

SCIENCE
PROBLEMS.UZ

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Актуальные проблемы социальных и гуманитарных наук

Ijtimoiy-gumanitar fanlarning dolzarb muammolari

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2025

SCIENCEPROBLEMS.UZ

**IJTIMOIIY-GUMANITAR FANLARNING
DOLZARB MUAMMOLARI**

№ 6 (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 siyosati va boshqaruvi akademiyasi;

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

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

Asadov Shavkat G'aybullayevich – yuridik fanlar doktori, dotsent, O'zbekiston Respublikasi Prezidenti huzuridagi Davlat siyosati va 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, professor, 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, professor, 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 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), 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'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

OAK Ro'yxati

Mazkur jurnal Vazirlar Mahkamasi huzuridagi Oliy attestatsiya komissiyasi Rayosatining 2022-yil 30-noyabrda 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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INTERACTIVE METHOD IN TEACHING ENGLISH

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Abstract. This article is devoted to interactive method in teaching English. The author of the article uses different types of teaching techniques which help students to improve language skills and creative thinking skill.

Keywords: method, education, interest, technology, teaching, question, develop, effective, critical thinking, communication.

INGLIZ TILIN O'QITISHDA INTERFAOL METODI

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Annotatsiya. Ushbu maqola ingliz tilini o'qitishning interfaol usuliga bag'ishlangan. Maqola muallifi talabalarning til ko'nikmalarini va ijodiy fikrlash qobiliyatini oshirishga yordam beradigan turli xil o'qitish usullaridan foydalanadi.

Kalit so'zlar: usul, ta'lim, qiziqish, texnologiya, o'qitish, savol, rivojlantirish, samarali, fikrlash, muloqot.

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Introduction.

Interactive approach of teaching became popular especially in teaching English as a foreign language. Many innovations in the education system of our country today are closely connected with use of interactive method. The word "Interactive" comes from English "inter" meaning "mutual" and "act" – which mean, "to do something". Interactivity means the ability to unite and have a conversation dialogue with somebody (a person) or something (with a computer, for example).

Interactive teaching is first of all, the teaching in the form of a dialogue, when the interaction of a teacher and a student, a student and a computer is realized.

Interactive teaching is a special form of arrangement of the educational and cognitive activity, it has concrete aims. One of the important factors for achieving good results is creation of the comfortable psychological microclimate, conditions for learning and teaching. All the students feel themselves equal, because the opinion and ideas of every student are taken into consideration and fixed. Every student has the opportunity to make his individual contribution into the fulfillment of the tasks and there is an exchange of ideas, points of you and knowledge is whole thus, interactive method lead to the cooperative learning, when both – a teacher and a student are partners. All actions are produced in the atmosphere of cordiality and mutual support. The techniques of interactive method let us not only get new knowledge and

information, but also develop the cognitive activity of students at the lessons, to arise their interest to the theme of the lesson to develop critical thinking and form the communicative habits and skill. They the teacher to create all conditions for the students' involvement into the active educational process, to form the creative approach is solving different questions.

Methodology.

Interactive method of teaching gives the real opportunities to create the atmosphere of partnership, and they require the experience on the side of the teacher and the acceptance non-traditional and responsible decisions. Interactive method of teaching has some advantages comparatively with other methods. They let the teacher:

- to draw the students attention to the discussing topics;
- to achieve better results in the learning process;
- to develop the critical thinking;
- to develop communicative habits and skills;
- to involve all students into the activities;
- to provide the comfortable conditions and psychological microclimate in the academic group;
- to teach free discussion of questions and conversation practice.

Interactive work excludes the domination of one idea over the other. In the process of interactive teaching the students learn to critical thinking, solve complex problems on basis of analyzing the circumstances and certain information, compare and weigh alternative ideas, accept some decisions, take part in the discussions and communicate with other people. To achieve this goal various techniques are used at the lessons: the pair and group work, role-play, debates, discussions and others.

One of the difficult questions in learning and teaching English is mastering such skills as speaking. Interactive methods involve all students in completing different activities and that's why they promote to forming the communicative habits and skills. It's very important that not only the best students, but weak students as well are involved in the tasks, their opinions and points of view are taken into account and this fact stimulates them.

1. Organizer-avangard is a short conversation illustrated by photos or pictures. The teacher gives the brief content of the topic, introduces the key word and explains the tasks to the group. The main aim of this technique is to make the students remember the knowledge received before on this topic and prepare them to reconstruct or renovate the previous knowledge.

For example, if the students have the topic. "Great Britain", "London", "Travelling" or "The USA", "Washington" and others, the teacher can use many visual aids (mechanical and non-mechanical): pictures about the places of interest of the capitals of Great Britain and the USA, photos, maps. Then he gives the key word and ask eliciting questions, checking up the students' knowledge. He also may use video or computer showing on the screen traveling of people by various kinds of transport (by bus, train, plane) places of interests of London or Washington. Visual aids are of a Great Interest, They dram the students' attention and make a great impression on the students.

2. Focused questions. Questions are the most widely spread technique used at the English lesson. The English lesson starts with the questions: they are used during the lesson and at the end of the lesson. The psychologist V.N. Snetkov describes the communicative

meaning of the question as “the unity of possible alternative answers to this question.” It means that “a good question” is that one which lets giving a great number of possible alternatives. [3;92] We can distinguish some functions of questions: getting the new information, clearing up of the existing information, change of the conversation to another theme, demonstration and statement of one’s own opinion, evaluation and position, the arrangement and preparation of the partner’s consciousness and emotions for a certain mood. Thanks to the questions, a person build a bridge to the unknown. This “unknown” may be attractive or frighten us. As the linguist A.King parts out “these who are able to think, can ask questions”.

A. King investigated this question and came to the conclusion, that it’s necessary to teach asking questions, it is a special skill, because many people got accustomed to ask ordinary even primitive questions requiring a little tension of the memory on answering them.[6;18]

If a person learns and doesn’t ask questions, he doesn’t feel the state of incompleteness, which is the basis of any cognitive activity.

Questions are necessary for people for the orientation in the surrounding world and that’s why those people who can ask questions orientate better than those who can’t. Focused questions are more effective when they are asked at the higher level of generalization.

The teacher’s questions are the instruments managing the students’ cognitive activity. They help to develop critical thinking. There are questions the answers on which may be found in the text. For example: Who is the author of this story? When was the story written? Who are the main characters of the story? etc. This kind of questions is given the exercises or after the text and with their help the students comprehend the content and the main idea of the text. But the main goal of the English teacher is learning to answer not only such questions, but to develop critical thinking, to teach the students compare, generalize, sum up, find out the similarities and differences, tell their ideas and points of view on certain questions.

3. Think / Pair / Share. Focused and problem questions are more effective when they make the students think and look for answers. Think / pair / share – is the activity when the teacher offer the students an “open” question, he may write it on the blackboard. Then the students are given two of three minutes to answer it individually (in written form). Then students turn to each other and share their answers with the partner. One or two pairs share their answers with the whole group. Every student becomes very active in fulfilling the tasks and he (she) has a great stimulus to think about the materials and discuss it with other students of the group.

4. Concomitant of expectations. A lot of questions with short answers may be prepared by the teacher with the purpose of establishing the most important aspects of the topic. The students are asked to answer these questions individually or in pairs as distinctly as possible. This technique may be done by using tests with the answers: “Yes/No” or “True/False, having listening comprehension of the text or dialogue , listening to the tasks and marking “true” or “false”.

The teacher can check up the students’ knowledge asking all of them, they raise their hands on the answer “Yes” or “No”. At the end of the lesson the students come back to the same questions and can change their points of view.

5. Brainstorm. “Brainstorm” is the working out a great number of ideas on a certain theme, first, without critics. The main task of the “brainstorm” is to use the force of a small

group for generalization of ideas. “Brainstorm” makes the students tell a lot of ideas, including fantastic extraordinary. The more ideas they have, the better is for solving problems. [5;79]

To achieve the “brainstorm” successfully we should follow the next steps.

1. Make the participants sit in relaxed manner.
2. Prepare the blackboard or papers for writing down the ideas.
3. Explain the problem to the participants of the “brainstorm”.
4. Define the rules of the work.
5. Ask ideas and write down them quickly.
6. When a list of paper is fulfilled, hang it on the wall.
7. Stimulate the new ideas, adding your own ideas.
8. Don't laugh or do ironical commentaries at the other students' ideas.
9. Go on to fix the ideas as long as possible.

6.Cluster. Splitting into clusters is a pedagogical method, which develops the creativeness and the ability to establish the links and relations of the investigated phenomena, helps the student to think freely on a certain topic. The word “cluster” means “bunch”. Cluster evokes fresh associations, involves the ideas into the thinking process. It's very useful to have “cluster” before the study of a certain topic. For example, here are the clusters on the topics: “Professions”, “Education system in the USA”, “Relaxation”.

7.Reading by ‘Zigzag’ method. This is a technique of cooperative learning, when every student gets an individual task, which is a part of the general task of the group. ‘A personal zone’ of responsibility and motivation of the students increases. The technique provides the active work of all members of the class, creating the partnership relations..

8. A free letter. The techniques “a free letter” may be done on a certain topic in the classroom. The students have limited time and they write everything in their mind. They should write without stopping and correcting any mistakes. The work in written form let us fix the ideas and express then more exactly. We can follow the peculiarities of thinking activity of the students according to their works (a free letter) done in written form. The best ideas come to the students' minds at the time of their writing a letter. The regular use of this technique at the lesson gives the students the additional opportunities for the information of new ideas. Works in written form promote to the development of the creative thinking.

Discussion.

Interactive methods of teaching appeared in the result of the new pedagogical and informational technologies. They create in the classroom the atmosphere of partnership, from the creative approach in solving many problems and help to develop critical thinking.

According to Yu. Avdeenko, "interactive teaching methods" - is an interconnected joint activity of students and teachers in which all participants in the educational process interact with each other, exchange information, solve problems together, simulate situations, evaluate each other's actions and their own behavior, immerse themselves in a real atmosphere of cooperation on joint problem solving [1;21].

Kevin Yee, the author of interactive techniques, considers interactive methods to be the most effective ones. They involve a collection of more than 100 teaching strategies that aim to engage students in studying process. Most of them encourage the natural acquisition of language.[4;39]

The techniques of interactive approach let us not only get new knowledge and information, but also develop the cognitive activity of students at the lessons, to arise their interest to the theme of the lesson to develop critical thinking and form the communicative habits and skill.

Conclusion.

Interactive teaching is a special form of arrangement of the educational and cognitive activity, it has concrete aims. One of the important factors for achieving good results is creation of the comfortable psychological microclimate, conditions for learning and teaching. All the students feel themselves equal, because the opinion and ideas of every student are taken into consideration and fixed. Every student has the opportunity to make his individual contribution into the fulfillment of the tasks and there is an exchange of ideas, points of you and knowledge is whole thus, interactive approach lead to the cooperative learning, when both – a teacher and a student are partners. All actions are produced in the atmosphere of cordiality and mutual support.

To sum up, using interactive approach in the classroom develop students' the cognitive activity, arise their interest to learn the language and improve critical thinking and communicative skill.

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ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

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