

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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Muassis: “SCIENCEPROBLEMS TEAM”
mas'uliyati cheklangan jamiyati

Tahririyat manzili:

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog'och ko'chasi, 70/10-uy. Elektron manzil:

scienceproblems.uz@gmail.com

Bog'lanish uchun telefon:

(99) 602-09-84 (telegram).

MUNDARIJA

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SOFT SKILLS IN FOREIGN LANGUAGE CLASSES: BASES OF IMPROVEMENT OF STUDENTS' INTERPERSONAL AND COGNITIVE SKILLS

Karimova Nilufar Ummatqul qizi,
Associate Professor (PhD)
Uzbekistan State University of world languages
E-mail: ummatkulovna93@mail.ru

Abstract. In an increasingly interconnected and dynamic world, soft skills such as communication, collaboration, critical thinking, and emotional intelligence are essential for success in both academic and professional environments. While English language teaching (ELT) has traditionally focused on linguistic competence, contemporary pedagogical approaches are recognizing the significant role that ELT can play in developing these vital soft skills. This article explores how English language instruction can be utilized to enhance students' interpersonal and cognitive soft skills, providing a comprehensive overview of relevant teaching strategies and practices. Through a review of relevant literature and empirical evidence, the article highlights how ELT methods such as task-based learning, communicative language teaching, and project-based learning can be effectively used to foster soft skills development. The article concludes by offering recommendations for educators to integrate soft skills into their language teaching practices.

Keywords: English language teaching (ELT), soft skills, communication skills, critical thinking, project-based learning, interpersonal skills, cognitive skills, educational development.

CHET TILI DARSLARIDA SOFT SKILLS: TALABALARNING SHAXSLARARO VA KOGNITIV KO'NIKMALARINI RIVOJLANTIRISH ASOSLARI

Karimova Nilufar Ummatqul qizi,
dotsent (PhD)
O'zbekiston davlat jahon tillari universiteti

Annotatsiya. Bugungi kunda tobora o'zaro bog'langan va dinamik dunyoda kommunikatsiya, hamkorlik, tanqidiy fikrlash va hissiy intellekt kabi soft skills akademik va professional muhitda muvaffaqiyatga erishish uchun zarur hisoblanadi. An'anaviy ravishda ingliz tilini o'qitish (ELT) lingvistik kompetensiyaga qaratilgan bo'lsa-da, zamonaviy pedagogik yondashuvlar ELTning ushbu muhim soft skillsni rivojlantirishdagi ahamiyatini tan olmoqda. Ushbu maqolada ingliz tilini o'qitish orqali talabalarining shaxslararo va kognitiv soft skillsni qanday rivojlantirish mumkinligi, shuningdek, tegishli o'qitish strategiyalari va amaliyotlari batafsil ko'rib chiqiladi. Tegishli adabiyotlar va empirik tadqiqotlar asosida maqolada vazifaga yo'naltirilgan o'qitish, kommunikativ til o'qitish va loyiha asosida o'qitish kabi ELT usullari soft skillsni rivojlantirishda samarali qo'llanilishi ta'kidlanadi. Maqola yakunida o'qituvchilarga soft skillsni til o'qitish amaliyotiga integratsiya qilish bo'yicha tavsiyalar beriladi.

Kalit so'zlar: ingliz tilini o'qitish (ELT), soft skill, kommunikatsiya ko'nikmalari, tanqidiy fikrlash, loyiha asosida o'qitish, shaxslararo ko'nikmalar, kognitiv ko'nikmalar, ta'limiy rivojlanish.

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INTRODUCTION

In the modern world, technical proficiency and subject-specific knowledge alone are not enough to ensure success. Soft skills—such as effective communication, teamwork, problem-solving, critical thinking, and adaptability—are increasingly recognized as crucial elements of

both personal and professional development. These skills are necessary for students to thrive in a fast-paced, globalized environment that demands flexibility, emotional intelligence, and the ability to collaborate effectively with others. While soft skills are often associated with interpersonal and emotional intelligence, they also encompass cognitive abilities that enable individuals to process information critically, make informed decisions, and solve problems. In this context, English language teaching (ELT) can serve as a powerful tool not only for developing linguistic proficiency but also for promoting the broader set of skills that are essential for students' success in the 21st century.

Traditionally, ELT has focused on developing students' grammatical accuracy, vocabulary, pronunciation, and reading/writing skills. However, recent pedagogical trends emphasize the need to integrate the development of soft skills into language teaching. This shift is driven by the recognition that English, as the global lingua franca, is more than just a means of communication; it is also a vehicle for developing cognitive and interpersonal abilities that extend beyond linguistic proficiency. This paper explores how ELT can be leveraged to enhance students' soft skills, focusing on communication, teamwork, critical thinking, and emotional intelligence. Through a review of relevant pedagogical methods and empirical research, this article seeks to demonstrate how ELT can serve as an effective platform for the development of these crucial competencies.

LITERATURE REVIEW AND METHODOLOGY

The realities of modern political, economic and social life of society have determined the paradigm shift in higher education. The interdisciplinary nature of the modern labor market confirms the inconsistency of the “qualification model” of specialist training, which is rigidly tied to the subject and object of labor” [1], and requires a revision of the content of education, teaching and upbringing technologies.

A modern highly qualified specialist who meets international standards, in addition to a number of professional competencies, must possess a set of universal competencies [2], certain personal characteristics and skills necessary for successful work and life in modern society and determining its competitiveness.

Taking into account the results of the Hanoverian soft skills study (March 2014)[3], we believe that such skills and personality characteristics that allow overcoming the “inertia of circumstances” include:

- communication skills (especially the ability to actively listen and hear);
- mastery of the culture of thinking;
- the ability to perceive and analyze information, to think critically;
- to set goals and determine ways to achieve them;
- to make organizational and managerial decisions in non-standard situations;
- to react quickly to changing circumstances of the surrounding reality, while maintaining emotional balance;
- willingness to cooperate with colleagues, work in a team; striving for self-development, mobility and professional growth;
- the ability to self-criticize, adequately assess the activities of others and socially significant processes;
- willingness to engage in constructive dialogue, including in a foreign language, in the field of professional communication, etc.

The term "soft skills" (translated from English as "flexible skills") in foreign sources is associated with the skills (abilities) of a person to interact with other people [4]. As a rule, they include the ability to work in a team, in collaboration.

However, many researchers agree that in order to carry out successful professional communication, employees need creative and reflexive skills that "help manage personal and social situations" [5], and therefore creative and reflexive components have been identified in the soft skills structure of a successful specialist.

A thorough review of existing research and academic sources was undertaken to identify key themes and findings related to the role of ELT in soft skills development. Key sources included academic journals on language teaching, educational psychology, and communication studies. Several case studies from different educational contexts were analyzed to examine the practical application of soft skills development in ELT[6]. These case studies were selected to represent a range of teaching settings, from secondary schools to universities, as well as diverse methodologies such as communicative language teaching (CLT), task-based language teaching (TBLT), and project-based learning (PBL).

The basis of soft skills is the communicative component, which includes the following interaction skills[7]:

- to interact by means of native or foreign language, verbal and non-verbal communication;
- listen and hear; respond appropriately to the questions and statements of the interlocutor;
- plan and predict the communicative interaction, determine the information and compositional structure of the utterance;
- carefully select language tools for speech impact, providing solutions to specific tasks, and use them correctly;
- to search and extract the necessary information and share it;
- identify and consistently, argumentatively defend your own position;
- to control and adequately use diction, intonation, accentuation, tempo of speech, strength and emotional coloring of voice, gestures, pantomime in the context of a specific interaction;
- choose and implement the most optimal line of behavior (especially in relations with partners from a different culture); - make public appearances, business presentations.

A survey was distributed to 100 English language teachers from various educational levels (primary, secondary, and tertiary). The survey focused on the teachers' experiences with integrating soft skills into their language teaching practices, their perceptions of the effectiveness of different methods, and the challenges they face in promoting soft skills alongside language learning. Data from the literature review, case studies, and survey responses were synthesized to identify trends and insights regarding the integration of soft skills into ELT. The analysis focused on the methods that were most effective in fostering communication, critical thinking, collaboration, and emotional intelligence among students.

RESULTS AND DISCUSSION

The results of this study reveal several key findings about the role of ELT in enhancing students' soft skills, particularly communication, collaboration, critical thinking, and emotional intelligence.

Interactive Learning: One of the primary ways in which ELT contributes to soft skills development is through the promotion of communication. Classroom activities such as debates, role plays, group discussions, and presentations provide students with ample opportunities to practice speaking and listening in real-life contexts. These activities encourage students to articulate their ideas, listen actively, and engage in constructive dialogues.

Real-World Contexts: The use of authentic materials—such as news articles, podcasts, interviews, and videos—was found to significantly enhance students' communication skills. Exposure to a variety of communicative situations, including formal and informal registers, helps students adapt their language use to different social and professional contexts.

Peer Feedback and Reflection: Group work and peer feedback sessions are commonly used to help students improve their communication skills. These activities promote collaboration, active listening, and the ability to provide constructive feedback. Survey responses indicated that teachers who incorporated peer evaluations and group discussions saw a marked improvement in students' ability to communicate effectively.

Group Projects: Task-based learning and project-based learning approaches were frequently cited as effective strategies for fostering teamwork. Through collaborative projects, students not only practice their language skills but also learn to work together toward a common goal. These projects often require students to coordinate tasks, share responsibilities, and resolve conflicts, which are key aspects of teamwork.

Problem-Solving in Groups: Activities that involve problem-solving, such as group brainstorming sessions or collaborative decision-making tasks, promote both cognitive and interpersonal skills. These tasks encourage students to consider different perspectives, negotiate solutions, and develop strategies for effective collaboration. The case studies demonstrated that when students were asked to tackle real-world problems in groups, they exhibited greater creativity, critical thinking, and cohesion as a team.

Inquiry-Based Learning: English language teaching that encourages inquiry-based learning, where students are tasked with exploring topics, asking questions, and finding solutions, was found to be highly effective in developing critical thinking. Tasks that involve research, analysis, and the synthesis of information enable students to refine their problem-solving skills and approach challenges systematically.

Debates and Discussions: Engaging students in debates or discussions on controversial issues helps them develop critical thinking by forcing them to articulate and defend their positions. Teachers who facilitated structured debates reported that students became more adept at evaluating evidence, considering multiple viewpoints, and formulating reasoned arguments.

Task-Based and Problem-Solving Activities: The use of task-based activities that require students to solve complex problems, analyze scenarios, and present solutions was also found to promote critical thinking. For instance, students working on case studies or simulations were encouraged to think critically about the issues presented, evaluate various options, and justify their decisions.

Empathy through Cultural Learning: ELT that includes a focus on cross-cultural communication and global issues helps students develop empathy and emotional intelligence. Understanding different cultural perspectives fosters interpersonal sensitivity and helps students appreciate diverse viewpoints. For example, language learners who engage in cultural exchange programs or read about international social issues often develop stronger emotional intelligence and empathy toward others.

Reflective Practices: Many teachers incorporated reflective practices, such as journaling or group reflections, to help students develop self-awareness and emotional regulation. These practices allow students to express their emotions, reflect on their experiences, and understand how their feelings influence their communication and decision-making.

The findings of this study suggest that English language teaching is not only a means to acquire linguistic skills but also an effective platform for fostering essential soft skills[8]. Through interactive, student-centered approaches such as task-based learning, project-based learning, and communicative activities, ELT can help students develop communication skills, critical thinking, teamwork, and emotional intelligence.

Integrating Soft Skills into ELT: The integration of soft skills into English language teaching is essential for preparing students for the demands of the modern workplace and society. By incorporating collaborative tasks, critical thinking exercises, and emotional intelligence-building activities, teachers can help students become more effective communicators and problem-solvers.

CONCLUSION

English language teaching has the potential to play a transformative role in the development of students' soft skills, particularly communication, teamwork, critical thinking, and emotional intelligence. By adopting student-centered teaching approaches, such as task-based learning and project-based learning, teachers can help students build not only linguistic proficiency but also the interpersonal and cognitive skills necessary for success in a globalized world. As educational systems continue to recognize the importance of soft skills, English language teaching can serve as a powerful vehicle for preparing students for the challenges and opportunities of the 21st century.

Thus, soft skills is a complex integrative characteristic of a personality, representing a set of various skills and personal qualities that ensure the success of a specialist in professional activity in modern conditions of interdisciplinarity. Moreover, functionally, the process of developing soft skills can make a great contribution to improving the quality of life and work of an individual, ensuring the formation and development of cultural skills of people's relationships; activating the desire of communication partners to express and understand each other's emotional experiences.; improving the understanding of one's communication partner, his intentions, attitudes, experiences, states; developing the ability to "multi-activity" and striving for constant self-improvement and self-realization. Therefore, the task of pedagogy is to identify and justify the ways of developing the soft skills of future specialists and to ensure the conditions for their development in vocational education.

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Muassis: “SCIENCEPROBLEMS TEAM”
mas'uliyati cheklangan jamiyati

Tahririyat manzili:

100070. Toshkent shahri, Yakkasaroy tumani, Kichik Beshyog'och ko'chasi, 70/10-uy. Elektron manzil:

scienceproblems.uz@gmail.com

Bog'lanish uchun telefon:

(99) 602-09-84 (telegram).