

**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**

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**2025**

# **SCIENCEPROBLEMS.UZ**

## **IJTIMOIIY-GUMANITAR FANLARNING DOLZARB MUAMMOLARI**

*№ 5/1 (5) - 2025*

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

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

**TOSHKENT-2025**

## **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;

Xazratkulov Abror – tarix fanlari doktori, dotsent, O'zbekiston davlat jahon tillari universiteti.

Tursunov Ravshan Normuratovich – tarix fanlari doktori, O'zbekiston Milliy Universiteti;

Xolikulov Axmadjon Boymahammadovich – 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;

Shadiyeva Dildora Xamidovna – iqtisodiyot fanlari bo'yicha falsafa doktori (PhD), dotsent v.b, Toshkent moliya instituti;

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;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor, Samarqand davlat universiteti;

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Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor, Samarqand davlat chet tillar instituti;

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Kuchkarov Raxman Urmanovich – filologiya fanlari nomzodi, dotsent v/b, Toshkent davlat yuridik universiteti;

Yunusov Mansur Abdullayevich – filologiya fanlari nomzodi, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi;

Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat boshqaruvi akademiyasi.

#### *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;

Ergashev Ikrom Abdurasulovich – yuridik fanlari doktori, professor, Toshkent davlat yuridik universiteti;

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

Saydullayev Shaxzod Alixanovich – yuridik fanlar nomzodi, professor, Toshkent davlat yuridik universiteti;

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

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

Amirov Zafar Aktamovich – yuridik fanlar doktori (PhD), O'zbekiston Respublikasi Sudyalar oliy kengashi huzuridagi Sudyalar oliy maktabi;

Jo'rayev Sherzod Yuldashevich – yuridik fanlar nomzodi, dotsent, Toshkent davlat yuridik universiteti;

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

Normatov Bekzod Akrom o'g'li — yuridik fanlar bo'yicha falsafa doktori, 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;

Sodiqova Shohida 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‘tayeov Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O‘zbekiston milliy universiteti kafedra mudiri.

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## **OAK Ro‘yxati**

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrdagi 327/5-son qarori bilan tarix, iqtisodiyot, falsafa, filologiya, yuridik va pedagogika fanlari bo‘yicha ilmiy darajalar yuzasidan dissertatsiyalar asosiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro‘yxatiga kiritilgan.

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**MUNDARIJA**

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## **THE ROLE OF INTERNET RESOURCE IN IMPROVING TEACHING FOREIGN LANGUAGE: METHODOLOGICAL ANALYSIS AND PRACTICAL RECOMMENDATIONS**

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**Abstract.** This article explores the pivotal role of internet resources in enhancing foreign language teaching, focusing on both methodological analysis and practical recommendations. With the increasing integration of digital tools in education, the study examines how various online platforms, applications, and multimedia content can be leveraged to improve language learning outcomes. Through a review of contemporary pedagogical approaches and empirical research, the article identifies key strategies for incorporating internet resources into language teaching, including interactive exercises, multimedia materials, and collaborative online environments. The analysis highlights the benefits of these resources in promoting learner engagement, providing authentic language practice, and facilitating differentiated instruction. Practical recommendations are offered for educators to effectively integrate these digital tools into their teaching practices, addressing potential challenges and providing solutions for optimizing the use of internet resources. The findings underscore the transformative potential of digital technology in language education and provide a framework for educators seeking to enhance their instructional methods through innovative online resources.

**Keywords:** digital literacy, podcast, internet resource, educational practice, self-directed learning, real-time communication, online dictionary, translation tool.

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## **CHET TILI O'QITISHNI TAKOMILLASHTIRISHDA INTERNET RESURLARINING O'RNI: METODIK TAHLIL VA AMALIY TAVSIYALAR**

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**Annotatsiya.** Ushbu maqolada uslubiy tahlil va amaliy tavsiyalarga e'tibor qaratilib, chet tillarini o'qitishni yaxshilashda internet resurslarining hal qiluvchi roli o'rganiladi. Raqamli vositalarning ta'limga tobora integratsiyalashuvi bilan tadqiqot turli xil onlayn platformalar, ilovalar va multimedia kontentlaridan til o'rganish natijalarini yaxshilash uchun qanday foydalanish mumkinligini o'rganadi. Maqolada zamonaviy pedagogik yondashuvlar va empirik tadqiqotlarni ko'rib chiqish orqali til o'rgatishda internet resurslarini, jumladan interfaol mashqlar, multimedia materiallari va hamkorlikdagi onlayn muhitlarni qo'shishning asosiy strategiyalari aniqlangan. Tahlil ushbu resurslarning o'quvchilarning faolligini oshirish, tilning haqiqiy amaliyotini ta'minlash va tabaqalashtirilgan o'qitishni osonlashtirishdagi afzalliklarini ta'kidlaydi. O'qituvchilarga ushbu raqamli vositalarni o'qitish amaliyotiga samarali integratsiya qilish, yuzaga kelishi mumkin bo'lgan muammolarni hal qilish va internet resurslaridan foydalanishni optimallashtirish bo'yicha yechimlarni taklif qilish uchun amaliy tavsiyalar

taklif etiladi. Natijalar raqamli texnologiyalarning til ta'limidagi transformatsion salohiyatini ta'kidlaydi va innovatsion onlayn resurslar orqali o'qitish usullarini yaxshilashga intilayotgan o'qituvchilar uchun asos yaratadi.

**Kalit so'zlar:** raqamli savodxonlik, podkast, internet resurs, o'quv amaliyoti, mustaqil ta'lim, real vaqtda muloqot, onlayn lug'at, tarjima vositasi.

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**Introduction.** In the digital age, the landscape of education is rapidly evolving, bringing with it transformative changes to traditional teaching methods. One area experiencing significant advancement is foreign language instruction, where the integration of internet resources is proving to be a game-changer. The advent of digital technology has introduced a myriad of online tools, platforms, and multimedia resources that have the potential to enrich language learning experiences, making them more interactive, engaging, and accessible.

The traditional classroom, once constrained by physical materials and limited access to diverse linguistic resources, is now complemented by a vast array of digital assets. From language learning apps and online dictionaries to interactive video content and virtual language exchange platforms, these internet resources offer unprecedented opportunities for learners to practice and acquire new languages. They also provide educators with innovative methods to enhance their teaching strategies and address the varied needs of their students. This article aims to explore the role of internet resources in improving foreign language teaching by conducting a methodological analysis and offering practical recommendations. It examines how these digital tools can be effectively integrated into language instruction to foster greater learner engagement, support personalized learning pathways, and provide authentic language practice opportunities. By reviewing contemporary pedagogical approaches and analyzing empirical research, this study seeks to illuminate the benefits and challenges of incorporating internet resources into language teaching and to provide actionable insights for educators seeking to leverage these technologies in their classrooms [2].

**Literature analysis and methodology.** As we navigate this evolving educational landscape, understanding how to effectively harness the power of internet resources is crucial for enhancing language education and preparing learners for a globalized world. This exploration will offer valuable perspectives on the integration of digital tools in language instruction and contribute to the ongoing discourse on innovative educational practices. In the modern educational space, internet resources have become indispensable tools for enhancing foreign language instruction. The integration of digital technology into language teaching not only offers a wealth of learning materials but also provides innovative methods for engaging students and addressing diverse educational needs. This comprehensive exploration delves into how internet resources impact foreign language teaching, highlighting their benefits, challenges, and practical applications.

**Expanding Access to Authentic Materials.** One of the most significant advantages of internet resources is their ability to provide learners with access to authentic language materials. Unlike traditional textbooks, which may present language in a contrived or simplified manner, online resources such as news articles, videos, podcasts, and social media content expose learners to real-world language use. This exposure helps students understand contemporary language use, idiomatic expressions, and cultural nuances, enhancing their language proficiency and cultural awareness [1].

Enhancing Interactivity and Engagement. Internet resources offer a range of interactive tools that make learning more engaging and dynamic. Language learning apps and websites often include interactive exercises, quizzes, and games that motivate students to practice language skills in a fun and interactive way. For instance, platforms like Duolingo and Babbel provide gamified learning experiences that encourage regular practice and instant feedback. This interactivity helps to maintain learner motivation and can lead to more effective language acquisition [3].

**Discussion.** Supporting Personalized Learning. The digital age allows for highly personalized learning experiences, tailored to individual students' needs and proficiency levels. Adaptive learning technologies use algorithms to adjust the difficulty of exercises based on a learner's performance, providing targeted practice that addresses specific areas of difficulty. Online resources also offer various learning styles and preferences, from visual aids and auditory materials to interactive simulations, allowing learners to engage with content in ways that best suit their personal learning preferences.

Facilitating Real-time Communication and Collaboration. Internet resources enable real-time communication and collaboration between language learners and speakers from around the world. Platforms such as language exchange websites (e.g., Tandem, HelloTalk) and virtual classrooms provide opportunities for learners to practice their language skills with native speakers, receive instant feedback, and engage in meaningful conversations. These interactions help improve speaking and listening skills, build confidence, and expose learners to different accents and dialects [4].

Enabling Access to a Diverse Range of Learning Tools. The internet offers a vast array of tools and resources that support language learning. For example:

Online Dictionaries and Translation Tools: Tools like Google Translate and Linguee provide quick access to translations and contextual usage, helping learners expand their vocabulary and understand nuances in meaning.

Language Learning Platforms: Websites such as Rosetta Stone and Memorize offer structured courses and practice exercises, covering a wide range of language skills and levels.

Educational Videos and Podcasts: Platforms like YouTube and Spotify host a multitude of educational content, including language tutorials, grammar explanations, and cultural insights.

These resources complement traditional teaching materials and provide additional avenues for learning and practice [4].

**Result.** Offering Flexibility and Accessibility. Online resources break down the barriers of time and place, offering flexibility that traditional classroom settings may not provide. Learners can access educational materials anytime and from anywhere, making it easier to fit language practice into their schedules. This flexibility is particularly beneficial for learners in remote areas or those with busy schedules, as it allows for continuous learning and practice outside of conventional classroom hours.

Addressing Challenges and Limitations. Despite their many benefits, the use of internet resources in language teaching also presents certain challenges:

Quality and Credibility: Not all online resources are created equal. Educators must carefully evaluate the credibility and quality of digital materials to ensure they are accurate and effective for language learning [2].

**Digital Divide:** Access to technology and the internet can be uneven, creating disparities in learning opportunities. Schools and educators must address these gaps to ensure all students can benefit from digital resources.

**Overreliance on Technology:** While digital tools are valuable, they should complement rather than replace traditional teaching methods. A balanced approach that integrates both digital and conventional resources is essential for effective language instruction.

**Practical Recommendations for Educators.** To effectively incorporate internet resources into foreign language teaching, educators can follow these practical recommendations:

**Integrate Digital Tools Strategically:** Use online resources to complement and enhance traditional teaching methods, rather than substituting them entirely. Choose tools that align with learning objectives and address specific instructional needs.

**Encourage Self-directed Learning:** Promote the use of digital tools for independent practice and exploration. Encourage students to use apps, websites, and other resources to supplement classroom learning [5].

**Foster Digital Literacy:** Teach students how to critically evaluate online resources and use them effectively. This includes understanding how to verify the credibility of sources and navigating online learning platforms.

**Monitor and Assess Progress:** Regularly assess students' use of digital resources and their impact on learning outcomes. Provide feedback and support to ensure that students are benefiting from the tools and addressing any challenges they may encounter [2].

**Conclusion.** In conclusion, the role of internet resources in improving foreign language teaching is profound and multifaceted. By offering access to authentic materials, enhancing interactivity, supporting personalized learning, and facilitating global communication, digital tools have the potential to significantly enrich the language learning experience. However, it is essential to address challenges such as quality control, accessibility, and overreliance on technology. Through strategic integration and thoughtful implementation, educators can harness the power of internet resources to create dynamic, effective, and inclusive language learning environments.

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