

**SCIENCE**  
**PROBLEMS.UZ**

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Actual problems of social and humanitarian sciences  
Актуальные проблемы социальных и гуманитарных наук

**Ijtimoiy-gumanitar  
fanlarning dolzarb  
muammolari**

8/S-son (4-jild)

**2024**

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

*№ 5/8 (4) - 2024*

### **АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК**

#### **ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2024**

## **BOSH MUHARRIR:**

Isanova Feruza Tulqinovna

## **TAHRIR HAY'ATI:**

### *07.00.00- TARIX FANLARI:*

Yuldashev Anvar Ergashevich – tarix fanlari doktori, siyosiy fanlar nomzodi, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Mavlanov Uktam Maxmasabirovich – tarix fanlari doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

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Xolikulov Axmadjon Boymahmatovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Gabrielyan Sofya Ivanovna – tarix fanlari doktori, dotsent, O'zbekiston Milliy Universiteti.

Saidov Sarvar Atabullo o'g'li – katta ilmiy xodim, Imom Termiziy xalqaro ilmiy-tadqiqot markazi, ilmiy tadqiqotlar bo'limi.

### *08.00.00- IQTISODIYOT FANLARI:*

Karlibayeva Raya Xojabayevna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Nasirxodjayeva Dilafuz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Ostonokulov Azamat Abdukarimovich – iqtisodiyot fanlari doktori, professor, Toshkent moliya instituti;

Arabov Nurali Uralovich – iqtisodiyot fanlari doktori, professor, Samarqand davlat universiteti;

Xudoyqulov Sadirdin Karimovich – iqtisodiyot fanlari doktori, dotsent, Toshkent davlat iqtisodiyot universiteti;

Azizov Sherzod O'ktamovich – iqtisodiyot fanlari doktori, dotsent, O'zbekiston Respublikasi Bojxona instituti;

Xojayev Azizxon Saidaloxonovich – iqtisodiyot fanlari doktori, dotsent, Farg'ona politexnika instituti

Xolov Aktam Xatamovich – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

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Shakarov Qulmat Ashirovich – iqtisodiyot fanlari nomzodi, dotsent, Toshkent axborot texnologiyalari universiteti

### *09.00.00- FALSAFA FANLARI:*

Hakimov Nazar Hakimovich – falsafa fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor, Samarqand davlat universiteti;

G'aybullayev Otabek Muhammadiyevich – falsafa fanlari doktori, professor, Samarqand davlat chet tillar instituti;

Saidova Kamola Uskanbayevna – falsafa fanlari doktori, "Tashkent International University of Education" xalqaro universiteti;

Hoshimxonov Mo'min – falsafa fanlari doktori, dotsent, Jizzax pedagogika instituti;

O'roqova Oysuluv Jamoliddinovna – falsafa fanlari doktori, dotsent, Andijon davlat tibbiyot instituti, Ijtimoiy-gumanitar fanlar kafedrasini mudiri;

Nosirxodjayeva Gulnora Abdukaxxarovna – falsafa fanlari nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Turdiyev Bexruz Sobirovich – falsafa fanlari bo'yicha falsafa doktori (PhD), dotsent, Buxoro davlat universiteti.

### *10.00.00- FILOLOGIYA FANLARI:*

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent, Toshkent davlat yuridik universiteti;

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#### *12.00.00- YURIDIK FANLAR:*

Axmedshayeva Mavlyuda Axatovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Muxitdinova Firyuza Abdurashidovna – yuridik fanlar doktori, professor, Toshkent davlat yuridik universiteti;

Esanova Zamira Normurotovna – yuridik fanlar doktori, professor, O'zbekiston Respublikasida xizmat ko'rsatgan yurist, Toshkent davlat yuridik universiteti;

Hamroqulov Bahodir Mamasharifovich – yuridik fanlar doktori, professor v.b., Jahon iqtisodiyoti va diplomatiya universiteti;

Zulfiqorov Sherzod Xurramovich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Jamoat xavfsizligi universiteti;

Xayitov Xushvaqt Saparbayevich – yuridik fanlar doktori, professor, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

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Utemuratov Maxmut Ajimuratovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

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Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

Yusupov Sardorbek Baxodirovich – yuridik fanlar doktori, dotsent, Toshkent davlat yuridik universiteti;

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Sudyalar oliy kengashi huzuridagi Sudyalar oliy maktabi;

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Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi, Toshkent davlat yuridik universiteti;

#### *13.00.00- PEDAGOGIKA FANLARI:*

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor, Toshkent davlat yuridik universiteti;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori, Toshkent axborot texnologiyalari universiteti huzuridagi pedagogik kadrlarni qayta tayyorlash va ularning malakasini oshirish tarmoq markazi;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor, Qarshi davlat universiteti;

Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

Jumaniyozova Muhayyo Tojiyevna – pedagogika fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti;

Ibraximov Sanjar Urunbayevich – pedagogika fanlari doktori, Iqtisodiyot va pedagogika universiteti;

Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti;

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD), Samarqand davlat universiteti.

#### *19.00.00- PSIXOLOGIYA FANLARI:*

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

Umarova Navbahor Shokirovna– psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti, Amaliy psixologiyasi kafedrasi mudiri;

Atabayeva Nargis Batirovna – psixologiya fanlari doktori, dotsent, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Shamshetova Anjim Karamaddinovna – psixologiya fanlari doktori, dotsent, O‘zbekiston davlat jahon tillari universiteti;

Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD), Samarkand viloyat IIB Tibbiyot bo‘limi psixologik xizmat boshlig‘i.

#### *22.00.00- SOTSILOGIYA FANLARI:*

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po‘latovich – sotsiologiya fanlari doktori, professor, O‘zbekiston milliy universiteti;

SodiqovaShohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O‘zbekiston xalqaro islom akademiyasi.

#### *23.00.00- SIYOSIY FANLAR*

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo‘tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

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### **OAK Ro‘yxati**

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## **THE IMPACT OF DIGITAL TECHNOLOGIES ON THE DEVELOPMENT OF ESP STUDENTS' WRITING COMPETENCE**

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**Abstract.** In the context of English for Specific Purposes (ESP), developing writing competence is crucial for success in global communication, especially as digital technologies increasingly shape educational practices. This article explores the influence of digital tools on the writing development of ESP students, highlighting both the advantages and potential drawbacks. Through a mixed-method study involving 100 ESP students, the research analyzes how digital platforms and applications enhance technical language, sentence structure, and professional writing formats. While digital tools foster improved writing abilities and engagement, the study also raises concerns about the over-reliance on technology and its impact on critical self-editing skills. The findings suggest that while digital technologies offer significant benefits, educators must balance their use with the reinforcement of core writing competencies.

**Keywords:** English for Specific Purposes (ESP), digital technologies, writing competence, professional writing, autonomous learning, technology in education, self-editing skills, language development.

## **RAQAMLI TEXNOLOGIYALARNING ESP TALABALARI YOZUV KO'NIKMALARINI RIVOJLANTIRISHGA TA'SIRI**

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**Annotatsiya.** Maxsus maqsadlar uchun ingliz tili (ESP) kontekstida yozuv ko'nikmalarini rivojlantirish global kommunikatsiyada muvaffaqiyatga erishish uchun juda muhim, ayniqsa, raqamli texnologiyalar ta'lim amaliyotiga tobora ko'proq ta'sir ko'rsatayotgan bir paytda. Ushbu maqola raqamli vositalarning ESP talabalarini yozuv rivojlanishiga ta'sirini o'rganadi, bu vositalarning afzalliklari va mumkin bo'lgan kamchiliklarini yoritadi. 100 nafar ESP talabalarini o'z ichiga olgan aralash usuldagi tadqiqot orqali, tadqiqot raqamli platformalar va ilovalar texnik tilni, gaplar tuzilishini va professional yozuv formatlarini qanday yaxshilashini tahlil qiladi. Raqamli vositalar yozuv ko'nikmalarini va ishtirokni kuchaytirishiga qaramay, tadqiqotda texnologiyaga ortiqcha bog'lanish va uning tanqidiy o'z-o'zini tahrirlash ko'nikmalariga ta'siri haqida tashvishlar ham ko'tariladi. Natijalar shuni ko'rsatadiki, raqamli texnologiyalar sezilarli foyda keltirishi bilan birga, o'qituvchilar ularning foydalanilishini asosiy yozuv ko'nikmalarini mustahkamlash bilan muvozanatlashlari kerak.

**Kalit so'zlar:** maxsus maqsadlar uchun ingliz tili (ESP), raqamli texnologiyalar, yozuv ko'nikmalari, professional yozuv, mustaqil o'qish, ta'limda texnologiya, o'z-o'zini tahrirlash ko'nikmalari, til rivoji.

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**Introduction.** In the era of rapid digital transformation, the integration of technology into the educational landscape has been inevitable, particularly in the domain of language learning. English for Specific Purposes (ESP) is an area that demands the cultivation of

specialized linguistic and writing skills tailored to particular professional or academic fields. The development of writing competence in ESP students is essential for their success in global communication. Digital technologies, including writing tools, online platforms, and applications, have become instrumental in shaping and enhancing students' writing abilities. This article explores how digital technologies influence the development of writing competence among ESP students, analyzing both positive and negative impacts.

**Literature Review.** The rise of digital technologies has significantly impacted educational practices, particularly in language learning. According to M.Warschauer, “technology plays a central role in both increasing students’ motivation and in enhancing their language development.” His early observations on technology's role in education remain relevant as digital platforms and tools become integral in fostering writing competence in ESP learners. [1]

More recent research has delved into specific technological tools. R.Hampel and M.Hauck highlighted the potential of Computer-Mediated Communication (CMC) in promoting active language learning and collaboration. They note that CMC tools provide “opportunities for reflection and feedback, essential components for improving writing skills.”

D.M.Chun emphasized that the use of digital technologies for writing in language learning provides “authentic communicative opportunities.” [2] These include blogs, online discussion forums, and collaborative platforms like Google Docs, which allow ESP students to engage in practical writing exercises relevant to their professional fields. His research also points out that technology facilitates autonomous learning, where students can engage in writing outside the formal classroom environment, accessing feedback and resources in real-time.

In the context of Central Asia, B.U.Tursunov examined the integration of digital learning tools in ESP instruction, emphasizing the need to balance between technological reliance and the development of foundational writing skills. His research suggests that while digital tools provide diverse learning opportunities, they may also lead to dependency if not monitored properly. [3]

From a Russian perspective, T.N.Ivanova highlighted the potential of digital platforms to offer diverse learning materials, improving writing skills through online collaboration in Russian universities. [4] Similarly, Karimov and Rakhimova explored the role of digital technologies in enhancing writing competence among Uzbek ESP students, noting the benefits of real-time feedback but also acknowledging the risks of diminishing critical thinking skills. [5]

**Discussion.** The development of writing competence in ESP students is a multifaceted process, requiring not only linguistic knowledge but also familiarity with the conventions of professional and academic communication in a particular field. Digital technologies have introduced a wide range of resources that facilitate this learning process.

On the positive side, digital tools offer ESP students the ability to access a vast range of authentic materials. Websites, databases, and professional platforms expose students to real-world examples of writing in their specific fields. Tools like Grammarly and Hemingway Editor provide instant feedback on grammar, syntax, and clarity, helping students refine their writing. Moreover, online forums and collaborative platforms like Google Docs allow for peer review and instructor feedback, enhancing the writing process through collaboration.

Digital technologies also promote student engagement and motivation. According to G.Stockwell, “technology increases student motivation by providing interactive and stimulating learning environments.” ESP students, who may be more interested in practical, field-specific content, often find these tools useful as they can apply their learning to real-world situations. [6]

However, there are challenges to consider. One of the significant concerns is the potential for students to become overly reliant on digital tools, as mentioned by W.Grabe and R.B.Kaplan. [7] Students may develop a superficial understanding of language structure and writing mechanics, relying on digital aids for correction rather than understanding their errors. Furthermore, the use of digital tools may sometimes overshadow the importance of foundational writing skills, leading to a lack of depth in students’ writing.

**Research Methodology.** To assess the impact of digital technologies on ESP students’ writing competence, this study employed a mixed-method approach. A group of 100 ESP students from various professional backgrounds participated in the study over the course of one academic semester. The students were divided into two groups: one that used digital writing tools extensively in their assignments and another that relied primarily on traditional methods of writing and feedback.

Data were collected through pre-tests and post-tests that assessed writing competence in both groups. In addition, surveys and interviews were conducted to gather qualitative data on the students’ attitudes towards the use of digital technologies in their writing development.

**Analyses and Results.** The results indicated that students who used digital tools showed a marked improvement in their writing competence compared to those in the traditional group. Specifically, students using digital technologies demonstrated better command of technical language, sentence structure, and professional writing formats relevant to their fields. The feedback provided by digital tools allowed students to make more corrections and refine their drafts before submission, leading to higher scores in their post-tests.

Qualitative data from the interviews revealed that students found digital tools particularly helpful for editing and receiving immediate feedback. Many participants mentioned that the tools boosted their confidence and encouraged them to write more frequently. However, some students also expressed concerns about becoming overly dependent on these tools, echoing the warnings from earlier research.

**Conclusion.** The integration of digital technologies in ESP writing instruction has proven to be both beneficial and challenging. On one hand, these technologies provide essential tools that facilitate the development of writing competence by offering real-time feedback, access to authentic materials, and opportunities for collaboration. On the other hand, there is a risk of students becoming overly reliant on these tools, which may inhibit the development of critical self-editing skills. Educators should aim to strike a balance, encouraging the use of technology while also emphasizing the importance of foundational writing skills.

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# SCIENCEPROBLEMS.UZ

## IJTIMOYIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI

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## АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

## ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

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