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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**

*№ 5/3 (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 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 Dilafruz 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;

Baxronova Dilrabo Keldiyorovna – filologiya fanlari doktori, professor, O'zbekiston davlat jahon tillari universiteti;

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

Salaxutdinova Musharraf Isamutdinovna – filologiya fanlari nomzodi, dotsent, Samarqand davlat universiteti;

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 Sudyalari oliy kengashi huzuridagi Sudyalari 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), Samarqand 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'tayev 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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(99) 602-09-84 (telegram).

## MUNDARIJA

### 07.00.00 – TARIX FANLARI

|                                                                                                                                                         |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <i>Юсупов Хуршид Муратжанович</i><br>ПЕРВЫЕ ШАГИ ДВУХСТОРОННЕГО СОТРУДНИЧЕСТВА САУДОВСКОЙ АРАВИИ<br>С МОМЕНТА НЕЗАВИСИМОСТИ РЕСПУБЛИКИ УЗБЕКИСТАН ..... | 9-13  |
| <i>Najmiddinov Zafar Xoshimjonovich</i><br>O'RTA OSIYO FAQIHLARINING MUSANNIFAK ASARLARIGA TA'SIRI XUSUSIDA .....                                       | 14-19 |

### 08.00.00 – IQTISODIYOT FANLARI

|                                                                                                                                                                                  |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <i>Madraimova Marxamat Raximberganovna</i><br>XORAZM VILOYATIDA KICHIK BIZNES VA TADBIRKORLIKNI DAVLAT TOMONIDAN<br>TARTIBGA SOLISHNING OBYEKTIV ZARURLIGI VA AHAMIYATI .....    | 20-23 |
| <i>Abdullaev Jamshid Obidovich</i><br>SUN'IY INTELLEKT — XIZMAT KO'RSATISH SOHASIDA SAMARADORLIKNI OSHIRISH<br>VOSITASI SIFATIDA .....                                           | 24-30 |
| <i>Абдуллаев Алтинбек Янгибаевич</i><br>ДОННИ ҚАЙТА ИШЛАШ КОРХОНАЛАРИДА МАҲСУЛОТ ИШЛАБ ЧИҚАРИШ<br>ХАРАЖАТЛАРИ ҲИСОБИНИ ЮРИТИШ ВА ТАННАРХ КАЛКУЛЯЦИЯСИНИ<br>ТАКОМИЛЛАШТИРИШ ..... | 31-46 |
| <i>Ziyadullayev Zuxriddin Ilxom o'g'li</i><br>TIJORAT BANKLARI TRANSFORMATSIYASI BORASIDA<br>NAZARIY VA HUQUQIY ASOSLAR .....                                                    | 47-51 |
| <i>Alimova Saboxat Gaziyevena, Erkinova Sevinch</i><br>YASHIL IQTISODIYOT VA ATROF MUHIT MUAMMOLARI .....                                                                        | 52-56 |
| <i>Zokirova Gavxar</i><br>GLOBAL PENSIYA TIZIMLARI BARQARORLIGI VA YETARLILIGI TAHLILI .....                                                                                     | 57-66 |

### 09.00.00 – FALSAFA FANLARI

|                                                                                                                                                                                                                   |        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <i>Tursunkulova Shaxnoza Tuychiyevena, Muxtorov Muxsin Jabborovich</i><br>TASAVVUFDA INSON MA'NAVIY KAMOLOTI MASALASI .....                                                                                       | 67-73  |
| <i>O'rinboyev Davlatjon Bahtiyorovich</i><br>IJTIMOIY FALSAFADA STRATEGEMALARNING O'RNI VA AHAMIYATI .....                                                                                                        | 74-79  |
| <i>Alimov Mansur Narboyevich</i><br>PEDAGOGIYALARNING MA'NAVIY-AXLOQIY VA KASBIY RIVOJLANTIRISHDA AJDODLAR<br>MA'NAVIY MEROSINING O'RNI. ("SILSILAT UL-ORIFIYN VA TAZKIRATU-S-SIDDIQIYN"<br>ASARI MISOLIDA) ..... | 80-87  |
| <i>To'xtasinov Shukurjon Shavkatjon o'g'li</i><br>MILLIY BIRLIK VA SIYOSIY HOKIMIYATGA DOIR JADIDLAR QARASHLARINING IJTIMOIIY-<br>FALSAFIY AHAMIYATI .....                                                        | 88-95  |
| <i>Nurmatova Umida Jalolidinovna</i><br>AN'ANAVIY O'QISHNING GNOSEOLOGIK JIHATLARI .....                                                                                                                          | 96-101 |

## 10.00.00 – FILOLOGIYA FANLARI

|                                                                                                                                                                                     |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Abdullaeva Charos Baxramovna</i><br>ZAMONAVIY LINGVISTIKADA REKLAMA DISKURSI TUSHUNCHASI .....                                                                                   | 102-105 |
| <i>Umarqulova Munira Zohidjon qizi</i><br>ILMIY-FANTASTIK ADABIYOT: JANRNING SHAKLLANISHI, RIVOJLANISHI VA POETIK<br>CHEGARALARI .....                                              | 106-119 |
| <i>Xaydarova Gavhar Abdukadirovna</i><br>ZAMONAVIY LINGVISTIK MADANIYAT KONTEKSTIDA "SPORT DISKURSI"<br>TUSHUNCHASINING NAMOYON BO'LISHI .....                                      | 120-124 |
| <i>Mirzarahimov Bahodir Shavkat o'g'li</i><br>"XALQ SO'ZI" GAZETASINING MATNLARINI DAVR BO'YICHA<br>TASNIFLASH BOSQICHLARI .....                                                    | 125-129 |
| <i>Boboqulova Nilufar Xayrullo qizi</i><br>INGLIZ VA O'ZBEK TILLARIDA SHOULDER/YELKA, ELBOW/TIRSAK HAMDA WRIST/BILAK<br>SOMATIK KOMPONENTLI MAQOLLARNING KONSEPTUAL TAHLILI .....   | 130-137 |
| <i>Yangiboyeva Feruza Ortiq qizi</i><br>TIPS FOR TEACHING ENGLISH: STRATEGIES FOR EFFECTIVE<br>LANGUAGE LEARNING .....                                                              | 138-145 |
| <i>Ибодуллаева Гавхар Уринбаевна</i><br>ОБУЧЕНИЕ ШКОЛЬНИКОВ К НАЧАЛЬНОМУ УРОВНЮ ИНОСТРАННОГО<br>ЯЗЫКА В СРЕДНЕ- ОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ В УСЛОВИЯХ ИНКЛЮЗИВНОГО<br>ОБРАЗОВАНИЕ ..... | 146-151 |
| <i>Kuvvatov Raxmatulla Hikmatillayevich</i><br>SAN'ATGA OID AFORIZMLARNING LINGVOKULTUROLOGIK TAHLILI.....                                                                          | 152-156 |
| <i>Ibodullayeva Gulshod Urinovna</i><br>CHET TILLARINI O'RGANISHDA IMMERSIV O'QITISH USLUBLARI –SAMARALI YO'NALISH,<br>YONDASHUVLAR VA XULOSALAR.....                               | 157-160 |
| <i>Habibullayeva Gulsanam Inomjon qizi</i><br>INNOVATIVE METHODS OF TEACHING READING<br>(FOR PRE INTERMEDIATE LEVELS) .....                                                         | 161-165 |
| <i>Berdimurotova Sevara Maxmudovna</i><br>TILSHUNOSLIKDA TERMINOLOGIYANING XUSUSIYATLARI.....                                                                                       | 166-169 |

## 12.00.00 – YURIDIK FANLAR

|                                                                                                                                                                                                               |         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Kuchimova Shaxlo</i><br>VASIYATNOMANING OG'ZAKI SHAKLI VA UNI TUZISHDA ZAMONAVIY AXBOROT<br>TEKNOLOGIYA VOSITALARIDAN FOYDALANISH ISTIQBOLLARI .....                                                       | 170-176 |
| <i>Jumanazarov Faxriddin Erkinovich</i><br>KONTRAFAKT MAHSULOTLARNI ANIQLASH VA ULARNING MUOMALASIGA QARSHI<br>KURASHISH MUAMMOLARI .....                                                                     | 177-183 |
| <i>Курбанова Эльмира Асадовна</i><br>ВЗАИМОДЕЙСТВИЕ ОВД С ГОСУДАРСТВЕННЫМИ И ИНЫМИ ОРГАНИЗАЦИЯМИ ПО<br>ПРОФИЛАКТИКЕ БЕЗНАДЗОРНОСТИ И ПРАВОНАРУШЕНИЙ СРЕДИ<br>НЕСОВЕРШЕННОЛЕТНИХ В РЕСПУБЛИКЕ УЗБЕКИСТАН ..... | 184-190 |

|                                                                                                                                                                                                 |         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <i>Raxmatullayev Xurshidjon Shukurilla o'g'li</i><br>O'ZBEKISTON RESPUBLIKASI QONUNCHILIGIDA KRIPTO-AKTIV VA U BILAN BOG'LIQ<br>BO'LGAN AYRIM MUAMMOLAR.....                                    | 191-195 |
| <i>Aldamuratova Amangul Uralbayevna</i><br>FUQAROLIK PROTSESSIDA AJRIMLAR TUSHUNCHASI VA TURLARI .....                                                                                          | 196-200 |
| <i>Xakimov Jahongir Olimjon o'g'li</i><br>KIBERFIRIBGARLIK VA KIBERKORRUPSIYA – RAQAMLI DUNYODAGI MURAKKAB<br>JINOYATLAR.....                                                                   | 201-208 |
| <i>Ergashev Qaxramon Zokirjonovich</i><br>KORRUPSIYAVIY JINOYATLARGA QARSHI KURASHISHNING IJTIMOY ZARURATI.....                                                                                 | 209-219 |
| <i>Normatov Isomiddin Dustqul o'g'li</i><br>XUFIYONA IQTISODIYOTGA QARSHI KURASHISH TIZIMINI TAKOMILLASHTIRISHNING<br>USTUVOR YO'NALISHLARI .....                                               | 220-224 |
| <i>Пулатов Темураббек Гайратжон угли</i><br>ПРАВОВЫЕ АСПЕКТЫ ПРИМЕНЕНИЯ ТЕХНОЛОГИЙ КИС В СЕКТОРЕ ФИНАНСОВЫХ<br>ТЕХНОЛОГИЙ .....                                                                 | 225-231 |
| <b>13.00.00 – PEDAGOGIKA FANLARI</b>                                                                                                                                                            |         |
| <i>Yaqubov Fazliddin Muxitdinovich</i><br>JISMONIY TARBIYA VA SPORT MUTAXASSISLARINING ILMIY-TADQIQOTCHILIK<br>KOMPETENTLIGINI RIVOJLANTIRISHDA FANLARARO INTEGRATSIYA .....                    | 232-236 |
| <i>Sharipova Farida Salimdjanoyn, Qo'ng'irotova Anorxol</i><br>TIBBIYOT OLIYGOHLARIDA "TIBBIY BIOLOGIYA" HAMDA "UMUMIY GENETIKA" FANLARINI<br>O'QITISHDA INTERFAOL METODLAR SAMARADORLIGI ..... | 237-241 |
| <i>Собирова Гулибарно Зайнутдин кизи</i><br>МЕТОДИКА ИНТЕРАКТИВНОГО ОБУЧЕНИЯ В РАЗВИТИИ КРИТИЧЕСКОГО МЫШЛЕНИЯ<br>НА УРОКАХ РУССКОГО ЯЗЫКА .....                                                 | 242-252 |
| <i>Salayev Donyor Baxtiyarovich</i><br>ZAMONAVIY JISMONIY TAYYORGARLIKNING NAZARIY VA AMALIY ASOSLARI.....                                                                                      | 253-259 |
| <i>Turdimuratov Dilmurad Yuldashevich</i><br>OLIY TA'LIM MUASSASASIDA BOKS MURABBIYLARINI KASBGA YO'NALTIRISH TIZIMINING<br>XUSUSIYATLARI .....                                                 | 260-266 |
| <i>Hakimova Nargiza Uralovna</i><br>YOSH KURASHCHI QIZLARDA MUVOZANAT QOBILIYATINI RIVOJLANTIRISHDA RAQS<br>VA HARAKATLI O'YINLARDAN FOYDALANISH TEXNOLOGIYASI .....                            | 267-273 |
| <i>Otepbergenov Jetkerbay Sakbergenovich</i><br>MODULLI TA'LIM SHAROITIDA TALABALARNI INTELLEKTUAL RIVOJLANTIRISHGA UNDASH<br>MUAMMOSI .....                                                    | 274-279 |



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## **TIPS FOR TEACHING ENGLISH: STRATEGIES FOR EFFECTIVE LANGUAGE LEARNING**

**Yangiboyeva Feruza Ortiq qizi**

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**Abstract.** Effective English language teaching requires a tailored approach that considers individual learner needs, motivations, and goals. This article outlines key strategies for fostering language acquisition, including the use of diverse teaching methods, integrating technology, and creating a supportive learning environment. The discussion includes motivational techniques, activity-based learning, and the importance of aligning teaching strategies with learner styles and identities.

**Keywords:** English language teaching, motivation, communicative teaching, language learning strategies, task-based learning, pronunciation improvement, learner-centered methods.

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## **INGLIZ TILINI O'QITISH BO'YICHA TAVSIYALAR: SAMARALI TIL O'RGANISH STRATEGIYALARI**

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**Annotatsiya.** Ingliz tilini samarali o'qitish o'quvchilarning individual ehtiyojlari, motivatsiyasi va maqsadlarini inobatga olgan holda moslashtirilgan yondashuvni talab qiladi. Ushbu maqolada til o'zlashtirish jarayonini rag'batlantiruvchi asosiy strategiyalar, jumladan, turli o'qitish usullaridan foydalanish, texnologiyalarni integratsiya qilish va qo'llab-quvvatlovchi o'quv muhitini yaratish usullari bayon etiladi. Muhokamada motivatsiyani oshirish usullari, faoliyatga asoslangan o'rganish, shuningdek, o'quvchilarning o'rganish uslublari va shaxsiy xususiyatlariga mos strategiyalarni tanlash muhimligi ta'kidlanadi.

**Kalit so'zlar:** ingliz tilini o'qitish, motivatsiya, kommunikativ o'qitish, til o'rganish strategiyalari, topshiriqqa asoslangan o'qitish, talaffuzni yaxshilash, o'quvchi markazli uslublar.

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**Introduction.** Teaching English as a foreign language is a multifaceted process that requires careful consideration of learners' unique needs, preferences, and goals. It goes beyond simply imparting grammatical rules or vocabulary. The dynamic nature of language acquisition,

which is influenced by individual learner differences, cultural backgrounds, and social contexts, necessitates an inclusive and adaptable teaching approach.

The task of engaging learners while addressing these complexities is one of the primary challenges faced by educators. Each student brings a distinct set of motivations and learning styles to the classroom, which shapes how they approach language instruction. Some learners may be intrinsically motivated, driven by a personal desire for self-improvement or cultural exploration, while others may be extrinsically motivated, aiming to enhance career prospects or academic achievements.

Effective teaching requires not only understanding these motivations but also tailoring instructional strategies to accommodate diverse learner identities and preferences. This includes creating a learning environment that values individual differences, promotes confidence, and encourages meaningful communication. Dynamic teaching strategies, such as communicative language teaching, task-based learning, and the integration of technology, are critical for engaging learners and fostering a deeper understanding of the language [1].

### **Literature review and methodology.**

This article delves into key tips for teaching English effectively, focusing on the importance of motivation, embracing learner diversity, employing communicative practices, and using task-based approaches. By implementing these strategies, educators can create an enriching learning experience. The insights provided aim to empower teachers to navigate the complexities of language teaching with confidence and creativity.

Motivation is a cornerstone of successful language acquisition, serving as both a driving force and a sustaining element throughout the learning journey. The role of motivation in language learning is well-documented, highlighting its influence on persistence, engagement, and overall achievement. Establishing clear educational motivations and goals at the outset of instruction not only provides direction but also significantly reduces the likelihood of learner attrition [2].

Learners are more likely to remain committed to their language studies when they understand how English proficiency can contribute to their personal and professional aspirations. For instance, individuals motivated by extrinsic factors, such as career advancement, academic success, or social mobility, often find value in mastering English to achieve their objectives. Similarly, intrinsic motivations, such as a passion for travel, cultural exploration, or self-expression, can fuel a deeper connection to the learning process. Dörnyei (1998) emphasized that the most effective form of motivation is one that integrates personal interests and practical needs, where learners recognize the relevance of English in their lives.

By aligning lesson content with learners' hobbies, interests, or career goals, educators can enhance engagement and foster a sense of purpose. For example, a learner interested in technology might benefit from lessons incorporating technical jargon, while someone passionate about art might engage more deeply with discussions centered on artistic vocabulary and concepts. Recognizing and integrating these elements into lesson planning creates a personalized learning experience that encourages active participation [3].

Moreover, motivation is not static; it evolves over time based on learners' experiences and progress. Therefore, it is crucial for educators to regularly revisit and adapt teaching methods to align with changing goals and interests. Providing continuous encouragement,

celebrating achievements, and offering constructive feedback can sustain motivation, helping learners achieve their language learning objectives.

Effective English language teaching requires an appreciation of the diverse identities, learning styles, and motivations that learners bring to the classroom. Learner identities are not fixed; they are dynamic and evolve based on various factors, including social interactions, personal experiences, and academic progress. Waller et al. (2017) highlighted that effective educators must recognize these fluid identities and create opportunities for them to thrive both inside and outside the classroom. Acknowledging this dynamism helps educators to better understand individual learners and tailor their approaches to support their unique trajectories.

For example, some students may feel more comfortable expressing themselves in written formats, while others may excel in verbal communication. Similarly, cultural nuances may shape how learners perceive certain teaching methods or respond to classroom activities. By being attuned to these aspects, educators can adapt their strategies to meet students where they are in their language learning journey [4].

**Discussion.** The integration of technology offers vast opportunities to address learner diversity. Tools such as language learning apps, interactive whiteboards, and digital platforms provide flexible and engaging resources that can be tailored to individual preferences. Technology-based resources, such as gamified learning activities, can make language acquisition more enjoyable and accessible for all learners. Additionally, authentic resources like online videos, articles, and virtual tours expose learners to real-world language use, enhancing their cultural and linguistic competence.

An inclusive learning environment values and accommodates the unique strengths and challenges of each student. Educators can achieve this by adopting a flexible approach to lesson planning and delivery. For instance, offering multiple formats for assignments—such as written reports, oral presentations, or multimedia projects—allows students to demonstrate their understanding in ways that align with their strengths.

Furthermore, fostering a classroom culture that celebrates diversity encourages students to take risks and actively participate in their learning process. Small gestures, such as acknowledging individual achievements and encouraging peer collaboration, can build confidence and create a supportive atmosphere where all learners feel valued [5].

Since learner needs and preferences may change over time, ongoing assessment and adaptation are critical. Regular formative assessments and feedback help educators identify areas for improvement and adjust their methods accordingly. By involving learners in the feedback process, educators empower students to take ownership of their learning, further enhancing engagement and motivation.

Embracing learner diversity and adaptability is a cornerstone of effective language teaching. By recognizing the evolving identities of learners, incorporating diverse instructional methods, educators can create a dynamic and inclusive classroom environment. These practices not only enrich the learning experience but also empower students to reach their full potential in acquiring English proficiency.

Listening is a fundamental component of language acquisition, serving as the foundation for effective communication. The ability to comprehend spoken language facilitates the development of other language skills, such as speaking, reading, and writing. Enhancing listening skills requires a structured approach that engages learners before, during, and after

listening tasks. By adopting evidence-based strategies, educators can help students improve their listening proficiency and overall language competence [6].

Pre-listening activities are designed to prepare learners for the listening task by activating their prior knowledge and creating a contextual framework for comprehension. The integrative listening model proposed by Thompson et al. (2004) emphasizes the importance of such activities in reducing barriers to understanding. Asking questions about the podcast or audio topic, for instance, allows learners to connect the new material with their existing knowledge. This approach not only enhances comprehension but also piques learners' curiosity and increases engagement with the material.

**Results.** Additionally, providing learners with the transcript of the audio material can further enhance their understanding. According to Abobaker (2017), reading transcripts improves pronunciation and promotes top-down decoding skills, enabling learners to connect sounds with their written forms. Comparing notes with the transcript also allows learners to identify gaps in their comprehension and refine their listening strategies.

Listening tasks can be designed to simultaneously develop other language skills, creating a holistic learning experience. For example, learners can be asked to summarize the audio content in writing, transforming listening input into written output. Similarly, role-play activities based on the audio material encourage learners to practice speaking and pronunciation in a supportive environment.

Using authentic audio resources, such as podcasts, interviews, or speeches, enhances the relevance and practicality of listening exercises. Exposure to different accents, speech rates, and conversational styles prepares learners for real-world communication and builds their confidence in interacting with native speakers [7].

Enhancing listening skills is a multifaceted process that requires thoughtful planning and execution. By incorporating pre-listening, during-listening, and post-listening activities, educators can create a comprehensive framework that supports learners' development. Strategies such as note-taking, transcript analysis, and integration with other language skills ensure that listening tasks are both engaging and effective. Ultimately, fostering strong listening skills equips learners with the ability to understand and interact in diverse linguistic contexts, paving the way for their success in language acquisition.

Speaking and pronunciation are essential components of language learning, directly impacting a learner's ability to communicate effectively and confidently. Addressing challenges in these areas requires an integrated approach that combines practice, contextual learning, and constructive feedback. Pronunciation is best taught within the context of speaking and listening activities to ensure that learners can apply their skills in meaningful situations. This approach helps learners understand the importance of pronunciation for effective communication and intelligibility [8].

Role plays and paired exercises are effective strategies for improving both speaking and pronunciation. By simulating real-life scenarios, such as ordering food, participating in job interviews, or asking for directions, learners practice language use in a practical, controlled setting. Role plays allow learners to gain confidence, expand their vocabulary, and improve fluency. Similarly, paired exercises, such as dialogue practice or peer discussions, enable learners to refine their pronunciation and speech rhythms through collaboration and

repetition. Working with a partner fosters peer learning, as students benefit from each other's feedback and observations.

Communicative Language Teaching (CLT) methods, which emphasize meaningful communication, are valuable for enhancing speaking skills. Activities such as group discussions, debates, and storytelling encourage learners to use language in authentic contexts. These tasks not only improve fluency but also enhance creativity and critical thinking. Pronunciation practice is naturally embedded in CLT activities, as learners focus on specific sounds, intonation, and stress patterns during communicative tasks. This integration ensures that pronunciation improvements directly contribute to overall speaking proficiency [6].

The silent method is another effective technique for teaching pronunciation. By encouraging learners to take an active role in their practice, this method minimizes teacher intervention and promotes autonomy. Students practice pronunciation independently or with peers, providing each other with feedback and refining their skills through mutual support. Listening carefully to peers' pronunciation trains learners to identify and correct subtle errors, improving both production and comprehension. Activities such as practicing minimal pairs allow learners to focus on challenging sounds and develop greater accuracy.

Fluency in speaking is best developed through repeated practice in real-life scenarios. Tasks such as storytelling, presentations, or debates require learners to organize their thoughts and express them coherently. These activities enhance linguistic flexibility and confidence, enabling learners to experiment with vocabulary and speech patterns. Additionally, incorporating technology, such as recording apps or language learning platforms, can further support speaking practice. By recording and reviewing their speech, learners can compare their pronunciation to native speakers and track their progress over time [2].

Developing speaking and pronunciation skills requires a combination of targeted practice, contextual application, and constructive feedback. Integrated approaches, such as role plays, paired exercises, CLT methods, and the silent method, create engaging and supportive learning environments. These strategies not only improve learners' fluency and clarity but also build the confidence and competence needed for effective communication in diverse situations.

Task-based language teaching (TBLT) emphasizes the importance of learning through contextual application, where learners actively use the language in meaningful and practical ways. This method integrates tasks into communicative lessons, encouraging students to apply vocabulary, grammar, and language structures in real-world discussions and problem-solving activities. By focusing on "learning by doing," TBLT ensures that language acquisition is both practical and engaging, providing learners with the tools they need to communicate effectively.

Tasks in TBLT are designed to reflect authentic language use, making the learning process more relevant to students' lives. For instance, learners might role-play a scenario such as making travel arrangements, conducting a business meeting, or ordering at a restaurant. These activities help students practice language skills in realistic contexts, which enhances their ability to use the language confidently outside the classroom [3].

Engaging activities, such as analyzing multiple-choice questions or discussing post-reading tasks, are integral to TBLT. Multiple-choice exercises encourage learners to skim and scan texts for key information, unconsciously developing reading comprehension skills. At the same time, these tasks promote critical thinking as students evaluate various options and select the most appropriate answers. Post-reading discussions further extend learning by

encouraging students to articulate their understanding, share perspectives, and correct any misconceptions. This active engagement deepens comprehension and reinforces the practical application of vocabulary and structures encountered in the text.

TBLT also provides opportunities for collaborative learning, where students work in pairs or groups to complete tasks. Collaborative activities foster communication, problem-solving, and teamwork, allowing learners to support one another while building their language skills. Through discussion and negotiation, students enhance their ability to express ideas, listen to others, and refine their language use in real-time interactions [8].

In addition to its communicative benefits, TBLT improves overall language proficiency by integrating multiple skills. Listening, speaking, reading, and writing tasks are often interconnected, ensuring that learners practice a comprehensive range of skills. For example, a task might involve reading a text, discussing its content in pairs, and then writing a summary or response. This integrated approach helps learners see the connections between different aspects of language use, making their learning experience more cohesive and effective.

By encouraging contextual application, TBLT not only builds linguistic competence but also empowers learners to approach language learning with confidence and creativity. The method's emphasis on meaningful communication ensures that students are well-prepared to use their language skills in practical and diverse situations, fostering both proficiency and engagement in the learning process.

Creating a supportive learning environment is fundamental to fostering engagement, confidence, and a sense of community among learners. A learner-centered classroom prioritizes the needs and preferences of students, encouraging active participation and collaboration. By designing an environment that supports interaction and personal growth, educators can maximize the effectiveness of language instruction [7].

Group work and cooperative activities are vital for building communication and problem-solving skills. When learners work together on tasks or projects, they exchange ideas, negotiate meaning, and practice language in authentic contexts. These activities also encourage peer learning, where students benefit from each other's strengths and perspectives. For example, group discussions, role-plays, or collaborative writing tasks enable learners to refine their linguistic skills while enhancing their critical thinking abilities.

Classroom layout plays a crucial role in supporting a collaborative and interactive atmosphere. Arranging desks in clusters, as highlighted by Bloome (2012, as cited in Waller et al., 2017), promotes face-to-face communication and facilitates group work. This layout creates a dynamic space where learners feel more connected to their peers, fostering a sense of community and encouraging participation. A well-thought-out classroom design reflects the educator's commitment to creating an inclusive and engaging learning environment.

Regular formative assessments and constructive feedback are essential for helping learners monitor their progress and identify areas for improvement. Formative assessments, such as quizzes, reflective journals, or peer reviews, provide ongoing insights into learners' strengths and challenges. Constructive feedback from educators and peers not only guides learners toward improvement but also boosts their confidence by acknowledging their achievements. By involving learners in the feedback process, educators empower them to take ownership of their learning and set meaningful goals [6].

A supportive learning environment also values emotional safety, where learners feel comfortable taking risks, asking questions, and making mistakes. Encouraging small successes and celebrating progress, no matter how minor, can build learners' confidence and motivation. Teachers can foster this atmosphere by maintaining a positive and encouraging attitude, addressing learners' individual needs, and showing genuine interest in their progress.

In conclusion, a supportive learning environment is built on the principles of collaboration, inclusivity, and constructive guidance. Through group work, effective classroom layout, regular formative assessments, and an emphasis on emotional safety, educators create a space where learners can thrive. This foundation not only enhances language acquisition but also instills confidence and a love for learning in students, setting them up for long-term success [1].

**Conclusion.** Teaching English effectively demands a comprehensive and flexible approach that caters to the diverse needs, motivations, and goals of learners. Recognizing that each student brings a unique set of experiences, learning styles, and objectives to the classroom, educators must adopt strategies that are adaptable and inclusive. Motivation and goal-setting provide the foundation for sustained engagement, while embracing learner diversity ensures that teaching methods align with individual preferences and strengths.

A supportive learning environment, built on collaboration, positive reinforcement, and meaningful interaction, fosters confidence and encourages risk-taking. Techniques such as group work, task-based activities, and contextually relevant learning exercises enhance practical language use and critical thinking skills. By integrating speaking, listening, reading, and writing in authentic and communicative tasks, learners gain a holistic understanding of the language and its application.

The integration of formative assessments and constructive feedback allows learners to track their progress, identify areas for improvement, and take ownership of their learning journey. Furthermore, leveraging technology and innovative teaching methods, such as role plays, CLT strategies, and the silent method, ensures that instruction remains engaging and relevant to real-world scenarios.

In conclusion, effective English language teaching equips learners with the skills, confidence, and adaptability required for meaningful communication in diverse contexts. By combining motivational strategies, inclusive practices, and contextualized activities, educators pave the way for lifelong learning and success in a globalized world. These approaches not only enhance language proficiency but also inspire learners to embrace the joy of language acquisition and its transformative potential.

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## АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

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