

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

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SCIENCEPROBLEMS.UZ

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№ 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:

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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 Dilafruz Sabitxanovna – iqtisodiyot fanlari doktori, professor, Toshkent davlat iqtisodiyot universiteti;

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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;

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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;

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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;

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

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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;

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Taylanova Shoxida Zayniyevna – pedagogika fanlari doktori, dotsent;

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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 kafedrasini 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.

OAK Ro'yxati

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MUNDARIJA

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Article / Original Paper

INNOVATIVE METHODS OF TEACHING READING (FOR PRE INTERMEDIATE LEVELS)

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Abstract. This article explores a variety of innovative methods for teaching reading to pre-intermediate language learners. It introduces several interactive and engaging strategies such as interactive reading activities, reading circles, the use of digital tools, task-based learning, and role-playing. The article emphasizes the importance of scaffolding and providing students with purposeful, context-driven reading tasks to enhance their comprehension and retention. Additionally, it discusses the use of digital platforms and apps like e-books, audiobooks, and gamified learning tools to make reading more engaging. The author suggests a blended approach, combining traditional techniques with modern digital methods to cater to diverse learning needs.

Keywords: Teaching methods, Reading comprehension, Pre-intermediate learners, Language acquisition, Innovative education techniques, Task-based learning, Interactive learning, Reading strategies, Vocabulary development, Digital tools in education.

O'QISH KO'NIKMALARINI O'RGATISHNING INNOVATSION USULLARI (PRE INTERMEDIATE DARAJALAR UCHUN)

Xabibullayeva Gulsanam Inomjon qizi

Termiz Iqtisodiyot va servis universiteti
magistranti

Annotatsiya. Ushbu maqolada pre-intermediate darajadagi til o'rganuvchilari uchun o'qitishning turli innovatsion usullari ko'rib chiqiladi. Interaktiv o'qish mashg'ulotlari, o'quv doiralari, raqamli vositalardan foydalanish, topshiriqqa asoslangan ta'lim va rolli o'yinlar kabi bir nechta interaktiv va qiziqarli strategiyalar taqdim etiladi. Maqolada o'quvchilarning tushunish va eslab qolish qobiliyatini oshirish maqsadida ularga kontekstga asoslangan, aniq maqsadli o'qish topshiriqlarini berish va bosqichma-bosqich qo'llab-quvvatlash zarurligi ta'kidlanadi. Shuningdek, elektron kitoblar, audiokitoblar va o'yinli o'quv vositalari kabi raqamli platforma va ilovalardan foydalanish orqali o'qishni yanada qiziqarli qilish muhokama qilinadi. Muallif an'anaviy uslublarni zamonaviy raqamli metodlar bilan uyg'unlashtirgan holda aralash yondashuvni taklif qiladi, bu esa o'quvchilarning turli ehtiyojlarini qondirishga xizmat qiladi.

Kalit so'zlar: o'qitish usullari, matnni tushunish, pre-intermediate darajadagi o'quvchilar, til o'zlashtirish, innovatsion ta'lim texnologiyalari, topshiriqqa asoslangan ta'lim, interaktiv o'qitish, o'qish strategiyalari, so'z boyligini rivojlantirish, ta'limda raqamli vositalar.

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Introduction. Today, the focus is on the reader, his personality, and his unique inner world. Therefore, the main goal of a modern teacher is to choose methods and forms of organizing educational activities for personal development. Students who optimally meet the set goal. In recent years, the issue of using new information technologies in schools has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main purpose of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching practical mastery of a foreign language.

Literature analysis and methods. The research used popular methods of teaching and learning English, as well as online resources. When writing the article, the theoretical and deductive principles of inference, analysis and synthesis, and logic were used.

The task of the teacher is to create conditions for practical language acquisition for each student, to choose such teaching methods that will allow each student to show their activity and creativity. The task of the teacher is to activate the cognitive activity of the student in the process of learning foreign languages. Modern pedagogical technologies, such as collaborative learning, project methods, the use of new information technologies, Internet resources, contribute to the implementation of a personality-oriented approach in the educational process, provide individualization and differentiation of learning, taking into account the abilities of children, their level of learning. The forms of working with computer-aided learning programs in foreign language lessons include: vocabulary learning; pronunciation training; teaching dialogic and monologue speech; writing training; and the development of grammatical phenomena [1].

The possibilities of using Internet resources are huge. The global Internet creates conditions for students and teachers from anywhere in the world to receive any necessary information: regional geographical materials, news from the life of young people, articles from newspapers and magazines, etc.

Using the Internet in English in lessons, a number of didactic tasks can be solved: the formation of reading skills using materials from the global network; improving students' writing skills; replenishing students' vocabulary; and motivating students to learn English. In addition, this work is aimed at exploring the possibilities of Internet technologies to broaden the horizons of schoolchildren, establish and maintain business relationships and contacts with peers in English-speaking countries. Students On The Internet there are tests, quizzes, contests, participation in Olympiads, correspondence with peers from other countries, interviews, video conferences, etc.k.can participate in the work [2].

Discussion And Results. Students can learn about the problem they are currently working on in the project. The substantial foundations of mass computerization are related to the fact that a modern computer is an effective means of optimizing the conditions of intellectual work in general, of any of its manifestations. A computer has one feature that is determined when using it as a tool for teaching others and as an assistant in acquiring knowledge, it is its inanimateness. The machine can interact with the user in a «friendly» way and «support « him at some point, but never show signs of anger or let you feel bored. In this sense, the use of computers is probably most useful for individualizing certain aspects of learning. The main purpose of learning a foreign language at school is the formation of communicative competence, all other goals (education, training, development) are realized in

the process of realizing this main goal. The communicative approach involves learning to communicate and developing the skills of intercultural interaction, which is the basis of Internet activity. The Internet makes no sense outside of communication — it is an international multinational, intercultural society whose life is based on the electronic communication of millions of people around the world speaking at the same time — this is the largest conversation in terms of the number and size of participants that has ever taken place. By visiting him in a foreign language lesson, we will create a real communication model [3].

Currently, priority is given to issues of communication, interactivity, authenticity of communication, language learning in a cultural context, autonomy and humanity of education. These principles make it possible to develop intercultural competence as a component of communication skills. The ultimate goal of teaching a foreign language is to teach free orientation in a foreign language environment and the ability to respond appropriately in various situations, i.e. communication. Today, new methods using online resources are opposed to traditional teaching of foreign languages. To learn how to communicate in a foreign language, it is necessary to create real, real-life situations that stimulate learning and develop appropriate behavior (i.e., the so-called principle of authentic communication). New technologies, in particular the Internet, are trying to correct this mistake. The communicative approach is a communication modeling strategy aimed at consciously understanding the material and how to work with it, creating psychological and linguistic readiness for communication. The implementation of a communicative approach on the Internet is not particularly difficult for the user. A communicative task should offer students a problem or question to discuss, students not only exchange information, but also evaluate it. The main criterion that makes it possible to distinguish this approach from other types of educational activities is that students independently choose language units to form their thoughts. The communicative approach encourages the use of the Internet very well: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience [4].

One of the main requirements of teaching foreign languages using Internet resources is to create interaction in the lesson, which is commonly referred to as interactivity in the methodology. Interactivity is «combining, coordinating, and complementing efforts aimed at achieving a communicative goal and result through speech means.» By teaching a real language, the Internet helps to develop speech skills and abilities, as well as provides genuine interest and, therefore, effectiveness in teaching vocabulary and grammar. Interactivity not only creates real-life situations, but also forces students to respond appropriately to them in a foreign language.

One of the technologies that provide student-centered learning is the project method as a way to develop creativity, cognitive activity and independence. The typology of projects is diverse. Projects can be divided into mono-projects, collective, oral, specific, written and online projects. In real practice, it is often necessary to deal with research projects, mixed projects, which contain creative, practice-oriented and informative features. Project work is a multifaceted approach to language learning, encompassing reading, listening, speaking, and grammar. The project method promotes the development of active independent thinking of students and directs them to joint research work. I believe that project-based learning can teach children to collaborate, while learning to collaborate fosters moral values such as mutual

assistance and empathy, develops creativity, and activates students. In general, there is an inseparability of education and upbringing in the process of project-based learning [5].

The project method develops students' communication skills, communication culture, the ability to formulate thoughts concisely and easily, tolerance for the opinions of communication partners, the ability to extract information from various sources, develops modern processes using computer technology, creates a language environment conducive to the emergence of natural needs. when communicating in a foreign language [6].

The project form of work is one of the most relevant technologies that allows students to apply their accumulated knowledge on the topic. Students expand their horizons, the boundaries of language proficiency, gain practical experience in its use, learn to listen and hear foreign language speech, understand each other when defending projects. Children work with reference books, dictionaries, and a computer, and thus get the opportunity to communicate directly with a real language, which does not involve learning the language in the classroom only with the help of a textbook.

Working on a project is a creative process. The student is looking for a solution to the problem independently or under the guidance of a teacher, which requires not only knowledge of the language, but also a large amount of subject knowledge, creative, communicative and intellectual skills.

In the process of working on foreign languages, the project method can be used as part of the program material on almost any topic. Working on projects develops imagination, imagination, creative thinking, independence and other personal qualities [5].

The technology of cooperation also belongs to modern technologies. The main idea is to create conditions for students to actively collaborate in various learning environments. Children are grouped into groups of 3-4 people, they are given one task, and the role of each is discussed. Each student is responsible not only for the result of their work, but also for the result of the entire group. That's why weak students try to identify what they don't understand from what isn't strong, and strong students try to give weak students a complete understanding of the assignment. And the whole class will benefit from this because the gaps will be closed together [3].

Conclusion. The introduction of information technology in education significantly diversifies the process of perception and processing of information. Thanks to the computer, the Internet and multimedia, students have a unique opportunity to assimilate large amounts of information with subsequent analysis and sorting. The motivational foundations of educational activities are also significantly expanded. In terms of using multimedia, students receive information from newspapers, television, conduct interviews themselves, and hold teleconferences.

The main criterion for assessing the level of proficiency in a foreign language in the language portfolio technology is testing. The priority of this technology is teacher-to-student education. The student, in turn, is consciously responsible for the results of his cognitive activity. The above technology leads to the gradual formation of students' self-learning skills. In general, the language portfolio is multifunctional and contributes to the development of multilingualism.

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