmiy
seminar raisi, filologiya
fanlari doktori(DSc), professor

KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Jahon miqyosidagi raqamlashtirish sharoitida ingliz tilini samarali o'qitish masalasi ta'lim tizimining ustuvor yo'nalishlaridan biriga aylanmoqda. Xususan, CEFR talablari asosida til kompetensiyalarini rivojlantirish zamonaviy til ta'limining muhim mezoniga aylandi. Mazkur tizim tinglab tushunish, o'qish, yozish va gapirish ko'nikmalarini integrallashgan holda rivojlantirishni nazarda tutadi. Shu bois bo'lajak ingliz tili o'qituvchilarini xalqaro standartlar asosida tayyorlash dolzarb masalaga aylanmoqda. Zamonaviy pedagogik jarayonda nazariy bilimlar bilan bir qatorda amaliy va kommunikativ kompetensiyalar ham ustuvor ahamiyat kasb etmoqda. Shu sababli ingliz tilini o'qitish metodikasini takomillashtirishga ehtiyoj izchil ortib bormoqda. Ayniqsa, sun'iy intellekt texnologiyalari orqali ta'limni individuallashtirish, tezkor teskari aloqa (feedback) ta'minlash hamda talabalarni muloqotga faol jalb etish imkoniyatlari kengaymoqda.

Dunyoning AQSh, Buyuk Britaniya, Xitoy, Janubiy Koreya va Avstraliya kabi yirik davlatlaridagi oliy ta'lim muassasalarida sun'iy intellektni ingliz tilini o'qitish jarayoniga integratsiya qilish bo'yicha izchil ishlar olib borilmoqda. Ushbu mamlakatlar universitetlarida sun'iy intellektga asoslangan chatbotlar, adaptiv platformalar, ovozli yordamchilar va raqamli baholash vositalari ta'lim jarayoniga joriy etilmoqda. Natijada talabalarining individual ehtiyojlari, til bilish darajasi va o'zlashtirish sur'ati inobatga olinmoqda. Xalqaro amaliyotda sun'iy intellekt ayniqsa og'zaki nutqni, talaffuzni, yozma savodxonlikni va mustaqil ta'limni rivojlantirishda samarali qo'llanmoqda. Bundan tashqari, bu texnologiyalar o'qituvchining yuklamasini kamaytirib, uning metodik faoliyatini boyitmoqda. Oliy ta'limda sun'iy intellekt vositalaridan foydalanish ingliz tilini o'qitish metodikasini yangi bosqichga olib chiqmoqda. Mazkur tajribalar ushbu yo'nalishda ilmiy tadqiqot olib borish zaruratini yanada kuchaytirmoqda.

So'nggi yillarda O'zbekistonda xorijiy tillarni o'qitish tizimini takomillashtirishga alohida e'tibor qaratilmoqda. Xususan, O'zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-son¹ qarori xorijiy tillarni o'rganishni ommalashtirish va bu jarayonni sifat jihatidan yangi bosqichga olib chiqishda muhim huquqiy asos bo'lib xizmat qilmoqda. Mazkur qaror asosida ta'lim muassasalarida xorijiy til ta'limi sifati, uning metodik ta'minoti va xalqaro standartlarga muvofiqligi kuchaytirilmoqda. Shu bilan birga, xorijiy tillarga ixtisoslashgan ta'lim muassasalari faoliyati kengaytirilmoqda hamda zamonaviy pedagogik texnologiyalarni joriy etish bilan bog'liq vazifalar belgilab berilmoqda. Mazkur islohotlar bo'lajak ingliz tili o'qituvchilarining metodik tayyorgarligiga yangi talablarni qo'ymoqda. Endilikda o'qituvchidan tilni bilish bilan birga, uni sun'iy intellekt va raqamli vositalar orqali samarali o'qita olish ham talab qilinmoqda. Shu bois bo'lajak

¹ 2021-yil 19-maydagi PQ-5117-sonli "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirishni sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarori.

ingliz tili o'qituvchilariga ingliz tilini o'qitish metodikasini takomillashtirishga qaratilgan tadqiqotlar dolzarb ilmiy muammo sifatida namoyon bo'lmoqda.

Mazkur dissertatsiya tadqiqoti O'zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF-60-sonli "2022–2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi farmoni, 2020-yildagi PF-6097-sonli "2030-yilgacha ilm-fanni rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi farmoni, 2020-yil 5-oktabrdagi PF-6079-sonli "Raqamli O'zbekiston – 2030 strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to'g'risida"gi farmoni, 2021-yil 19-maydagi PQ-5117-sonli "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirishni sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi qarori, 2021-yil 17-fevraldagi PQ-4996-sonli "Sun'iy intellekt texnologiyalarini jadal joriy etish uchun shart-sharoitlar yaratish chora-tadbirlari to'g'risida"gi qarori, shuningdek boshqa normativ-huquqiy hujjatlarda belgilangan keng ko'lamli strategik vazifalarni ma'lum darajada amalga oshirishga xizmat qiladi.

Tadqiqotning respublikada fan va texnologiyalarni rivojlantirishning ustuvor yo'nalishlariga mosligi. 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 rivojlantirish va ularni amalga oshirish yo'llari" ustuvor yo'nalishi doirasida bajarilgan.

Muammoning o'rganilganlik darajasi. Mamlakatimizda ta'limning turli yo'nalishlari bir qator olimlar tomonidan tadqiq qilingan. Xususan, xorijiy tillarni, jumladan ingliz tilini o'qitishda interaktiv metodlar va innovatsion texnologiyalardan foydalanish masalalari J.J.Jalolov, G.T.Maxkamova, F.M.Rashidova va R.Ishmuhamedov tomonidan o'rganilgan. Talabalarning kommunikativ kompetensiyasini rivojlantirish masalalari N.M.Axmedova, M.X.Gulyamova va D.R.Pulatova ishlarida yoritilgan. Xorijiy til ta'limini raqamlashtirish bilan bog'liq masalalar esa D.X.Saydazimova, M.Rasulova va D.B.Amirova tomonidan tadqiq etilgan.

Mustaqil Davlatlar Hamdo'stligi mamlakatlari olimlari orasida ta'limdagi innovatsiyalar masalalari V.P.Bespalko, V.R.Imakayev, V.S.Lazarev, D.G.Levitas, V.M.Polonskiy, G.K.Selevko, A.I.Vagizova va N.R.Yusufbekova tomonidan o'rganilgan. Kommunikativ kompetensiyani rivojlantirish masalalari A.K. Amraxova, Ye.M.Dubovikova, S.A.Kurilova va N.Yu.Pavlova ishlarida ko'rib chiqilgan. Xorijiy tillarni o'qitishda raqamli texnologiyalar va sun'iy intellektdan foydalanish A.I.Bashmakov, A.D. Gartsov, A.V.Gavrilov, V.G.Kinelev, S.N.Pavlov va A.V.Zubov kabi olimlar tomonidan tadqiq etilgan.

Xorijiy tadqiqotchilar tomonidan ham ta'limdagi innovatsiyalar va xorijiy tillarni o'qitishning innovatsion metodlari bo'yicha tadqiqotlar olib borilgan. Jumladan, J.Allen, T.Baker, D.Carless, D.Larsen-Freeman va B.Tomlinson shular jumlasidandir. Xorijiy til ta'limida sun'iy intellektdan foydalanish masalalari esa D.Laurillard, M.Levy, T.Schmidt va M.Warschauer tomonidan tadqiq qilingan.

Tadqiqot mavzusining dissertatsiya bajarilgan ta'lim muassasasining

ilmiy-tadqiqot ishlari rejalari bilan bog'liqligi. Dissertatsiya tadqiqoti O'zbekiston milliy pedagogika universiteti ilmiy tadqiqot rejasining "Pedagogik yo'nalishlar va mutaxassisliklar bo'yicha ilg'or pedagogika texnologiyalarini joriy etish, pedagog kadrlarni sifatli tayyorlash, qayta tayyorlash va ularning malakasini oshirish, elektron-ta'lim resurslarini yaratish va takomillashtirish, o'quv jarayoniga zamonaviy pedagogika, multimedia va axborot-kommunikatsiya texnologiyalarini joriy etish" nomli ustuvor yo'nalish doirasida bajarilgan (2020-2024 yy.).

Tadqiqotning maqsadi. Sun'iy intellekt texnologiyalari asosida oliy ta'lim muassasalarida ingliz tilini o'qitish metodikasini takomillashtirishdan iborat.

Tadqiqot vazifalari:

bo'lajak ingliz tili o'qituvchilariga ingliz tilini sun'iy intellekt asosida o'qitish metodikasini takomillashtirishning nazariy va metodik asoslarini hamda muammoning o'rganilganlik darajasini tahlil qilish;

ingliz tilini o'qitishda innovatsion texnologiyalar va sun'iy intellektning didaktik salohiyatini aniqlash hamda ularga asoslangan metodik yondashuvlarni asoslash;

bo'lajak ingliz tili o'qituvchilariga ingliz tilini o'qitish metodikasini takomillashtirishga qaratilgan didaktik model, metodik tizim va mashqlar majmuasini ishlab chiqish;

ishlab chiqilgan metodikaning samaradorligini tajriba-sinov ishlari orqali aniqlash va natijalarini tahlil qilish.

Tadqiqot obyekti sifatida oliy ta'lim muassasalarida bo'lajak ingliz tili o'qituvchilariga ingliz tilini o'qitish metodikasini takomillashtirish jarayoni belgilanib, tajriba-sinov ishlarida Nizomiy nomidagi O'zbekiston milliy pedagogika universiteti, Qo'qon davlat universiteti, Jizzah davlat pedagogika universitetlarining Xorijiy til va adabiyot (Ingliz tili) yo'nalishi talabalaridan 460 nafar qatnashdilar.

Tadqiqot predmetini bo'lajak ingliz tili o'qituvchilariga ingliz tilini sun'iy intellekt asosida o'qitish metodikasini takomillashtirish mazmuni, shakllari, metodlari va vositalari tashkil etadi.

Tadqiqot usullari. Tadqiqotda muammoning ilmiy-nazariy asoslarini yoritishda nazariy tahlil, sintez, umumlashtirish va qiyosiy-tahliliy yondashuvlardan foydalanildi. Amaliy jarayonni o'rganishda pedagogik kuzatuv, anketa, suhbat, test va tajriba-sinov ishlari qo'llanildi. Olingan natijalarni aniqlash va asoslash uchun matematik-statistik tahlil tatbiq etildi.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

bo'lajak ingliz tili o'qituvchilariga ingliz tilini sun'iy intellekt asosida o'qitishni takomillashtirishning lingvodidaktik asoslari kommunikativ yondashuv, raqamli pedagogika va talabaning individual til tajribasini hisobga olish orqali pragmatik va diskursiv kompetensiyalarni o'zaro bog'liq rivojlantirish imkoniyatlarini belgilash asosida nutqiy kompetensiyani mazmuniy-metodik xususiyatlari aniqlashtirilgan;

bo'lajak ingliz tili o'qituvchilarida nutqiy faoliyatni rivojlantirishga qaratilgan sun'iy intellektga asoslangan o'qitish mazmuni chatbot, speech

recognition (nutqni avtomatik tanish), AI feedback (sun'iy intellekt asosida tezkor qayta aloqa) va prompt engineering vositalarini til materiali, nutqiy vaziyat, muloqot maqsadi hamda talabaning til darajasiga mos tanlash orqali takomillashtirilgan;

ingliz tilini sun'iy intellekt asosida o'qitishning didaktik modeli maqsadli, mazmunli, texnologik, faoliyatli va natijaviy bloklarni kommunikativ vaziyat yaratish, til birliklarini kontekstda qo'llash, AI bilan interaktiv muloqotni tashkil etish va reflektiv baholash jarayonlari bilan uzviy bog'lash asosida ishlab chiqilgan;

bo'lajak ingliz tili o'qituvchilarining monologik va dialogik nutqini rivojlantirish samaradorligi sun'iy intellekt chatbotlari, prompt engineering, ijodiy nutqiy topshiriqlar va reflektiv baholash orqali grammatik aniqlik, lug'aviy boylik, talaffuz-intonatsiya, ravonlik, mantiqiy izchillik va interaktiv muloqot ko'rsatkichlarini bosqichma-bosqich rivojlantirish asosida oshirilgan.

Tadqiqotning amaliy natijalari:

bo'lajak ingliz tili o'qituvchilariga ingliz tilini sun'iy intellekt asosida o'qitish metodikasi takomillashtirilgan;

sun'iy intellekt orqali bo'lajak ingliz tili o'qituvchilariga ingliz tilini o'qitishga doir baholash mezonlari va amaliy tavsiyalar ishlab chiqilgan;

"Teaching Integrated Skills through Artificial Intelligence" nomli o'quv qo'llanma nashr etilgan.

Tadqiqot natijalarining ishonchliligi. Tadqiqot natijalarining ishonchliligi dissertatsiyada qo'llanilgan nazariy yondashuvlarning rasmiy manbalarga asoslanganligi, respublikamiz va xorijiy mamlakatlar olimlari hamda amaliyotchilarining ishlari bilan tayanganligi, taqdim etilgan tahlillar va tajriba-sinov ishlari natijalarining matematik-statistik metodlar orqali tasdiqlanganligi, xulosa va tavsiyalarning amaliyotga joriy etilganligi hamda olingan natijalarning vakolatli tashkilotlar tomonidan ma'qullanganligi bilan izohlanadi.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati. Tadqiqotning ilmiy ahamiyati bo'lajak ingliz tili o'qituvchilariga ingliz tilini sun'iy intellekt asosida o'qitish metodikasining nazariy-metodik asoslari aniqlashtirilgani, mazkur jarayon CEFR (Umumevropa til kompetensiyalari doirasi) talablari, kommunikativ yondashuv, shaxsga yo'naltirilgan ta'lim, raqamli pedagogika hamda sun'iy intellektning moslashuvchan ta'lim, tezkor qayta aloqa va nutqiy faoliyatni modellashtirish imkoniyatlari bilan bog'liq holda ilmiy asoslangani bilan belgilanadi.

Tadqiqotning amaliy ahamiyati ishlab chiqilgan didaktik model, mashqlar tizimi, diagnostik-baholash mezonlari va metodik tavsiyalarning oliy ta'lim muassasalarida bo'lajak ingliz tili o'qituvchilarini kasbiy-metodik tayyorlash jarayoniga tatbiq etilgani bilan belgilanadi. Mazkur natijalar oliy pedagogik ta'limda ingliz tilini o'qitish metodikasini zamonaviy raqamli ta'lim talablari asosida takomillashtirish, talabalarning nutqiy, kommunikativ, raqamli va metodik tayyorgarligini rivojlantirish, amaliy mashg'ulotlar, mustaqil ta'lim va pedagogik amaliyot jarayonida sun'iy intellekt vositalaridan maqsadli foydalanish imkoniyatlarini kengaytirishi bilan izohlanadi.

Tadqiqot natijalarining joriy etilishi. Bo'lajak ingliz tili o'qituvchilariga ingliz tilini sun'iy intellektdan foydalanish orqali o'qitish metodikasini takomillashtirishga oid tadqiqot natijalari asosida:

bo'lajak ingliz tili o'qituvchilariga ingliz tilini sun'iy intellekt asosida o'qitishni takomillashtirishning lingvodidaktik asoslari kommunikativ yondashuv, raqamli pedagogika va talabaning individual til tajribasini hisobga olish orqali pragmatik va diskursiv kompetensiyalarni o'zaro bog'liq rivojlantirish imkoniyatlarini belgilash asosida nutqiy kompetensiyani mazmuniy-metodik xususiyatlarini aniqlashtirishga oid tavsiyalar "Teaching Integrated Skills through Artificial Intelligence" nomli o'quv qo'llanma mazmuniga singdirildi (Nizomiy nomidagi O'zbekiston milliy pedagogika universitetining 2026-yil 28-apreldagi 11-050-2476/04-sonli ma'lumotnomasi). Natijada bo'lajak ingliz tili o'qituvchilarining sun'iy intellekt vositalaridan foydalanishga doir nazariy bilimlari boyitilgan;

bo'lajak ingliz tili o'qituvchilarida nutqiy faoliyatni rivojlantirishga qaratilgan sun'iy intellektga asoslangan o'qitish mazmuni chatbot, speech recognition (nutqni avtomatik tanish), AI feedback (sun'iy intellekt asosida tezkor qayta aloqa) va prompt engineering vositalarini til material, nutqiy vaziyat, muloqot maqsadi hamda talabaning til darajasiga mos tanlash orqali takomillashtirishga oid takliflar "Teaching Integrated Skills through Artificial Intelligence" nomli o'quv qo'llanma mazmuniga singdirildi (Nizomiy nomidagi O'zbekiston milliy pedagogika universitetining 2026-yil 28-apreldagi 11-050-2476/04-sonli ma'lumotnomasi). Natijada bo'lajak ingliz tili o'qituvchilarining metodik kompetensiyasi, raqamli kompetensiyasi hamda ingliz tilini o'qitishda sun'iy intellekt vositalaridan foydalanish ko'nikmalari rivojlantirilgan;

ingliz tilini sun'iy intellekt asosida o'qitishning didaktik modeli maqsadli, mazmunli, texnologik, faoliyatli va natijaviy bloklarni kommunikativ vaziyat yaratish, til birliklarini kontekstda qo'llash, AI bilan interaktiv muloqotni tashkil etish va reflektiv baholash jarayonlari bilan uzviy bog'lash asosida ishlab chiqishga oid tavsiyalar "Teaching Integrated Skills through Artificial Intelligence" nomli o'quv qo'llanma mazmuniga singdirildi (Nizomiy nomidagi O'zbekiston milliy pedagogika universitetining 2026-yil 28-apreldagi 11-050-2476/04-sonli ma'lumotnomasi). Natijada bo'lajak ingliz tili o'qituvchilarining darsni loyihalash, sun'iy intellekt asosida pedagogik jarayonni tashkil etish va metodik qaror qabul qilish ko'nikmalari takomillashtirilgan;

bo'lajak ingliz tili o'qituvchilarining monologik va dialogik nutqini rivojlantirish samaradorligi sun'iy intellekt chatbotlari, prompt engineering, ijodiy nutqiy topshiriqlar va reflektiv baholash orqali grammatik aniqlik, lug'aviy boylik, talaffuz-intonatsiya, ravonlik, mantiqiy izchillik va interaktiv muloqot ko'rsatkichlarini bosqichma-bosqich rivojlantirish asosida oshirilishiga oid tavsiyalar "Teaching Integrated Skills through Artificial Intelligence" nomli o'quv qo'llanma mazmuniga singdirildi (Nizomiy nomidagi O'zbekiston milliy pedagogika universitetining 2026-yil 28-apreldagi 11-050-2476/04-sonli ma'lumotnomasi). Natijada bo'lajak ingliz tili o'qituvchilarining nutqiy kompetensiyasi, og'zaki nutq ko'nikmalari, interaktiv muloqotga

kirishish, monologik va dialogik nutqni tashkil etish malakalari oshirilgan.

Tadqiqot natijalarining aprobatsiyasi. Mazkur tadqiqot natijalari 2 ta xalqaro va 2 ta respublika ilmiy-amaliy konferensiyalarida muhokama qilingan.

Tadqiqot natijalarining e'lon qilinganligi. Dissertatsiya mavzusi bo'yicha jami 8 ta ilmiy-metodik ish chop etilgan. Shulardan 4 ta maqola O'zbekiston Respublikasi Oliy attestatsiya komissiyasi tomonidan doktorlik dissertatsiyalarining asosiy ilmiy natijalarini chop etish uchun tavsiya etilgan ilmiy jurnallarda e'lon qilingan bo'lib, ularning 2 tasi respublika, 2 tasi xorijiy jurnallarda nashr etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro'yxati va ilovalardan iborat bo'lib, ishning umumiy hajmi 157 betni tashkil etadi.

DISSERTATSIYANING ASOSIY MAZMUNI

Kirish qismida dissertatsiya mavzusining dolzarbligiga asoslangan, muammoning o'rganilganlik darajasi bayon etilgan, tadqiqotning maqsadi va vazifalari, obykti va predmeti, tadqiqot ishining fan va texnologiyalarni rivojlantirishning muhim yo'nalishlariga mosligi ko'rsatilgan hamda tadqiqotning ilmiy yangiligi, natijalarning ishonchliligi, nazariy va amaliy ahamiyati, natijalarning amaliyotga joriy etilishi, dissertatsiyaning tuzilishi va hajmi haqida ma'lumotlar keltirilgan.

Dissertatsiyaning **"Sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirishning nazariy asoslari"** deb nomlangan birinchi bobida sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirishning ilmiy-nazariy va lingvodidaktik asoslari tahlil qilinib, ingliz tilini o'qitishda innovatsion yondashuvlar hamda sun'iy intellekt vositalarining metodik o'rni milliy, MDH va xorijiy olimlar qarashlari asosida yoritilgan, shuningdek, sun'iy intellektning ta'limni individuallashtirish, adaptivlashtirish, tezkor teskari aloqa (feedback) ta'minlash, nutqiy ko'nikmalarni rivojlantirish, refleksiv nazoratni kuchaytirish va bo'lajak ingliz tili o'qituvchilarining metodik tayyorgarligini takomillashtirishga doir didaktik imkoniyatlari asoslangan.

Jahon ta'lim makonida ingliz tilini o'qitish metodikasi izchil ravishda raqamli, adaptiv va kommunikativ tus olib bormoqda. Bu jarayonda sun'iy intellekt vositalari o'quv materialini uzatishning texnik quroli darajasida qolmay, metodik tizimning faol komponentiga aylanadi. Ingliz tilini o'qitish jarayonida til birligi, nutqiy vaziyat, teskari aloqa (feedback), mashqning bosqichliligi, talabaning individual sur'ati va refleksiv faoliyati o'zaro bog'langan holda tashkil etiladi. Shu sababli sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirish masalasi raqamli vositalarni sanab o'tish bilan emas, balki ularning didaktik vazifasi, metodik funksiyasi va kommunikativ natijasini aniqlash bilan hal etiladi. Oliy ta'lim sharoitida, ayniqsa bo'lajak ingliz tili o'qituvchilarini tayyorlashda, bu masala yanada dolzarbroq tus oladi, chunki kelajak o'qituvchisi tilni bilish bilan birga uni adaptiv, interaktiv va maqsadli o'qitish texnologiyalarini ham egallashi lozim.

CEFR talablariga ko'ra tinglab tushunish, o'qish, yozish va gapirish ko'nikmalarining integrallashgan rivoji ustuvor hisoblanadi; dissertatsiyaning o'zi ham aynan shu metodik yo'nalishni sun'iy intellekt bilan uyg'unlashtirishni nazariy tayanch sifatida oladi.

Ingliz tilini o'qitish metodikasida innovatsiya tushunchasi yangilikning o'zi bilan emas, o'quv jarayonini samaraliroq tashkil etish qobiliyati bilan belgilanadi. J.J.Jalolov xorijiy til ta'limida ustuvor vazifa til materialini yod oldirish emas, uni nutq faoliyatida qo'llashga o'rgatish ekanini asoslaydi. G.T.Maxkamova zamonaviy texnologiyalarni tanlashda o'quv maqsadi, mazmuni, usuli va natijasi o'rtasidagi ichki mutanosiblikni muhim deb biladi. F.M.Rashidova CEFRni joriy etish sharoitida tilni o'qitish metodikasi kommunikativ kompetensiya (коммуникатив компетенция)ni bosqichma-bosqich shakllantirishga tayangan holda qayta ko'rilishini ta'kidlaydi. N.M.Axmedova innovatsion texnologiyalar bo'lajak o'qituvchining kasbiy-integrativ faoliyatini rivojlantirishini ko'rsatadi. M.X.Gulyamova esa tinglab tushunish, gapirish, o'qish va yozish ko'nikmalarini o'zaro bog'liq holda rivojlantirish metodik jihatdan ko'proq samara berishini qayd etadi. Bu qarashlar sun'iy intellektni ingliz tilini o'qitish jarayoniga metodik asosda olib kirish uchun milliy ilmiy zamin yaratadi. Dissertatsiya matnida ham milliy olimlar asosan interaktiv metodlar, kommunikativ kompetensiya va raqamlashtirish yo'nalishida tayanch manba sifatida ko'rsatilgan.

MDH olimlari qarashlari mazkur mavzuning metodik tuzilishini yanada chuqurlashtiradi. V.P.Bespalko, G.K.Selevko va B.S.Lazarev ta'lim texnologiyasining samaradorligi rejalashtirilgan natija, bosqichli tashkil etish va nazorat mexanizmi bilan bog'liqligini ko'rsatadi. A.I.Vagizova va N.R.Yusufbekova innovatsiyani pedagogik jarayonga amalda singgan, natijasi kuzatiladigan o'zgarish sifatida talqin qiladi. E.I.Passovning kommunikativ metod haqidagi qarashlari ingliz tilini o'qitishda mashq tizimi real yoki shartli kommunikativ vaziyatga xizmat qilishi kerakligini ko'rsatadi. A.V.Zubov, A.D.Gartsov, S.N.Pavlov va boshqa tadqiqotchilar raqamli vositalar hamda sun'iy intellektni xorijiy til ta'limida qo'llashda asosiy masala texnologiyaning o'zida emas, uning pedagogik-integrativ qo'llanishidadir, degan xulosaga keladi. Mazkur yondashuv metodik nuqtayi nazardan juda muhim, chunki sun'iy intellekt vositasining qiymati uning "yangi" ekanida emas, balki o'quv topshirig'ini maqsadga muvofiq differensiallashtirish, nutqiy faoliyatni kuchaytirish va teskari aloqa (feedback)ni tezlashtirish qobiliyatida namoyon bo'ladi. Dissertatsiyada ham MDH olimlari aynan innovatsiya, kommunikativ kompetensiya va raqamli texnologiyalarni metodik jihatdan asoslovchi qatlam sifatida keltiriladi.

Xorijiy tadqiqotlar sun'iy intellektning ingliz tilini o'qitishdagi o'rnini yanada aniqlashtiradi. D.Larsen-Freeman til o'rganish jarayonida kommunikativlik, moslashuvchanlik va real nutqiy tajriba ustuvor ekanini ta'kidlaydi. B.Tomlinson til materiali mazmunli, autentik va o'quvchi ehtiyojiga mos bo'lishi zarurligini ko'rsatadi. D.Carless ta'limdagi o'zgarishlar natijador bo'lishi uchun ular o'quv amaliyotiga singishi lozimligini qayd etadi.

D.Laurillardning conversational framework (конверсацион ёндашув модели) interaktivlik, moslashuvchanlik, refleksivlik va muloqotga tayangan ta'limni asoslaydi. M.Levy hamda T.Schmidt texnologiya vositasida til o'rgatishning keyingi bosqichi intellektual, adaptiv va foydalanuvchi faoliyatini kuzatuvchi tizimlar bilan bog'liq ekanini ko'rsatadi. M.Warschauer raqamli muhit til o'rganuvchini axborot iste'molchisi darajasida qoldirmasdan, uni faol matn yaratuvchi va kommunikativ subyektga aylantirishini asoslaydi. Dissertatsiyaning ilmiy apparatida ham aynan Laurillard, Levy, Schmidt va Warschauer sun'iy intellektni xorijiy til ta'limiga bog'lovchi asosiy xorijiy manbalar qatorida berilgan.

Sun'iy intellektning ingliz tilini o'qitish metodikasidagi o'rni bir nechta o'zaro bog'liq yo'nalishda namoyon bo'ladi. Birinchi yo'nalish individuallashtirish bilan bog'liq. Adaptiv platformalar talabani til bilish darajasi, topshiriq bajarish sur'ati va xato profiliga mos ravishda mashqni tanlaydi. Bu esa bir xil topshiriqni barcha talabalarga bir xil hajmda berish amaliyotini cheklaydi. Ikkinchi yo'nalish tezkor teskari aloqa (feedback) bilan bog'liq. Sun'iy intellekt asosidagi yozuv tahlilchilari, grammatika tekshiruvchilari va nutqni tanish tizimlari xatoni kechikmasdan ko'rsatadi, tuzatish variantini taklif etadi, ayrim hollarda izoh ham beradi. Uchinchi yo'nalish kommunikativ mashqni kuchaytirish bilan bog'liq. Chatbotlar, dialog simulyatorlari va rol o'yiniga asoslangan generativ vositalar sun'iy muloqot muhitini yaratib, talabani og'zaki va yozma nutqini faollashtiradi. To'rtinchi yo'nalish refleksiv faoliyat bilan bog'liq. Talaba o'z matni yoki nutqiga berilgan tavsiyani qabul qiladi, rad etadi, qayta ishlaydi, shu orqali o'z-o'zini nazorat qilish malakasi shakllanadi. Dissertatsiyaning yangilik qismida ham aynan individuallashtirish, adaptivlashtirish, tezkor teskari aloqa (feedback), mustaqil ta'limni faollashtirish va kommunikativ kompetensiyani rivojlantirish sun'iy intellektning asosiy didaktik funksiyalari sifatida tizimlashtirilgan.

Ingliz tilini o'qitish metodikasida sun'iy intellekt ayniqsa to'rtta ko'nikma integratsiyasini kuchaytiradi. Tinglab tushunish (listening) nutqni avtomatik tanish texnologiyasi bilan birga ishlaganda talaffuz, intonatsiya va eshitilgan birlikni farqlashni aniqlashtiradi. Gapirish (speaking) chatbot bilan dialog, vaziyatli muloqot va og'zaki topshiriqlar orqali tabiiylashadi. O'qish (reading) matnning murakkablik darajasini moslashtirish, kalit birliklarni ajratish, kontekstual izoh berish orqali takomillashadi. Yozish (writing) esa rejalashtirish, qoralama tayyorlash, tahrir, qayta yozish va refleksiv baholash bosqichlarida sun'iy intellekt yordami bilan ancha tizimli tus oladi. Bu yerda metodik jihatdan eng muhim masala sun'iy intellektni tayyor javob manbai emas, o'quvchi fikrini faollashtiruvchi va nutqiy mahsulni takomillashtiruvchi vosita sifatida ishlatishdir. Dissertatsiya matnida ham sun'iy intellekt chatbotlari va prompt engineering (мақсадли сўровни лойиҳалаш) asosida monolog, dialog, rol ijrosi, storytelling (хикоя яратиш) va refleksiv baholashga tayangan mashqlar tizimi ishlab chiqilgani qayd etiladi.

Mazkur yo'nalishda metodik samaradorlik kommunikativ yondashuv, shaxsga yo'naltirilgan ta'lim, texnologik yondashuv va refleksiv yondashuv

integratsiyasi bilan ta'minlanadi. Kommunikativ yondashuv sun'iy intellekt vositalarini real nutqiy vaziyatga bog'laydi. Shaxsga yo'naltirilgan ta'lim talabning ehtiyoji, sur'ati va qiziqishiga mos topshiriq tanlashni talab qiladi. Texnologik yondashuv mashq tizimining bosqichlilikini, nazoratni va kutilayotgan natijani oldindan belgilaydi. Refleksiv yondashuv esa talabning o'z xatosini ko'rishi, uni tahlil qilishi va keyingi nutqiy faoliyatini ongli ravishda tuzatishini ta'minlaydi. Dissertatsiyada nazariy-metodologik asoslar aynan CEFR, kommunikativ yondashuv, shaxsga yo'naltirilgan ta'lim va zamonaviy raqamli pedagogika bilan uyg'unlashtirilgani ko'rsatilgan. Bu uyg'unlik metodik tizimning ichki tayanchini tashkil etadi.

Sun'iy intellektni ingliz tilini o'qitish metodikasiga joriy etishda ehtiyotkor yondashuv ham zarur. Aks holda tayyor matnga ortiqcha tayanish, mustaqil fikrlashning sustlashuvi, ma'lumotlar xavfsizligi bilan bog'liq xavflar, raqamli savodxonlik darajasidagi tafovut va pedagogik maqsad bilan vosita o'rtasidagi nomuvofiqlik yuzaga keladi. Shu sababli metodik nuqtayi nazardan uchta talab qat'iy saqlanadi: birinchisi, sun'iy intellekt har bir topshiriqda aniq o'quv maqsadiga xizmat qilishi; ikkinchisi, talaba faoliyatida tahlil, tanlash, tuzatish va qayta ishlab chiqish amallari saqlanishi; uchinchisi, o'qituvchi nazorati va metodik boshqaruvi yetakchi o'rinda turishi. Dissertatsiyaning keyingi amaliy qismlari ham aynan shu mantiqqa tayangan holda didaktik model, metodik tizim va mashqlar majmuasini ishlab chiqishga yo'naltirilgan.

Shu tariqa, sun'iy intellekt ingliz tilini o'qitish metodikasini takomillashtirishda mazmunni adaptiv taqdim etuvchi, nutqiy amaliyotni ko'paytiruvchi, teskari aloqa (feedback)ni tezlashtiruvchi, refleksiv nazoratni kuchaytiruvchi va bo'lajak ingliz tili o'qituvchisining metodik tayyorgarligini yangi bosqichga olib chiquvchi didaktik vosita sifatida namoyon bo'ladi. Uning metodik qiymati texnologik yangiligida emas, til o'qitishning maqsad, mazmun, metod, vosita va natija komponentlarini o'zaro uyg'unlashtirish imkoniyatida ko'rinadi. Shuning uchun sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirish zamonaviy xorijiy til ta'limining tabiiy rivojlanish bosqichi sifatida baholanadi.

Ingliz tilini o'qitish metodikasini sun'iy intellekt asosida takomillashtirish jarayonida ushbu vositalarning didaktik imkoniyatlarini tizimli ko'rinishda ifodalash muhim ahamiyat kasb etadi. Shu nuqtayi nazardan, quyidagi jadvalda sun'iy intellekt vositalarining ingliz tilini o'qitishdagi asosiy metodik vazifalari va ularning ta'limiy natijalari umumlashtirildi.

1-jadval.

Sun'iy intellekt vositalarining ingliz tilini o'qitish metodikasidagi didaktik imkoniyatlari

Sun'iy intellekt vositasi	Metodik vazifasi	Ingliz tilini o'qitishdagi natija
Chatbot	Dialogik muloqotni modellashtirish	Gapirish va interaktivlik kuchayadi
Speech recognition (nutqni tanish)	Talaffuz va intonatsiyani tahlil qilish	Og'zaki nutq aniqligi oshadi
AI feedback tools (aqlli fikr-	Xatoni tezkor ko'rsatish va	Yozuv va grammatika sifati

mulohaza vositalari)	tuzatish	yaxshilanadi
Adaptive platform (moslashuvchan platforma)	Topshiriqni individual darajaga moslash	Mustaqil ta'lim va motivatsiya kuchayadi

Jadvalda keltirilgan ma'lumotlar sun'iy intellekt vositalarining ingliz tilini o'qitish metodikasidagi o'rni faqat texnologik qulaylik bilan cheklanmasligini, balki ularning bevosita metodik vazifa bajarishini ko'rsatadi. Xususan, chatbotlar dialogik nutqni faollashtirishga, nutqni tanish vositalari talaffuz va intonatsiyani takomillashtirishga, intellektual teskari aloqa (feedback) vositalari yozma nutqdagi xatolarni tezkor aniqlash va tuzatishga, adaptiv platformalar esa o'quv topshiriqlarini talabning individual tayyorgarlik darajasiga moslashtirishga xizmat qiladi. Shu jihatdan sun'iy intellekt ingliz tilini o'qitish metodikasida kommunikativlik, individuallashtirish, refleksiv nazorat va mustaqil ta'limni kuchaytiruvchi samarali didaktik vosita sifatida namoyon bo'ladi.

Sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirish zamonaviy xorijiy til ta'limining muhim yo'nalishi bo'lib, uning nazariy asoslari innovatsion yondashuvlar, kommunikativ metodika, shaxsga yo'naltirilgan ta'lim, raqamli pedagogika hamda milliy, MDH va xorijiy olimlarning ilmiy qarashlari uyg'unligida aniqlashadi. Ingliz tilini o'qitish jarayonida sun'iy intellekt vositalari ta'limni individuallashtirish, adaptivlashtirish, tezkor teskari aloqa (feedback) ta'minlash, nutqiy ko'nikmalarni rivojlantirish, refleksiv faoliyatni faollashtirish va bo'lajak ingliz tili o'qituvchilarining metodik tayyorgarligini kuchaytirish imkonini beradi. Natijada sun'iy intellekt ingliz tilini o'qitish metodikasida mazmun, metod, vosita va natijani o'zaro bog'lovchi hamda o'quv jarayonini samaraliroq tashkil etishga xizmat qiluvchi didaktik omil sifatida namoyon bo'ladi.

Dissertatsiyaning **“Sun'iy intellekt asosida ingliz tilini o'qitish metodikasi”** deb nomlangan ikkinchi bobda bo'lajak ingliz tili o'qituvchilariga ingliz tilini o'qitish metodikasini takomillashtirishning amaliy-metodik asoslari tahlil qilinib, 60110900 – xorijiy til va adabiyoti (ingliz tili) yo'nalishi uchun mo'ljallangan **“Nutq ko'nikmalari integratsiyasi”** fani dasturi asosida mavjud holat o'rganilgan, sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirishga qaratilgan didaktik model hamda uni amalga oshirish texnologiyasi ishlab chiqilgan, shuningdek, sun'iy intellekt chatbotlari va prompt engineering asosida monolog, dialog, rolli o'yin, storytelling, kreativ topshiriqlar hamda refleksiv baholash usullarini qamrab olgan nutqiy ko'nikmalarni rivojlantiruvchi metodik tizim va mashqlar majmuasi takomillashtirilgan.

Dissertatsiyada sun'iy intellekt asosida oliy ta'lim muassasalarida ingliz tilini o'qitish jarayonini takomillashtirish **“Nutq ko'nikmalari integratsiyasi”** fani mazmuni bilan uzviy bog'liq holda yoritiladi. Mazkur fan tinglab tushunish, gapirish, o'qish va yozish ko'nikmalarini yagona kommunikativ jarayonda shakllantirishga yo'naltirilgani sababli tadqiqotda sun'iy intellekt vositalaridan foydalanish aynan nutq faoliyati turlarining o'zaro integratsiyasini

ta'minlashga xizmat qiladi. Bunda tinglab tushunish va o'qish ko'nikmalari mavzu yuzasidan mazmuniy tayanch hosil qiladi, gapirish ko'nikmasi chatbotlar, dialogik topshiriqlar, rolli vaziyatlar va monologik nutq orqali faollashadi, yozish ko'nikmasi esa fikrni asoslash, xulosa chiqarish, matn yaratish va sun'iy intellekt asosidagi teskari aloqa vositalari yordamida takomillashadi.

Sun'iy intellekt asosida ingliz tilini o'qitish jarayonida nutq ko'nikmalarining integratsiyasi til materialini alohida mashq qilish doirasida chegaralanmaydi, u kommunikativ vaziyat, nutqiy topshiriq, raqamli vosita, tahlil va refleksiv baholashning o'zaro bog'liqligida namoyon bo'ladi. Chatbotlar talabalarning dialogik va monologik nutqini rivojlantirishga, nutqni avtomatik tanish vositalari talaffuz va intonatsiyani aniqlashtirishga, AI feedback tools yozma va og'zaki nutqdagi grammatik, leksik va mantiqiy xatolarni tahlil qilishga, prompt engineering esa kommunikativ topshiriq mazmuni, nutqiy vaziyat, til darajasi va kutiladigan natijani aniq belgilashga xizmat qiladi. Shu asosda sun'iy intellekt vositalari ingliz tilini o'qitish jarayonida tayyor javob manbai emas, nutqiy faoliyatni faollashtiruvchi, mustaqil fikrlashni qo'llab-quvvatlovchi va talabaning o'z nutqiy mahsulini takomillashtirishiga yordam beruvchi didaktik vosita sifatida talqin etiladi.

Sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirish amaliy-metodik jihatdan aniq model, izchil texnologiya va maqsadga yo'naltirilgan mashqlar tizimi bilan ta'minlangandagina samarali natija beradi. Metodika mazmunini ishlab chiqishda bo'lajak ingliz tili o'qituvchisining kasbiy ehtiyoji, nutqiy faoliyat turlarining integratsiyasi, raqamli vositalardan ongli foydalanish, mustaqil ta'limni boshqarish hamda tezkor teskari aloqa (feedback) mexanizmini bir tizimga keltirish asosiy vazifa hisoblanadi. Shu sababli metodikaning amaliy qismi mavjud holatni aniqlash, didaktik modelni qurish, uni joriy etish texnologiyasini belgilash va ushbu texnologiyaga mos mashqlar majmuasini ishlab chiqish ketma-ketligida tashkil etiladi. Tadqiqot maqsadi va vazifalarida ham aynan didaktik model, metodik tizim va mashqlar majmuasini yaratish ustuvor yo'nalish sifatida belgilangan.

Dissertatsiyada ishlab chiqilgan didaktik model maqsadli, mazmuniy, texnologik, faoliyatli va natijaviy bloklar uzviyligiga asoslanadi. Maqsadli blokda bo'lajak ingliz tili o'qituvchilarining integrallashgan nutqiy, kommunikativ, raqamli va metodik tayyorgarligini rivojlantirish belgilanadi. Mazmunli blokda "Nutq ko'nikmalari integratsiyasi" fani doirasidagi mavzular, nutqiy vaziyatlar, kasbiy-kommunikativ topshiriqlar va mustaqil ta'lim mazmuni aniqlanadi. Texnologik blokda chatbotlar, speech recognition(nutqni avtomatik tanish), AI feedback tools, adaptive platform va prompt engineering vositalaridan foydalanish yo'nalishlari ko'rsatiladi. Shuningdek, ushbu blokda talabaning tinglash, o'qish, gapirish, yozish, sun'iy intellekt tavsiyalarini tahlil qilish va o'z javobini qayta ishlash faoliyati yoritiladi. Natijaviy blokda grammatik aniqlik, lug'at boyligi, talaffuz va intonatsiya, ravonlik, izchillik hamda interaktivlik mezonlari asosida nutqiy kompetensiya rivoji baholanadi.

Modelning samarali ishlashi to'rt faoliyat bosqichi orqali ta'minlanadi:

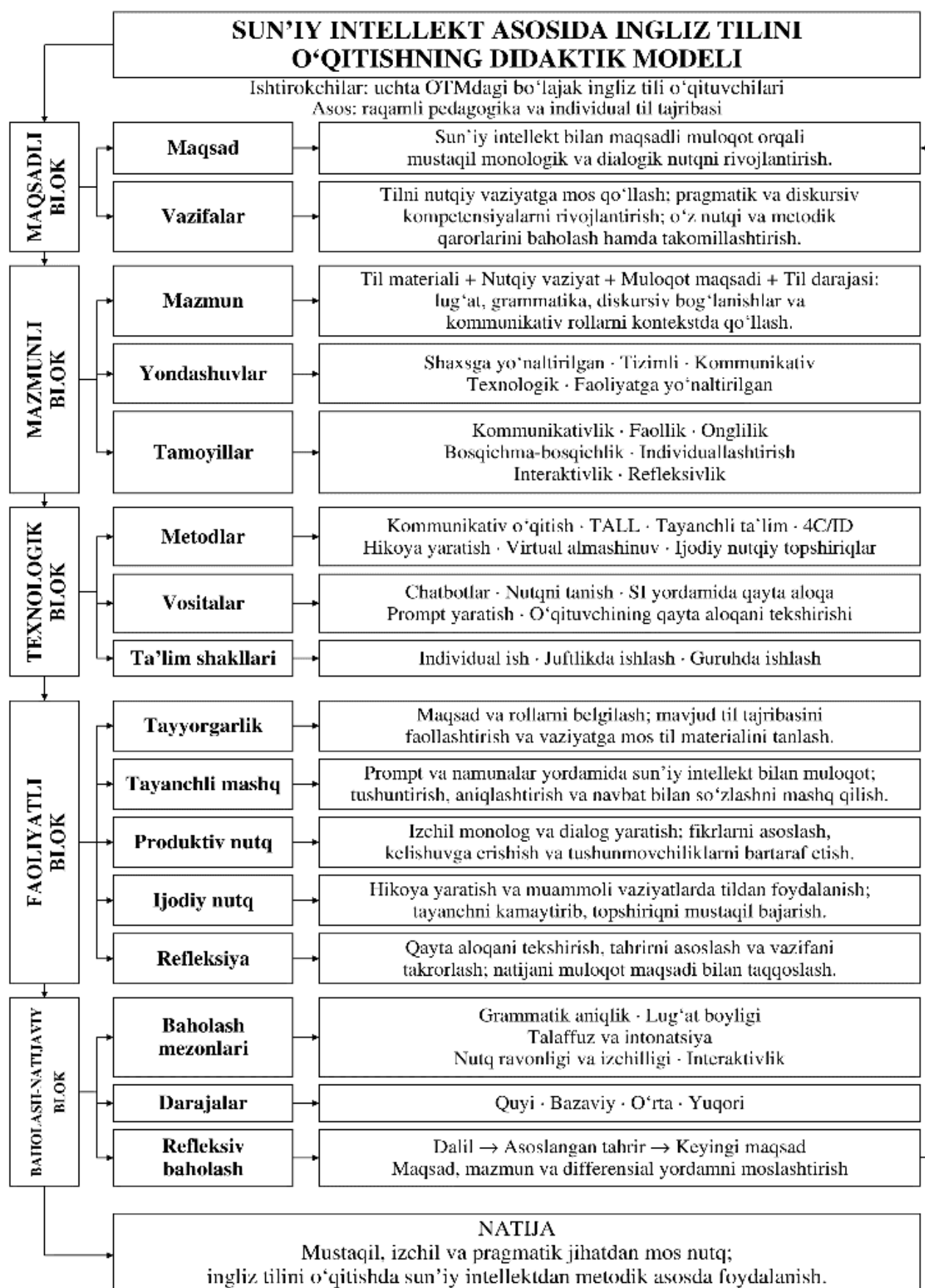
motivatsion-tashkiliy, tayyorgarlik, shakllanish va yakuniy bosqichlar.

Motivatsion-tashkiliy bosqich kommunikativ kontekst yaratish, mavzuni joriy etish, mavjud bilimlarni faollashtirish va autentik muammoli vaziyatlar hamda sun'iy intellekt integratsiyalashgan kommunikativ stsensariylar orqali talabalar motivatsiyasini shakllantirishga qaratilgan. Talabalar o'quv maqsadlari bilan tanishadilar va nutq kompetentsiyasini rivojlantirish uchun sun'iy intellekt vositalarining ahamiyatini anglaydilar.

Tayyorgarlik bosqichi nutqiy materialni tanlash, kommunikativ vazifani belgilash, sun'iy intellekt vositalarini (chatbotlar, nutqni tanib olish platformalari) joriy etish, foydalanish qoidalarini tushuntirish va prompt engineering (so'rovlarni loyihalash)ni o'rgatishni o'z ichiga oladi. Talabalar til birliklarini tayyorlaydilar, namunali dialoglarni o'rganadilar va sun'iy intellekt resurslari bilan mustaqil ishlash uchun scaffolding (qo'llab-quvvatlovchi ta'lim) oladi.

Shakllanish bosqichi nutq faoliyatini rivojlantirishning o'zagini tashkil etadi. Talabalar sun'iy intellekt chatbotlari bilan dialoglar olib boradilar, monologlar tuzadilar, rolli topshiriqlarni bajaradilar, storytelling (hikoya qilish) faoliyatini amalga oshiradilar, nutqni tanib olish texnologiyalari yordamida og'zaki javoblarni yozib oladilar va grammatik to'g'rilik, lug'at boyligi, talaffuz va ravonlik bo'yicha sun'iy intellektdan zudlik bilan teskari aloqa (feedback) oladilar. Ushbu bosqich sun'iy intellekt vositachiligidagi o'zaro ta'sir orqali faol kommunikativ amaliyotni ta'minlaydi.

Yakuniy bosqich refleksiya, baholash va umumlashtirishni o'z ichiga oladi. Talabalar o'z faoliyatlarini baholash mezonlari (grammatik to'g'rilik, lug'at boyligi, talaffuz va intonatsiya, ravonlik va izchillik, interaktivlik) asosida tahlil qiladilar, yaxshilash sohalarini aniqladilar, o'z-o'zini baholash topshiriqlarini bajaradilar va keyingi ish uchun individual ta'lim strategiyalarini shakllantiradilar. Sun'iy intellekt analitikasi B1+ maqsadli darajada nutq kompetentsiyasining rivojlanishini obyektiv baholashni ta'minlaydi.



1- rasm. Sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirishning didaktik modeli
 Mazkur modelda scaffolding technology (yo'naltirilgan pedagogik ko'mak

texnologiyasi) bo'lajak ingliz tili o'qituvchilarining nutqiy faoliyatini bosqichma-bosqich qo'llab-quvvatlashga xizmat qiladi. Ushbu texnologiya asosida talaba dastlab tayanch leksik birliklar, grammatik konstruksiyalar, namunaviy dialoglar, nutqiy qoliplar va kommunikativ vaziyatlar bilan tanishadi. Keyingi bosqichda u chatbotlar, prompt engineering (maqsadli so'rovni loyihalash), speyech recognition (nutqni avtomatik tanish) hamda AI feyedback tools (sun'iy intellekt asosidagi teskari aloqa vositalari) yordamida mustaqil nutqiy harakatga jalb etiladi. O'qituvchi va sun'iy intellekt vositalari talabaning xatosini ko'rsatadi, mos tavsiya beradi, javobni qayta qurishga yo'naltiradi va nutqiy mahsulni takomillashtirish uchun zarur ko'makni ta'minlaydi.

Scaffolding asosida ingliz tilini o'qitish tinglab tushunish, o'qish, gapirish va yozish ko'nikmalarini izchil bog'lash orqali tashkil etiladi. Tinglab tushunish bosqichida talaba autentik yoki moslashtirilgan audio/video material orqali mavzuga kiradi, asosiy g'oya va tayanch birliklarni ajratadi. O'qish bosqichida shu mavzuga oid matn tahlil qilinadi, kalit tushunchalar va nutqiy konstruksiyalar aniqlanadi. Gapirish bosqichida chatbot bilan dialog, rol ijrosi, muammoli vaziyatni og'zaki izohlash va monologik bayon amalga oshiriladi. Yozish bosqichida talaba fikrni yozma shaklda ifodalaydi, sun'iy intellekt tavsiyalari asosida matnni qayta ishlaydi va reflektiv xulosa chiqaradi. Shu tartibda pedagogik ko'mak asta-sekin kamayadi, talabaning mustaqil nutqiy faoliyati kuchayadi.

Modelda 4C/ID – Four-Component Instructional Design (to'rt komponentli instruksion dizayn) murakkab nutqiy ko'nikmalarni tizimli shakllantirishga xizmat qiladi. Ushbu yondashuvda ingliz tilini o'qitish to'rt asosiy komponent asosida tashkil etiladi: learning tasks (o'quv vazifalari), supportive information (qo'llab-quvvatlovchi axborot), procedural information (amaliy harakat bo'yicha yo'riqnoma) va part-task practice (alohida ko'nikmalarni mashq qilish). Mazkur komponentlar talabaning nutqiy faoliyatni tayyor namunadan mustaqil kommunikativ mahsulgacha olib borishini ta'minlaydi.

4C/ID asosida learning tasks (o'quv vazifalari) real kommunikativ vaziyatlarga yaqin topshiriqlar orqali belgilanadi. Masalan, talaba chatbot bilan kasbiy mavzuda suhbat quradi, muammoli vaziyatga munosabat bildiradi, qisqa taqdimot tayyorlaydi yoki berilgan mavzu yuzasidan yozma izoh yaratadi. Supportive information (qo'llab-quvvatlovchi axborot) bosqichida mavzuga oid tayanch so'zlar, grammatik strukturalar, nutqiy namunalar, baholash mezonlari va kommunikativ strategiyalar beriladi. Procedural information (amaliy harakat bo'yicha yo'riqnoma) talabaning topshiriqni qanday bajarishini aniqlashtiradi: prompt tuzish, javobni yozish, chatbot savollariga munosabat bildirish, talaffuzni tekshirish, sun'iy intellekt bergan tavsiyani saralash va javobni qayta ishlash tartibi ko'rsatiladi. Part-task practice (alohida ko'nikmalarni mashq qilish) esa talaffuz, intonatsiya, leksik birliklardan foydalanish, gap tuzish, bog'lovchi vositalar qo'llash va fikrni izchil ifodalash kabi alohida nutqiy amallarni mustahkamlaydi.

Scaffolding va 4C/ID uyg'unligida ingliz tilini o'qitish jarayoni tayanch ko'makdan mustaqil nutqiy mahsul yaratishga qarab rivojlanadi. Dastlab talaba namunaviy birliklar, savol-javob qoliplari va sun'iy intellekt tavsiyalariga tayanadi. Keyingi bosqichda u berilgan mavzu bo'yicha mustaqil dialog, monolog, yozma matn, storytelling (hikoya yaratish) yoki refleksiv izoh yaratadi. Yakuniy bosqichda talaba o'z nutqiy mahsulini grammatik aniqlik, lug'at boyligi, talaffuz va intonatsiya, ravonlik, izchillik hamda interaktivlik mezonlari asosida baholaydi. Natijada sun'iy intellekt asosida ingliz tilini o'qitish jarayoni boshqariladigan, bosqichli va natijaga yo'naltirilgan didaktik tizim sifatida namoyon bo'ladi.

Ushbu yondashuv bo'lajak ingliz tili o'qituvchilarining til ko'nikmalarini rivojlantirish bilan birga, ularning darsni loyihalash, raqamli vositani maqsadga muvofiq tanlash, prompt tuzish, o'quvchi javobini tahlil qilish, teskari aloqa berish va refleksiv baholash malakalarini ham shakllantiradi. Shu bois modelda scaffolding va 4C/ID sun'iy intellekt vositalarini ingliz tilini o'qitish mazmuni bilan bog'lovchi, nutqiy ko'nikmalar integratsiyasini bosqichma-bosqich ta'minlovchi va bo'lajak o'qituvchining kasbiy-metodik tayyorgarligini kuchaytiruvchi asosiy didaktik tayanch sifatida talqin etiladi.

Metodikaning amaliy yadrosi mashqlar tizimida namoyon bo'ladi. Mazkur tizim J.J.Jalolovning xorijiy til o'qitish metodikasi, E.I.Passovning kommunikativ yondashuvi, D.Laurillardning interaktiv-refleksiv modeli, J.J.G.vanMerriënboerning 4C/ID (murakkab ko'nikmalarni bosqichli shakllantirish) texnologiyasi hamda scaffolding technology (pedagogik ko'mak texnologiyasi) asosida shakllantirildi. Ushbu metodologik tayanch mashqlarni tasodifiy jamlanma tarzida emas, balki nutqiy maqsadga yo'naltirilgan izchil tizim ko'rinishida ishlab chiqish imkonini berdi. Sun'iy intellekt vositalari ana shu tizim doirasida metodik mazmun kasb etib, talabani til birligini o'zlashtirish, muammoli vaziyatni tahlil qilish, prompt tuzish, muloqotga kirishish, javobini baholash va tuzatish jarayonlariga bosqichma-bosqich jalb etadi. Natijada bo'lajak o'qituvchining nutqiy ko'nikmalari bilan bir qatorda metodik fikrlashi, refleksiv nazorati va mustaqil ishlash malakasi ham rivojlantiriladi.

Mashqlar tizimi bir nechta mezon asosida tasniflanadi. Didaktik maqsadga ko'ra tayyorlov, reproduktiv, produktiv, kreativ va refleksiv mashqlar ajratiladi. Tayyorlov mashqlari yangi leksik birlik, grammatik struktura, talaffuz modeli yoki kommunikativ vaziyatni qabul qilishga xizmat qiladi. Reproductiv mashqlar namuna asosida gap tuzish, tayyor konstruksiyani qo'llash, qisqa javob berish, eshitilgan yoki o'qilgan material asosida qayta ifodalashga yo'naltiriladi. Produktiv mashqlar talabaning mustaqil nutqiy mahsul yaratishini talab qiladi. Kreativ mashqlar muammoli vaziyat, voqea rivoji, rol o'ynash, hikoya tuzish va muqobil yechim topishni o'z ichiga oladi. Refleksiv mashqlar bajarilgan ishni tahlil qilish, sun'iy intellekt tavsiyasini baholash, xato sababini aniqlash va keyingi harakatni rejalashtirishga qaratiladi. Nutq faoliyati turiga ko'ra tinglab tushunish, o'qish,

yo'zish va gapirish topshiriqlari hamda ularning integrallashgan shakllari qo'llanadi. Sun'iy intellekt bilan o'zaro aloqaning xarakteriga ko'ra chatbot-based (chatbotga asoslangan), prompt-based (so'rov tuzishga asoslangan), AI-feedback-based (SI teskari aloqa (feedback)siga asoslangan), adaptive va generative mashqlar ajratiladi.

Mazkur tasnif amaliyotda mashqlarni darsning muayyan bosqichiga mos joylashtirish imkonini beradi. Masalan, mavzuga kirishda tayyorlov va prompt-based mashqlar qo'llanadi; asosiy qismda chatbot-based, produktiv va kreativ topshiriqlar ustunlik qiladi; yakuniy qismda AI-feedback-based va refleksiv mashqlar bajariladi. Shu usul dars ichidagi metodik izchillikni ta'minlaydi. Sun'iy intellekt vositasi topshiriq turiga mos tanlanganda talabaning nutqiy faolligi keskin oshadi, chunki u til birliklarini real yoki shartli real vaziyatda qo'llaydi. Dialogik nutqda chatbot suhbatdosh vazifasini bajaradi, monologik nutqda g'oya generatori, savol beruvchi yoki baholovchi rolini oladi. Yozma nutqda esa tahrirlovchi, tavsiya beruvchi va qayta ishlashga undovchi vosita sifatida ishtirok etadi. Bu holat metodik jihatdan juda qulay, chunki bitta dars ichida til o'rgatish, nazorat, tahlil va tuzatish amallari o'zaro bog'lanadi.

Prompt engineering (maqsadli so'rovni loyihalash) metodikaning muhim tarkibiy qismi hisoblanadi. Sun'iy intellekt bilan samarali ishlash aniq, kontekstga mos, kommunikativ vazifaga yo'naltirilgan va talabaga tushunarli prompt tuzish bilan boshlanadi. Shu sababli bo'lajak ingliz tili o'qituvchisi promptni oddiy buyruq shaklida emas, nutqiy vazifani, mavzuni, rolni, uslubni, til darajasini, javob hajmini va baholash yo'nalishini ko'rsatadigan metodik konstruktsiya sifatida tuzishni o'rganadi. Masalan, "transport muhandisligi talabalari uchun ingliz tilida qisqa taqdimot rejasini tuz" kabi umumiy so'rov o'rniga "B1 darajadagi bo'lajak ingliz tili o'qituvchisi uchun sustainable transport mavzusida 2 daqiqalik monolog tayyorlashga yordam beradigan 5 bosqichli reja tuz, har bosqichda tayanch birikmalar va 2 ta nazorat savoli ber" tarzidagi prompt ko'proq metodik qiymat kasb etadi. Bunday ish talabaning til kompetensiyasi bilan birga strategik va raqamli kompetensiyasini ham rivojlantiradi. Dissertatsiyada prompt engineering og'zaki nutqni rivojlantiruvchi metodik tizimning asosiy komponentlaridan biri sifatida ko'rsatilgan.

Metodikaning amaliy ahamiyati darsni loyihalash va o'tkazish jarayonida ayniqsa yaqqol namoyon bo'ladi. O'qituvchi dars maqsadidan kelib chiqib sun'iy intellekt vositasini tanlaydi, topshiriqlarni murakkablik darajasiga ko'ra joylashtiradi, prompt namunalarini beradi, mustaqil va juftlikdagi ishni uyg'unlashtiradi, talabalarni refleksiv tahlilga olib kiradi. Talaba esa topshiriqni bajarish jarayonida til birligini mustahkamlaydi, nutqiy vaziyatda uni qo'llaydi, teskari aloqa (feedback)ni qabul qiladi va qayta ishlaydi. Shu jarayon bo'lajak ingliz tili o'qituvchisining darsni sun'iy intellekt yordamida tashkil etish, pedagogik qaror qabul qilish, til o'qitish vositasini maqsadga muvofiq tanlash kabi kasbiy malakalarini kuchaytiradi. Dissertatsiyada "Teaching Integrated Skills through Artificial Intelligence" nomli o'quv

qo'llanma yaratilgani, model va metodik tavsiyalar uning mazmuniga singdirilgani, natijada metodik, raqamli va nutqiy kompetensiyalar rivojlangani ham qayd etilgan.

Shu tariqa, sun'iy intellekt asosida ingliz tilini o'qitish metodikasi amaldagi o'quv dasturining imkoniyatlarini kengaytiradigan, nutqiy ko'nikmalar integratsiyasini kuchaytiradigan, mustaqil ta'limni boshqaradigan, tezkor teskari aloqa (feedback) ta'minlaydigan va bo'lajak ingliz tili o'qituvchisining kasbiy-metodik tayyorgarligini chuqurlashtiradigan yaxlit tizim sifatida shakllanadi. Uning ichki tayanchi mavjud holat tahlili, besh blokli didaktik model, bosqichli joriy etish texnologiyasi, tasniflangan mashqlar majmuasi va aniq baholash mezonlaridan iborat bo'ladi. Aynan shu komponentlarning uyg'unligi metodikaning amaliy barqarorligini ta'minlaydi va keyingi tajriba-sinov bosqichi uchun mustahkam zamin yaratadi. Ikkinchi bob yuzasidan chiqarilgan xulosalarda ham sun'iy intellektning interaktivlik, individuallashtirish, real vaqt teskari aloqa (feedback)si, mustaqil ta'lim va prompt engineering bilan bog'liq imkoniyatlari metodikaning asosiy amaliy tayanchi sifatida umumlashtirilgan.

Dissertatsiyaning uchinchi bobida **sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirishning tajriba-sinov orqali tekshirilgan samaradorligi** tahlil qilinib, tajriba ishlarining bosqichlari, ularni tashkil etish metodikasi, pedagogik shart-sharoitlari, baholash mezonlari hamda olingan natijalarning matematik-statistik tasdig'i yoritilgan; ishlab chiqilgan metodik tizimning amaliy ta'siri grammatik aniqlik, lug'at boyligi, talaffuz va intonatsiya, ravonlik va izchillik, interaktivlik kabi mezonlar asosida aniqlangan.

Tajriba-sinov ishlarini tashkil etishda asosiy e'tibor ishlab chiqilgan metodikaning real ta'lim jarayonidagi natijadorligini tekshirishga qaratildi. Metodik tizimning samaradorligi maxsus ishlab chiqilgan yondashuv asosida, tadqiqot davomida yaratilgan elektron o'quv qo'llanma va sun'iy intellekt vositalariga tayangan holda sinovdan o'tkazildi. Jarayon nutqiy faoliyatni bosqichma-bosqich rivojlantirish, talabalarni kommunikativ vaziyatlarda faol ishtirok ettirish, ularga moslashtirilgan topshiriqlar berish, teskari aloqani tezkor tashkil etish va mustaqil ta'limni boshqarish tamoyillari asosida qurildi. Tajribaning maqsadi bo'lajak ingliz tili o'qituvchilarida sun'iy intellekt vositalari yordamida nutqiy kompetensiyani rivojlantirish, muloqotga kirishish imkoniyatlarini kengaytirish, til birliklaridan real vaziyatga yaqin sharoitda foydalanish ko'nikmalarini shakllantirish hamda mustaqil o'rganish faoliyatini kuchaytirishdan iborat bo'ldi.

Tajriba-sinov ishlari 2023–2025 yillarda Qo'qon davlat universiteti, O'zbekiston milliy pedagogika universiteti va Jizzax davlat pedagogika universitetida olib borildi. Dastlabki bosqichda talabalarning til tayyorgarligi, og'zaki muloqot ko'nikmalari, ehtiyojlari va sun'iy intellekt vositalaridan foydalanishga tayyorlik darajasi test, anketa va kuzatuv orqali aniqlashtirildi. Shu bilan birga amaldagi o'quv materiallari va dasturlarning sun'iy intellekt bilan integratsiyalashuv holati tahlil qilindi, tajribada qatnashuvchi talabalar

bilim darajasiga ko'ra tenglashtirildi, nazorat va tajriba guruhlari shakllantirildi. Ushbu bosqich metodik tizimni bevosita joriy etishdan oldin boshlang'ich sharoitni aniq belgilash, guruhlar o'rtasidagi muvozanatni ta'minlash va o'quv materialini tajriba talablariga moslashtirish vazifasini bajardi.

Keyingi bosqichda tajriba guruhlari uchun sun'iy intellektga asoslangan o'quv materiallari, chatbotlar bilan ishlashga mo'ljallangan topshiriqlar, kommunikativ simulyatsiyalar, prompt engineering elementlari, xatolarni tahlil qilish va tuzatishga qaratilgan mashqlar joriy qilindi. Nazorat guruhlarida esa an'anaviy metodlar va odatiy o'quv materiallari asosida ta'lim davom ettirildi. O'qituvchilar uchun metodik ko'rsatmalar, amaliy seminar va maslahatlar tashkil etildi, elektron o'quv muhiti, platformalar va foydalanuvchi akkauntlari ishga tushirildi. Darslarning amaliy tuzilmasi tayyorlov, faol mashq va refleksiya bosqichlaridan iborat etib belgilandi. Bu yondashuv talabani sun'iy intellekt bilan muloqotini tartibli tashkil etish, o'z xatolari ustida ishlash va o'quv faoliyatini ongli boshqarishiga xizmat qildi.

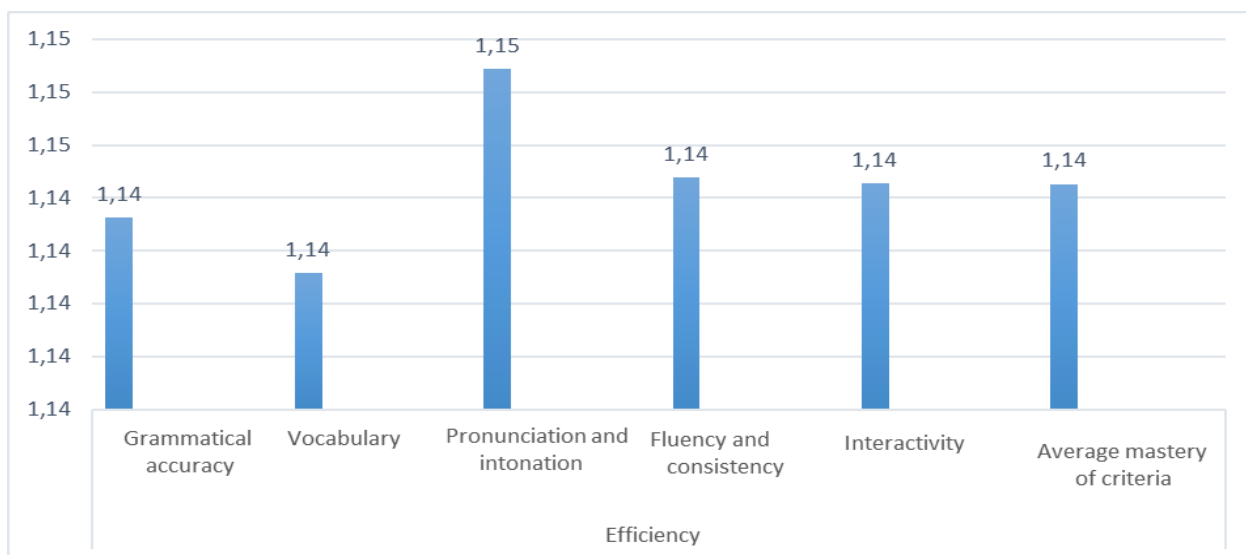
Joriy etilgan metodik tizimning ichki amaliy mantiqi bir necha yo'nalishda ko'rindi. Birinchidan, sun'iy intellekt vositalari o'quv materialini differensiallashtirish va talabaga mos topshiriq berish imkonini yaratdi. Ikkinchidan, chatbotlar va dialog simulyatsiyalari muloqotga kirishish, savolga javob qaytarish, suhbatni davom ettirish va vaziyatga mos nutqiy reaksiya bildirishni mashq qildirdi. Uchinchidan, prompt engineering asosidagi topshiriqlar talabani sun'iy intellektidan tayyor javob oluvchi foydalanuvchi darajasida qoldirmay, maqsadli so'rov tuzuvchi, natijani tanqidiy baholovchi va qayta ishlovchi subyektga aylantirdi. To'rtinchidan, refleksiv topshiriqlar orqali o'z xatosini ko'rish, uni tahlil qilish va keyingi nutqiy faoliyatni tuzatish malakasi kuchaydi. Shu tariqa metodika nutqiy ko'nikmani rivojlantirish bilan birga metodik fikrlash, o'zini nazorat qilish va raqamli savodxonlikni ham qo'llab-quvvatladi.

Samaradorlikni baholash uchun xalqaro og'zaki nutq baholash mezonlariga moslashtirilgan ko'rsatkichlar tizimi ishlab chiqildi. Ushbu tizim grammatik aniqlik, lug'at boyligi, talaffuz va intonatsiya, ravonlik va izchillik hamda interaktivlik mezonlariga tayandi. Har bir mezon bo'yicha talabani nutqiy faoliyati past, quyi, o'rta va yuqori darajalar asosida baholandi. Bunday yondashuv o'quv natijasini bir tomonlama emas, balki ko'p komponentli shaklda ko'rishga imkon berdi. Nutqiy kompetensiyaning aynan shu besh mezon orqali o'lchanishi tajriba natijalarini obyektiv kuzatish, nazorat va tajriba guruhlari ko'rsatkichlarini qiyoslash, o'sish dinamikasini aniqlash va metodikaning qaysi jihatlari kuchliroq ta'sir ko'rsatganini ko'rish uchun qulay asos yaratdi.

Boshlang'ich nazorat natijalari tajriba va nazorat guruhlari ko'rsatkichlari o'rtasida sezilarli farq yo'qligini ko'rsatdi. Statistik tahlilda o'rtacha o'zlashtirish ko'rsatkichlari deyarli teng bo'lib, Student mezoni empirik qiymatining kritik qiymatdan kichik ekani guruhlar tarkibi va bilim darajasining boshlanishida bir xil ekanini tasdiqladi. Bu holat keyingi bosqichda kuzatilgan

o'zgarishlarni tajriba metodikasi ta'siri bilan izohlash imkonini berdi. Tajriba ob'ektlari soni bo'yicha yakuniy umumlashmada 234 nafar talaba tajriba guruhida, 226 nafar talaba nazorat guruhida ishtirok etgani qayd etilgan bo'lib, natijalar uch oliy ta'lim muassasasi kesimida umumlashtirildi.

Yakuniy bosqichda olingan natijalar metodikaning amaliy samaradorligini yaqqol ko'rsatdi. Umumiy hisobda tajriba guruhlarida yuqori va o'rta darajadagi ko'rsatkichlar ancha oshdi, quyi darajadagi ko'rsatkichlar esa sezilarli kamaydi. Barcha oliy ta'lim muassasalari bo'yicha o'rtacha o'zlashtirish ko'rsatkichi tajriba guruhida 3,77 ni, nazorat guruhida 3,29 ni tashkil etdi. Samaradorlik koeffitsiyenti 1,14 bo'lgani ishlab chiqilgan metodikaning foydali ta'sirini tasdiqladi. Mezonlar kesimida ham tajriba guruhlarida grammatik aniqlik, lug'at boyligi, talaffuz va intonatsiya, ravonlik va izchillik, interaktivlik ko'rsatkichlari bo'yicha nazorat guruhidan yuqori natija ko'rsatdi. Yakuniy umumlashtirishda tajriba guruhlarida juda past daraja kuzatilmagan, nazorat guruhlarida esa bu holat saqlanib qolgan. Bu o'zgarishlar sun'iy intellektga asoslangan mashqlar, chatbot bilan muloqot, prompt asosidagi topshiriqlar va refleksiv baholashning amaliy natijadorligini ko'rsatadi.



2-rasm. Mezonlar bo'yicha samaradorlik.

Olingan natijalar ishlab chiqilgan metodik tizimning nazariy asoslari amaliyotda ham tasdiqlanganini ko'rsatadi. Sun'iy intellekt vositalarini ingliz tilini o'qitish jarayoniga maqsadli integratsiya qilish talabani nutqiy faolligini kuchaytiradi, muloqotga kirishish ishonchini oshiradi, teskari aloqani tezlashtiradi va mustaqil ishlash madaniyatini rivojlantiradi. Darsning tayyorlov, faol mashq va refleksiya qismlariga asoslangan texnologiya pedagogik jihatdan boshqariladigan va natijasi kuzatiladigan tizimni shakllantiradi. Shu sababli tajriba-sinov natijalari sun'iy intellekt asosida ingliz tilini o'qitish metodikasini takomillashtirish bo'lajak ingliz tili o'qituvchilarining metodik, raqamli va nutqiy kompetensiyalarini rivojlantirishda samarali

yo'nalish ekanini tasdiqlaydi.

XULOSA

1. Sun'iy intellekt asosida ingliz tilini o'qitishni takomillashtirishning nazariy

asoslari CEFR talablari, kommunikativ yondashuv, shaxsga yo'naltirilgan ta'lim va zamonaviy raqamli pedagogika imkoniyatlari integratsiyasida aniqlashtirildi, bu esa bo'lajak ingliz tili o'qituvchilarining nutqiy va kasbiy tayyorgarligini yagona tizim asosida shakllantirishga xizmat qildi.

2. Ingliz tilini o'qitishda innovatsion texnologiyalar va sun'iy intellektning didaktik salohiyati ta'limni individuallashtirish, adaptivlashtirish, tezkor teskari aloqa ta'minlash, mustaqil ta'limni faollashtirish va kommunikativ kompetensiyani rivojlantirish yo'nalishlari bo'yicha tizimlashtirildi.

3. Bo'lajak ingliz tili o'qituvchilariga mo'ljallangan takomillashtirilgan didaktik modelning maqsadli, mazmuniy, texnologik, faoliyatli va natijaviy bloklari o'rtasidagi ichki bog'liqlik belgilandi, bu esa darsni loyihalash, o'quv faoliyatini boshqarish va natijani oldindan ko'ra olish imkonini kengaytirdi.

4. Sun'iy intellekt chatbotlari, prompt engineering, speech recognition va AI

feedback tools asosida ishlab chiqilgan mashqlar majmuasi monolog, dialog, rol ijrosi, storytelling, kreativ topshiriqlar hamda reflektiv baholashni o'zaro bog'langan holda qo'llash orqali nutqiy faoliyatni bosqichma-bosqich rivojlantirishga yo'naltirildi.

5. Mashqlar tizimi J.J. Jalolovning xorijiy til o'qitish metodikasi, E.I.Passovning kommunikativ yondashuvi, D. Laurillardning interaktiv-reflektiv modeli, 4C/ID va scaffolding technology uyg'unligida qurilgani sababli talabaning tayyor namunadan mustaqil nutqiy mahsul yaratish bosqichiga izchil olib chiqilishiga erishildi. Bu esa nutqiy ko'nikmalar bilan bir qatorda metodik fikrlash, reflektiv nazorat va mustaqil ishlash malakasini ham rivojlantirdi.

6. Baholash tizimi grammatik aniqlik, lug'at boyligi, talaffuz va intonatsiya, ravonlik va izchillik hamda interaktivlik mezonlari asosida ishlab chiqildi, natijada nutqiy faoliyatdagi o'zgarishlarni ko'p komponentli tarzda aniqlash va talabaning rivojlanish dinamikasini obyektiv kuzatish imkoniyati yaratildi.

7. Tajriba-sinov ishlari sun'iy intellekt asosida tashkil etilgan o'quv jarayoni

bo'lajak ingliz tili o'qituvchilarining nutqiy kompetensiyasi, og'zaki nutq ko'nikmalari, muloqotga kirishish faolligi, monologik va dialogik nutqni tashkil etish malakalari o'sishiga olib kelishini tasdiqladi.

8. Tadqiqot natijalarining amaliy qiymati "Teaching Integrated Skills through

Artificial Intelligence" nomli o'quv qo'llanma, ishlab chiqilgan tavsiyalar, mashqlar tizimi va diagnostik-baholash materiallari orqali ta'lim jarayoniga

joriy etilgani bilan belgilanadi; bu materiallar oliy ta'limda, malaka oshirish kurslarida hamda ingliz tilini o'qitishga oid o'quv-metodik ishlanmalarni tayyorlashda bevosita foydalanish imkonini beradi.

TAVSIYALAR

1. Oliy ta'lim muassasalarida ingliz tilini o'qitish jarayoniga sun'iy intellekt vositalarini bosqichma-bosqich integratsiya qilish maqsadga muvofiq. Bunda chatbotlar, speech recognition, prompt engineering va AI feedback tools darsning maqsadi, mavzusi hamda talabalarning til darajasiga mos tanlanishi zarur.

2. "Nutq ko'nikmalari integratsiyasi", "Ingliz tilini o'qitish metodikasi" va shu turdagi fanlar mazmuniga sun'iy intellekt asosidagi mashqlar tizimini kiritish tavsiya etiladi. Ayniqsa monolog, dialog, rol ijrosi, storytelling, refleksiv baholash va mustaqil yozma topshiriqlarni sun'iy intellekt vositalari bilan uyg'unlashtirish talabalarning amaliy nutqiy faolligini oshiradi.

3. Bo'lajak ingliz tili o'qituvchilarida prompt tuzish, sun'iy intellekt natijalarini tanqidiy tahlil qilish, xatolarni saralash va tuzatish bo'yicha maxsus ko'nikmalarni shakllantirish zarur. Bu kelajak o'qituvchisining raqamli savodxonligi, refleksiv nazorati va darsni zamonaviy vositalar asosida loyihalash malakasini kuchaytiradi.

**SCIENTIFIC COUNCIL DSc.01/2025.27.12.Ped.03.04 ON AWARDING
ACADEMIC DEGREES AT THE NATIONAL PEDAGOGICAL UNIVERSITY OF
UZBEKISTAN NAMED AFTER NIZAMI**

**THE NATIONAL PEDAGOGICAL UNIVERSITY OF UZBEKISTAN NAMED
AFTER NIZAMI**

GULAMOVA IRODAKHON AKHROR QIZI

**IMPROVING THE METHODOLOGY OF TEACHING ENGLISH IN HIGHER
EDUCATION INSTITUTIONS THROUGH THE USE OF ARTIFICIAL
INTELLIGENCE**

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

ABSTRACT OF THE DISSERTATION OF THE DOCTOR OF PHILOSOPHY (PhD) IN PEDAGOGICAL SCIENCES

Tashkent – 2026

The dissertation topic of the Doctor of Philosophy (PhD) is registered with the Higher Attestation Commission under the Academy of Sciences of the Republic of Uzbekistan under registration number B2026.1.PhD/Ped11963.

The dissertation was completed at the National pedagogical university of Uzbekistan.

The abstract of the dissertation is available in three languages (Uzbek, Russian, English) on the website of the Scientific Council (www.tdpu.uz) and on the information and educational portal "Ziyonet" (www.ziyonet.uz).

Scientific supervisor: **Abdullaeva Barno Sayfutdinovna**
Doctor of pedagogical sciences, professor

Official opponents: **Isakulova Nilufar Janikulovna**
Doctor of Pedagogical Sciences, Professor

Jabborov Ulugbek Abdurakhmonovich
Doctor of Philosophy (PhD) in Pedagogical Sciences,
Associate Professor

Leading organization: **Gulistan State University**

The dissertation defense will take place at a meeting of the Academic Council of the National Pedagogical University of Uzbekistan (DN.01/2025.27.12. Ped.03.04) at _____ o'clock, 2026 (address: Tashkent, 100138, Bunyodkor Street, 27. Tel.: (+99871) 27682-32, fax: (+99871) 276-76-51, email: tdpu_kengash@edu.uz).

The dissertation can be viewed at the Information and Resource Center of the National Pedagogical University of Uzbekistan (registration number). Address: Tashkent, 100138, Bunyodkor Street, 27. Bunyodkor, 27. Tel.: (+99871) 27682-32, fax: (+99871) 276-76-51, email: tdpu_kengash@edu.uz.

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Sh.A. Atadjanova
Chairperson of the Scientific Council
awarding academic degrees,
Doctor of Pedagogical Sciences(DSc), Professor

S.X. Nazarov
Scientific Secretary of the Scientific Council
awarding academic degrees,
PhD, Associate Professor

F.I. Ikromxonova
Chairperson of the Scientific Seminar
under the Scientific Council awarding
academic degrees,
Doctor of Philological Sciences (DSc), Professor

INTRODUCTION

(abstract of the dissertation of Doctor of Philosophy (PhD))

Relevance and topicality of the dissertation theme. In the context of global digitalization, the issue of effective English language teaching has become one of the priority areas of the education system. In particular, the development of language competencies based on CEFR requirements has become an important criterion of modern language education. This system envisages the integrated development of listening, reading, writing, and speaking skills. Therefore, training future English language teachers in accordance with international standards has become an urgent issue. In the modern pedagogical process, along with theoretical knowledge, practical and communicative competencies are gaining increasing importance. For this reason, the need to improve English language teaching methodology is steadily growing. In particular, artificial intelligence technologies are expanding opportunities for individualizing education, providing rapid feedback, and actively engaging students in communication.

Consistent efforts are being made to integrate artificial intelligence into the process of English language teaching in higher education institutions of leading countries such as the United States, the United Kingdom, China, South Korea, and Australia. Universities in these countries are introducing AI-based chatbots, adaptive platforms, voice assistants, and digital assessment tools into the educational process. As a result, students' individual needs, language proficiency levels, and learning pace are being taken into account. In international practice, artificial intelligence is especially effective in developing speaking skills, pronunciation, writing literacy, and independent learning. Furthermore, these technologies reduce teachers' workload and enrich their methodological activities. The use of artificial intelligence tools in higher education is bringing English language teaching methodology to a new stage of development. These experiences further strengthen the necessity of conducting scientific research in this field.

In recent years, special attention has been paid in Uzbekistan to improving the system of teaching foreign languages. In particular, the Resolution of the President of the Republic of Uzbekistan No. PQ-5117² dated May 19, 2021, serves as an important legal foundation for popularizing the study of foreign languages and bringing this process to a qualitatively new level. Based on this resolution, the quality of foreign language education, its methodological support, and compliance with international standards are being strengthened in educational institutions. At the same time, the activities of specialized foreign language educational institutions are being expanded, and tasks related to the introduction of modern pedagogical technologies are being defined. These reforms are placing new demands on

² Resolution No. PQ-5117 of May 19, 2021, "On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level."

the methodological training of future English language teachers. From now on, teachers are required not only to know the language but also to teach it effectively through artificial intelligence and digital tools. Therefore, research aimed at improving English language teaching methodology for future English language teachers is emerging as an urgent scientific problem.

This dissertation research is based on the Decree of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022–2026", Decree No. PF-6097 dated 2020 "On approval of the Concept of the Development of Science until 2030", Decree No. PF-6079 dated October 5, 2020 "On approval of the Digital Uzbekistan - 2030 Strategy and measures for its effective implementation", Resolution No. PQ-5117 dated May 19, 2021 "On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level", Resolution No. PQ-5117 dated February 17, 2021 Resolution No. PQ-4996 "On measures to create conditions for the accelerated introduction of artificial intelligence technologies", as well as other regulatory legal acts, serves to a certain extent to implement the broad strategic tasks set forth.

Compliance of the research with the priority areas of the development of science and technologies in the republic. This research has been carried out within Priority Area I of the development of science and technologies in the republic, namely: "The development of a system of innovative ideas and ways of their implementation in the social, legal, economic, cultural, spiritual and educational advancement of an information-based society and a democratic state".

Degree of study of the problem. In our country, various areas of education have been studied by a number of scholars. In particular, the issues of using interactive methods and innovative technologies in teaching foreign languages, including English, have been investigated by J.J. Jalolov, G.T. Maxkamova, F.M. Rashidova, and R. Ishmuhamedov. The development of students' communicative competence has been addressed in the works of N.M. Axmedova, M.X. Gulyamova, and D.R. Pulatova. Issues related to the digitalization of foreign language education have been studied by D.X. Saydazimova, M. Rasulova, and D.B. Amirova.

Among scholars from the Commonwealth of Independent States, the issues of educational innovations have been investigated by V.P. Bepalko, V.R. Imakayev, V.S. Lazarev, D.G. Levitas, V.M. Polonskiy, G.K. Selevko, A.I. Vagizova, and N.R. Yusufbekova. The development of communicative competence has been considered in the works of A.K. Amraxova, Ye.M. Dubovikova, S.A. Kurilova, and N.Yu. Pavlova. The use of digital technologies and artificial intelligence in foreign language teaching has been studied by scholars such as A.I. Bashmakov, A.D. Gartsov, A.V. Gavrilov, V.G. Kinelev, S.N. Pavlov, and A.V. Zubov.

Foreign researchers have also conducted studies on educational innovations and innovative methods of teaching foreign languages. These

include J. Allen, T. Baker, D. Carless, D. Larsen-Freeman, and B. Tomlinson. The issues of using artificial intelligence in foreign language education have been investigated by D. Laurillard, M. Levy, T. Schmidt, and M. Warschauer..

Connection of the dissertation topic with the research plans of the higher educational institution where the work was carried out. The dissertation research was conducted within the framework of the priority area entitled "Implementation of advanced pedagogical technologies in pedagogical fields and specialties, quality training, retraining and professional development of pedagogical personnel, creation and improvement of e-learning resources, and introduction of modern pedagogical, multimedia, and information and communication technologies into the educational process", included in the research plan of Uzbekistan National Pedagogical University for 2020–2024.

The purpose of the research. To improve the methodology of teaching English in higher education institutions based on artificial intelligence technologies.

Research objectives:

to analyze the theoretical and methodological foundations of improving the methodology of teaching English based on artificial intelligence for future English teachers and the level of study of the problem;

to identify the didactic potential of innovative technologies and artificial intelligence in teaching English and to substantiate methodological approaches based on them;

to develop a didactic model, methodological system and a set of exercises aimed at improving the methodology of teaching English for future English teachers;

to determine the effectiveness of the developed methodology through experimental and test work and analyze its results.

The object of the study was the process of improving the methodology of teaching English to future English teachers in higher educational institutions, and 460 students of the Foreign Language and Literature (English) department of the Nizami National Pedagogical University of Uzbekistan, Kokand State University, and Jizzakh State Pedagogical University participated in the pilot study.

The subject of the study is the content, forms, methods and tools for improving the methodology of teaching English to future English teachers based on artificial intelligence.

Research methods. The study used theoretical analysis, synthesis, generalization, and comparative-analytical approaches to clarify the scientific and theoretical foundations of the problem. Pedagogical observation, questionnaires, interviews, tests, and pilot study were used to study the practical process. Mathematical and statistical analysis was applied to determine and substantiate the results obtained.

Scientific novelty of the research:

the linguodidactic basis for improving the teaching of English based on

artificial intelligence for future English teachers is the communicative approach, digital pedagogy, and the content-methodological characteristics of speech competence are clarified based on the identification of opportunities for the interrelated development of pragmatic and discursive competencies by taking into account the individual language experience of the student;

the content of artificial intelligence-based teaching aimed at developing speech activity in future English teachers is improved by selecting chatbot, speech recognition, AI feedback, and prompt engineering tools in accordance with the language material, speech situation, communication goal, and student's language level;

the didactic model of teaching English based on artificial intelligence is developed based on the integral connection of purposeful, meaningful, technological, active, and result-oriented blocks with the creation of a communicative situation, the use of language units in context, the organization of interactive communication with AI, and the processes of reflexive assessment;

the effectiveness of developing monological and dialogical speech of future English teachers has been increased based on the gradual development of grammatical accuracy, vocabulary, pronunciation-intonation, fluency, logical coherence, and interactive communication indicators through artificial intelligence chatbots, prompt engineering, creative speech tasks, and reflexive assessment.

Practical results of the research:

the methodology of teaching English to future English language teachers on the basis of artificial intelligence has been improved;

assessment criteria and practical recommendations for teaching English to future English language teachers through artificial intelligence have been developed;

A study guide entitled "Teaching Integrated Skills through Artificial Intelligence" has been published.

The reliability of research results is explained by the fact that the theoretical approaches applied in the dissertation are based on official sources, supported by the works of national and foreign scholars and practitioners, and that the presented analyses and the results of experimental work have been confirmed through mathematical and statistical methods. It is also substantiated by the implementation of the conclusions and recommendations into practice and by the approval of the obtained results by competent organizations.

Scientific and practical significance of research results. The scientific significance of the research is determined by the clarification of the theoretical and methodological foundations for improving the methodology of teaching English to future English language teachers on the basis of artificial intelligence. It is also defined by the scientific substantiation of this process in relation to CEFR requirements, the communicative approach,

learner-centered education, digital pedagogy, and the possibilities of artificial intelligence for adaptive learning, immediate feedback, and modelling speech activity.

The practical significance of the research is determined by the implementation of the developed didactic model, system of exercises, diagnostic and assessment criteria, and methodological recommendations in the process of professional and methodological training of future English language teachers in higher education institutions. These results are explained by their contribution to improving the methodology of teaching English in higher pedagogical education in accordance with modern digital education requirements, developing students' speech, communicative, digital, and methodological preparation, and expanding the possibilities of purposeful use of artificial intelligence tools in practical classes, independent learning, and pedagogical practice.

Implementation of research results: Based on the research results related to improving the methodology of teaching English to future English language teachers through the use of artificial intelligence:

based on the research results related to improving the methodology of teaching English to future English language teachers through the use of artificial intelligence, recommendations on integrating the theoretical and methodological foundations for improving the methodology of teaching English to future English language teachers on the basis of artificial intelligence with CEFR requirements, the communicative approach, learner-centered education principles, and the opportunities of modern digital pedagogy were incorporated into the content of the educational manual entitled "Teaching Integrated Skills through Artificial Intelligence". This was confirmed by certificate No. 11-050-2476/04 dated April 28, 2026, issued by Uzbekistan National Pedagogical University named after Nizami. As a result, the theoretical knowledge of future English language teachers regarding the use of artificial intelligence tools was enriched;

proposals on applying the didactic opportunities of innovative technologies and artificial intelligence in English language teaching in the areas of individualizing and adapting education, providing immediate feedback, activating independent learning, and developing communicative competence were incorporated into the content of the educational manual entitled "Teaching Integrated Skills through Artificial Intelligence". This was confirmed by certificate No. 11-050-2476/04 dated April 28, 2026, issued by Uzbekistan National Pedagogical University named after Nizami. As a result, the methodological competence, digital competence, and skills of future English language teachers in using artificial intelligence tools in English language teaching were developed;

recommendations on ensuring the integration of the goal-oriented, content-based, technological, activity-based, and result-oriented blocks of the didactic model serving to improve the methodology of teaching English to future English language teachers on the basis of artificial intelligence were

incorporated into the content of the educational manual entitled "Teaching Integrated Skills through Artificial Intelligence". This was confirmed by certificate No. 11-050-2476/04 dated April 28, 2026, issued by Uzbekistan National Pedagogical University named after Nizami. As a result, the skills of future English language teachers in lesson design, organizing the pedagogical process on the basis of artificial intelligence, and making methodological decisions were improved;

recommendations on adapting to practical classroom activities the methodological system and set of exercises based on artificial intelligence chatbots and prompt engineering, including monologue, dialogue, role play, storytelling, creative tasks, and reflective assessment methods, were incorporated into the content of the educational manual entitled "Teaching Integrated Skills through Artificial Intelligence". This was confirmed by certificate No. 11-050-2476/04 dated April 28, 2026, issued by Uzbekistan National Pedagogical University named after Nizami. As a result, the speech competence, oral speech skills, ability to engage in interactive communication, and skills in organizing monologic and dialogic speech of future English language teachers were enhanced.

Approbation of the research results. The results of this research were discussed at 2 international and 2 republican scientific-practical conferences.

Publication of the research results. A total of 10 scientific and methodological works have been published on the topic of the dissertation. Of these, 4 articles were published in scientific journals recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing the main scientific results of doctoral dissertations, including 2 articles in republican journals and 2 articles in foreign journals.

The structure and volume of the dissertation. The dissertation consists of an introduction, three chapters, a conclusion, a list of references, and appendices. The total volume of the dissertation is 157 pages.

MAIN CONTENT OF THE DISSERTATION

The introduction substantiates the relevance of the dissertation topic, presents the degree to which the problem has been studied, defines the aim and objectives, object and subject of the research, indicates the correspondence of the research work to the priority areas of science and technology development, and provides information about the scientific novelty of the research, the reliability of the results, theoretical and practical significance, implementation of the results into practice, as well as the structure and volume of the dissertation.

The first chapter of the dissertation, entitled "**Theoretical Foundations for Improving the Methodology of Teaching English on the Basis of Artificial Intelligence**" analyzes the scientific-theoretical and linguodidactic foundations for improving the methodology of teaching English on the basis of artificial intelligence. It also highlights innovative approaches to English

language teaching and the methodological role of artificial intelligence tools on the basis of the views of national, CIS, and foreign scholars. In addition, the chapter substantiates the didactic opportunities of artificial intelligence in individualizing and adapting education, providing immediate feedback, developing speech skills, strengthening reflective control, and improving the methodological preparation of future English language teachers.

In the global educational space, the methodology of teaching English is gradually acquiring a digital, adaptive, and communicative character. In this process, artificial intelligence tools do not remain merely technical instruments for delivering learning materials; they become an active component of the methodological system. In the process of teaching English, language units, speech situations, feedback, the staged organization of exercises, students' individual learning pace, and reflective activity are organized in an interrelated manner. Therefore, the issue of improving the methodology of teaching English on the basis of artificial intelligence is solved not by simply listing digital tools, but by determining their didactic purpose, methodological function, and communicative outcome. In the context of higher education, especially in the preparation of future English language teachers, this issue becomes even more relevant, since the future teacher must acquire not only language knowledge but also adaptive, interactive, and goal-oriented teaching technologies. According to CEFR requirements, the integrated development of listening, reading, writing, and speaking skills is considered a priority; the dissertation itself also takes the integration of this methodological direction with artificial intelligence as its theoretical basis.

In the methodology of teaching English, the concept of innovation is defined not by novelty itself, but by its ability to organize the educational process more effectively. J.J. Jalolov substantiates that the priority task in foreign language education is not memorizing language material, but teaching learners to use it in speech activity. G.T. Maxkamova considers the internal consistency between learning objectives, content, methods, and outcomes to be important when selecting modern technologies. F.M. Rashidova emphasizes that, under the conditions of implementing CEFR, the methodology of language teaching should be reconsidered on the basis of the gradual formation of communicative competence. N.M. Axmedova demonstrates that innovative technologies develop the professional-integrative activity of the future teacher. M.X. Gulyamova notes that the interrelated development of listening, speaking, reading, and writing skills is methodologically more effective. These views create a national scientific foundation for introducing artificial intelligence into the English language teaching process on a methodological basis. In the dissertation text, national scholars are also presented mainly as key sources in the areas of interactive methods, communicative competence, and digitalization.

The views of CIS scholars further deepen the methodological structure of this topic. V.P. Bepalko, G.K. Selevko, and B.S. Lazarev show that the

effectiveness of educational technology is connected with a planned outcome, staged organization, and a control mechanism. A.I. Vagizova and N.R. Yusufbekova interpret innovation as a change that is practically embedded in the pedagogical process and whose results can be observed. E.I. Passov's views on the communicative method indicate that, in English language teaching, the system of exercises should serve a real or conditional communicative situation. A.V. Zubov, A.D. Gartsov, S.N. Pavlov, and other researchers conclude that, in applying digital tools and artificial intelligence in foreign language education, the main issue lies not in the technology itself but in its pedagogical-integrative application. This approach is methodologically very important, because the value of an artificial intelligence tool is manifested not in its "novelty," but in its ability to differentiate learning tasks purposefully, intensify speech activity, and accelerate feedback. In the dissertation, CIS scholars are also presented as a methodological layer substantiating innovation, communicative competence, and digital technologies.

Foreign studies further clarify the role of artificial intelligence in English language teaching. D. Larsen-Freeman emphasizes the priority of communicativeness, adaptability, and real speech experience in the language learning process. B. Tomlinson shows that language material must be meaningful, authentic, and aligned with learners' needs. D. Carless notes that educational changes become effective when they are embedded in teaching practice. D. Laurillard's conversational framework substantiates education based on interactivity, adaptability, reflectivity, and communication. M. Levy and T. Schmidt show that the next stage of technology-mediated language teaching is connected with intelligent, adaptive systems that monitor user activity. M. Warschauer substantiates that the digital environment does not leave the language learner merely at the level of an information consumer, but turns them into an active text creator and communicative subject. In the scientific apparatus of the dissertation, Laurillard, Levy, Schmidt, and Warschauer are also presented among the main foreign sources linking artificial intelligence with foreign language education.

The role of artificial intelligence in the methodology of teaching English is manifested in several interrelated directions. The first direction is connected with individualization. Adaptive platforms select exercises according to students' language proficiency level, task completion pace, and error profile. This limits the practice of giving the same task to all students in the same volume. The second direction is connected with immediate feedback. AI-based writing analyzers, grammar checkers, and speech recognition systems identify errors without delay, suggest correction options, and in some cases provide explanations. The third direction is connected with strengthening communicative exercises. Chatbots, dialogue simulators, and generative tools based on role play create an artificial communication environment and activate students' oral and written speech. The fourth direction is connected with reflective activity. The student accepts, rejects, or

revises the recommendation given to their text or speech, and through this process self-monitoring skills are formed. In the novelty section of the dissertation, individualization, adaptation, immediate feedback, activation of independent learning, and development of communicative competence are systematized as the main didactic functions of artificial intelligence.

In the methodology of teaching English, artificial intelligence particularly strengthens the integration of the four skills. Listening becomes more precise when used together with automatic speech recognition technology, as it helps clarify pronunciation, intonation, and the differentiation of heard language units. Speaking becomes more natural through dialogue with chatbots, situational communication, and oral tasks. Reading is improved through adapting the complexity level of the text, identifying key language units, and providing contextual explanations. Writing becomes more systematic with the support of artificial intelligence at the stages of planning, drafting, editing, rewriting, and reflective assessment. From a methodological point of view, the most important issue here is to use artificial intelligence not as a source of ready-made answers, but as a tool that activates learners' thinking and improves their speech product. The dissertation also notes that a system of exercises based on artificial intelligence chatbots and prompt engineering was developed, relying on monologue, dialogue, role play, storytelling, and reflective assessment.

Methodological effectiveness in this direction is ensured through the integration of the communicative approach, learner-centered education, the technological approach, and the reflective approach. The communicative approach connects artificial intelligence tools with real speech situations. Learner-centered education requires the selection of tasks in accordance with students' needs, learning pace, and interests. The technological approach predetermines the staged organization of the exercise system, control mechanisms, and expected outcomes. The reflective approach ensures that students see their own mistakes, analyze them, and consciously correct their subsequent speech activity. The dissertation indicates that the theoretical and methodological foundations are integrated precisely with CEFR, the communicative approach, learner-centered education, and modern digital pedagogy. This integration forms the internal foundation of the methodological system.

A cautious approach is also necessary when introducing artificial intelligence into the methodology of teaching English. Otherwise, excessive reliance on ready-made texts, weakening of independent thinking, risks related to data security, differences in the level of digital literacy, and inconsistency between the pedagogical aim and the tool may occur. Therefore, from a methodological point of view, three requirements must be strictly maintained: first, artificial intelligence must serve a clear learning objective in each task; second, the processes of analysis, selection, correction, and revision must be preserved in students' activity; third, teacher control and methodological guidance must remain in the leading position.

The subsequent practical sections of the dissertation are also directed toward developing a didactic model, methodological system, and set of exercises based on this logic.

Thus, artificial intelligence appears as a didactic tool that adaptively presents content, increases speech practice, accelerates feedback, strengthens reflective control, and raises the methodological preparation of future English language teachers to a new level in improving the methodology of teaching English. Its methodological value is reflected not in its technological novelty, but in its ability to harmonize the aim, content, methods, tools, and outcomes of language teaching. Therefore, improving the methodology of teaching English on the basis of artificial intelligence is assessed as a natural stage in the development of modern foreign language education.

In the process of improving the methodology of teaching English on the basis of artificial intelligence, it is important to express the didactic opportunities of these tools in a systematic form. From this perspective, the following table summarizes the main methodological functions of artificial intelligence tools in English language teaching and their educational outcomes.

Table 1.

Didactic opportunities of artificial intelligence tools in the methodology of teaching English

Artificial intelligence tool	Methodological function	Outcome in English language teaching
Chatbot	Modeling dialogic communication	Speaking and interactivity are enhanced
Speech recognition	Analyzing pronunciation and intonation	Accuracy of oral speech is improved
AI feedback tools	Immediate identification and correction of errors	The quality of writing and grammar is improved
Adaptive platform	Adapting tasks to the individual level	Independent learning and motivation are strengthened

The information presented in the table shows that the role of artificial intelligence tools in the methodology of teaching English is not limited only to technological convenience, but that they directly perform methodological functions. In particular, chatbots serve to activate dialogic speech, speech recognition tools serve to improve pronunciation and intonation, intelligent feedback tools serve to promptly identify and correct errors in written speech, and adaptive platforms serve to adapt learning tasks to students' individual level of preparation. In this respect, artificial intelligence appears in the methodology of teaching English as an effective didactic tool that strengthens communicativeness, individualization, reflective control, and

independent learning.

Improving the methodology of teaching English on the basis of artificial intelligence is an important direction of modern foreign language education. Its theoretical foundations are determined through the integration of innovative approaches, communicative methodology, learner-centered education, digital pedagogy, and the scientific views of national, CIS, and foreign scholars. In the process of teaching English, artificial intelligence tools make it possible to individualize and adapt education, provide immediate feedback, develop speech skills, activate reflective activity, and strengthen the methodological preparation of future English language teachers. As a result, artificial intelligence appears in the methodology of teaching English as a didactic factor that connects content, method, tool, and outcome, and serves to organize the educational process more effectively.

The second chapter of the dissertation, entitled **“Methodology of Teaching English on the Basis of Artificial Intelligence,”** analyzes the practical and methodological foundations for improving the methodology of teaching English to future English language teachers. The current state was studied on the basis of the syllabus of the subject “Integration of Speech Skills” intended for the field of study 60110900 – Foreign Language and Literature (English). A didactic model aimed at improving the methodology of teaching English on the basis of artificial intelligence and the technology for its implementation were developed. In addition, a methodological system and a set of exercises aimed at developing speech skills, including monologue, dialogue, role play, storytelling, creative tasks, and reflective assessment methods based on artificial intelligence chatbots and prompt engineering, were improved.

In the dissertation, the improvement of the process of teaching English in higher education institutions on the basis of artificial intelligence is examined in close connection with the content of the course “Integration of Speech Skills.” Since this course is aimed at developing listening, speaking, reading and writing skills within a unified communicative process, the use of artificial intelligence tools in the research serves to ensure the mutual integration of types of speech activity. In this process, listening and reading skills create a content-based foundation on the topic; speaking skills are activated through chatbots, dialogic tasks, role-play situations and monologic speech; writing skills are developed through argumentation, drawing conclusions, text production and AI-based feedback tools.

In the process of teaching English on the basis of artificial intelligence, the integration of speech skills is not limited to the separate practice of language material; it is manifested through the interrelation of communicative situations, speech tasks, digital tools, analysis and reflective assessment. Chatbots serve to develop students’ dialogic and monologic speech; speech recognition tools clarify pronunciation and intonation; AI feedback tools analyze grammatical, lexical and logical errors in written and oral speech; prompt engineering helps to define precisely the content of a

communicative task, the speech situation, the language level and the expected result. On this basis, artificial intelligence tools are interpreted in English language teaching as didactic tools that activate speech activity, support independent thinking and help students improve their own speech products, rather than as ready-made answer sources.

Improving the methodology of teaching English on the basis of artificial intelligence produces effective results when it is supported by a clear model, a consistent technology and a goal-oriented system of exercises from a practical-methodological perspective. In developing the content of the methodology, the main task is to systematize the professional needs of future English language teachers, the integration of types of speech activity, the conscious use of digital tools, the management of independent learning and the mechanism of immediate feedback. Therefore, the practical part of the methodology is organized in the sequence of identifying the current state, constructing the didactic model, determining the technology for its implementation and developing a set of exercises appropriate to this technology. The aim and objectives of the research also identify the creation of a didactic model, a methodological system and a set of exercises as a priority direction.

The didactic model(fig.1) developed in the dissertation is based on the coherence of the target, content, technological, activity-based and result-oriented blocks. The target block defines the development of integrated speech, communicative, digital and methodological preparation of future English language teachers. The content block determines the topics, speech situations, professionally oriented communicative tasks and independent learning content within the course "Integration of Speech Skills." The technological block indicates the directions for using chatbots, speech recognition, AI feedback tools, adaptive platforms and prompt engineering. This block also covers students' activities related to listening, reading, speaking, writing, analyzing artificial intelligence recommendations and revising their own responses. The result-oriented block evaluates the development of speech competence on the basis of such criteria as grammatical accuracy, vocabulary range, pronunciation and intonation, fluency, coherence and interactivity.

The effective functioning of the model is ensured through four stages of activity: the motivational-organizational stage, the preparatory stage, the formative stage and the final stage.

The motivational-organizational stage is aimed at creating a communicative context, introducing the topic, activating prior knowledge and forming students' motivation through authentic problem-based situations and AI-integrated communicative scenarios. Students become familiar with the learning objectives and understand the importance of artificial intelligence tools for developing speech competence.

The preparatory stage includes selecting speech material, defining the communicative task, introducing artificial intelligence tools such as chatbots

and speech recognition platforms, explaining the rules of their use and teaching prompt engineering. Students prepare language units, study model dialogues and receive scaffolding for independent work with artificial intelligence resources.

The formative stage constitutes the core of developing speech activity. Students conduct dialogues with AI chatbots, create monologues, perform role-play tasks, carry out storytelling activities, record oral responses through speech recognition technologies and receive immediate AI-based feedback on grammatical accuracy, vocabulary range, pronunciation and fluency. This stage ensures active communicative practice through AI-mediated interaction.

The final stage includes reflection, assessment and generalization. Students analyze their performance on the basis of assessment criteria such as grammatical accuracy, vocabulary range, pronunciation and intonation, fluency and coherence, and interactivity; identify areas for improvement; complete self-assessment tasks; and develop individual learning strategies for further work. Artificial intelligence analytics ensures an objective assessment of the development of speech competence at the target B1+ level.

In this model, scaffolding technology serves to support the speech activity of future English language teachers step by step. On the basis of this technology, students are first introduced to basic lexical units, grammatical constructions, sample dialogues, speech patterns, and communicative situations. At the next stage, they are involved in independent speech activity through chatbots, prompt engineering, speech recognition, and AI feedback tools. The teacher and artificial intelligence tools identify students' errors, provide relevant recommendations, guide them toward reconstructing their responses, and ensure the necessary support for improving their speech products.

Teaching English on the basis of scaffolding is organized through the consistent integration of listening, reading, speaking, and writing skills. At the listening stage, students enter the topic through authentic or adapted audio/video materials, identify the main idea, and distinguish key language units. At the reading stage, a text related to the same topic is analyzed, key concepts and speech constructions are identified. At the speaking stage, dialogue with a chatbot, role-play, oral explanation of a problem situation, and monologic presentation are carried out. At the writing stage, students express their ideas in written form, revise the text on the basis of artificial intelligence recommendations, and draw reflective conclusions. In this way, pedagogical support is gradually reduced, while students' independent speech activity is strengthened.

In the model, 4C/ID – Four-Component Instructional Design serves to develop complex speech skills in a systematic way. Within this approach, English language teaching is organized on the basis of four main components: learning tasks, supportive information, procedural information, and part-task practice. These components ensure the progression of

students' speech activity from ready-made samples to the creation of an independent communicative product.

On the basis of 4C/ID, learning tasks are defined through assignments that are close to real communicative situations. For example, students conduct a conversation with a chatbot on a professional topic, respond to a problem situation, prepare a short presentation, or create a written commentary on a given topic.

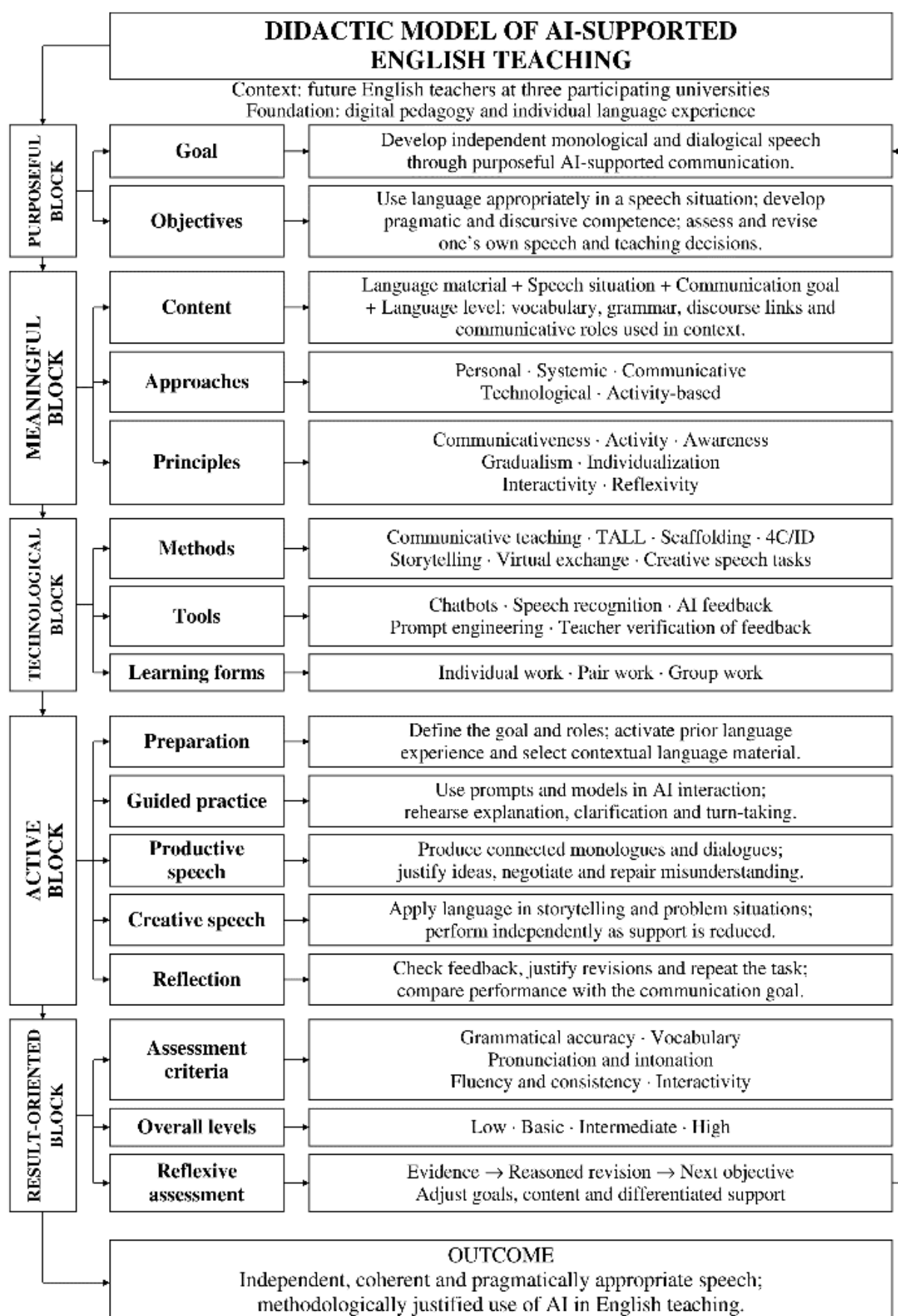


Figure 1. Didactic model for improving the methodology of teaching English on the basis of artificial intelligence

At the stage of supportive information, topic-related key words,

grammatical structures, speech samples, assessment criteria, and communicative strategies are provided. Procedural information clarifies how students should perform the task: creating a prompt, writing a response, reacting to chatbot questions, checking pronunciation, selecting the recommendations provided by artificial intelligence, and revising the response. Part-task practice strengthens specific speech operations such as pronunciation, intonation, the use of lexical units, sentence construction, the application of cohesive devices, and the coherent expression of ideas.

In the integration of scaffolding and 4C/ID, the process of teaching English develops from guided support toward the creation of an independent speech product. At the initial stage, students rely on model language units, question-answer patterns, and artificial intelligence recommendations. At the next stage, they create an independent dialogue, monologue, written text, storytelling product, or reflective commentary on a given topic. At the final stage, students assess their speech product according to the criteria of grammatical accuracy, vocabulary range, pronunciation and intonation, fluency, coherence, and interactivity. As a result, the process of teaching English on the basis of artificial intelligence appears as a manageable, staged, and result-oriented didactic system.

This approach develops the language skills of future English language teachers and also forms their abilities to design lessons, select digital tools in accordance with the learning objective, create prompts, analyze learners' responses, provide feedback, and conduct reflective assessment. Therefore, in the model, scaffolding and 4C/ID are interpreted as key didactic foundations that connect artificial intelligence tools with the content of English language teaching, gradually ensure the integration of speech skills, and strengthen the professional-methodological preparation of future teachers.

The practical core of the methodology is reflected in the system of exercises. This system was formed on the basis of J.J. Jalolov's methodology of foreign language teaching, E.I. Passov's communicative approach, D. Laurillard's interactive-reflective model, J.J.G. van Merriënboer's 4C/ID technology for the staged formation of complex skills, and scaffolding technology. This methodological foundation made it possible to develop exercises not as a random set, but as a consistent system oriented toward a speech-related aim. Within this system, artificial intelligence tools acquire methodological content and gradually involve students in mastering language units, analyzing problem-based situations, constructing prompts, engaging in communication, evaluating and correcting their responses. As a result, along with the future teacher's speech skills, methodological thinking, reflective control, and independent learning skills are also developed.

The system of exercises is classified according to several criteria. According to the didactic aim, preparatory, reproductive, productive, creative, and reflective exercises are distinguished. Preparatory exercises serve to introduce new lexical units, grammatical structures, pronunciation models, or

communicative situations. Reproductive exercises are directed toward constructing sentences based on a model, using ready-made structures, giving short answers, and reformulating material heard or read. Productive exercises require students to create an independent speech product. Creative exercises include problem-based situations, event development, role play, story construction, and finding alternative solutions. Reflective exercises are aimed at analyzing completed work, evaluating AI recommendations, identifying the causes of errors, and planning subsequent actions. According to the type of speech activity, listening, reading, writing, and speaking tasks, as well as their integrated forms, are applied. According to the nature of interaction with artificial intelligence, chatbot-based, prompt-based, AI-feedback-based, adaptive, and generative exercises are distinguished.

This classification makes it possible to place exercises appropriately at specific stages of the lesson. For example, preparatory and prompt-based exercises are used when introducing the topic; chatbot-based, productive, and creative tasks prevail in the main part of the lesson; AI-feedback-based and reflective exercises are performed in the final part. This approach ensures methodological consistency within the lesson. When an artificial intelligence tool is selected in accordance with the type of task, students' speech activity increases significantly, because they use language units in real or conditionally real situations. In dialogic speech, the chatbot performs the function of an interlocutor; in monologic speech, it acts as an idea generator, questioner, or assessor. In written speech, it functions as an editor, recommender, and tool encouraging revision. This is methodologically convenient, because language teaching, control, analysis, and correction are interconnected within a single lesson.

Prompt engineering is an important component of the methodology. Effective work with artificial intelligence begins with constructing a prompt that is clear, contextually appropriate, oriented toward a communicative task, and understandable for the student. Therefore, the future English language teacher learns to construct a prompt not as a simple command, but as a methodological construction indicating the speech task, topic, role, style, language level, response length, and assessment focus. For example, instead of a general prompt such as "prepare a short presentation plan in English for transport engineering students," a prompt such as "prepare a five-stage plan that will help a B1-level future English language teacher deliver a two-minute monologue on the topic of sustainable transport; provide key phrases and two control questions at each stage" has greater methodological value. Such work develops not only students' language competence, but also their strategic and digital competence. In the dissertation, prompt engineering is presented as one of the main components of the methodological system for developing oral speech.

The practical significance of the methodology becomes especially evident in the process of lesson design and implementation. Based on the lesson objective, the teacher selects an artificial intelligence tool, arranges

tasks according to their level of complexity, provides prompt samples, combines independent and pair work, and guides students toward reflective analysis. In the process of completing tasks, the student consolidates language units, applies them in speech situations, receives feedback, and revises their response. This process strengthens the future English language teacher's professional skills, such as organizing lessons with the help of artificial intelligence, making pedagogical decisions, and selecting language teaching tools purposefully. The dissertation also notes that the educational manual entitled "Teaching Integrated Skills through Artificial Intelligence" was developed, and that the model and methodological recommendations were incorporated into its content, resulting in the development of methodological, digital, and speech competences.

Thus, the methodology of teaching English on the basis of artificial intelligence is formed as an integrated system that expands the possibilities of the current curriculum, strengthens the integration of speech skills, manages independent learning, provides immediate feedback, and deepens the professional-methodological preparation of future English language teachers. Its internal foundation consists of an analysis of the current state, a five-block didactic model, staged implementation technology, a classified set of exercises, and clearly defined assessment criteria. The integration of these components ensures the practical stability of the methodology and creates a solid foundation for the subsequent experimental stage. The conclusions drawn from the second chapter also generalize the opportunities of artificial intelligence related to interactivity, individualization, real-time feedback, independent learning, and prompt engineering as the main practical foundation of the methodology.

The **third chapter** of the dissertation analyzes the experimentally verified effectiveness of improving the methodology of teaching English on the basis of artificial intelligence. It presents the stages of the experimental work, the methodology of its organization, pedagogical conditions, assessment criteria, and the mathematical-statistical confirmation of the obtained results. The practical impact of the developed methodological system was determined on the basis of such criteria as grammatical accuracy, vocabulary range, pronunciation and intonation, fluency and coherence, and interactivity.

In organizing the experimental work, the main focus was placed on verifying the effectiveness of the developed methodology in the real educational process. The effectiveness of the methodological system was tested on the basis of a specially developed approach, relying on the electronic educational manual and artificial intelligence tools created during the research. The process was built on the principles of gradual development of speech activity, active involvement of students in communicative situations, provision of adapted tasks, rapid organization of feedback, and management of independent learning. The aim of the experiment was to develop future English language teachers' speech competence with the help of artificial intelligence tools, expand their opportunities for communication,

form their skills in using language units in conditions close to real situations, and strengthen their independent learning activity.

The experimental work was conducted in 2023–2025 at Kokand State University, Uzbekistan National Pedagogical University, and Jizzakh State Pedagogical University. At the initial stage, students' language preparation, oral communication skills, needs, and readiness to use artificial intelligence tools were identified through tests, questionnaires, and observation. At the same time, the state of integration of existing learning materials and syllabi with artificial intelligence was analyzed, the participating students were equalized according to their knowledge level, and control and experimental groups were formed. This stage served to clearly define the initial conditions before the direct implementation of the methodological system, ensure balance between the groups, and adapt learning materials to the requirements of the experiment.

At the next stage, AI-based learning materials, tasks intended for working with chatbots, communicative simulations, elements of prompt engineering, and exercises aimed at analyzing and correcting errors were introduced for the experimental groups. In the control groups, instruction continued on the basis of traditional methods and ordinary learning materials. Methodological guidelines, practical seminars, and consultations were organized for teachers, and the electronic learning environment, platforms, and user accounts were launched. The practical structure of the lessons was defined as consisting of preparatory, active practice, and reflection stages. This approach served to organize students' interaction with artificial intelligence in a structured manner, support work on their errors, and help them consciously manage their learning activity.

The internal practical logic of the implemented methodological system was manifested in several directions. First, artificial intelligence tools created opportunities to differentiate learning material and provide students with tasks appropriate to their level. Second, chatbots and dialogue simulations trained students to engage in communication, respond to questions, continue conversations, and produce speech reactions appropriate to the situation. Third, prompt-engineering-based tasks did not leave students merely at the level of users receiving ready-made answers from artificial intelligence, but turned them into subjects who construct purposeful prompts, critically evaluate results, and revise them. Fourth, through reflective tasks, students' skills in noticing their own errors, analyzing them, and correcting subsequent speech activity were strengthened. Thus, the methodology supported not only the development of speech skills, but also methodological thinking, self-control, and digital literacy.

A system of indicators adapted to international oral speech assessment criteria was developed to evaluate effectiveness. This system was based on the criteria of grammatical accuracy, vocabulary range, pronunciation and intonation, fluency and coherence, and interactivity. For each criterion, students' speech activity was assessed according to low, lower, medium, and

high levels. This approach made it possible to view learning outcomes not one-sidedly, but in a multicomponent form. Measuring speech competence through these five criteria created a convenient basis for objectively observing experimental results, comparing indicators of the control and experimental groups, identifying growth dynamics, and determining which aspects of the methodology had a stronger effect.

The results of the initial control showed that there was no significant difference between the indicators of the experimental and control groups. In the statistical analysis, the average achievement indicators were almost equal, and the fact that the empirical value of Student's criterion was smaller than the critical value confirmed that the composition and knowledge level of the groups were the same at the beginning. This made it possible to explain the changes observed at the subsequent stage by the influence of the experimental methodology. In the final generalization according to the number of experimental subjects, it was noted that 230 students participated in the experimental group and 230 students in the control group, and the results were generalized across three higher education institutions.

The results obtained at the final stage clearly demonstrated the practical effectiveness of the methodology. Overall, the indicators of high and medium levels increased considerably in the experimental groups, while the indicators of lower levels decreased significantly. Across all higher education institutions, the average achievement indicator was 3.77 in the experimental group and 3.29 in the control group. The effectiveness coefficient of 1.14 confirmed the positive impact of the developed methodology. In terms of criteria, the experimental groups also showed higher results than the control groups in grammatical accuracy, vocabulary range, pronunciation and intonation, fluency and coherence, and interactivity. In the final generalization, a very low level was not observed in the experimental groups, while this situation remained in the control groups. These changes demonstrate the practical effectiveness of AI-based exercises, communication with chatbots, prompt-based tasks, and reflective assessment.

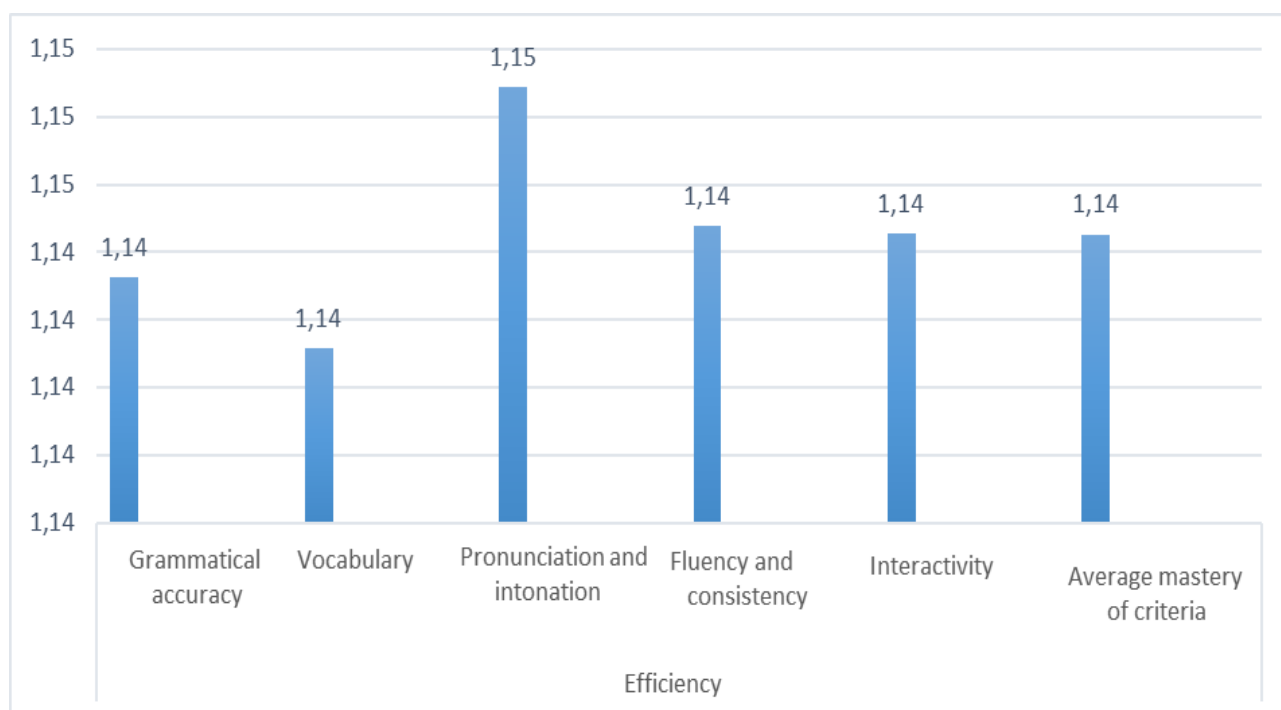


Figure 2. Effectiveness by criteria.

The obtained results show that the theoretical foundations of the developed methodological system were also confirmed in practice. The purposeful integration of artificial intelligence tools into the process of teaching English strengthens students' speech activity, increases their confidence in communication, accelerates feedback, and develops a culture of independent learning.

The technology based on the preparatory, active practice, and reflection stages of the lesson forms a pedagogically manageable system whose results can be monitored. Therefore, the experimental results confirm that improving the methodology of teaching English on the basis of artificial intelligence is an effective direction for developing the methodological, digital, and speech competences of future English language teachers.

CONCLUSION

1. The theoretical foundations for improving English language teaching on the basis of artificial intelligence were clarified through the integration of CEFR requirements, the communicative approach, learner-centered education, and the opportunities of modern digital pedagogy. This served to form the speech and professional training of future English language teachers within a unified system.

2. The didactic potential of innovative technologies and artificial intelligence in English language teaching was systematized in terms of individualizing and adapting education, providing immediate feedback, activating independent learning, and developing communicative competence.

3. The internal interrelation among the goal-oriented, content-based, technological, activity-based, and result-oriented blocks of the improved didactic model designed for future English language teachers was determined. This expanded the possibilities for lesson design, management of learning activities, and anticipation of learning outcomes.

4. The set of exercises developed on the basis of artificial intelligence chatbots, prompt engineering, speech recognition, and AI feedback tools was directed toward the gradual development of speech activity through the interconnected use of monologue, dialogue, role play, storytelling, creative tasks, and reflective assessment.

5. Since the system of exercises was constructed through the integration of J.J. Jalolov's methodology of foreign language teaching, E.I. Passov's communicative approach, D. Laurillard's interactive-reflective model, 4C/ID, and scaffolding technology, it enabled students to move consistently from a ready-made model to the stage of creating an independent speech product. This also developed methodological thinking, reflective control, and independent learning skills along with speech skills.

6. The assessment system was developed on the basis of the criteria of grammatical accuracy, vocabulary range, pronunciation and intonation, fluency and coherence, and interactivity. As a result, it became possible to identify changes in speech activity in a multicomponent manner and to objectively monitor students' developmental dynamics.

7. The experimental work confirmed that the learning process organized on the basis of artificial intelligence led to the growth of future English language teachers' speech competence, oral speech skills, activity in communication, and skills in organizing monologic and dialogic speech.

8. The practical value of the research results is determined by their implementation into the educational process through the educational manual entitled "Teaching Integrated Skills through Artificial Intelligence", the developed recommendations, the system of exercises, and diagnostic-assessment materials. These materials can be directly used in higher education, professional development courses, and the preparation of educational and methodological materials related to English language teaching.

RECOMMENDATIONS

1. It is advisable to integrate artificial intelligence tools into the process of teaching English in higher education institutions gradually. In this process, chatbots, speech recognition, prompt engineering, and AI feedback tools should be selected in accordance with the lesson aim, topic, and students' language proficiency level.

2. It is recommended to include a system of exercises based on artificial intelligence in the content of such subjects as "Integration of Speech Skills",

“Methodology of Teaching English”, and related disciplines. In particular, the integration of monologue, dialogue, role play, storytelling, reflective assessment, and independent written assignments with artificial intelligence tools increases students’ practical speech activity.

3. It is necessary to form special skills in future English language teachers related to prompt construction, critical analysis of artificial intelligence outputs, identification of errors, and their correction. This strengthens the future teacher’s digital literacy, reflective control, and ability to design lessons using modern tools.

**НАУЧНЫЙ СОВЕТ DSc.01/2025.27.12.Ped.03.04 ПО
ПРИСУЖДЕНИЮ УЧЁНЫХ СТЕПЕНЕЙ ПРИ НАЦИОНАЛЬНОМ
ПЕДАГОГИЧЕСКОМ УНИВЕРСИТЕТЕ УЗБЕКИСТАНА ИМЕНИ НИЗАМИ**

**НАЦИОНАЛЬНЫЙ ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ УЗБЕКИСТАНА
ИМЕНИ НИЗАМИ**

ГУЛАМОВА ИРОДАХОН АХРОР КИЗИ

**СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО
ЯЗЫКА В ВЫСШИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ НА ОСНОВЕ
ИСКУССТВЕННОГО ИНТЕЛЛЕКТА**

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

**АВТОРЕФЕРАТ ДИССЕРТАЦИИ ДОКТОРА ФИЛОСОФИИ (PhD)
ПО ПЕДАГОГИЧЕСКИМ НАУКАМ**

Ташкент – 2026

Тема диссертации на соискание учёной степени доктора философии (PhD) зарегистрирована в Высшей аттестационной комиссии при Академии наук Республики Узбекистан под номером B2026.1.PhD/Ped11963.

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Научный руководитель: **Абдуллаева Барно Сайфутдиновна,**
доктор педагогических наук, профессор.

Официальные оппоненты: **Исакулова Нилуфар Жаникуловна**
доктор педагогических наук, профессор

Жабборов Улугбек Абдурахмонович
доктор философии (PhD) по
педагогическим наукам, доцент

Ведущая организация: **Гулистанский государственный университет**

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С диссертацией можно ознакомиться в Информационно-ресурсном центре Национального педагогического университета Узбекистана имени Низами (зарегистрирована под № ____). Адрес: 100138, г. Ташкент, ул. Бунёдкор, 27.

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Ш.А. Атаджанова
председатель научного совета по присуждению
учёных степеней, доктор педагогических наук,
профессор.

С.Х. Назаров
учёный секретарь научного совета по
присуждению учёных степеней, доктор
философии (PhD) по филологическим наукам,
доцент.

Ф.И. Икромхонова
председатель научного семинара при научном
совете, доктор филологических наук (DSc),
профессор

ВВЕДЕНИЕ (аннотация диссертации доктора философии (PhD))

Цель исследования выявить научно-теоретические основы совершенствования методики преподавания английского языка будущим учителям на основе технологий искусственного интеллекта, разработать соответствующую дидактическую модель и методическое обеспечение, обосновать их практическую эффективность опытно-экспериментальной работой.

Объект исследования процесс подготовки будущих учителей английского языка в высших образовательных учреждениях. В опытно-экспериментальной работе приняли участие 460 студентов направления «Язык и литература (английский язык)» (60110900) Кокандского государственного педагогического университета, Национального педагогического университета Узбекистана имени Низами и Джизакского государственного педагогического университета.

Предмет исследования содержание, формы, методы и средства обеспечивающие совершенствование методики преподавания английского языка будущим учителям на основе искусственного интеллекта.

Научная новизна исследования:

лингводидактические основы совершенствования обучения английскому языку будущих учителей английского языка на основе искусственного интеллекта уточнены на основе определения возможностей взаимосвязанного развития прагматической и дискурсивной компетенций посредством коммуникативного подхода, цифровой педагогики и учета индивидуального языкового опыта обучающегося, а также содержательно-методических особенностей речевой компетенции;

содержание обучения, направленного на развитие речевой деятельности будущих учителей английского языка на основе искусственного интеллекта, усовершенствовано посредством подбора таких средств, как chatbot, speech recognition (автоматическое распознавание речи), AI feedback (оперативная обратная связь на основе искусственного интеллекта) и prompt engineering, в соответствии с языковым материалом, речевой ситуацией, коммуникативной целью и уровнем владения языком обучающегося;

разработана дидактическая модель обучения английскому языку на основе искусственного интеллекта, основанная на интеграции целевого, содержательного, технологического, деятельностного и результативного блоков с процессами создания коммуникативной ситуации, применения языковых единиц в контексте, организации интерактивного взаимодействия с ИИ и рефлексивного оценивания;

повышена эффективность развития монологической и диалогической речи будущих учителей английского языка посредством использования чат-ботов на основе искусственного интеллекта, prompt engineering, творческих речевых заданий и рефлексивного оценивания, обеспечивающих поэтапное развитие грамматической точности, лексического богатства, произносительно-интонационных навыков, беглости речи, логической последовательности и показателей интерактивного общения.

Внедрение результатов исследования. На основе результатов исследования, посвящённого совершенствованию методики обучения

английскому языку будущих учителей английского языка с использованием искусственного интеллекта:

рекомендации по уточнению содержательно-методических особенностей речевой компетенции и лингводидактических основ совершенствования обучения английскому языку будущих учителей английского языка на основе искусственного интеллекта, основанные на определении возможностей взаимосвязанного развития прагматической и дискурсивной компетенций посредством коммуникативного подхода, цифровой педагогики и учёта индивидуального языкового опыта обучающегося, были внедрены в содержание учебного пособия «Teaching Integrated Skills through Artificial Intelligence» (справка Национального педагогического университета Узбекистана имени Низами №11-050-2476/04 от 28 апреля 2026 года). В результате были расширены теоретические знания будущих учителей английского языка по использованию средств искусственного интеллекта;

предложения по совершенствованию содержания обучения на основе искусственного интеллекта, направленного на развитие речевой деятельности будущих учителей английского языка, посредством подбора таких средств, как chatbot, speech recognition (автоматическое распознавание речи), AI feedback (оперативная обратная связь на основе искусственного интеллекта) и prompt engineering, в соответствии с языковым материалом, речевой ситуацией, коммуникативной целью и уровнем владения языком обучающегося, были внедрены в содержание учебного пособия «Teaching Integrated Skills through Artificial Intelligence» (справка Национального педагогического университета Узбекистана имени Низами №11-050-2476/04 от 28 апреля 2026 года). В результате были развиты методическая и цифровая компетенции будущих учителей английского языка, а также навыки использования средств искусственного интеллекта в преподавании английского языка;

рекомендации по разработке дидактической модели обучения английскому языку на основе искусственного интеллекта, основанной на интеграции целевого, содержательного, технологического, деятельностного и результативного блоков с процессами создания коммуникативной ситуации, применения языковых единиц в контексте, организации интерактивного взаимодействия с ИИ и рефлексивного оценивания, были внедрены в содержание учебного пособия «Teaching Integrated Skills through Artificial Intelligence» (справка Национального педагогического университета Узбекистана имени Низами №11-050-2476/04 от 28 апреля 2026 года). В результате были усовершенствованы навыки будущих учителей английского языка по проектированию урока, организации педагогического процесса на основе искусственного интеллекта и принятию методических решений;

рекомендации по повышению эффективности развития

монологической и диалогической речи будущих учителей английского языка посредством использования чат-ботов на основе искусственного интеллекта, prompt engineering, творческих речевых заданий и рефлексивного оценивания, обеспечивающих поэтапное развитие грамматической точности, лексического богатства, произносительно-интонационных навыков, беглости речи, логической последовательности и показателей интерактивного общения, были внедрены в содержание учебного пособия «Teaching Integrated Skills through Artificial Intelligence» (справка Национального педагогического университета Узбекистана имени Низами №11-050-2476/04 от 28 апреля 2026 года). В результате были повышены речевая компетенция будущих учителей английского языка, навыки устной речи, умения вступать в интерактивное общение, а также способности организовывать монологическую и диалогическую речь.

Структура и объём диссертации. Диссертация состоит из введения, трёх глав, заключения, списка использованной литературы и приложений. Общий объём работы составляет 157 страниц.

E'LON QILINGAN ISHLAR RO'YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
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