

**SCIENCE**  
**PROBLEMS.UZ**

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Actual problems of social and humanitarian sciences  
Актуальные проблемы социальных и гуманитарных наук

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**2023**

# **SCIENCEPROBLEMS.UZ**

## **ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ**

*№ S/6 (3)-2023*

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**ТОШКЕНТ-2023**

## **БОШ МУҲАРРИР:**

Исанова Феруза Тулқиновна

## **ТАҲРИР ҲАЙЪАТИ:**

### *07.00.00-ТАРИХ ФАНЛАРИ:*

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

### *08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:*

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

### *09.00.00-ФАЛСАФА ФАНЛАРИ:*

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

### *10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:*

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

### *12.00.00-ЮРИДИК ФАНЛАРИ:*

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси

Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети.

#### *13.00.00-ПЕДАГОГИКА ФАНЛАРИ:*

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

#### *19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:*

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

#### *22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:*

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

#### *23.00.00-СИЁСИЙ ФАНЛАР*

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

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#### **ОАК Рўйхати**

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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#### **Тахририят манзили:**

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Телеграм канал:

[https://t.me/scienceproblems\\_uz](https://t.me/scienceproblems_uz)

## МУНДАРИЖА

### 07.00.00 – ТАРИХ ФАНЛАРИ

*Мамаражабов Бобир Нормўмин ўғли*

САУДИЯ АРАБИСТОНИДАГИ ЎЗБЕК МУҲОЖИРЛАРИ ТАРИХИ: МУВАФФАҚИЯТЛИ  
АССИМИЛЯЦИЯ ВА ЙЎҚОТИЛГАН МИЛЛИЙ ИДЕНТИКЛИК .....8-17

*Хайдаров Абдулходи Ахмадали ўғли*

XIX АСР ОХИРИ – XX АСР БОШЛАРИДА ФАРҒОНА ВИЛОЯТИДА БОҒДОРЧИЛИК ВА  
ТОМОРҚАЧИЛИКДАГИ ЎЗГАРИШЛАР ..... 18-22

*Назаров Азизбек Ёқубжонович*

ТУРКИСТОН ГЕНЕРАЛ-ГУБЕРНАТОРЛИГИДА ИЛМИЙ ЖАМИЯТЛАР: ТАРИХШУНОСЛИК  
ТАҲЛИЛИ ..... 23-31

*Abdulloyev Jamshed Izzatulloevich*

MARKAZIY OSIYO MAMLAKATLARIDA CHEGARA VA SUV MUAMMOLARINING VUJUDGA  
KELISH ASPEKTLARI VA BUGUNGI RIVOJLANISH BOSQICHI ..... 32-36

*Пасилов Баҳодир Абдуллаевич*

ЎЗБЕКИСТОН ССРДА СОВЕТ ИҚТИСОДИЁТИ АСОСЛАРИ ШАКЛЛАНИШИНИНГ АЙРИМ  
МАСАЛАЛАРИ (1917-1937 ЙЙ.) ..... 37-41

*Ismailov G'afurjon Xasanovich*

TURKIYADAGI O'ZBEK TEKKE (TAKIYA)LARIDAN BIRI "SULTONTEPA TEKKESI"  
MUSOFIRLAR UCHUN TUTGAN O'RNI ..... 42-46

*Raxmatulloev Murodjon Xikmatulloevich*

BUXORO VILOYATIDA OMMAVIY AXBOROT VOSITALARI TIZIMINI TAKOMILLASHTIRISHGA  
OID ISLOHOTLAR ..... 47-50

*Elmurodova Nilufar Baxtiyorovna*

SHARQ VA G'ARB UYG'ONISH DAVRI MADANIYATI: QIYOSIY TAHLIL ..... 51-55

*Нафиддинова Хосият Равшановна*

БУХОРО ВОҲАСИ АҲОЛИСИ ОИЛАВИЙ МАРОСИМЛАРИ ТАРИХИГА ДОИР  
МАЪЛУМОТЛАР ..... 56-60

### 08.00.00 – ИҚТИСОДИЁТ ФАНЛАРИ

*Zhang Hongzhi, Wu Bo*

RUMOR RESILIENCE: HOW BUSINESSES ECONOMICALLY RESPOND TO STOCHASTIC RUMOR  
SPREAD ..... 61-66

*Ibrayimova Dilnoza Abdisheripovna*

MINTAQADA OZIQ-OVQAT MAHSULOTLARI ONLINE SAVDO MARKETINGINI  
RIVOJLANTIRISH ISTIQBOLLARI ..... 67-72

*Nayimov Shoxruh*

PROBLEMS OF FORMATION AND MANAGEMENT OF COLLATERAL PORTFOLIO OF A  
COMMERCIAL BANK ..... 73-79

*Maxkamov Navruzjon Tuxtamishovich*  
ISSUES OF APPLICATION OF QUALITY MANAGEMENT IN THE SOCIO-ECONOMIC  
DEVELOPMENT OF ENTERPRISES AND ORGANIZATIONS FOR THE PURPOSES OF THE  
DEVELOPMENT STRATEGY OF THE REPUBLIC OF UZBEKISTAN ..... 80-88

*Рахматуллаев Беҳзод Рахматуллаевич*  
ХИЗМАТ КЎРСАТИШ СОҲАСИНИ РИВОЖЛАНТИРИШНИНГ УСТУВОР  
МАСАЛАЛАРИ ..... 89-95

*Abdullayeva Zamira Muxtarovna*  
МЕХНАТ ВОЗОРИ ТАЛАБЛАРИГА ОЛИЙ ТА’ЛИМ ХИЗМАТЛАРИ МОДЕЛЛАРИНИ  
МОСЛАШТИРИШ ..... 96-102

*Имомов Холмурод Норқулович, Шарипов Тўлқин Саидахмедович*  
ИҚТИСОДИЁТНИНГ ТРАНСФОРМАЦИЯЛАШИШИ ШАРОИТИДА ДАВЛАТ-ХУСУСИЙ  
ШЕРИКЧИЛИГИНИНГ ШАКЛЛАРИ, МОДЕЛЛАРИ ВА МЕХАНИЗМЛАРИ ..... 103-114

*Эргашев Ахмаджон Махмуджон ўғли*  
ТИЖОРАТ БАНКЛАРИ ФАОЛИЯТИГА ТАЪСИР ЭТУВЧИ РИСКЛАРНИ АНИҚЛАШ ВА  
БОШҚАРИШ МЕТОДОЛОГИЯСИНИ ТАКОМИЛЛАШТИРИШ ..... 115-122

#### **09.00.00 – ФАЛСАФА ФАНЛАРИ**

*Imotova Nozimaxon Avazxonovna*  
JAMIYAT FAROVONLIGI TUSHUNCHASI VA UNING O'ZIGA XOS IJTIMOY-FALSAFIY  
XUSUSIYATLARI ..... 123-129

*Qodirov Davronbek Hoshimovich*  
ABULQOSIM QUSHAYRIY VA UNING ILMIY FAOLIYATI ..... 130-133

*Jabborova Saodat Sattorovna*  
SHARQ MUTAFAKKIRLARINING MA'NAVIY SALOHİYATNI YUKSALTIRISHDA QO'SHGAN  
HISSASI ..... 134-142

#### **10.00.00 – ФИЛОЛОГИЯ ФАНЛАРИ**

*Tuxtasinova Mahliyoхon Shavkatjon qizi*  
L.Z.BUDAGOV LUG'ATIDA ESKI O'ZBEKCHA SO'ZLARINING EKVIVALENTLAR YORDAMIDA  
IZOHLANISHI ..... 143-149

*Narmuratov Zayniddin Radjabovich*  
INGLIZ VA O'ZBEK TILLARIDA TA'LIM VA ILM MAZMUNLI FRAZEMALARDA EKVIVALENTLIK  
MASALASI ..... 150-154

*Urazaliyeva Mavluda Yangiboyevna*  
UZBEKCORPUS.UZ PLATORMASIDA MORFOLOGIK TAHLIL INTERFEYSI VA DASTURIY  
TA'MINOTI ..... 155-160

*Mirzayeva Yelena Sa'dullaevna*  
O'ZBEK MENTALITETI VA AXBOROTNI IDROK ETISH ..... 161-166

*Alimjanova Shohsanam Azamat qizi*  
INGLIZ TILIDAGI KO'P MA'NOLI IBORALARNI O'ZBEK TILIGA TARJIMA QILISH

USULLARI .....	167-171
<i>Iskandarova Shamsiyabonu Ulug'jonovna</i> BADIIY ADABIYOTDA MUALLIF VA TARIXIY QAHRAMON O'RTASIDAGI G'OYAVIY BOG'LIQLIK MASALASI (Laila Lalaming "Mavrning hisoboti" asari tahlili asosida) .....	172-176
<i>Hamroqulova Marjona Nabijon qizi</i> "MAHBUB UL-QULUB" ASARIDAGI FRAZEMALARNING SEMANTIK-USLUBIY XUSUSIYATLARI .....	177-181
<b>12.00.00 - ЮРИДИК ФАНЛАР</b>	
<i>Зулфикоров Шерзод Хуррамович</i> ҚОНУНЧИЛИК ПАЛАТАСИ ҚЎМИТА ВА КОМИССИЯЛАРИДА ДЕПУТАТЛАР ФАОЛИЯТИНИ ЯНАДА ТАКОМИЛЛАШТИРИШ МАСАЛАЛАРИ .....	182-191
<i>Таллибаев Умиджон Шергазиевич</i> ОСОБЕННОСТИ ПРИВЛЕЧЕНИЯ К АДМИНИСТРАТИВНОЙ ОТВЕТСТВЕННОСТИ ЗА ПРАВОНАРУШЕНИЯ В СФЕРЕ ИНФОРМАЦИИ. ....	192-199
<b>13.00.00 - ПЕДАГОГИКА ФАНЛАРИ</b>	
<i>Iminakhunova Iroda Huseynovna</i> THE MOST IMPORTANT REQUIREMENTS THAT ENSURE EFFECTIVE PEDAGOGICAL CONTROL OF STUDENTS' SELF-EDUCATIONAL ACTIVITIES .....	200-206
<i>Usmanaliev Khusniddin</i> INTERCULTURAL COMPETENCE IN THE TEACHING PROCESS OF A FOREIGN LANGUAGE .....	207-219
<i>Madaminov Uktam Ataxanovich</i> ELEKTRON TA'LIM MUHITIDA FANLARNI MOBIL TEXNOLOGIYALAR ASOSIDA O'QITISH METODIKASI .....	220-224
<i>Yuldasheva Dilfuza Qodirovna</i> TURIZM YO'NALISHI TALABALARIGA INGLIZ TILIDA SOHAVIY LEKSIKANI O'RGATISH USULLARI .....	225-229
<i>Tohirova Shohsanam Yunusovna</i> THE IMPORTANCE OF CASE TECHNOLOGY IN PRACTICAL ENGLISH CLASSES IN NON- PHILOLOGICAL EDUCATIONAL INSTITUTIONS .....	230-236
<i>Nuriddinova Muyassar Muhiddinovna</i> ORGANIZING PHYSICAL EDUCATIONAL EVENTS WITH PRESCHOOL CHILDREN .....	237-242
<i>Raxmatova Mexrinovna Majitovna</i> YOSHLAR MA'NAVIY SALOHİYATINI YUKSALTIRISHDA INNOVATION TARG'IBOT TEXNOLOGIYALARINING SAMARADORLIGI .....	243-247
<i>Sheraliyev Odiljon</i> TALABALARNING DIGITAL KOMPETENSIYASINI RIVOJLANTIRISHNING PEDAGOGIK- PSIXOLOGIK XUSUSIYATLARI .....	248-254

13.00.00- Педагогика фанлари

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### THE IMPORTANCE OF CASE TECHNOLOGY IN PRACTICAL ENGLISH CLASSES IN NON-PHILOLOGICAL EDUCATIONAL INSTITUTIONS

**Abstract.** This article represents the teaching English for Specific Purposes (ESP) using case study technology. The importance of case study technology in teaching the English language in non-philological institutions and the benefits of this approach to language learning students is the main ideas that are included in this article.

**Keywords:** methodology, foreign language, lexical competence, case studies, material design, education, English for Specific Purposes (ESP), non-philological directions, development, technology, audience.

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### ЗНАЧЕНИЕ КЕЙС-ТЕХНОЛОГИИ НА ПРАКТИЧЕСКИХ ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА В НЕФИЛОЛОГИЧЕСКИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ

**Аннотация.** В данной статье представлено обучение английскому языку для специальных целей (ESP) с использованием технологии тематического исследования. Важность технологии кейс-стади при обучении английскому языку в нефилологических вузах и преимущества этого подхода для изучения языка студентами – основные идеи, включенные в данную статью.

**Ключевые слова:** методика, иностранный язык, лексическая компетенция, тематические исследования, дизайн материала, образование, английский для специальных целей (ESP), нефилологические направления, развитие, технология, аудитория.

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### NOFILOLOGIYA TA'LIM MUASSASALARIDAGI AMALIY INGLIZ TILI DARSLARIDA KEYS TEXNOLOGIYALARNING AHAMIYATI

**Annotatsiya.** Ushbu maqolada maxsus maqsadlarda ingliz tilini (ESP) amaliy tadqiqotlar texnologiyasidan foydalangan holda o'qitish ko'rsatilgan. Nofilologik muassasalarda ingliz tilini o'rgatishda keys-stadi texnologiyasining ahamiyati va bu yondashuvning til o'rganish talabalariga foydalari ushbu maqolada keltirilgan asosiy fikrlardir.



**Kalit so'zlar.** metodologiya, chet tili, leksik kompetentsiya, amaliy ishlar, material dizayni, ta'lim, maxsus maqsadlar uchun ingliz tili (ESP), filologik bo'lmagan yo'nalishlar, rivojlanish, texnologiya, auditoriya.

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**Introduction.** Today, every country pays great attention to the development of education, and the basis of the development of education undoubtedly lies in various educational technologies and methods that increase the professional performance of the specialists. Therefore, the quality and content of education in this field are under a special control. Information and statistics are changing in every single field of the workplace and the pace of this change is so great that teachers as well as students have to be updated to increase their knowledge and skills. Considering this, teachers, especially teaching ESP students, are required to thoroughly study the news in the fields they are teaching in addition to their own specialty.

Historically, the concept of technology has been associated with technical progress, and this concept is consistent with the doctrine of arts, crafts, and science. Technology is usually understood as a set of scientific descriptions of methods and production process of materials.

The political dictionary defines technology as:

- 1) sum of methods of processing, preparation state, properties, shape of objects, materials, semi-finished objects during the production process;
- 2) the science of methods of influencing objects, materials and semi-raw materials through production tools.[1]

As it is described in the book of N.N.Azizxo'jayeva [1;98], there are different descriptions of the word 'technology'. Above mentioned meaning is connected with overall meaning of this word. However it is described differently in different spheres.

The scientific and technical revolution, which started in the field of production for the first time, is changing revolutionarily not only the field of industry, but also culture, medicine, information, science and education.

The term 'pedagogic technology' defines the system of professionally important qualifications of a pedagogue in influencing students. It also determines the technological nature of pedagogical activity. Today, there is a problem of bringing pedagogical innovation experiences into one system in educational technologies. There are many views on the history of the emergence and development of pedagogical technology. One of them was that pedagogical technologies were initially considered as a teaching about technical tools, and it was found that the teaching process should be organized consistently and systematically.

There are several definitions of pedagogical technologies:

"Pedagogical technology is the design of the process of forming a student team, capable of guaranteeing pedagogical success, regardless of the skill of the teacher" (V. P. Bepalko). [2;192]

"Pedagogical technology is the application of the ideas of systematization of education or systematization of teaching in the classroom to pedagogy (T. Sokomoto); [3;106]

"A systematized set of all means, tools and methods used to achieve pedagogical goals, and the procedure for their action" (M. V. Klarin);[4;299]

“Educational technology is the systematic application of scientific and other knowledge in solving practical problems” (T.Galbright);[5;124]

“Pedagogical technology is a process that guarantees the formation of personal qualities previously given to them as a product of the influence of a teacher (educator) on students (students) under certain conditions and using teaching (education) means” (N. Saidakhmedov)[6;56]

Thus V.P. Bepalko puts forward the idea of designing the educational process. Unfortunately, until now, there is no clarity about pedagogical technology and project concepts. Pedagogical technology is rapidly entering the educational process, but its status remains uncertain. In the work of researchers, it occupies a place between science and practice.

**Materials and methods.** From this point of view, before applying pedagogical technologies in English classes, it is important to form a technological map of the lesson, plan each stage of the lesson in a certain time period. It is necessary to take into account the level of knowledge and educational needs of students. Otherwise; it is inevitable that there will be problems in achieving educational efficiency. In my opinion, the main goal of using pedagogical technologies is to involve them in active-interactive training in the course of the lesson based on a student-centered approach. This helps the student to think freely and master the lesson better. Overall, the main essence of pedagogical technology is to make students interested and to achieve solid assimilation of knowledge. Based on pedagogical technology, the most basic requirement is to provide education on the basis of the student's previously acquired knowledge and interests based on the life experience of the pedagogue. That is, to prevent all negative situations that arise as a result of a student's lack of knowledge, and to prove that if the student is active, the ability to acquire knowledge can be formed.

In the Republic of Uzbekistan, at the same time, great reforms and innovations are taking place in the path of socio-economic development, of course, in the field of education. We can take the "Law on Education" and the "National Program for Personnel Training" as a proof of above mentioned words. On the basis of these two documents, the demand and need for acquiring knowledge and profession increased, and this, in turn, raised the question of effective use of new pedagogical-technologies by our pedagogues in the educational process.

This approach helps the careful organization of educational processes and the preparation of new personnel to become masters of their work. Pedagogical technologies and pedagogical skills are closely related to each other. By educational activity, I mean purposeful activity aimed not only at ensuring successful labor activity, but also at education. The essence of this activity is not only the use of knowledge, experience, qualifications and skills accumulated by a person, but also their transmission to the next generation.

After independence in Uzbekistan, a number of important changes took place in the field of education, various normative documents were adopted. The continuous view of education was given a new form and content, that is, the educational process was improved. This shows that the government is deeply aware of the great importance of reforms in the education system in the foundation of the development of every society, and the necessary measures are being implemented in a timely manner. It is important to introduce the advanced technologies of developed countries in the training of mature personnel for reforms in the field of education, as well as to organize the form of education instilling our national values.

There are a number of foreign scientists and researchers have conducted a number of studies on teaching English in various non-philological areas using the case study. According to articles written by Jean Parkinson, Craig Watterson, and Lauren Whitty, case studies in English for Special Purposes have been used in the fields of law, business, and medicine, but the field of engineering has attracted little attention. That is to say, it was mentioned that when this technology was used, it was much easier for engineering students to give instructions in this field and to teach science.

There are some methods and ways of teaching ESP students; however it is a way harder to choose only one specific methodology. As Dudley Evans and St John claimed that the strength of methodology is the way in which language learning and subject learning approaches can be integrated. They proposed two incredible approaches: case studies and project work.

Traditional methods like grammar translation or lecture based teaching are thought to be encouraged passive language learning since minimal participation of students is required. Unlikely, in case study method students can enjoy active participation and involvement. In this method students are motivated to hone their skills and abilities by being involved into a challenge, an opportunity and a decision. They have to come with several alternative solutions to the given case and choose one or two plausible answers using their logical reasoning.

One of the most effective teaching technologies is problem-based teaching technology. The main task of this technology is to form the active learning process in the student and the scientific-research method in thinking. Problem-based learning or case technology is consistent with the goals of personal education. In this method of teaching, the student's independence grows parallel to the reproductive forms of teaching. Today, there are definitions and descriptions of problem-based teaching, and the most systematic and complete information is given by M.I. Makhmutova[7;368].

Some teachers feel uncomfortable with using this method in their teaching classes, possibly because they change their role from a teacher to a facilitator, or they may feel that in their class teaching is not happening. However, through this method teachers could mostly help their students to sharpen their reflective learning as well as problem solving skills and raise their critical thinking skills such as application, synthesis or evaluation. Furthermore, especially in engineering institutions students can learn how to connect theory and practice and draw their attention to self consciousness about assumptions and conceptions.

As mentioned above, the use of case studies in non-philological areas facilitates the form of communication between the teacher and the student, and through this, the instructions given by the teacher are more clearly understood. Students who repeat their previous knowledge learn to think in the given language and make critical judgments in the given problem.

In this case technology, the interaction between theory and practice is guaranteed through students' in-depth study of situations related to their professional activities. Students carefully study specific situations. At the same time, they think deeply about the problem, compare the knowledge they have acquired in theoretical training with the knowledge and skills they have acquired independently, and refer to their experiences in educational activities. In these processes, they feel the need for additional theoretical information, search more deeply, and find statistical information.

**Results and discussion.** As a result, the theoretical and practical process begins to be firmly established in an organic relationship, students develop a number of skills, such as the

ability to think logically, speaking skills, the ability to work in a team, and drawing conclusions. The problematic aspect of the cited situation is determined, the goals and tasks, the directions of the conducted research are determined.

Those who study the problem put forward various solutions to the problem situation, show reasons, and finally make a decision giving the most favorable conclusion. Through this, students will learn to accurately plan their future work activities, get used to making the most correct solutions and decisions in difficult situations, and be ready to apply the knowledge they have acquired during the educational process into practice.

The problem system reflects the logical structure of the educational process, the content of the studied material, the methods of organizing the students' learning activities, their management, the technology of the lesson, and the teacher's control of the results of the students' activities. If the teacher has mastered the essence and content of the theory of problem-based teaching organization, technical means, methods, and forms of teaching and is able to creatively apply those in his practical work, then he or she can achieve his or her educational goals.

A good didactic preparation of the teacher is very important, because without a good knowledge of the general theory, it is impossible to approach the work in a creative way. The teaching process is an art; it consists in attracting students to their subject, showing the beauty of intellectual knowledge, encouraging students to think independently. The main indicator of a comprehensively developed person is their ability to think.

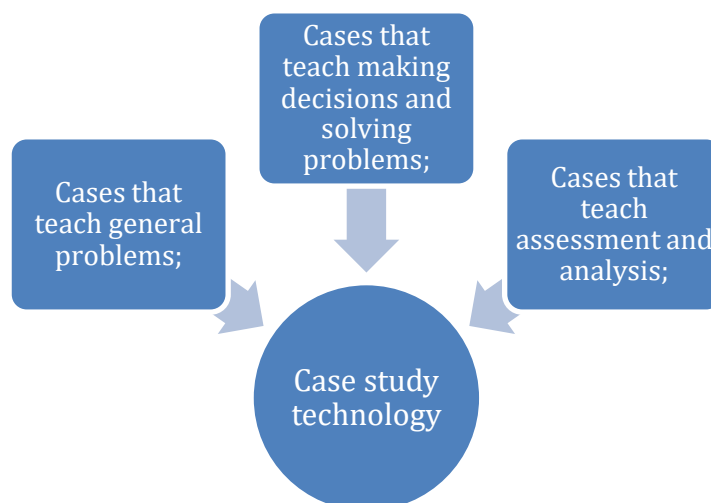
If teaching leads to the development of creative abilities, then if it is carried out together with developmental teaching, then in such teaching, the teacher relies on the laws of thinking ability, on the basis of special teaching tools, it is aimed at forming students' desire to know and thinking abilities. Such teaching becomes problematic only if the foundations of science consist of the teaching process.

The goal of activation through problem-based learning is that it does not consist of the level of training of thinking ability in a random and isolated way, but it is necessary to systematically carry out mental influences to solve targeted tasks. In this activity, the student will analyze, compare, synthesize, generalize, and in practice, concretize it and get new information.

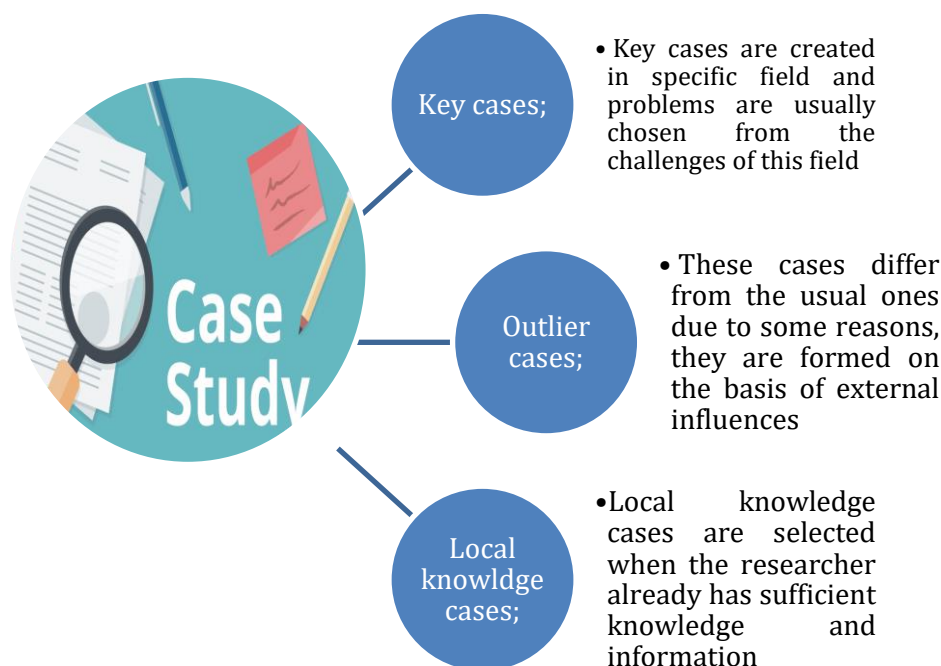
In other words, it consists of expanding and deepening new knowledge based on previously acquired knowledge. Neither a teacher nor a book can teach how to come to such conclusions using previous knowledge, it is sought and found by the student - this is a searching method of knowing.

In fact, the case-study technology helps students to develop a number of characteristics that will help them become mature specialists in their professions in the future. In doing so, during the implementation of practices related to professional activity, putting oneself in the place of the person fulfilling official duties, foreseeing the final results, preventing problems, and solving them, mental stress arises skills such as avoidance are formed. By analyzing the problem in a group, students will carry out future work activities in cooperation with their colleagues. Another important point is that with the help of this technology, qualified personnel form their understanding of professional ethics standards, test their readiness for their chosen professional activities. Their abilities correctly evaluate achievements; prevent their shortcomings and any material, spiritual and mental stress.

There are different types of case studies:



In addition, there are also some other types of case studies:



**Conclusions and future scope.** Summarizing the above mentioned views, it can be said that the case technology can be considered one of the most appropriate technologies for teaching students in family educational institutions, especially in non-philological fields. In my opinion, this technology is of great importance in improving the quality of education in family educational institutions, in preparing specialists for professional life, and in forming the necessary language knowledge and skills in them. Active participation of students is ensured in the case-study method, and in this method, students can freely communicate in the foreign language they are studying in the direction of their choice by making decisions in problematic situations and drawing conclusions from them.

The fact that they give several alternative solutions to the given case and choose one or two reliable answers using their logical reasoning will help them to make the right conclusions

and decisions in their professions in the future. However, in this method, many teachers may feel uncomfortable because their role in the classroom is greatly reduced, but through this method, teachers can promote self-reflective learning in their students, as well as problem solving can help to improve making skills and improve critical thinking skills such as application, synthesis or evaluation. In addition, especially in engineering institutions, students can learn how to connect theory and practice and focus their attention on self-awareness of assumptions and concepts.

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