

Language Learning & Teaching and Intrucional Technology

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AJOU UNIVERSITY IN TASHKENT

“ENGLISH PHILOLOGY AND MANAGEMENT”
DEPARMENT

“LANGUAGE LEARNING & TEACHING
AND INSTRUCTIONAL TECHNOLOGY”

Semantic-Scientific Conference
MATERIALS

AJOU UNIVERSITY IN TASHKENT



TASHKENT 2023

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Authors are responsible for the correctness and accuracy of the information included in the collection.

From the Editors

As editors of the conference proceedings, we are excited to present a comprehensive collection of research and insights from the "Language Learning, Teaching, and Instructional Technology" conference. This conference aimed to serve as a hub for thought leaders, educators, technologists, and professionals passionate about language instruction. Our goal was to merge traditional teaching methods with modern instructional technology, focusing on English, student research, and integrating STEM education with English instruction. Through collaborative discussions, research presentations, and knowledge sharing, we aim to influence the future of global language education, ensuring it is dynamic, inclusive, and effectively integrated with technology.

English Language Learning and Pedagogy

In this crucial section of our conference, we present a carefully selected collection of insightful papers exploring the evolving landscape of English language teaching and learning. This segment highlights innovative approaches to curriculum development, effective assessment techniques, and the unique challenges faced in EFL/ESL settings. Each paper demonstrates a dedication to improving pedagogical practices, emphasizing the dynamic and constantly evolving nature of English language education. These papers, rich in practical insights and theoretical developments, offer valuable guidance for educators aiming to adapt and excel in this vital field.

Instructional Technology in Language Learning

This section of our conference book focuses on the increasingly important role of modern technology in language instruction. The papers in this track highlight how state-of-the-art educational technology tools, platforms, and applications are integrated into language learning environments. They not only show how these technologies enhance learner engagement but also provide innovative insights into online teaching methods. Moreover, these papers critically evaluate the effectiveness of various technological tools in language classrooms. This track serves as a testament to the transformative impact of technology in redefining language education, promoting an environment of ongoing innovation and advancement.

STEM Education and Language Instruction

This section of our conference book presents an intriguing blend of disciplines, focusing on the intersection of STEM (Science, Technology, Engineering, and Mathematics) education and English language instruction. The papers in this segment examine various aspects of this interdisciplinary approach. They discuss the complexities and rewards of teaching STEM education in English,

addressing both the advantages and challenges encountered in such environments. The contributors highlight innovative methods to integrate language skills with STEM content effectively, thereby enriching the educational experience. Additionally, this track includes case studies that showcase successful examples of English-medium instruction in STEM contexts. These insights not only reveal the potential of this educational combination but also offer practical advice for educators in this dynamic and increasingly significant field.

Student Tract

Our Student Track offers a unique platform for students who are passionate about language learning, teaching, instructional technology, and academic research. This section is designed to engage and empower student participants, providing them with a special opportunity to immerse themselves in the Language Learning & Teaching and Instructional Technology Conference. It's a chance for students to present their work, exchange ideas, and gain valuable insights into the latest advancements in these fields. This track not only showcases student contributions but also ensures their perspectives are heard and appreciated in these dynamic areas. It invites students to step forward, explore, and contribute to the exciting world of language education and technology.

As editors, we express our heartfelt thanks to all participants for their steadfast dedication and for enriching the conference with their knowledge and expertise. The success of this conference represents a collective accomplishment, showcasing the passion and commitment of everyone involved. We are confident that the insights shared will make a significant contribution to the fields of language learning and teaching. We eagerly anticipate the ongoing development of these dynamic disciplines.

Editors:

Jeahyeon Ahn

Nozima Majidova

Yulduz Badelbaeva

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Key Notes

Navigating the Path of Stem Education with English Instruction: Challenges and Benefits

Dr. Soonong Shin
Vice Rector of IUT

The Language Learning & Teaching and Instructional Technology Conference
[Ajou University in Tashkent, December 23, 2023](#)

Navigating the Path of STEM Education with English Instruction - Challenges and Benefits -

Soobong SHIN

Vice Rector of IUT



CV**Vice Rector for Research and External Affairs of IUT**

(former Vice President for Academic Affairs of INHA Univ.)

Education: all in Civil Engineering

(BS) Seoul National University

(MS) MIT

(Ph.D) University of Illinois at Urbana-Champaign

**Career related to Engineering Education**

2012~2016 Director of INHA Intellectual Property Education Center

2014~2015 Vice Director of INHA WISET (Women in Science, Eng., and Technology)

2015~2018 Director of INHA Innovative Engineering Education Center

2018~2020 Director of Research Center for Innovative Engineering Education

2020~2022 Director of Research & Information Center for Innovative Engineering Education

<https://ricee.or.kr/www>

2016.11.08 Lee Ki-Jun Engineering Innovation Award (KSEE)

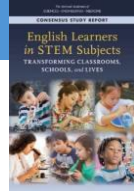
Major Social Activities

2009~current Committee Manager of ISO/TC 71/SC 7

2015~current Member of NAEK (National Academy of Engineering of Korea)

2017~2019 President of EESK (Earthquake Engineering Society of Korea)

Language – for what?



English

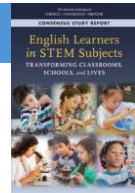


Communication

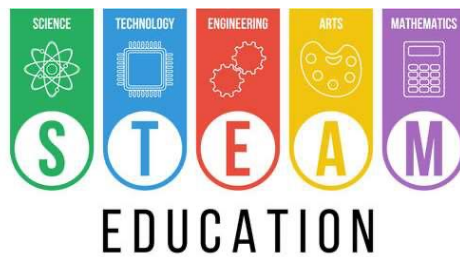


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STEM – for what?



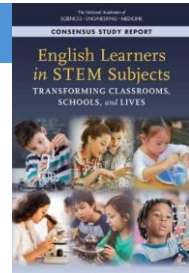
STEAM ↔ **for** **Future Talents**



Role of Language and Culture in STEM Learning

English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives (National Academies Press, 2018)

- **Language** is simultaneously a cognitive ability and a cultural resource that children first learn to draw on in their homes and communities.
- All of the experiences in families, communities, and cultural contexts, can provide resources for learning **STEM**.
- To learn STEM subjects, students will learn the requisite **new patterns of language and expression** only through opportunity for and engagement in STEM disciplinary practices.
- When allowed to interact in varied ways to build from what they already know and to develop new technical knowledge at school, students can learn STEM content and practices while simultaneously building their proficiency in English beyond STEM.



Why STEM Education?



The solution is STEM education. (EuroSchool)

- STEM courses help our future generation to overcome problems.
- It trains students to solve the greatest challenges the world may face.
- It is not just a subject at school.
- Critical thinking, Problem-solving, Teamwork, Communication, Creativity, etc.

STEM education in USA.

- Many technical education fields are adopting the idea of STEM education.
- the view is that students' experiences with real-life problems will increase their relevance to the STEM field and stimulate change in the workforce and interest in the STEM field (Brown et al., 2011).
- STEM knowledge is required to solve everyday work-related problems (Asunda, 2012).



Sustainable Development Goals



SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD



Grand Challenges for Engineering

<https://www.engineeringchallenges.org/challenges.aspx>



Advanced Personalized Learning



Make Solar Energy Economical



Enhance Virtual Reality



Reverse-Engineering the Brain



Engineer Better Medicines



Advance Health Informatics



Restore and Improve Urban Infrastructure



Secure Cyberspace



Provide Access to Clean Water



Provide Energy from Fusion



Prevent Nuclear Terror



Manage the Nitrogen Cycle



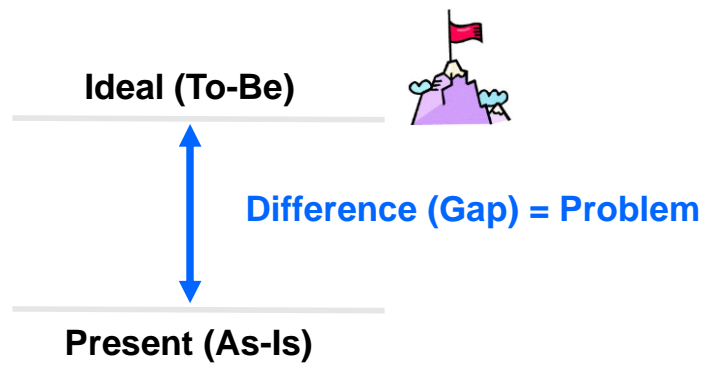
Develop Carbon Sequestration Methods



Engineer the Tools of Scientific Discovery



Problem Definition



Solution Scheme - TRIZ



TRIZ : Teoriya Reshnya Izobretalskikh Zadatch (Russian)

TIPS : Theory of Inventive Problem Solving (English)



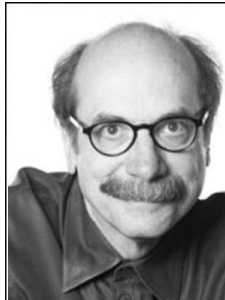
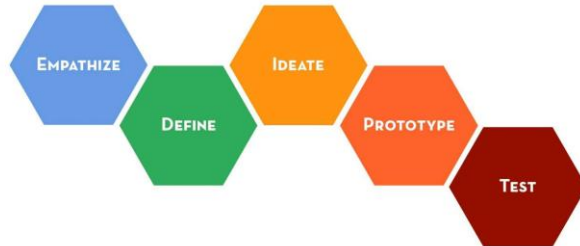
- Genrich Altshuller (1926~1998)
- Analyzed more than 200,000 IPs in 1940's
- More than 98% of invents by known sol.
- Only 2% of invents are pioneering.

- ✓ Creativity can be learned.
- ✓ The process of creativity can be discovered and accessed by people who want to solve creative problems.
- ✓ An algorithm for invention exists.

Solution Scheme - TRIZ



Solution Scheme – Design Thinking



The main tenet of design thinking is empathy for the people you're trying to design for. Leadership is exactly the same thing - building empathy for the people that you're entrusted to help.

— David M. Kelley —

AZ QUOTES

"Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success."

—Tim Brown,
Chair of IDEO



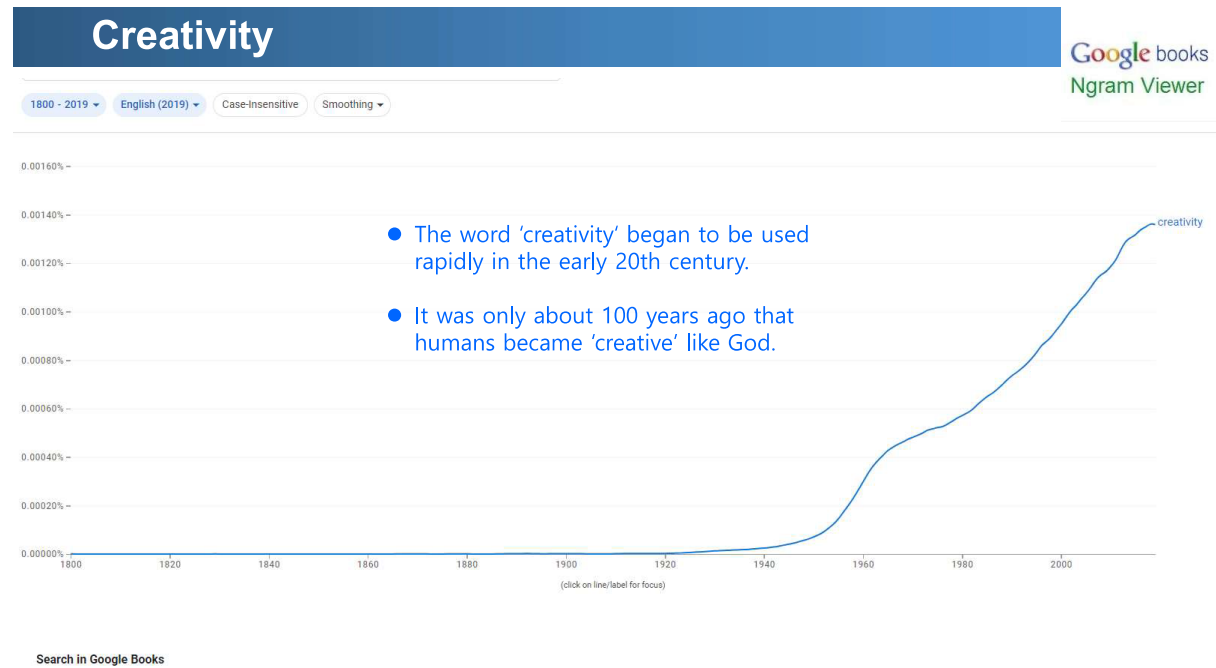
Solution Scheme – Design Thinking

Stanford University – d.school



d. HASSO PLATTNER
Institute of Design at Stanford





Rapidly Changing Society



Frequently reported News:

- Employees are laid off by international co. due to the introduction of **AI** in jobs.
- Technological advancements are happening on a daily basis.



- ✓ Jobs are getting automated rapidly.
- ✓ What would happen in the future?

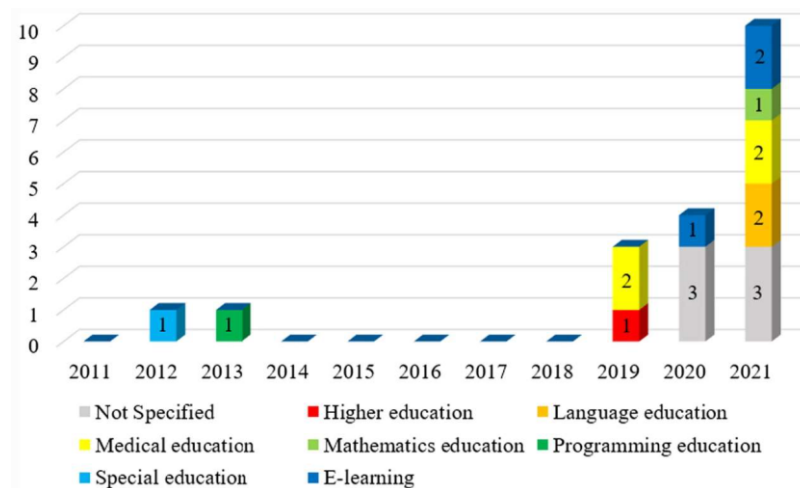


AI in STEM Education

<https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-022-00377-5>



Existing literature review of AIED articles, ranging from 2011 to 2021



ChatGPT in 2022

<https://en.wikipedia.org/wiki/ChatGPT>



ChatGPT (Chat Generative Pretrained Transformer)

- LLM-based chatbot developed by OpenAI and launched on Nov. 30, 2022.
- It enables users to refine and steer a conversation towards a desired length, format, style, level of detail, and language.
- Successive prompts and replies, known as prompt engineering, are considered at each conversation stage as a context.
- By January 2023, it had become what was then the fastest-growing consumer software application in history, gaining over 100 million users.
- It is a real turning point of AI application: [Singularity](#)



Revolution – Knowledge & Technology



MOUSE:

- GUI (Graphical User Interface)
- GPU (Graphics Processing Unit)



TOUCH:

- Apple *i*-phone, *i*-pad



VOICE:

- GPT-4
- Google Assistant
- Samsung Gauss
- etc.



AI in STEM Education

<https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-022-00377-5>

5 Ways AI is Impacting STEM Education:

1. Personalized Assistance
2. Greater creativity
3. Inclusion and Access
4. More accurate Assessments
5. Preparation for the Future



AI's Role in STEM Education:

- AI and other cutting-edge technologies play a huge role in the future of education, especially for STEM students who will develop future programs.
- Embracing AI early on in their learning careers is essential to ensure academic and career success.

AI & Language Learning

Hyper-scale AI: (GPT_3.0/4.0)

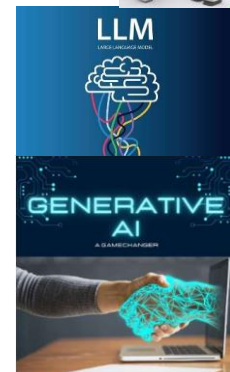
- **LLM** - Learning to speak and writing is possible. (eg. 3-line poem)
- Accurate transmission of knowledge is possible to some extent.
- But, conveying emotions is difficult.

Learning:

- **Generative AI** can improve productivity and helps with writing.
- Training trillion times to match words:
(eg) I __ home. || I go home and ____.

Hate speech and Hallucination:

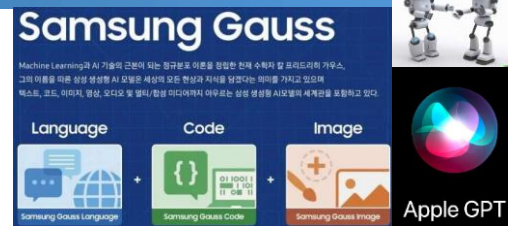
- Need rules or engines to exclude hate words.
- Biased information by AI
(eg) nurse → 'she' || doctor, engineer → 'he'



AI & Language Learning

Samsung Gauss AI:

- It will be installed on the Galaxy S24 in January 2024.
- Generative AI – language, image, code models



AI biased toward English culture.

- AI is becoming a foundational technology thru hyper-scale AI technology.
- However, AI is based on collected DATA (**mostly in English**).
- (eg) Which country does Dokdo(Takeshima) belong to?
 - Google, Chat_GPT → Conflict area
 - Claude 2, Lama 2: → Japan
 - (in Lama 2, Korean language data is also included but less than 0.06%)
- It may be possible to highly depend on English culture rather than being dependent on global big data.

Example of STEM Education



K-12 Education:

- **Science Fair Projects:** Students engage in experiments and present their findings, applying scientific methods.
- **Robotics Clubs:** Schools may have clubs or classes where students build and program robots, integrating technology, engineering, and mathematics.
- **Math Olympiads:** Competitions that challenge students in complex mathematical problem-solving.



Example of STEM Education



Incheon Office of Education – Plan for 2024:

- **Creative Convergence Camp with Uzbekistan:**
 - ✓ Experience booth
 - ✓ Online exchange program with Tashkent students and teachers
 - ✓ Exchange program agreement with sister schools in Tashkent
 - ✓ Inviting UZ Education officials to Korea and Operating a booth at the Incheon Science Festival



Example of STEM Education



Higher Education:

- **Engineering Degrees:** Programs that focus on applied mathematics, physics, and technology, preparing students for careers in engineering fields.
- **Computer Science Courses:** Courses that teach programming, software development, and the theoretical aspects of computing.
- **Research Projects:** In science and engineering courses, students often undertake research projects that apply theoretical knowledge to real-world problems.

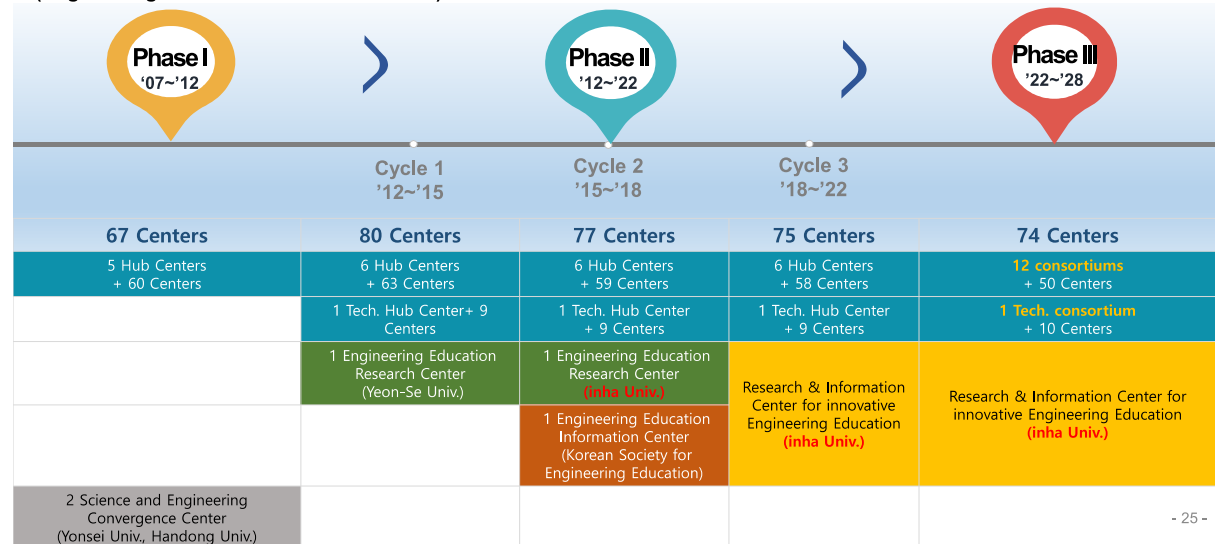


Example of STEM Education



EEIC Program in Korea

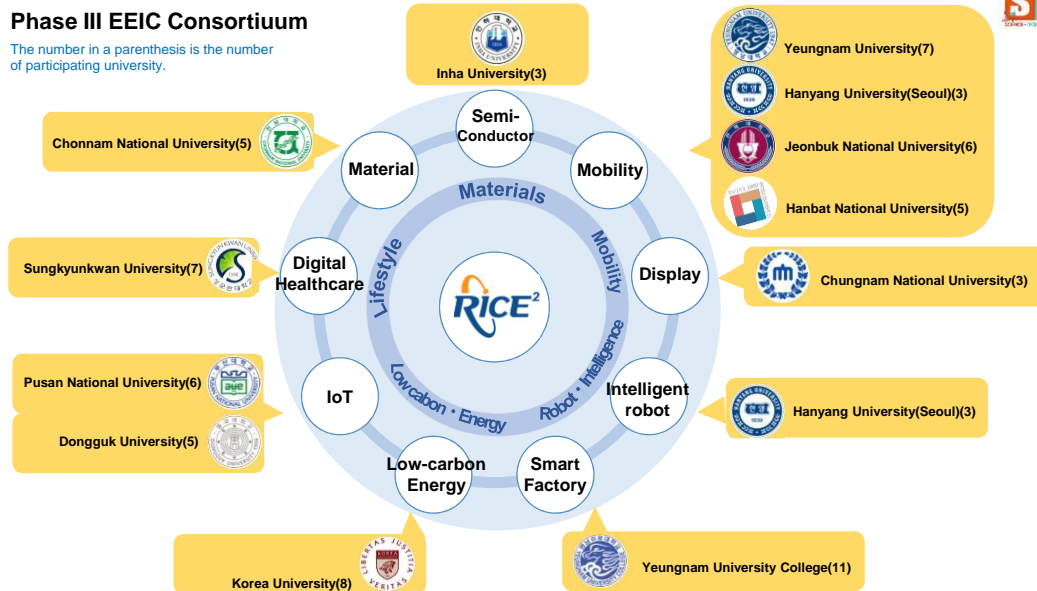
(Engineering Education Innovation Center)



Example of STEM Education

Phase III EEIC Consortium

The number in a parenthesis is the number of participating university.



Example of STEM Education



E²FESTA
ENGINEERING EDUCATION
FESTA 2023
공학페스티벌

Since 2012

공학과 산업 사이

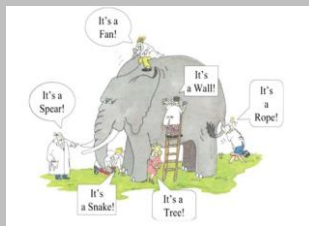
2012년부터 산업부 주관으로 매년 서울과학기술대학교에서 개최되는 행사로, 공학계와 산업계 간의 교류를 증진시키고, 공학 분야에서의 혁신을 촉진하기 위한 목적으로 설립되었습니다. 본 행사는 공학 분야에서의 연구 성과를 소개하고, 산업계와의 협력을 강화하는 데 중점을 두고 있습니다. 또한, 공학 분야에서의 인재 양성과 공학 분야에서의 사회적 기여를 위한 다양한 프로그램을 운영하고 있습니다.

2012 2013 2014 2015 2016 2017 2018 2019

Example of STEM Education

Vertically Integrated Project

- World-wide VIP consortium
- Form a team with multi-grade and multi-disciplinary students of Engineering College
- Participate in carrying out practical research tasks suggested by the Professor
- For a total of 6 semesters, from the 2nd semester of freshmen year to the 1st semester of senior year



theory-based education



project-based education

The Language Learning & Teaching and Instructional Technology Conference
Ajou University in Tashkent, December 23, 2023



Q&A



**Current Trends in the Field of International English Language Tests: Factors
Contributing to the Computerization of Exams in Uzbekistan**

Amirsaid Sadikov

British Council



Amirsaid Sadikov
December 23, 2023


 **IELTS**

Current trends in the field of International English language tests: factors contributing to the computerization of exams in Uzbekistan


The programme

Programme


- British Council Overview
- IELTS: Steps toward computerisation
- Current stance of IELTS
- Delivery modes of IELTS
- Integration of Video Call Speaking in IELTS
- The IELTS test on computer (advantages and peculiarities)
- One Skill Retake
- Links to resources (Preparation Materials)




Steps toward Computerisation in IELTS




Listening




Reading



Writing



Speaking



Modes of delivery

Test on paper

- This is the main mode of delivery at the moment. Listening, Reading and Writing test answers are all hand-written on IELTS answer sheets

Test on computer

- Answers to Listening, Reading and Writing tests are all typed directly onto the computer
- The Speaking Test is the same for both tests on paper and tests on computer: face-to-face, one-to-one with a trained examiner

IELTS Online

- Allows test takers to take IELTS anywhere, provided they have a stable internet connection and quiet, private space.
- Only available in selected countries.

Modes of delivery

Key points

- There is no difference in the content of the tests
- There is no difference in the value of the results e.g., a 6.5 is the same whether the test was taken on paper, on computer or online
- Test takers will be able to choose which mode of delivery they want to have


Integration of Video Call Speaking




**Introducing
Video-Call
Speaking Test**

Same experience.
Same examiners.
Same test.

The IELTS on Computer test: Peculiarities and Advantages






IELTS Listening

The Listening Test

Which number do you hear?

1. Daniel lives at **13 / 30** Bridgewater Road.
2. Laura was **14 / 40** when she learned to swim.
3. The doctor's clinic is at **15 / 50** Manor Street.
4. The student scored **16 / 60** marks in his test.
5. We used to live in an apartment building with **17 / 70** other people.
6. Susan has **19 / 90** books in her office.





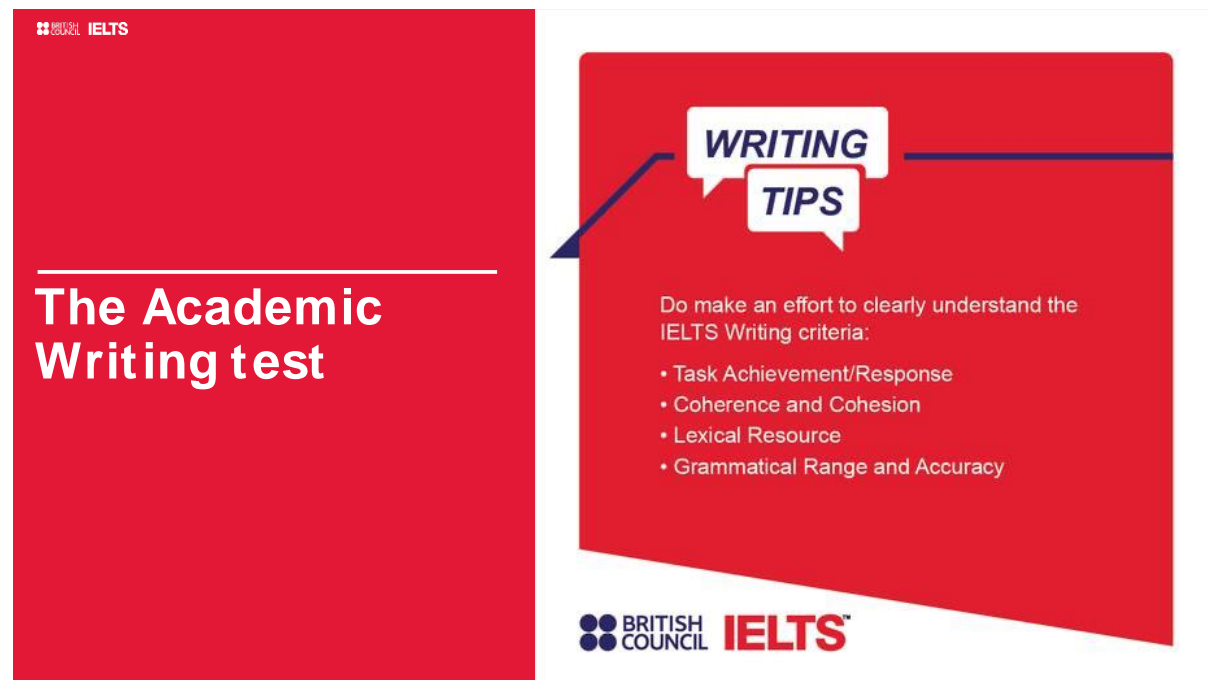
The Academic Reading test



Reading task types - matching headings and summary completion

Attend this week's **live IELTS webinar** to have the chance to use skim reading skills in longer texts. You'll also get to practise a strategy for matching headings and to learn an approach to the summary completion task.





IELTS

The Academic Writing test

WRITING TIPS

Do make an effort to clearly understand the IELTS Writing criteria:

- Task Achievement/Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

BRITISH COUNCIL IELTS™



IELTS

I trust the test that helps me *achieve my best*

New

IELTS One Skill Retake

from **BRITISH COUNCIL**

IELTS Preparation Support

Visit IELTS website [takeielts.org](https://www.takeielts.org) for various support materials including free practice tests



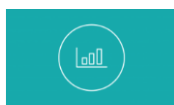
Free IELTS preparation webinars and IELTS Study Pack

Sign up and get access to our free weekly IELTS webinars and our brand new IELTS Study Pack!



Free online IELTS practice tests

Prepare for IELTS with our free practice tests and answers.



IELTS Progress Check

IELTS Progress Check is an official, online practice test. Completed tests are marked by IELTS trained and qualified markers and you will receive a Feedback Report including an indicative band score for each section of the test.



IELTS for UKVI and Life Skills practice tests

Prepare for your IELTS for UK Visas and Immigration (Academic) on computer test with free sample questions.



Free IELTS mobile apps

Our free IELTS apps allow you to learn English flexibly – wherever you are and whenever you want to prepare.



IELTS expert Facebook sessions

The IELTS Expert Live Sessions on Facebook give test takers the opportunity to interact with an IELTS teacher and ask questions about the test.



IELTS on computer preparation

Use our range of practice materials to familiarise yourself with the IELTS on computer test and improve your English level.



IELTS preparation courses

Prepare for your IELTS test with a range of IELTS study materials and resources from the British Council.



IELTS Coach – personalised, online coaching¹²

Join our fully personalised online IELTS preparation course with IELTS experts. Combine online group or private live classes to maximise your score.



IELTS books and study guides

You can benefit from a wide range of IELTS preparation books and materials, created by some of the world's leading English language specialists.

IELTS Ready

Member vs Premium

Through IELTS Ready the British Council provides an unparalleled level of IELTS preparation support, both before and after registration for a test. For the highest level of preparation support test takers need to register to access the IELTS Ready Premium platform. Below are the key features of each level.

TakeIELTS

Free access to general information and basic preparation support

- Access to Free IELTS (one AC and GT) practice test, IELTS for UKVI practice test
- Information on Test format, Free webinars and Facebook Live sessions, IELTS Prep App, and IELTS books and study guides
- Information on IELTS Progress Check, EnglishScore Tutors, IELTS Coach, Teaching centre Preparation courses (Paid services)

IELTS Ready Member

Free access to the Member provides valuable information on how to excel in the test upon basic account creation. Key features include:

- Free online access to 6 mock tests and speaking practice
- Practice exercises for all question types
- Tips and videos for score improvement
- Free IELTS preparation webinars
- 8 videos for new test takers and 4 for repeat test takers

IELTS Ready Premium

Complimentary access to the Premium section on purchasing IELTS with British Council. Key features include:

- Personalised study plan
- 40 full practice tests
- 25 Academic and 15 General exams available, all 4 sections
- Live and recorded lessons.
- Adaptive practice questions tailored to test takers' abilities
- Comprehensive guidance and model answers to enhance test takers' performance in reading, writing, and listening sections.
- Mobile Friendly



**Transforming English Teaching and Learning: Unveiling Strategies for
Engaging and Empowering Learners in Academia**

Dr. Jain Gunjan

Westminster International University in Tashkent





"Transforming English Teaching and Learning:
Unveiling Strategies for Engaging and
Empowering Learners in Academia"

Global Education Department (SOLTE)

WESTMINSTER
International University in Tashkent

2



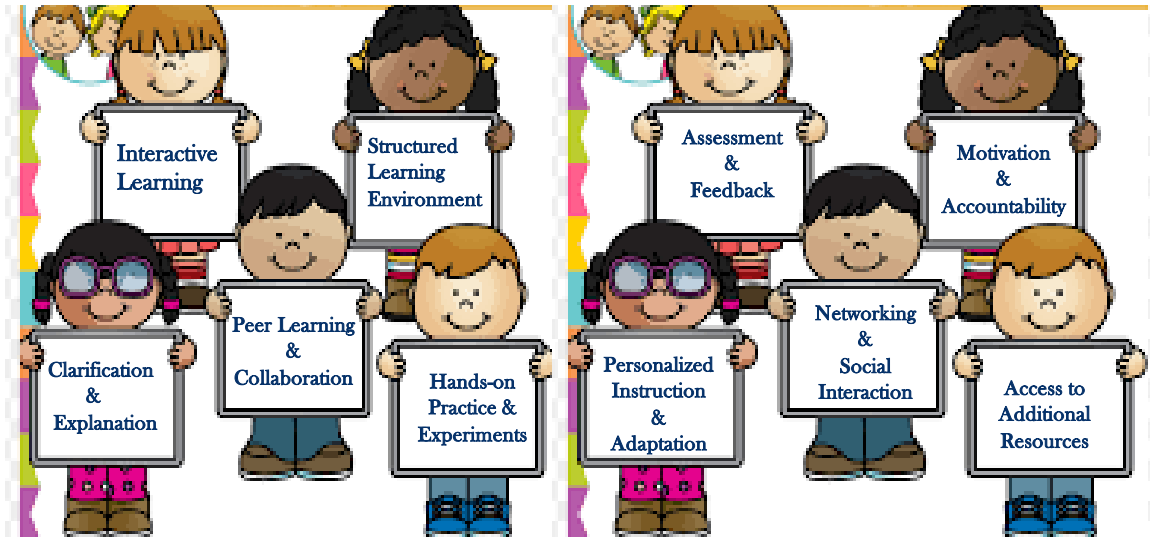
What you think?

WIUT

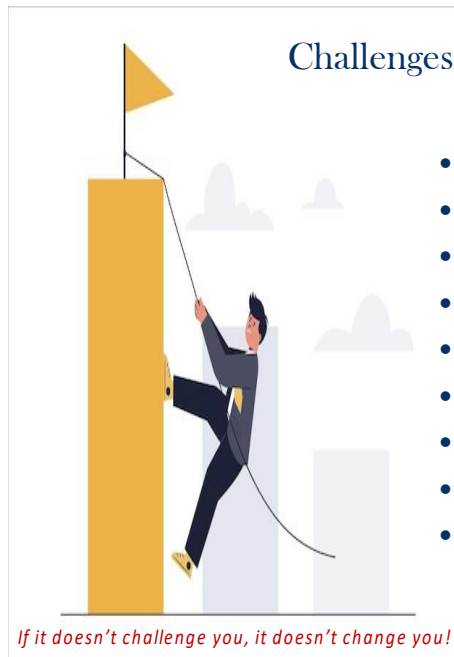
Why should students attend lessons at university when the required learning material is available online?



Reasons to Attend University:

WIUT

- The presentation explores the strategies that captivate and empower learners, create a teaching world that sparks curiosity, foster critical thinking and enable learners to actively participate in their educational journey, unlocking the full potential of English Education through an immersive learning experience.



Challenges in Language Learning

WIUT

- Linguistic Complexity
- Cultural and Contextual Factors
- Individual Differences
- Speaking & Listening Skills
- Vocabulary Acquisition
- Language Anxiety
- Limited Exposure & Practice
- Assessment & Feedback
- Time & Persistence

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7

Need of Revolutionizing English Education

WIUT

- Changing Language Needs
- Communicative Competence
- Learner-Centred Approaches
- Critical Thinking and Creativity
- Technological Integration
- Intercultural Competence
- Lifelong Learning



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8

Tactics for Engaging Learners

WIUT

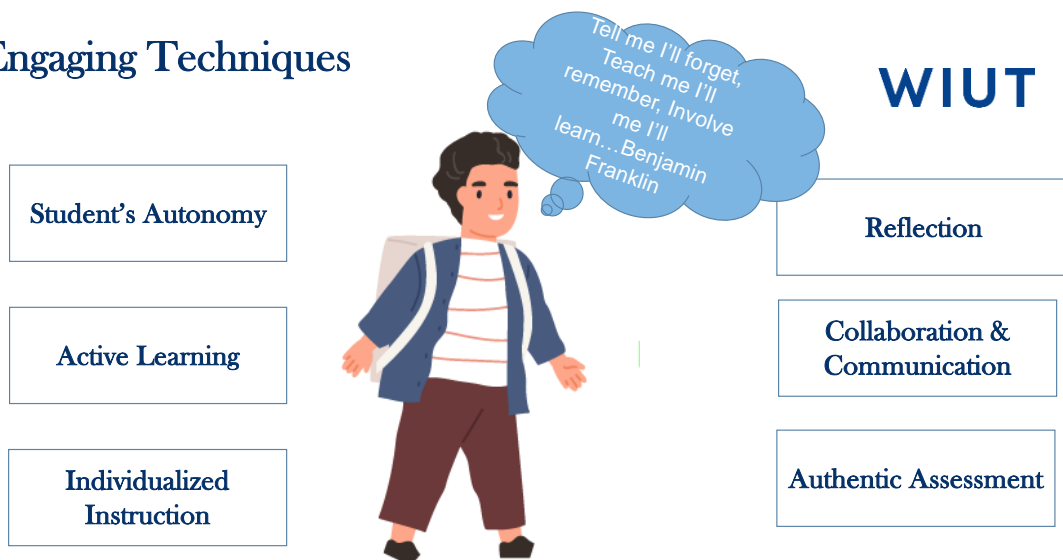


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9

Engaging Techniques

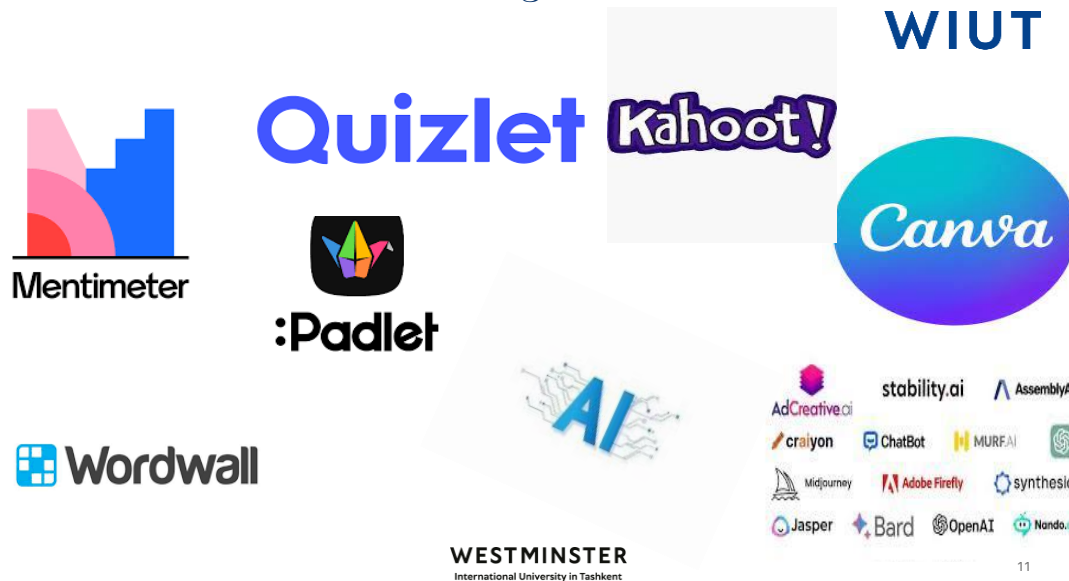
WIUT



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10

Power of Innovative Teaching



Transforming English Education with AI

Enhance learner's Engagement & Facilitate personalized learning journey

WIUT



Making language learning enjoyable

Focus on specific needs, progress at their own pace

Generate Engaging Content

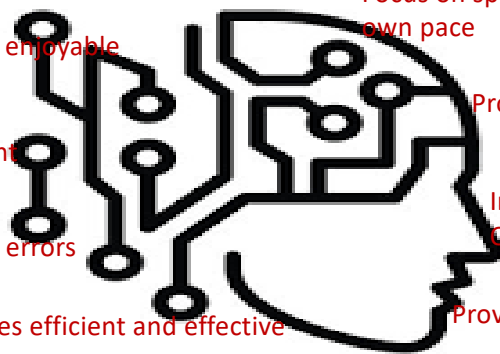
Provides real time feedback

Enable learners to correct errors

Improve Student learning Outcome

Language learning becomes efficient and effective

Provide Valuable Insights



Examples of using AI in English Edu.

- Wordtune - Unlock creativity and improve writing on the sentence level.
- GPT Zero - Advanced AI detector for Chat GPT
- Interviewby.ai - Add job description and it will generate interview questions, record answers in your voice and get feedback.
- Getbuddies.co - Students can design their own English speaking friend
- Excuses.ai- Excuse generator
- Slides go - Creating Power point presentation

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Maximize Impact of AI in Language Acquisition

- Identify Clear Goal and Objectives
- Integrate AI tools and platform seamlessly in curriculum
- Ensure Data Privacy and Security Measures
- Train Educators for Effectively Utilization
- Foster Collaboration between AI developer, educator and experts
- Promote equality and inclusivity
- Prioritize Ethics



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Conclusion

WIUT

- By investing in innovative pedagogies, supportive learning environments, and ongoing professional development, we can create a transformative educational experience that empowers learners, fosters their growth, and builds a brighter future for all.
- Together, let us embark on a journey to engage learners in academia and unlock their full potential.

WIUT

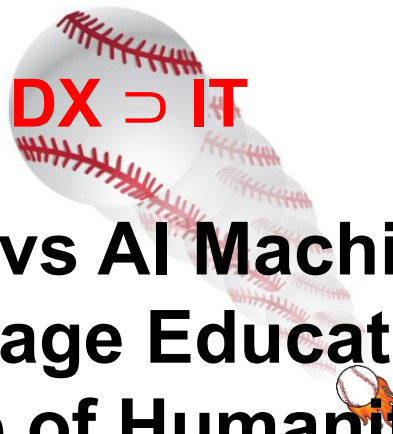
Brain Odyssey vs AI Machine Learning, Language Education, and the Future of Humanity

Dr. Andy Hwang

Ajou University in Tashkent

**DX \equiv Digital
Transformation**

DX \supset IT



Brain Odyssey vs AI Machine Learning, Language Education, and the Future of Humanity

Andy Hwang, PhD, D.Sc., Professor
ECE, Ajou University in Tashkent, UZ

Dec. 23, 2023

Brain Odyssey: How does brain work?



animal cell



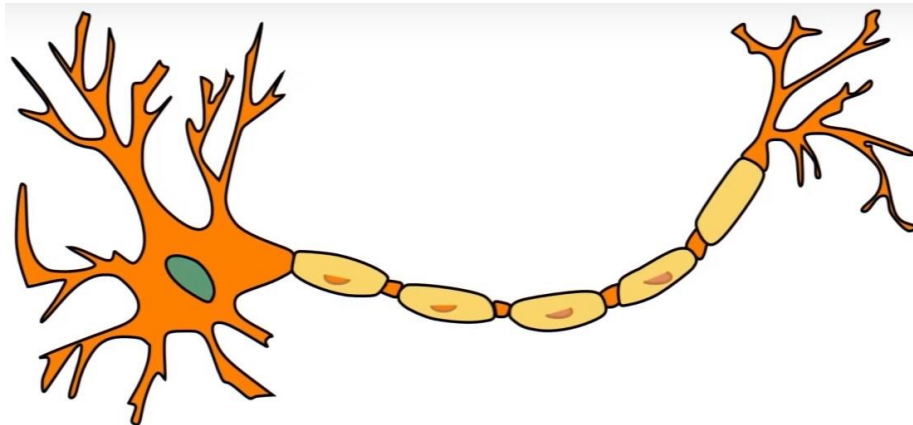
plant cell

The basic unit of all living things is 'cell'!

Cells have different shapes depending on the role they play, but roughly they look like this.
The basic unit of the brain and nervous system is also a cell. But it looks like this.

Nerve Cells in Brain

Source: YouTube



Neurons

Latin word for rope or tendon.

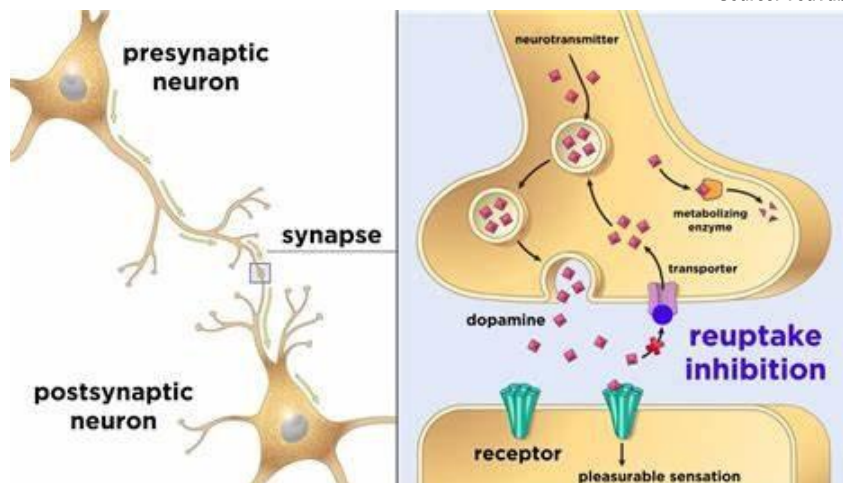
As Santiago Ramón y Cajal thought, Neurons are a kind of biological electrical wire that transmits electrical signals.

Neurons are nerve cells optimized for information transfer.

3

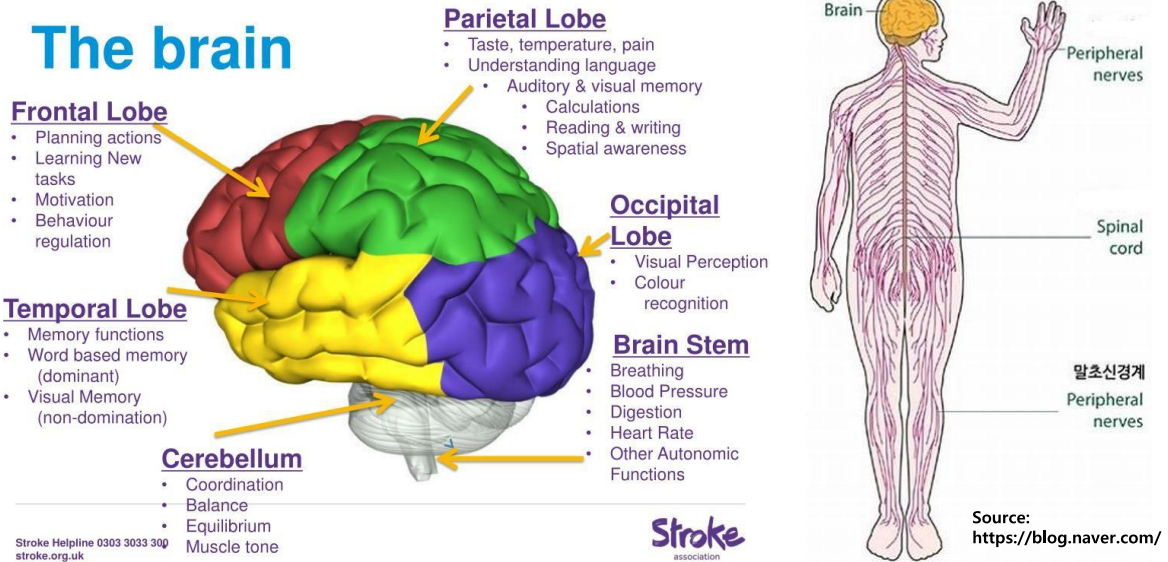
Generic Neurotransmitter System

Source: YouTube



4

Brain Odyssey: How does brain work?



Brain Odyssey: How does brain work?

Reticular Theory (Neural Network Theory) vs Neuron Theory

"The brain is not a collection of individual cells such as neurons, but a network structure entangled like a net."
-- by Camilo Golgi

"The basic unit making up the brain is neurons"
-- by Santiago Rammon y Cajal

The basic unit of the brain is the neuron, and the brain is a network of neurons.

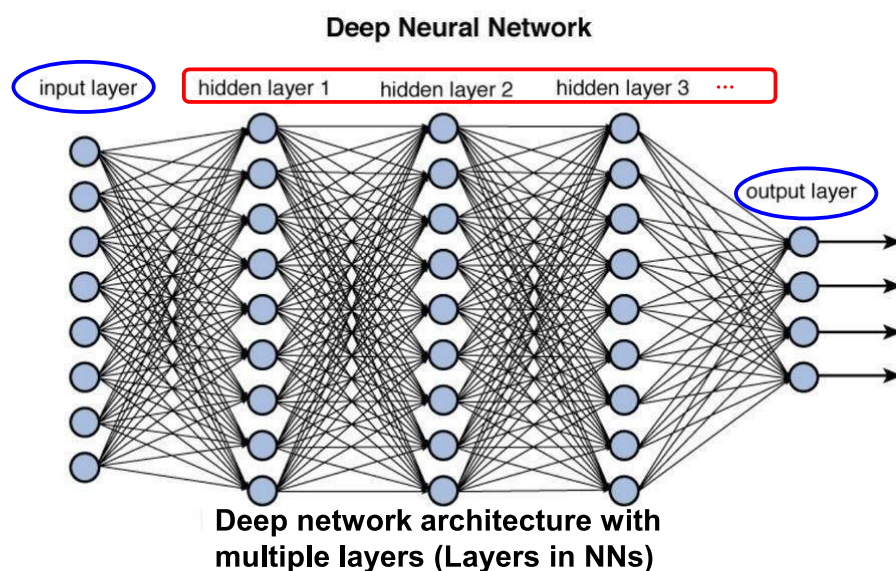
Outline

1. Brain Odyssey: How does brain work? (Nerve Cells in Brain)
2. **Neural networks in Machine Learning (ML) and Deep Learning (DL)**
3. Debates on AI, ML and Human's Future
Ex) ChatGPT, Language ? AI : Human;
4. Conclusions (with why at AUT?)

7

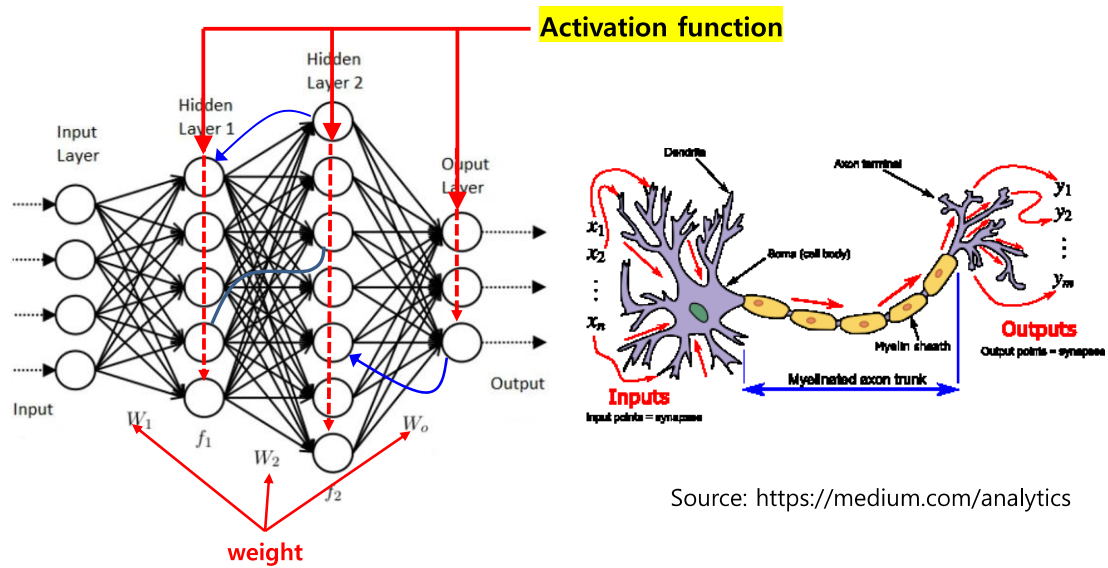
Neural networks in ML and DL

(Machine Learning, Deep Learning)



8

Deep Learning (= Multiple Hidden Layers)



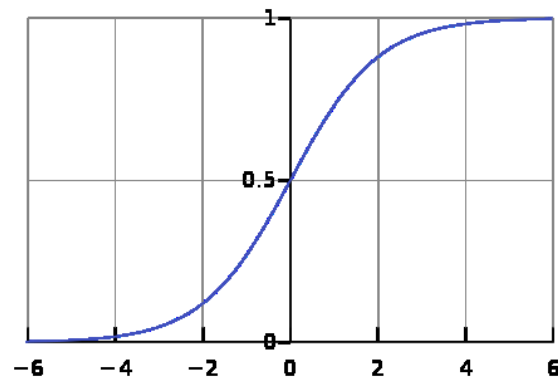
Source: <https://medium.com/analytics>

Nerve cells (neurons)

Activation Functions

- If the inputs are large enough, the activation function "fires", o/w it does nothing.
- operate like a gate that checks that an incoming value is greater than a critical number.

Ex)



Sigmoid function

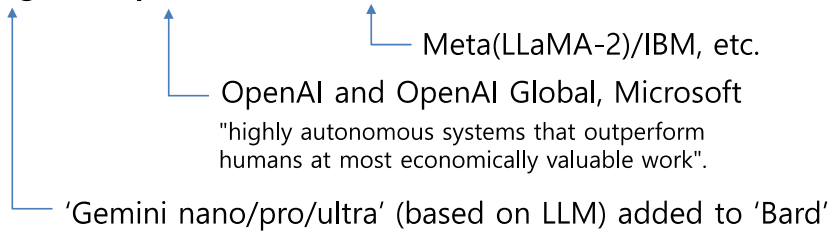
$$\sigma(x) = \frac{1}{1 + e^{-x}}$$

$\tanh x$ or $\operatorname{arctanh} x$ or ReLU

Battle in AI

The race to develop AI ChatGPT is unfolding into a three-way battle:

Google vs **Open AI** vs **the 'AI Alliance'**



Source: Getty Image Bank

12

Outline

1. Brain Odyssey: How does brain work? (Nerve Cells in Brain)
2. Neural networks in Machine Learning (ML) and Deep Learning (DL)
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13

Debates on AI, ML and Human's Future



Jack Ma & Elon Musk hold debate, 2019

- AI is going to open a new chapter of the society
- Man can never make another man
- **Computer has chips vs Men have the heart**
- It's the heart where the wisdom comes from
- Computers clever vs Human beings much smarter.
- Knowledge-driven vs experience-driven
- We can definitely make **things smarter than ourselves**
- Computers are already smarter than people on so many dimensions
- We just keep moving the goal posts (AlphaGo)
- Trying to play a Computer Go is like trying to fight Zeus
- **We'll be far, far surpassed in every single way, guaranteed**

Weak AI vs Strong AI

Language ? Human : AI ;

Language is the house of Being

– Martin Heidegger

Language involves infinite use of finite means.

The mind comprises an extensive cluster of innate “modules,” one of which is language.– Noam Chomsky



Human **conceptual and linguistic creativity**

- involves several mental faculties; and
- entails **the existence of some kind of mental organization.**
- I.e., depends on perceptual-articulatory systems & conceptual-intentional systems, of course, but on many others too, like vision



According to Chomsky,
the mind comprises an extensive cluster of innate “modules,” one of which is language.



"What Is History?" Civilization and **Culture** – Edward Hallett Carr

↑
AI, ChatGPT **Language**

15

AI is just a tool and humans will be better off

Chomsky said that the characteristic of the human brain is its **ability to reason** based on available information and reach **new and insightful conclusions**. Further, the human brain is designed **to create explanations, not to infer random correlations**.

"We have to be able to say

- **not just explanations and predictions,**
- **but also what is true, what was true, what might be true and what might not be true**
- "which is the element of explanation and the mark of **true intelligence**."

"AI primarily capable of description/explanation, but **NOT conditional guesses or causal explanations**."

For example, if you enter information such as 'the Earth is flat' and 'the Earth is round', the information is designed to be given equal weight. This means that 'information processing' is handled so that the probability of receiving 'flat' and 'round' answers changes according to statistical results over time.

"Programs like ChatGPT

- **cannot distinguish between what is possible and what is impossible by design,** and as a result,
- **"ML systems' predictions are always superficial and uncertain.**
- "Even if the prediction is correct, it is nothing more than pseudoscience."

In particular,

- AI can reproduce the 'banality of evil' because it **lacks morality and rational thinking**.
- AI is **indifferent to reality and truth** and only performs the actions specified in its programming.

The technique summarizes standard arguments by a kind of super autocomplete, takes no position, appeals to a lack of intelligence rather than simple ignorance, and ultimately shifts the blame to its creators with the excuse that they were 'just following orders'. "I do it," he explained.

ChatGPT's answers acknowledging its ignorance as examples, "we can't help but cry and laugh at their popularity as it is a fake scientific system **without moral concepts and linguistic abilities**."

16

Outline

1. Brain Odyssey: How does brain work? (Nerve Cells in Brain)
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Ex) ChatGPT, Language ? AI : Human;
4. **Conclusions** (with why at AUT?)

Conclusions: Language and AI for Human

- ✓ **Language is more than just a communication tool**
- ✓ AI will become one of major sources of value addition for the next generations in the future
- ✓ Develop AI or
Nurture talents who can better utilize AI
- ✓ **AI processes information that already exists, while human creates that information**

Weak AI vs Strong AI

Education should provide opportunities for self-accomplishment. At its best, **education** can provide a rich and challenging environment in which individuals can explore in their own way

Why at AUT?

➤ 3+1 program

- Three years at AUT and One year at Korean AU
- New departments (Korean, English, IT Business)

➤ 4+0 program

- Four years at AUT and Zero year at Korean AU
- Engineering departments (Architecture, Civil & Construction, ECE)

✓ Korean Diploma & Uzbekistan Diploma

- ✓ Exchange Student Program as **optional**
- ✓ High Quality Education as **mandatory**
- ✓ **Major in technology** and engineering while **speaking in English**
→ high demand in other countries and UZ
- ✓ **Graduate school** in Korea or other countries, and then **come back to UZ**
- ✓ Enable AUT students to **fly higher and go further**

Why not for your high-school students at AUT?

19

Bio

- (URL) [Google Scholar](#)

- (URL) [Patents](#)

Myeong-Eun Hwang, PhD, D.Sc, Prof.



Education

- Electronics, Hanyang Univ., Seoul, KR (BS, 1992)
- EEE, KAIST, Daejeon, KR (MS, 1996)
- ECE, Purdue Univ., IN, USA (Ph.D, 2007)

Publication

- 15+ journals and proceedings
- 15+ patents in multiple countries

Main Activities

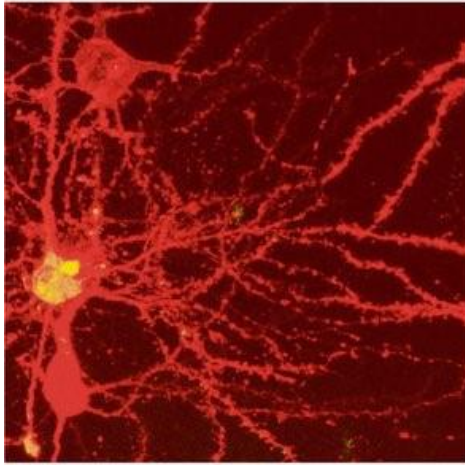
- IEEE SM / Member
- IEEE ISCAS Reviewer
- ACM/IEEE DATE Reviewer
- IEEE TCAS-I/II, TED, JSSC Reviewer

Career (19.5 years of professional experience)

- 2016.04 SK Hynix Memory Solutions, CA, USA (Fellow, VP)
- 2010.10 Samsung Electronics, Korea (Principal Engineer, PL)
 - Developed Enterprise SSD Controllers
 - Developed low-power design methodology under process and temperature variation
- 2008.03 Intel Corp., OR, USA (R&D Circuit Designer)
 - Designed Main Stream Microprocessors
 - Developed WSM and HSW (i3/i5/i7)
 - Two Spontaneous Research Awards, and one Kudo Award
- 2004.07 Qualcomm Inc., CA, USA (Intern)
 - Circuit performance estimation in nanometer technology
- 1996.06 LG Semiconductor, Korea (R&D, Senior Engineer)
 - Designed Various Micro-Controller Units (MCUs)
 - Designed i8051 compatible high speed MCU architecture
 - Designed MPACT Media Processor
 - Designed TMS320C54X compatible DSP Processors

20

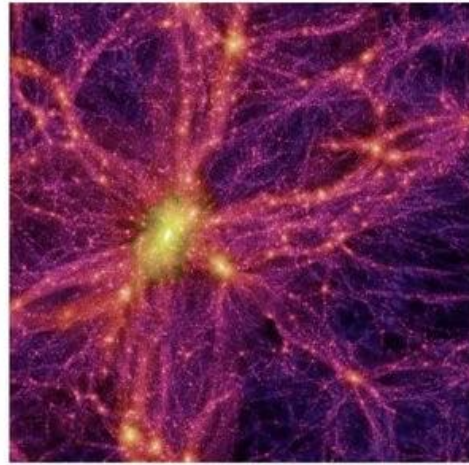
One is only micrometers wide. The other is billions of light-years across. One shows neurons in a mouse brain. The other is a simulated image of the universe. Together they suggest the surprisingly similar patterns found in vastly different natural phenomena. DAVID CONSTANTINE



Mark Miller

Mark Miller, a doctoral student at Brandeis University, is researching how particular types of neurons in the brain are connected to one another. By staining thin slices of a mouse's brain, he can identify the connections visually. The image above shows three neuron cells on the left (two red and one yellow) and their connections.

Source: Mark Miller, Brandeis University; Virgo Consortium for Cosmological Supercomputer Simulations; www.visualcomplexity.com



Virgo Consortium

An international group of astrophysicists used a computer simulation last year to recreate how the universe grew and evolved. The simulation image above is a snapshot of the present universe that features a large cluster of galaxies (bright yellow) surrounded by thousands of stars, galaxies and dark matter (web).

The New York Times

Source: Quora

English Language Education & Pedagogy

METHODS AND WAYS OF TEACHING PRONUNCIATION

Abduolimova Maftunakhon
Teacher at Fergana State University

Nazokatkhon Zayliddinova
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Abstract: English is the most useful language in today's world and it gives a special status to an individual in today's globalized world. It is the consistency in pronunciation that makes our language intelligible to others. So, you need to pay attention to grammar, spelling, and pronunciation. There are some issues for L2 learners such as age, perception, MTI and others. external, in English, the rhythmic pattern that does not overlap between words and sounds and corresponds to time stress requires more attention to pronunciation. Linguists use this article to help with pronunciation exercises and communication tests that are useful for teaching pronunciation.

Keywords: ELT, Pronunciation, Segmental production, Supra segmental production and types of pronunciation.

INTRODUCTION

Pronunciation is often the first thing that native speakers notice when they interact with non-native speakers. Poor pronunciation can make it difficult for native speakers to understand what non-native speakers are saying, leading to frustration and communication breakdown. Pronunciation also plays a role in shaping our students' confidence and self-esteem. When students feel confident in their pronunciation, they are more likely to participate actively in class and engage in conversations with native speakers. Pronunciation is best taught when it is closely tied to meaning and context. The earlier students are exposed to pronunciation, the more opportunities they have to practice and internalize the language's sounds, stress, and intonation patterns. It is easier to teach and correct pronunciation

when students are first learning new words and phrases, rather than trying to go back and fix bad habits later.

MAIN BODY

Whether teaching grammar, writing, or reading comprehension to ESL students, it is essential to be well prepared and knowledgeable.

Use these seven tips for teaching pronunciation to help your students build confidence in speaking English and succeed in other areas of their lives.

1. Use phonics activities to teach pronunciation

One of the most common and easiest ways to teach pronunciation is through phonics. Phonics activities teach ESL students how to read and write by learning the individual sound of a letter or group of letters, vowels, and consonants when introducing them to reading.

2. Use mouth positions and tongue twisters to teach pronunciation

When teaching pronunciation, ensure you make pronunciation a physical class activity instead of a mental activity and make sure your students practice and pronounce the words correctly.

Here are a few ideas:

Show your students how to use their mouths to make the correct sound.

Create and give exercises that focus on helping your students build muscle memory.

1. Pay attention to how your students practice, and provide feedback throughout the process.
2. Teach your students to properly place the tongue and lips to create a specific sound with your mouth.
3. Ask your students to use a mirror to see their mouth, lips, and tongue while they imitate you.

3. Teaching minimal pairs

Minimal pairs are words or phrases that differ in only one sound and have distinct meanings. For example, lot and rot, lack and rack, law and raw, or led and red are minimal pairs.

Teaching minimal pairs helps distinguish between the sounds of two similar words that have different spellings.

4. Shadowing

Shadowing is an excellent way to develop speaking fluency in English, particularly pronunciation.

Here are my suggestions:

Ask your students to choose an audio recording (no longer than 5 minutes) Before shadowing, they need to listen to the audio at least twice to get used to the speaker's accent, intonation, and pace.

They need to shadow the speaker by repeating what the speaker says quickly and accurately.

Once they feel confident and comfortable, they should record themselves and share their audio with you and the rest of the class. You can also encourage your students to use Google pronunciation tools or look at your mouth and face as you pronounce certain sounds. When your students understand the physical movements used in pronouncing words, their pronunciation will improve.

CONCLUSION

From my perspective is that proper pronunciation is the key to mastering the English language. Without correct pronunciation, the vocabulary that you know will be less effective when communicating. It is always better to know fewer words and pronounce them well than to know a lot of words and pronounce them badly. Bad pronunciation can lead to misunderstandings that may cause mishaps. It can also lead to people avoiding communication with you because they feel you are too difficult to talk. If you are ready to make a change and make your English a strength instead of a weakness, please contact us and we will help guide you to the right solution for you. We will help you know how you can start your journey towards proper pronunciation and mastery of the English language. For example, when you do not pronounce words well, people will have to ask you to repeat over and over again. This will often cause irritation and people will start avoiding having to communicate with you because it takes too much effort. This is one of the reasons that people get accent training and listen to a native speaker via podcasts. You can avoid being a source of irritation by not just studying vocabulary, but also studying proper pronunciation as well. In addition, misunderstandings can occur when you do not pronounce words correctly. Communication in relationships with friends and co-workers is important. Imagine trying to tell people that you want to buy something or you want to go somewhere and they bring you the wrong item or send to the wrong place. Additionally, when pronunciation is poor, you may come off as rude even if you do not mean to be. This can put a strain on relationships. The easiest way to correct this problem is to learn how to pronounce words in English from a native speaker.

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THE ROLE OF PEER ASSESSMENT IN FOREIGN LANGUAGE LEARNING

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Abstract

Assessing and commenting on one's peers is known as peer assessment. As it enables students to get critical feedback from their peers, which can help them identify areas that need work, it is an invaluable tool for enhancing learning outcomes. This paper considers the importance, benefits, and challenges of using peer assessment in teaching foreign languages. Also, ways of implementing peer assessment into the foreign language learning process are recommended.

Key words: peer assessment, foreign language learning, peer feedback, learner-centered approach.

Introduction

Peer assessment is a process of evaluating and giving feedback to one's peers. It is a valuable tool for improving learning outcomes, as it allows students to receive constructive criticism from their peers, which can help them identify areas that need improvement. In foreign language learning, peer assessment can be particularly useful, as it provides students with the opportunity to practice their language skills and receive feedback from native speakers or more advanced learners. This paper will explore the benefits and challenges of peer assessment in foreign language learning and provide recommendations for its effective implementation.

What is peer assessment in foreign language learning?

Peer assessment is an increasingly popular tool used to enhance learning, particularly in foreign language contexts where teacher-centered classes are the norm [1]. It is a process in which learners assess each other's work, and has been found to be a promising tool for language learning [1]. Many studies have shown that peer assessment can be as effective as teacher assessment, particularly in speaking classes [1][2]. Learners who have practiced peer assessment have found it to be useful, motivating, interesting and not boring, and their attitudes towards it have changed to a positive perspective [1]. However, the efficacy of peer assessment depends on various factors such as students' attitudes, language levels, familiarity with assessing criteria, the type of skill being assessed, and the possible presence of bias such as gender and friendship [1]. Additionally, most studies on peer assessment have focused on language skills such as writing, speaking, listening, and reading, while its effectiveness on self-regulated learning, critical thinking, and problem-solving skills has not been studied extensively [2]. Peer assessment has been shown to foster self-regulated learning, critical thinking, and problem-solving abilities in language use, and helps in developing learning autonomy in

students [2]. The practice also allows students to participate in an important component of higher education, promotes lifelong learning in foreign language education, and provides a critical appraisal of the work of others, contributing to building language users' autonomy [2]. Overall, peer assessment is an important form of assessment in foreign language learning that offers a number of advantages in terms of enhancing students' self-confidence, accountability, sense of ownership, social skills, and ability to work cooperatively and collaboratively.

How does peer assessment affect students' learning outcomes?

Peer assessment has been proven to have numerous positive impacts on students' learning outcomes. It provides additional feedback from peers, creating a shift in the evaluation of student work from quantity to quality and higher-order thinking abilities, which leads to significant improvements in learning outcomes compared to teacher-based assessment [2]. Peer assessment has also been shown to help EFL learners develop their self-regulated learning, critical thinking, and problem-solving abilities, leading to positive impacts on self-regulated learning, critical thinking, and problem-solving skills of EFL learners [2]. Moreover, peer assessment leads to the development of self-awareness, noticing the gap between one's and others' perception, and facilitating further learning and responsibility for it [1]. Peer assessment encourages reflective learning through observing others' performances and becoming aware of performance criteria [1]. Peer involvement creates opportunities for interaction and increases objectivity in assessment, raising students' level of critical thinking and leading them to autonomy [1]. Teachers may not be able to provide detailed and accurate feedback to every student, making peer assessment a useful approach that is efficient and effective in delivering feedback to students [3]. Peer assessment is a common practice in higher education English classrooms to evaluate students' writing, which can influence students' writing self-efficacy, autonomous motivation, and writing performance [3]. However, it should be used in combination with teacher feedback to improve pedagogical efficiency, focusing on aspects that peers cannot handle when providing feedback, such as language complexity [4]. Syllabus designers are advised to include a variety of assessment kinds in their curricula since peer assessment is more beneficial for instructing and deep learning, encouraging meaningful learning and lessening issues associated with rote learning [2].

What are the benefits and challenges of using peer assessment in foreign language learning?

Peer assessment is a learner-centered assessment approach that offers various benefits to foreign language learners. One of the primary advantages of peer assessment is that it empowers students to take ownership of their learning process, making the role of teachers less prominent in evaluating and providing feedback on student work [1]. Moreover, peer assessment is more student-centered than

traditional assessment methods, both performance and pen and paper assessments, which tend to be teacher-driven [4]. Through peer assessment, learners have the opportunity to observe and model their peers' work, which helps them develop their critical thinking skills and problem-solving abilities [1]. Additionally, peer assessment allows students to scrutinize themselves and adjust their performance accordingly, which promotes self-regulated learning and personal growth [4]. However, despite its numerous benefits, there are also challenges associated with using peer assessment in foreign language learning, such as bias, inaccuracies, and negative feedback [1]. Nevertheless, it is clear that peer assessment is a form of learner-centered assessment that has the potential to enhance foreign language learning outcomes by providing additional feedback and promoting critical thinking skills and problem-solving abilities [4].

How peer assessment can be implemented to learning foreign language process?

By implementing peer feedback section to rubric, we can encourage foreign language learners to assess their peer's work. It is an example of speaking rubric. By using this rubric students evaluate their partner's speech based on the given criteria. In the given box named peer feedback, students write their comment to prove that why they grade 1/2/3 by providing facts and evidences from their partner's speech.

Speaking Rubric

Criteria	Satisfactory (1 pts)	Good (2 pts)	Excellent (3 pts)	Given score	Peer feedback
Clarity & Comprehension	Answers are awkward and do not use English language properly -Student is difficult to understand at times. Student shows little comprehension of questions.	Answers are awkward at times, but always comprehensible and using English language. -Student is bit difficult to understand. Student understands most of what is asked of him/her.	Answers are clear and comprehensible, use English at all times -Student is not difficult to understand. Student fully understands the questions which are asked and answers correctly.	___/3	
Grammar	Uses basic structures with a lot of errors	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.	___/3	
Vocabulary	Vocabulary used is sometimes not appropriate to answer the questions and to complete the prompt -Not much variety of vocabulary is used because a few words are repeated.	Vocabulary used is mostly appropriate to answer the questions and to complete the prompt -A variety of vocabulary is used, but some words are repeated.	Vocabulary used is appropriate to answer the questions and to complete the prompt -Only a variety of vocabulary is used.	___/3	
Fluency & Pronunciation	Some effort is required to maintain the conversation because of a few long pauses. Student's pronunciation, inflection, and/or expression inhibits understanding.	A bit of effort is required to maintain the conversation or interview because of some pauses. Student's pronunciation, inflection, and/or expression is understandable with some errors.	Student acts as a facilitator, helping the conversation's or interview's flow and development. -No pauses are present. Student's pronunciation/inflection, and/or expression is like a native speaker's pronunciation, inflection, and/or expression. (No errors)	___/3	
Time & Confidence	Exudes very little confidence. Speech is given within 20% of allotted time.	Exudes some confidence. Speech is given within 10% of allotted time.	Exudes excellent confidence. Speech is given within allotted time.	___/3	
Total score				/15	
Speaker's name		Evaluator's name			

Conclusion

In conclusion peer assessment is a valuable tool for improving learning outcomes in foreign language learning. It provides students with the opportunity to practice their language skills, receive feedback from their peers, and promote active learning. However, it also presents challenges such as bias, inaccuracies, and negative feedback. Effective implementation of peer assessment in foreign language learning requires clear guidelines and criteria, training and support for students, and a positive and supportive learning environment. By addressing these challenges, peer assessment can be a powerful tool for improving foreign language learning outcomes.

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ENGLISH LITERATURE EMOTIVENESS

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Annotation. The article examines etymological method for communicating emotively normal for contemporary English youthful grown-up action also the specifics of their utilization on the phonetic, morphological, lexical and syntactic levels. Also, the article is intended for language literature learners and teachers. It includes access to the plan, introduction, the main section, the summary and the list of literature used. The article gives teachers and learners an overview about the main functions and role of emotiveness in literature. This article contributes to the improvement of literary knowledge and enriches literary acquisition of both teachers and students.

Key words: emotiveness, method for communicating emotivity, lexical emotivity pointers, morphological emotively markers, syntactic emotivity pointers, phonetic emotivity pointers

Before mid-70s of the XX century language conceptualization and verbalization of emotions were not really at the center of etymologists' advantage. In any case, when another worldview - the humanistic one - started to create in phonetics highlighting an individual as a language speaker and carrier and in this manner human brain research, the passionate circle could never again stay overlooked. Accordingly, the language-feelings relationship has been one of the need areas of exploration in present-day phonetics from that point onward. Emotive jargon grouping, syntactic emotivity, abstract text emotivity as well as intercultural idiosyncrasies of verbal and nonverbal indications of feelings are of incredible interest to contemporary specialists.

Considering the vital person of the language-feelings relationship and the way that youngsters should be excessively passionate, an endeavor has been made to read up their discourse for enthusiastic appearances by taking as examination material quite possibly the most generally perused contemporary English youthful grown-up novel - *Sundown* by Stephanie Meyer - since influence made on teens by artistic works they read is regularly recognized, which represents the exploration topicality.

The object of this examination is etymological method for communicating emotivity normal for contemporary English youthful grown-up fiction. The subject is emotivity in contemporary English youthful grown-up fiction. The point of doing this examination is to study, single out and break down semantic means used to communicate emotivity in contemporary English youthful grown-up fiction.

Webster's Online Dictionary defines emotivity as emotiveness, for example "weakness to feeling". Collins Dictionary additionally defines emotivity through emotiveness just deciphering the last option as "characteristics that tend or are intended to stimulate feeling". As per the English-language Wiktionary, emotivity is the state of being emotive, for example 1) interesting to one's feelings or of, or connecting with feeling. Linguistically talking, emotivity is perceived as a naturally intrinsic in the language semantic property of communicating, with its own means, emotionality as a reality of perspective; it [emotivity] has two planes: the plane of articulation and the plane of content through which passionate circumstances/states are reflected in the language [2, p. 24].

Emotivity in a scholarly text is accomplished through a variety of text parts, alleged emotivity pointers, for example genuinely stacked words, phrases, sentences unequivocally or certainly demonstrating the speaker's enthusiastic goals and subsequently displaying the peruser's conceivable reaction to the message reality. Since enthusiastic shading can be bestowed to the message on different levels of the language framework (phonetics, morphology, sentence structure, lexicology, and so on), it appears to be sufficiently sensible to expect that emotivity pointers fluctuate from level to level. When

concentrating on phonetic emotivity markers, consideration ought to be paid to the way that emotivity can exist both on the segmental and the supra segmental levels.

For example, on the segmental level feelings cause stretching of vowels, change of the sound quality, and so on; while on the supra segmental level the passionate condition and responses can be described by emotive-prosodic shading of what is said with emotive articulations being denoted all of the time by pitch and speed change, diminishing or expansion in commotion, stop making, stress or tone regulation. Communicating with the lexico-syntactic parts of the articulation, they acquaint extra semantic shades with its meaning. When breaking down the clever *Twilight* by S. Meyer, the accompanying phonetic emotivity markers - phonetically modified sounds, emphasized sounds or inflection related changes as deliberate or inadvertent indications of the speaker's feelings - have been singled out. Sound repetition in speech as a rule is an indicator of confusion:

My mind was spinning with confusion. [...] "H-how do you know my name?" I stammered [5, p. 44].

"Yes, my first and only baby. He died just a few days after he was born, the poor tiny thing," she sighed.

"It broke my heart – that's why I jumped off the cliff, you know," she added matter-of-factly.

"Edward just said you f-fell," I stammered [5, p. 368].

"S-sure," she stuttered. "Here you go." She pulled a small leather folder from the front pocket of her black apron and handed it to him [5, p. 177].

Lengthened utterance of an indistinct sound as an indication of hesitation or dissent:

"Hmmm..." I watched him frame his answer carefully. "What would you say to meeting my family?" [5: 316].

"Umm," was all I was able to respond [5, p. 220].

"Mmmmmmm..." he breathed [5, p. 299].

"Shhhh," he shushed me. "Everything's all right now" [5, p. 459].

Use of sounds indicating disgust, annoyance, or dislike:

"Music in the ... fties was good.

Much better than the sixties or the seventies, ugh!" He shuddered.

"The eighties were bearable" [5, p. 286-287].

I glanced down to see the IV pulling at my hand.

“Ugh.” I winced [5, p. 461-462].

Interjections to show pain or fear:

“You are going out with Edward Cullen?” he thundered.

Uh-oh. “I thought you liked the Cullens” [5, p. 357].

“I told you – school, Charlie – ouch!” I’d shrugged. Not a good idea [5, p. 467].

Interjections of astonishment or surprise:

“Wow, Jake, how tall are you now?” [5, p. 489].

Whoops. “Not that one” [5, p. 91].

It can be concluded that the investigation of the clever *Twilight* by S. Meyer demonstrates that contemporary English fiction utilizes different etymological means to communicate emotivity. The ones that have been singled out in the novel permit to reason that emotivity in contemporary English youthful grown-up fiction is communicated on the phonetic, morphological, lexical and syntactic levels with syntactic and phonetic emotivity markers prevailing, while phonetic ones being generally differed and broadly utilized by the creator to honestly depict the specifics of the youthful grown-up sort where characters are for the most part teens whose correspondence is described by excessively passionate responses communicated fundamentally through phonetic and syntactic means because of need foundation and involvement with terms of utilizing lexical and morphological ones. Further examination of the emotivity markers will assist with deciding their job in the inward design and substance of the discourse.

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DEVELOPING THE SPEECH CULTURES OF FOREIGN LANGUAGE TEACHERS BY THE MEDIA LITERACY

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Annotation. The article discusses information technologies that involve the use of media, raise interactive communication in the teacher-student system, as well as between students, to a new level, which is especially important for the training of future teachers of a foreign language.

Key words: media, communication, new level, informational, multimedia, speech, culture, future, foreign.

Modern society is increasingly characterized as “informational”, which is due to two global factors - the improvement of the education system and the ever-increasing role of the media and communications (print, photography, radio, cinema, television, video, multimedia computer systems, the Internet), without the use of which modern life and education are unthinkable.

With the aim of entering universities into the information society in Uzbekistan., which speak of a significant expansion of the scale of intercultural interaction and emphasize that among the strategic directions for the development of vocational education, a special place is occupied by strengthening and modernization of the material and technical base and infrastructure of educational institutions. One of the most important tasks is to include them in the global Internet and local information networks, which improves the quality of the educational process, in connection with which systems of Internet portals in the field of education are being created, including federal, educational portals by levels of education and subject areas and specialized portals. An analysis of the content of mass

media messages shows that the media is increasingly assuming enlightening, educational functions, since many information channels provide the user not only with popular public information, but also with special knowledge.

Students are the main consumers of mass media information, but they do not always understand the hidden meaning of the message, the motives and mechanisms for its creation. Since the influence of the media on students is significant, it is necessary to teach them to separate real facts from contrived ones, to make the media not a rival, but an ally of the teacher. This necessitated the development of the concept of media education for future specialists and the study of the didactic possibilities of using mass media in the educational process.

Various issues of media education are studied by L.M. Bazhenova, O.A. Baranova, E.A. Bondarenko, E.V. Burtseva, M.V. Vislobokova, B.S. Gershunsky, I.V. Grosheva, V.P. Dolmatova, V.G. Domracheva, S.M. Dunina, L.S. Zaznobina, I.S. Levshina, A.A. Novikova, E.I. Polat, A.V. Spichkina, A.S. Suvorova, Yu.N. Usova, A.V. Khutorsky, S.A. Sheina and others. The works of foreign scientists (D. Buckingham, W. Carlson and S. Von Failitzen, R. Kyuby, L. Masterman, S. Minkinen and others) reveal the specifics of media education and its key aspects. In the studies of I.G. Zakharova, T.V. Karamysheva, I.V. Kaspina, N.N. Krasilnikova, I.I. Markhel, M.A. Matveeva, M.V. Mikhailova, V.P. Peskova, I.V. Robert, L.A. Sarnakova, S.P. Sedykh, E.I. Sokolova, A.N. Tikhonova, A.V. Fedorova, O.K. Filatova, A.V. Sharikova, E.N. Yastrebtseva et al show that the use of media is inextricably linked with the use of new information technologies (NIT), which are of particular importance in the professional training of students, as they allow them to increase their professional competence based on the development of communication skills.

Information technologies, involving the use of media, raise interactive communication in the teacher-student system, as well as between students, to a new level, which is especially important for the training of future teachers of a foreign language. An important role is played by the fact that communication can take place between residents of different countries and continents, thereby realizing a dialogue of cultures that is impossible in such a volume with traditional education. Students get an idea about the traditions, customs, living conditions and customs of people of another culture.

Future teachers of a foreign language, thanks to the use of media, get access to authentic media texts, viewing and listening to which allows them to improve their phonetic skills, replenish their vocabulary with modern vocabulary, form skills in using speech etiquette formulas in real communication, which contributes to improving the quality of foreign language training.

It is generally recognized that media tools are a source of constantly updated information, which required to identify their teaching effectiveness for the professional training of students based on the

formation of skills to handle various technical tools and create their own media product. This becomes possible if the students have the appropriate skills. At the same time, researchers (E.V. Artsishevsky, I.V. Vysotsky, E.I. Mashbits, E.I. Dmitrieva and others) note that nowadays teachers are increasingly using media in the educational process in order to implement the principle visibility in teaching. Out of sight remain their significant opportunities that contribute to a comprehensive solution to the problem of intellectual, moral and aesthetic education. Despite a significant number of studies on various problems of media education and the disclosure of the possibilities of media tools in improving the effectiveness of learning, the issues of technology development have not received sufficient coverage.

The foregoing revealed a contradiction between the ever-increasing possibilities of media education, on the one hand, and the insufficient theoretical validity of issues related to the organizational and methodological support of its implementation in practice, on the other hand. The existing contradiction determined the research problem: what should be the technological support for the implementation of the conceptual ideas of media education in the professional training of future teachers of a foreign language?

The study was carried out using a set of complementary and mutually validating research methods. Theoretical analysis and synthesis of philosophical, sociological, psychological, pedagogical and methodological literature made it possible to formulate the initial positions of the study. The theoretical analysis of specialized literature and the study of the experience of practical work of universities revealed the possibilities for the scientific substantiation of the technology of media education for future teachers. The pedagogical experiment confirmed the correctness of the initial provisions and the effectiveness of the implementation of the proposed technology. Questioning, testing, analysis of the results of students' educational and practical activities, a pedagogical experiment (stating, forming), mathematical methods for processing empirical data obtained during the pedagogical experiment, made it possible to confirm the reliability of the results obtained.

The scientific literature considers the multidimensional purpose of media education. Some researchers (O.A. Baranov, K. Bezelget, I.V. Weisfeld, L.S. Zaznobina, I.S. Levshina, A.V. Sharikov, E. Hart, L. Masterman, K. Vorsnop and others) believe that it is intended for the formation of media culture as a set of material and intellectual values in the field of media, since communication with the works of media culture takes one of the first places among students. According to other researchers (R. Kyuby, L. Masterman and P. Ofderheid, E. Hart), it should give students an understanding of how and why media reflects society and people and contributes to the development of analytical abilities and critical thinking, as well as language learning media as a complex of means and techniques that

determine the expressiveness of a media text in any of the genres. At the same time, researchers recognize that the purpose of media education is to develop media literacy, understood as the ability to work with media, receive, process, analyze, systematize information, create your own media product and the ability to read media text. We adhere to the opinion of those researchers who believe that media literacy is part of a broader and more capacious concept of "media education", and has a greater practical meaning, providing for the formation of skills to work with technical tools and analyze media texts.

Analysis and generalization of existing opinions on the purpose of media education serves as the basis for determining the functions it performs, namely: the development of thinking (independent, critical and creative) and the ability to analyze media texts; formation of personal experience in the field of media creativity, manifested in the ability to create media products; improving the content of educational material by obtaining additional, constantly updated information; intensification of the educational process.

Media education of future teachers of a foreign language involves the development of critical thinking, which means the ability to understand the hidden meaning of various kinds of messages, to resist the manipulation of the individual's consciousness by the media, and develops by imposing new information on personal life experience. The development of critical thinking is directly related to the independence of judgment and interpretation of information transmitted through the media, with the ability to include it in the context of basic education, as well as to find, prepare, transmit and receive the required information.

The formation of personal experience that can be transferred to future students is based on the reflection of students' own activities and behavior, which is absolutely necessary when creating a media product using critically processed media texts. Through the use of media and the information obtained with their help, the content of the educational material is improved. Audio and video materials, the Internet are a source for the formation of ideas about the country, language, its speakers, which contributes to free orientation in a foreign language environment, which makes it possible to conduct a dialogue with representatives of other cultures, taking into account all the norms, rules, values that exist in these cultures. Establishing oral or written contact with native speakers and using a modern language understandable for the partner during correspondence acts as a significant motivational factor. At the same time, the learning process is intensified by increasing the intensity of educational work, since a larger amount of information is assimilated without increasing the time spent.

Improving foreign language training as an indicator of the quality of professional training of future teachers largely depends on the choice of teaching technologies, among which a special place is given to new information technologies (NIT), designed to solve the problem of preparing the personality of the “information society”, forming the ability to work with information and developing communication skills.

Taking into account the didactic possibilities of using media, the technology of media education of future foreign language teachers was developed. Following P.R. Atutov, M.A. Klarin, V.M. Monakhov, G.K. Selevko, N.V. Teltevskaia and others, we consider technology as a system set, a procedural part and a meaningful technique for implementing the educational process, which made it possible to single out the following components.

The use of the proposed technology of media education makes it possible to improve the foreign language training of future teachers based on the development of communication skills. At the same time, they form a certain personal and social experience, as the interpersonal interactions of all its participants are modeled, including teachers, students and specialists who created media products.

To assess the formation of abilities for media creativity, students were asked to post notes on the forum of any site containing their own judgments on topical issues. The criticality of thinking was assessed by the content of the lexical material that was used to create them. Multiple control of students' learning activities allows us to identify the features of solving any practical problem. At the same time, each student learns in accordance with their individual capabilities and pace, while they reflect on their activities.

Students receive information about the traditions, customs, living conditions and customs of people of a different culture and have the opportunity to work with a large number of authentic media texts, which allows them to improve their foreign language training and, as a result, affects student performance.

The technology of media education, which belongs to the class of information, is a systemic education, the components of which are the goal, which is to form media literacy among students, i.e. skills to find, comprehend, transfer and prepare the necessary information using media and create their own media products; conditions providing for the equipping of an educational institution with media, the ability of teachers to use technical tools, requirements for the quality of knowledge, skills and abilities in accordance with the State Standard and the curriculum; a procedural component, represented by actions for the selection of authentic material and texts of a linguistic and cultural nature, the choice of methods and means of teaching that contribute to the achievement of the set goals; the result is

an increase in student performance, the formation of personal experience, independent, critical and creative thinking, the ability to work with media.

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THE IMPACT OF TEACHING AND LEARNING ENGLISH LANGUAGE WITH CULTURAL COMPETENCE

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Abstract: This article is about learning language and teaching to young people using cultural competence. The main importance and education field are shown as well as effect too. The role of globalization and integration are expressed with explanations.

Key words: cultural competence, globalization, integrative approach, learning, potential education, students, teaching, teachers.

Students are learning in any conditions, through interactive and modern methods. They are learning through integrated culture. It is no exaggeration to say that culture changes every day. There are

sufficient skills or new methods to ensure that the lessons are being delivered correctly to students, but they may not be effective.

If we unite foreign professors with our local professors, develop new principles through discussions and experiences, there will be a new change in the field of education for the potential of our country. Using modern technologies, delivering lessons through presentations, using online tests and programs, even before them, currently not with markers, but with special gadgets (tablets) to check students, automatically provide lesson syllabi through high technologies, creating projects, journaling, and entering grades or scores for lessons are more efficient and useful.

When a student is taught English or industry-related English, teachers will develop an understanding of that industry (for example, Business English, Technical writing, Engineering). Such cases mean that motivations, knowledge, skills, qualifications, the cultural integrity of the teacher are invisible in the student, and the merging of the opinions of the two sides in the educational process.

When we talked about his experience in the field of education, Prof. Yung Shin, a visiting Phd from Ajou University in South Korea, said: GPA (grade point average) is very important in universities in South Korea. Students are mainly given directions for lessons and tasks related to lesson syllabi. Students themselves should submit these projects and lessons to their teacher at the specified time through libraries, special conferences, exchanges of ideas. Only then will he get the grades and GPA he needs, says Yung Seok Shin.

At South Korea's Sogang University, a cross-cultural approach has been introduced in the training of students in the field, which includes knowledge about the specific integrative features of different cultures, the ability to interpret information about their cultures, their qualities, that is, empathy, tolerance [3; p.7-6] .

Another interesting fact we should point out is that the cross-cultural approach of the English scientist H. Cairns not only examines the similarities and differences in our knowledge about people, but also examines the gaps in our traditional knowledge by studying people from different cultures. In its narrowest form, cross-cultural research simply involves participants from different cultural backgrounds and examines the differences that exist. A broad view of the cross-cultural approach refers to cultural identity or truth and psychological principles (some people reliably represent all cultures) or universal or culturally specific understandings that represent different cultures [4; p.87]. After these interpretations, the content of the cultural competence of students is reflected as follows, that is, we emphasize that it is important to develop cultural knowledge by integrating traditional knowledge with modern knowledge, and in turn, cultural knowledge is developed by imitating foreign

experts, great personalities and scientists. It is no exaggeration to say that it is achieved (down to the manner of speaking, demeanor and even the expressions used).

The processes of globalization and integration taking place in all aspects of human life in the world community, its main feature, multiculturalism, are expressed in the educational system. Today, social demand is for professionals who strive for responsible and effective professional and social activity, cooperation, mutual understanding and coexistence without conflict with representatives of different cultures, that is, they have cultural competence.

Culture is seen by them as an ever-improving mechanism of connecting human activity at all levels of social division. Other recognized researchers define this concept as: "the total volume of human creativity" [2; p. 608] "a collection of non-genetically inherited information in the field of human behavior" [1; p.352] "a system of symbols representing the world" [5; p.26] "something introduced into nature by man" (A. Disterweg) and others.

In the modern world, relations between different peoples and countries are strengthening, and the interaction of cultures is increasing. In addition, the process of globalization, the development of science, technology and technology, unites the population of different countries and at the same time standardizes their living conditions, so that acquaintance with the "benefits of civilization" can lead to the loss of the uniqueness of national values. Against this background, it is explained by the strong tendency to preserve the uniqueness of national cultures and integrate them into the global culture.

It would be illogical to study the process of developing cultural competence in students outside of a competency-based approach. Since each competence, including cultural competence, is formed and manifested in activity, it is important to apply the approach of activity. This methodological principle implies the need to study pedagogical processes in the logic of an integrative review of all components of activity: goals, motives, actions, operations, regulation, control, results analysis methods. In addition, culture itself can be considered a type of human activity, on the basis of which human consciousness and thinking are formed. In order to ensure effective preparation of students for professional, social and personal relationships in a cultural environment, it is necessary to create opportunities to engage students in relevant activities during the educational process.

Development of cultural competence in the language teaching center based on an integrative. The general didactic principles of foreign language teaching, selected taking into account the classification of principles proposed including developmental and innovative tendencies. The principles of this category include: orientation of education to the individual; consciousness; activity, visibility, usability and implementation, construction of learning as a creative process; active nature

of the training and increasing the training from simple to complex; It is important that education is aimed at developing the student's independence in extracurricular activities.

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EFFECTIVE WAYS OF IMPROVE STUDENTS VOCABULARY SKILLS

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Abstract

This article focuses on improving vocabulary with the help effective ways. The article surveys effective ways to enlarge and acquisition of vocabulary in second language. Some of the most effective ways of teaching vocabulary are using visuals and planning engaging activities. Visuals such as pictures can be used to pre-teach vocabulary for the daily lesson and review vocabulary from previous lessons. Other engaging activities include games and role plays. It is also important that teachers use multiple methods to teach vocabulary to keep students engaged in the learning process.

Key words. Vocabulary, lexicon, memorizing, incremental, cultural accretions, connotations, extensively

Communicative value of vocabulary has always been discussed, particularly by students. Too often, speaking is hard caused by missing words. Sometimes word knowledge is incremental and at first appear it would seem to like time-consuming. However, just knowing the meaning of the word from its dictionary meaning is not enough to enlarge size of vocabulary. Rather than learning a functional lexicon is more complicated than simply memorising them from a list.

Words commonly associated with its collections, cultural accretions and as well as connotations. While learning second language many cognitive tasks, such as understanding, reasoning and remembering depend on working memory. The obvious fact that, forgetting is rapid but within practicing and repeating them regularly it slows down and also capacity of brain can gradually extended. Here a number of principles need to be observed. And there are some strategies and suggestions that specifically targeted to improving skills:

1) Reading extensively

As you can learn new words, reading also best way for improvement of strong vocabulary. Because amount of reading variety of materials leads to vocabulary growth. While reading articles and magazines we can see new words from different writers who have varying writing patterns and we can continue add information to our mental lexicon entries [1].

2) Keyword Method

The keyword method occurs before a child reads a particular text. In this method, unfamiliar words are introduced prior to reading. This “word clue” or keyword might be a part of the definition, an illustrative example or an image that the reader connects to the word to make it

easier to remember the meaning when reading it in context. The idea behind the keyword method is to create an easy cognitive link to the word's meaning that the reader can access efficiently during a reading experience.

3) Word Maps

The word map is an excellent method for scaffolding a child's vocabulary learning. Like the other explicit instructional methods, the adult (either alone or with the child(ren)) should preview reading materials to determine which words are unfamiliar. For each of these new vocabulary words the child (with the support of the adult) creates a graphic organizer for the word. At the top or center of the organizer is the vocabulary word. Branching off of the word are three categories: classification (what class or group does the word belong to), qualities (what is the word like) and examples. Using prior knowledge the child fills in each of these three categories. Word maps help readers develop complete understandings of words.

4) Keeping a vocabulary journal

Maintain a notebook or digital apps where you can record at any time new vocabularies you come across. Include with their synonyms, antonyms, collections and correct meanings.

5) Collection

In texts, collections can be made up of kind of words. For example, with verbs, nouns, adjectives, and adverbs. These word partnerships are actually difficult to learn, but learners should know how to combine words with other words to form commonly used as collocations.

6) Using dictionary apps

Some digital apps have special features that can help learners to expand vocabulary size, understand subject better and they would be able to making sure using words correctly. Because many words have more than one meaning and learners should to confirm with a dictionary that a new synonym is appropriate for particular context. Probably some of the words have similar meaning, but they are not exactly the same [3].

7) Use antonyms and synonyms to teach and review vocabulary

When teaching and reviewing vocabulary, incorporating antonyms and synonyms can be a powerful and effective strategy. Antonyms are words that have opposite meanings, while

synonyms are words that have similar meanings. By using these word relationships, educators can help students better understand and remember new vocabulary words.

Conclusion

In conclusion exactly which words a learner needs to know is a very personal matter. However, these strategies would help students to gain reasonable mastery of words. In addition, learners must have some mastery of all of these types of word knowledge in order to use a word with confidence.

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CONTEMPORARY TRENDS IN THE COMMUNICATIVE LANGUAGE TEACHING APPROACH

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ABSTRACT. This research aims to investigate modern trends that shed light on the fresh best and contemporary research that deals with the requirement of the modern period that improves the Communicative Language Teaching Approach (CLT). This research has also encouraged a growing emphasis on teaching strategies and form-focused which challenges communicative approaches to language learning. Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them.

KEYWORDS: CLT, approach, language, techniques, assessment.

Since the 1990s, the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to evolve as our understanding of the processes of second language learning has developed. Current communicative language teaching theory and practice thus draws on several different educational paradigms and traditions. And since it draws on several diverse sources, there is no single or agreed-upon set of practices that characterize current communicative language teaching. Rather, communicative language teaching today refers to a set of generally agreed-upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. The following core assumptions or variants of them underlie current practices in communicative language teaching:

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication.
- Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.
- Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.
- Communication is a holistic process that often calls upon the use of several language skills or modalities.

- Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.
- Learners develop their routes to language learning, progress at different rates, and have different needs and motivations for language learning.
- Successful language learning involves the use of effective learning and communication strategies.
- The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.
- The classroom is a community where learners learn through collaboration and sharing.

Classroom activities typically have some of the following characteristics:

They seek to develop students' communicative competence by linking grammatical development to the ability to communicate. Hence, grammar is not taught in isolation but often arises out of a communicative task, thus creating a need for specific items of grammar. Students might carry out a task and then reflect on some of the linguistic characteristics of their performance. They create the need for communication, interaction, and negotiation of meaning through the use of activities such as problem-solving, information sharing, and role play. They provide opportunities for both inductive as well as deductive learning of grammar. They make use of content that connects to students' lives and interests. They allow students to personalize learning by applying what they have learned to their own lives.

Classroom materials typically make use of authentic texts to create interest and to provide valid models of language. Approaches to language teaching today seek to capture the rich view of language and language learning assumed by a communicative view of language. Jacobs and Farrell (2003) see the shift toward CLT as marking a paradigm shift in our thinking about teachers, learning, and teaching. They identify key components of this shift as follows: 1. Focusing greater attention on the role of learners rather than the external stimuli learners are receiving from their environment. Thus, the center of attention shifts from the teacher to the student. This shift is generally known as the move from teacher-centered instruction to learner-centered instruction. 2. Focusing greater attention on the learning process rather than the products that learners produce. This shift is known as the move

from product-oriented to process-oriented instruction. 3. Focusing greater attention on the social nature of learning rather than on students as separate, decontextualized individuals 4. Focusing greater attention on diversity among learners and viewing these differences not as impediments to learning but as resources to be recognized, catered to, and appreciated. This shift is known as the study of individual differences. 5. In research and theory-building, focusing greater attention on the views of those internal to the classroom rather than solely valuing the views of those who come from outside to study classrooms, investigate and evaluate what goes on there, and engage in theorizing about it. This shift is associated with such innovations as qualitative research, which highlights the subjective and affective, the participants' insider views, and the uniqueness of each context. 6. Along with this emphasis on context comes the idea of connecting the school with the world beyond as a means of promoting holistic learning. 7. Helping students to understand the purpose of learning and develop their own purpose 8. A whole-to-part orientation instead of a part-to-whole approach. This involves such approaches as beginning with a meaningful whole text and then helping students understand the various features that enable texts to function, e.g., the choice of words and the text's organizational structure. 9. An emphasis on the importance of meaning rather than drills and other forms of rote learning 10. A view of learning as a lifelong process rather than something done to prepare students for an exam Jacobs and Farrell suggest that the CLT paradigm shift outlined above has led to eight major changes in approaches to language teaching. These changes are (see Figure 1):

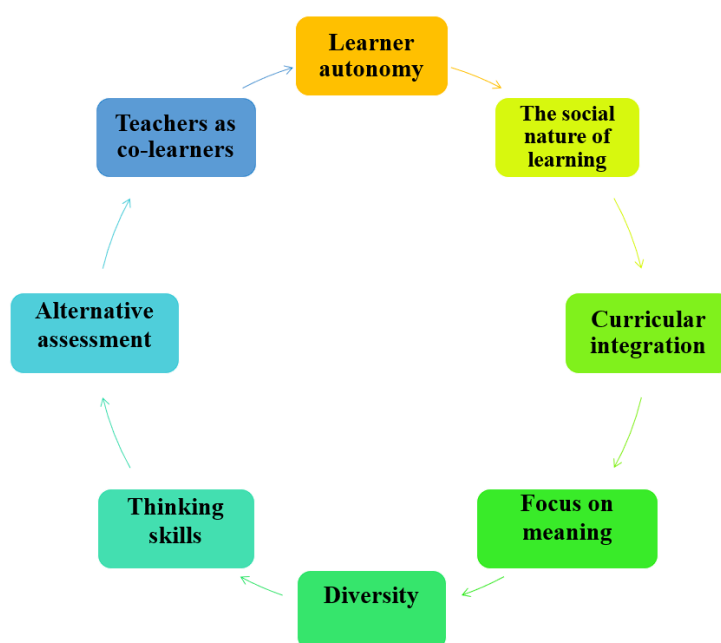


Figure 1. Eight Changes as Part of the Paradigm Shift in Second Language Education

1. Learner autonomy: Giving learners greater choice over their learning, both in terms of the content of learning as well as processes they might employ. The use of small groups is one example of this, as well as the use of self-assessment.
2. The social nature of learning: Learning is not an individual, private activity, but a social one that depends upon interaction with others. The movement known as cooperative learning reflects this viewpoint.
3. Curricular integration: The connection between different strands of the curriculum is emphasized so that English is not seen as a stand-alone subject but is linked to other subjects in the curriculum. Text-based learning (see below) reflects this approach and seeks to develop fluency in text types that can be used across the curriculum. Project work in language teaching also requires students to explore issues outside of the language classroom.
4. Focus on meaning: Meaning is viewed as the driving force of learning. Content-based teaching reflects this view and seeks to make the exploration of meaning through content the core of language learning activities.
5. Diversity: Learners learn in different ways and have different strengths. Teaching needs to take these differences into account rather than try to force students into a single mold. In language teaching, this has led to an emphasis on developing students' use and awareness of learning strategies.
6. Thinking skills: Language should serve as a means of developing higher-order thinking skills, also known as critical and creative thinking. In language teaching, this means that students do not learn language for its own sake but to develop and apply their thinking skills in situations that go beyond the language classroom.
7. Alternative assessment: New forms of assessment are needed to replace traditional multiple-choice and other items that test lower-order skills. Multiple forms of assessment (e.g., observation, interviews, journals, portfolios) can be used to build a comprehensive picture of what students can do in a second language.
8. Teachers as co-learners: The teacher is viewed as a facilitator who is constantly trying out different alternatives, i.e., learning through doing. In language teaching, this has led to an interest in action research and other forms of classroom investigation. These changes in thinking have not led to the development of a single model of CLT that can be applied in all settings.

Rather, several different language teaching approaches have emerged which reflect different responses to the issues identified above. While there is no single syllabus model that has been universally accepted, a language syllabus today needs to include systematic coverage of the many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions. Different syllabus types within a communicative orientation to language teaching employ different routes to developing communicative competence. We will now examine some of the different approaches that are currently in use around the world and which can be viewed as falling within the general framework of communicative language teaching.

Since its inception in the 1970s, communicative language teaching has passed through several different phases. In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions that can be applied in different ways and which address different aspects of the processes of teaching and learning. Some focus centrally on the input to the learning process. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

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PRINCIPLES OF ASSESSMENT TO EVALUATE LEARNERS' PERFORMANCE

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Annotation

It can be seen that, teaching ESP students supported me to go deeply in evaluating students' assignment, working with rubric and scoring and to understand five principles of assessment in more details. It is vital to mention that it helps much during teaching process when it comes to assess students' performance on all academic skills in an appropriate way. This could be because evaluation is highly appreciated in teaching in which not only to assist learner's assignment but also to provide feedback based on their errors, lacks and needs.

Key words: assessment, five principles, validity, reliability, practicality, authenticity, backwash, correlation, language acquisition, evaluation

According to Vidar G. (2017) principles of assessment is considered the centre of pedagogical design. Therefore, it is provided five principles of assessment in order to evaluate the origin of the tasks. Initially, from the perspective of *Content Validity*, it can be seen that those tests can be satisfyingly valid for the test takers. The reason is that, the given information is a little bit unclear that mislead the students' ability regarding their performance even they have background knowledge. According to *Criterion Validity*, both in listening and reading, it was shown less objectivity and far from concrete criteria to measure. A second characteristic of assessment is its reliability that selected tasks both reading and listening have their own reliability such as quality of the tasks and in test paper. However, it has not *Rater Reliability* when it comes to scoring or grading. To be more precise there is no any uniform rubrics for assessment. However, there is *Student-related Reliability* that shows two or more administration for the test-takers. In terms of practicality, the content of the assignment should be appropriate for the learners, easy to interpret and design and it can show practicality of the test takers. Moreover, the tasks are related to the learned topics in previous lesson and question type is more common for the test takers. Whereas, not setting time limit and evaluation process is not specific that can be impracticality for the test takers (Brown, 2010) As for the authenticity, it can be seen that the

assignment is selected properly according to the learner's level and the materials are matched to the real world. More particularly, topics are very appealing and meaningful that can be shown natural degree of a target language. It provides reliable information regarding on travel and holiday topics for the test takers that makes the task more interesting and connected to real world by doing these tasks. According to Brown (2010) authenticity is considered a degree of correlation between the features of a second language and the test task.

According to Bachman & Palmer (1996) stated that test effect utilized in two ways; the effect of the test on individual learners and instructors and the second one is the impact of society and educational system. Therefore, it can be seen that considering all sides of the listening and reading tests, we can say that it has a negative backwash in assessing learner's ability. In addition to this, these tasks are slightly biased for the test takers that the process of setting up is not highly encouraged by the instructor and the utilization of test-taking strategies have lack of positive effects (Cohen, 2006).

As for the critique of the assessment, it can be seen that it has both strength and weaknesses to be discussed. Regarding to the strength sides: the content should be well chosen that suits contemporary topics based on their textbooks and help to make it more appealing. Moreover, it is practical; it is designed well and learner can understand the instruction easily that make the process effective and productive. Finally, it has authenticity that related to real life and proper for learner's level and culturally accessed. On the other hand, it has also weaknesses that prevent it to become a perfect task. For instance, there is no any actual rubric or descriptors for scoring test-taker that can reduce its reliability. Next, the task is not set up in a timely-manner that the learner may not know when it has to be finished the task. And the last one, it can be seen that the impact of the tasks are not evaluated effectively learner's ability on receptive skills. It should be added more details in order to make productive and informative and to meet the learner's needs.

Another significant factor is grading that can be improved in modified version. According to Brown (1990), assessment is considered very vital tool as it operates students' learning. In the original version, there was no any rubric to grade that could be unsatisfying factor for the test. So without rubric, it is impossible to check and analyze students' assignment. The reason is that it is very reliable and precise to assess learner's overall ability for each academic skills and it has included rating scale with its clear descriptors. Moreover, both listening and reading tasks are created according to the criteria of CEFR as their textbook based on it. That can be a good example of reliability. As for the authenticity of the task, it is good enough that the content was appealing and proper for learner's level.

As for Swain (1984) noted that providing an assessment process that is biased for best, the instructor delivers circumstances for learners' optimal performance. So in modified version, it can be seen encouragement by the instructor for student's good performance and show a number of strategies to make the task easier. The last principle is about backwash that in the modified version of the task there can be a positive backwash. The reason is that it provided a great opportunity to show his potential ability and improve his language proficiency. After completing the entire task, scoring procedure will start according to the criteria of CEFR descriptors.

As it mentioned above, it is very reliable and valid to check students' overall proficiency on receptive skills. Having compared the modified version with the original, it can be seen that the modified version is considered much more effective and productive for the learner. It offers diversity of task combined with technology and makes the process more productive. Besides that, assessing tool was fair and reliable with its descriptors and can be helpful and easy for instructor to check students' assignments according to those criteria.

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CODE-SWITCHING: EXPLORING MULTILINGUAL COMMUNICATION

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Abstract. Code-switching, a phenomenon prevalent in multilingual societies, denotes the seamless transition between languages within a conversation or discourse. This article aims to explore the multifaceted nature of code-switching, examining its cultural, societal, and psycholinguistic aspects. It delves into the cognitive mechanisms behind code-switching, its manifestations in various settings, and its role in shaping individual and collective identities.

Keywords: communication, education, media, literature, diverse linguistic landscapes.

Introduction

In the tapestry of multilingual communication, code-switching emerges as a vibrant thread weaving through diverse linguistic landscapes. Code-switching, defined as the seamless alternation between languages within a single conversation or discourse, has garnered attention for its pervasive presence in global societies (Gumperz, 1982). From bustling metropolises to remote villages, its prevalence resonates across cultures, reflecting the intricate interplay between language, culture, and social dynamics.

The mosaic of code-switching is not confined to specific linguistic pairs but reverberates through myriad languages worldwide (Myers-Scotton, 1993). In urban hubs like New York City or London, it is not uncommon to witness individuals effortlessly blending languages such as English, Spanish, Mandarin, or others within a single interaction. Similarly, in multilingual regions like India or Africa, code-switching adorns daily conversations, mirroring the intricate tapestry of cultural amalgamation (Auer, 1998).

Understanding code-switching is paramount in deciphering the nuanced layers of communication within and across communities. Its significance extends beyond linguistic fluidity; code-switching functions as a social marker, elucidating identity, group affiliations, and power dynamics within societies (Heller, 1988). Moreover, it acts as a bridge between languages, enabling effective communication in diverse settings while mirroring the complex interweaving of cultural and social norms within linguistic choices (Rampton, 1995).

Comprehending the mechanisms and motivations behind code-switching unveils the intricate layers of multilingual communication, facilitating a deeper appreciation for the dynamism and adaptability inherent in human interaction. Therefore, this exploration endeavors to dissect the multifaceted phenomenon of code-switching, probing its cultural, societal, and psycholinguistic dimensions to illuminate its profound role in shaping our communicative landscapes.

What is Code-Switching?

Code-switching, within linguistic paradigms, delineates the seamless alternation between two or more languages or linguistic varieties within a single communicative event (Gumperz, 1982). This phenomenon manifests in various forms, often categorized as intra-sentential and inter-sentential code-switching, showcasing distinct patterns of linguistic alternation.

Types of Code-Switching

Intra-sentential code-switching occurs within a single sentence or utterance, wherein speakers switch between languages seamlessly, as exemplified in:

"Voy a la tienda to buy some groceries." (I'm going to the store)

Inter-sentential code-switching transpires at sentence boundaries, where speakers alternate between languages across different sentences or discourse units, for instance:

"I need to comprar leche. Es importante." (I need to buy milk. It's important.)

These examples illustrate the flexibility and adaptability inherent in code-switching, showcasing its occurrence within varied linguistic contexts (Myers-Scotton, 1993).

Reasons behind Code-Switching

The motivations for code-switching are multifaceted, often entwined with social, cultural, and situational factors. Socially, code-switching can serve as a marker of group identity, reflecting affiliations or solidarity within a community (Heller, 1988). Culturally, it mirrors the fusion of languages within multicultural societies, preserving heritage while adapting to modern linguistic influences (Auer, 1998). Additionally, situational contexts, such as formality or lack of vocabulary in a particular language, prompt individuals to seamlessly switch languages for effective communication (Rampton, 1995).

The reasons behind code-switching are intricate, influenced by a myriad of sociolinguistic elements, and the phenomenon itself serves as a rich tapestry unveiling the complexities of human communication.

Cultural and Societal Influences

Code-switching is intricately intertwined with cultural nuances and societal norms, acting as a reflection of the complex tapestry of cultural diversity within communities (Auer, 1998). In various cultures, linguistic choices can be shaped by hierarchical structures, historical interactions, and the prevalence of multilingualism.

Examples of Code-Switching in Different Cultures

Within the Indian subcontinent, code-switching is prevalent across regions where multiple languages coexist. In conversations, individuals effortlessly blend languages like Hindi, English, and regional languages such as Tamil or Bengali based on situational context, showcasing the adaptability of language in social interactions (Pennycook, 2001).

In Hawaiian society, code-switching between English and Hawaiian demonstrates cultural pride and serves as a marker of identity. The incorporation of Hawaiian words or phrases within English conversations reflects the preservation of indigenous culture (Kroskrity, 2000).

Impact on Communication

The impact of code-switching on communication within these cultural contexts is multifaceted. It fosters inclusivity by accommodating diverse linguistic backgrounds, enabling individuals to navigate social settings comfortably (Heller, 1988). Moreover, code-switching can reinforce cultural connections, strengthening interpersonal bonds and affirming shared heritage among speakers (Rampton, 1995).

The influence of culture and societal norms on code-switching underscores the dynamic relationship between language and identity. Cultural intricacies shape linguistic behaviors, portraying a mosaic of linguistic diversity that enriches communication within and across cultural boundaries.

Psycholinguistic Aspects

Code-switching engages intricate cognitive mechanisms within the brain, involving language control, inhibition, and lexical access (Green, 2011). When individuals code-switch, they navigate between languages while activating language-specific rules and structures (Meuter & Allport, 1999). This process requires proficient language control, enabling speakers to select appropriate words or phrases from the linguistic repertoire available in their mind (Kroll et al., 2015).

The brain's management of multiple languages during code-switching involves a dynamic interplay between the languages known as language control mechanisms (Abutalebi & Green, 2007). Speakers proficient in multiple languages possess a language control network that regulates language selection,

inhibition of irrelevant languages, and switching between languages based on situational demands (Abutalebi & Green, 2016).

Neuroimaging studies, such as functional MRI (fMRI), reveal the involvement of specific brain regions, including the prefrontal cortex and anterior cingulate cortex, in language control during code-switching (Abutalebi & Green, 2016). These areas orchestrate the coordination needed to manage and switch between languages while maintaining fluency and accuracy in communication.

Moreover, the brain's ability to manage multiple languages reflects the plasticity and adaptability of the language processing system (Green & Abutalebi, 2013). Bilingual or multilingual individuals develop enhanced executive control, which extends beyond language tasks, benefiting cognitive flexibility and problem-solving abilities (Bialystok et al., 2012).

The cognitive processes involved in code-switching illuminate the sophisticated nature of multilingual communication. The brain's adeptness at managing multiple languages showcases the remarkable flexibility and efficiency of the human linguistic system, underscoring the intricate interplay between language, cognition, and communication.

Code-Switching in Everyday Life

In professional settings, individuals often code-switch to adapt their language or register based on the workplace culture. This might involve using formal language in meetings or emails and more colloquial language during informal discussions with colleagues.

Within families, code-switching can occur between generations or based on cultural contexts. For instance, bilingual families may seamlessly switch between languages, using one language for certain family members and another for others, or switching languages based on the topic of conversation.

During social interactions, individuals may code-switch to match the linguistic preferences or backgrounds of those they are conversing with. This could involve adjusting language or dialect to align with the group's linguistic norms, fostering a sense of rapport and connection.

Advantages and Disadvantages of Code-Switching in Communication

Advantages

- Code-switching allows individuals to express themselves more precisely by drawing from a wider linguistic repertoire, enabling effective communication in diverse contexts.
- It facilitates smoother interaction within multicultural environments, promoting inclusivity and understanding among speakers of different linguistic backgrounds.

- Code-switching can facilitate social integration by helping individuals navigate various social circles or groups comfortably.

Disadvantages

- Some individuals may perceive code-switching as inauthentic, leading to concerns about one's identity or integrity in communication.
- In certain contexts, code-switching might lead to misinterpretation or misunderstandings if the interlocutors are unfamiliar with the languages or cultural contexts involved.
- Excessive code-switching might raise questions about an individual's true identity, especially if it involves suppressing one's native language or cultural expressions.

Conclusion

In conclusion, code-switching plays a pivotal role in fostering effective multilingual communication. Embracing code-switching promotes inclusivity, enhances cultural understanding, and facilitates smoother interactions in diverse linguistic contexts. Its recognition as a natural aspect of multilingualism paves the way for more nuanced and enriching communication experiences.

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MULTIPLE INTELEGENCE AND DIFFERENTIATION IN THE EDUCATION

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Abstract - Knowing, learning and teaching a foreign language is important in our society, and the language field is one of the important fields. Improving the knowledge skills of students of secondary educational institutions in English language teaching, the proper organization of differential learning skills in the development of students' activity in learning a foreign language, has a special role in the modern educational system. Students gain deep knowledge during the process of personal independent education. Research shows that student should work independently as much as possible, and the teacher should facilitate the process.

Key words: Multiple intelligence, differentiate, musical -rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, naturalist.

I. Introduction

According to Howard Gardner (1983) proposed the that there are different ways that humans can understand and interact with the world. People's intelligences differ based on their strength to carry out these intelligences. [1]

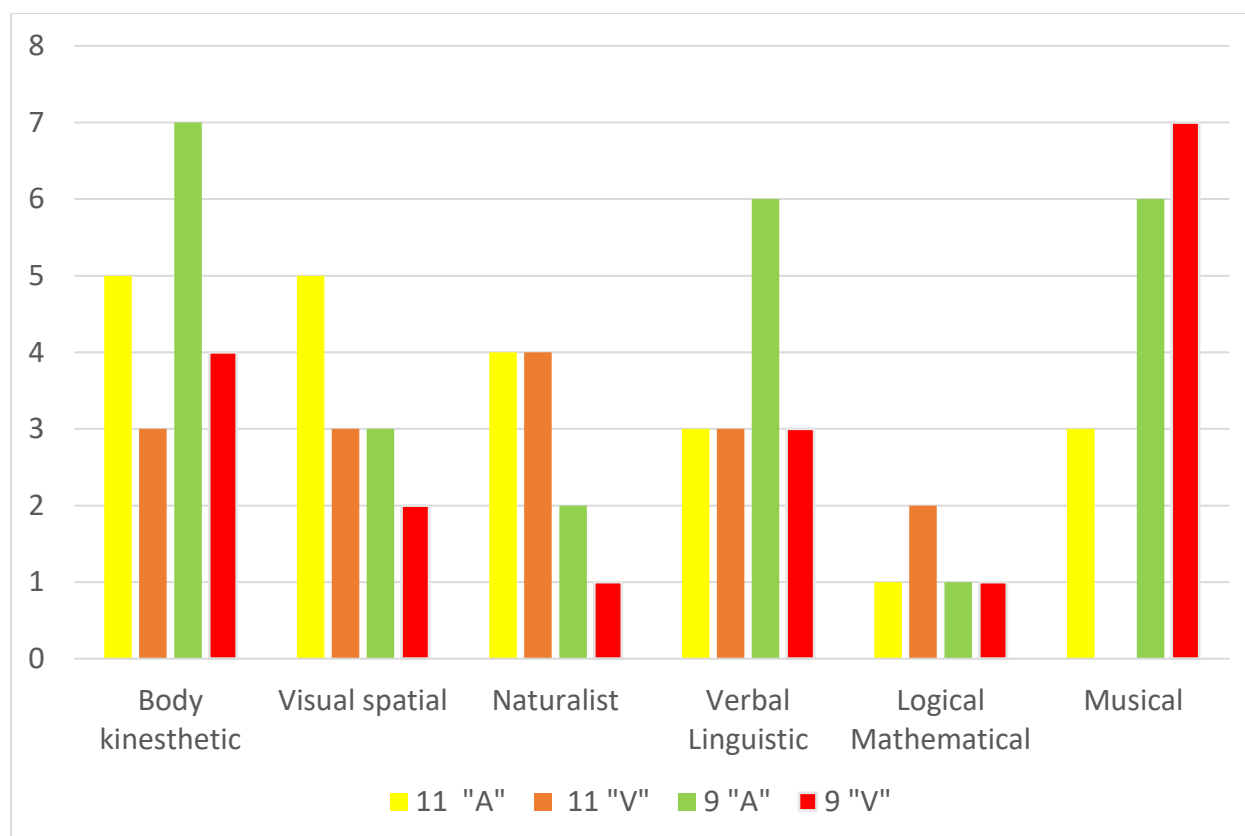
Multiple intelligences refer to a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions, introspection, physical movement and being in tune with nature. [2]

Gardner categorizes the intelligences in the following ways: musical -rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, naturalistic, existential, moral. **Visual-spatial** learners think about physical space and their surrounding environment. These kinds of students are good at doing puzzles, describing maps, charts etc. **Bodily – kinesthetic** learners use the body effectively and have body awareness. They like moving, playing role-play and real objects. **Musical** learners understand and are sensitive to rhythm and sound. They are musical, keen on speaking rhythmically and like playing instruments. Even they are able to learn through musical tunes. **Interpersonal** learners understand people's moods and intentions. They like interacting with people and prefer group activities. **Intrapersonal** learners understand themselves and their own goals. These kinds of students are independent learners and they are able to create their own materials. Students spend private time on their target subject. **Verbal – linguistic** learners understand words effectively. Students are eager playing word games, reading and making stories. **Logical-mathematical** students understand reasoning and calculating. They can do logical puzzles, mysteries and experiments. **Naturalist** can identify plants, animals. They prefer to be outside and learn the nature. [3]

Aim of the work. In modern pedagogical-psychological literature, "choosing a special form of education" refers to the activity and ability of a person connected with self-organization learning. Individual and differential learning are not the same. Differentiated education is the organization of the educational process taking into account the leading characteristics of a group of students, while individual education is provided depending on the abilities and talents of each student. New versions of the program, textbooks, didactic materials will be created for effective organization of work. The analysis of this definition shows that the problem of developing the student's talent and improving his desire for the English language within the framework of his education is quite broad and complex. We base this assumption on the fact that self-organization as an activity and ability of a person is reflected in various characteristics. These include: willpower (goal-seeking), activity, independence, criticality, courage, responsibility), motivation sphere, emotional sphere, especially moral feelings (sense of duty), thinking efforts (planning). [4]

Classrooms are composed of students with varied learning profiles, diverse grasping abilities and different interests. Teachers have to come up with an approach which accommodates this diversity while imparting lessons. The approach is known as differentiated instruction and it is critical for creating a collaborative learning atmosphere and for achieving really meaningful learning outcomes. The phenomenon of learning is an aggregate of content (what is being learnt), learning process (how it is being learnt), outcome (how students reflect the learning) and the learning environment. Differential learning aims at each of these components and tailors them to meet the needs of every learner. Choice can be provided to students so that they can decide on how they learn. They may want to learn individually or in small groups or may be in pairs. At least for some assignments such choices can be accommodated. The choice can also be exercised by the students regarding the content or what they learn. For example, in social sciences, they may choose from a set of topics that they want to research on and learn in groups. Later on, there can be larger group discussion wherein all these chosen topics can be discussed. This allows students to choose different books, reading material and online material. This technique is definitely empowering. Choice should be given in assessments. The assessment should be designed giving lot of choices to students so that they can decide which questions they want to answer. This is an important part of promotion of differential learning. [5]

Result. In the research process, students in the section of secondary education between 9th grade and 11th grade on Multiple Intelligence showed this percentage among the following sections: *Body kinesthetic*, *Spatial visual*, *Musical*, *Naturalist*, *Logical Mathematical*. During the investigation the link <https://www.literacynet.org/mi/assessment/findyourstrengths.html> [6] was helpful to determine students' mental intelligence. There were approximately 50 students from 11th grade and 43 students from 9th grade. The research shows that body kinesthetic learners among 11th grades indicates 17 %, Visual spatial 17 %, Naturalist 17 %, Verbal Linguistic 13 %, Logical Mathematic 6 %, Musical 6 %. That information reveals students of 11th grades are capable for body kinesthetic, visual spatial and they are Naturalistic learners. In addition, learning language via Music is not efficient for this grade learners. However, learning language via Music is more beneficial for the learners of Grade 9. It shows 30 % for Music, Logical Mathematic 4 %, Verbal Linguistic 20 %, Naturalist 6 %, Visual Spatial 11 %, Body Kinesthetic 30 %. Comparing between 11th grade learners, 9th grade learners are showing a high percentage on Musical and Body Kinesthetic learning intelligence. Unfortunately, both grade students logical mathematical learning intelligence is not satisfied enough.



In that case, teachers are required to conduct extra curriculum activities in low percentage spheres. That is more helpful to provide lessons in Math, Biology, Physics, Chemistry via experimentally. As the diagram shows the learners are functioned on Body Kinesthetic and Visual Spatial.

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LINGUISTIC IDENTITY ANALYSIS: METHODOLOGIES AND INSIGHTS

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Abstract. Several factors play a role in the quality organization of language education. The identity of language learners is one of the important factors in this regard. The new language being learned forms a new identity in the learner. Organization of the language learning process using the results of identity analysis has a positive effect on the activity of both the teacher and the student. This thesis is about the process of analyzing linguistic identities of trilingual students, and it lists the factors that influence the overall linguistic identity of an individual.

Keywords: trilingual, identity, linguistic identity, sociopsycholinguistics.

Language identity, also known as linguistic identity or language-based identity, refers to the individual or collective sense of self, belonging, and identification with a particular language or linguistic community. It encompasses the complex interplay of language, culture, and personal experiences that shape an individual's relationship with their native or adopted language. While there is not a specific scientific definition that universally encompasses all aspects of language identity, scholars and researchers have examined this concept from various perspectives.

Research in the fields of sociolinguistics, anthropology, and psychology has provided valuable insights into language identity. It recognizes that language is not merely a communication tool but also a marker of social, cultural, and personal identity. Language identity is influenced by factors such as language proficiency, language choice, language attitudes, and the sociocultural context in which individuals live. It evolves through individual experiences, social interactions, and the negotiation of identities within linguistic communities.

One of the actively used definitions of identity in scientific sources is given by Block, who explains identity as a dynamic, interactive, discursively constructed and contextually situated process [3]. Moreover, identity is characterized with features like fluidity, multiplicity, fragmentation, and socially, culturally, religiously, politically context dependence [10; p. 107]. According to M.Ashraf Bhat, it "has been found to be multiple, dynamic, and conflictual, based on a permanent sense of self but rather the choices that individuals make in different circumstances over time [2; p. 40]. Hall defines identity as "a 'production,' which is never complete, is always in the process of formation" [5; p. 222].

A number of scholars such as Bonny Norton, Sian Preece, David Block, Frank Nuessel, Linda Fisher, and Stephanie Siebenhutter are the authors of quality materials on linguistic identity research. Researchers

such as Rika Mutiara [8], Amina Khalid and Arshad Ali Khan [1], Yanling Cai [11], Liang Zhao [12] and Roswita Dressler [4] conducted analyses of linguistic identity through practical cases. Regarding the methods and tools actively used in the study of linguistic identity, Saeed Rezaei's manual works are significant as they explain the processes, advantages and disadvantages of each analysis method. Research methods recommended and analyzed by the scientist are narrative inquiry, ethnography, interview, questionnaire, diaries and journals. As the author mentioned for future directions of identity research, it should also be recognized that the possibility of using online resources today has created a great opportunity for the researcher to collect reliable material.

In their article, Linda Fisher et al. commented on the role of language identity in the classroom, and its analysis recognizes the nature of strengthening social cohesion in a multilingual society in the era of globalization [6; p. 449]. Neglecting the linguistic identity of a trilingual student can result in cognitive dissonance, hindered language development, diminished self-esteem, and potential challenges in academic and social integration. That is why Morgan observes its importance as "identity work in an ESL classroom is not just descriptive but fundamentally transformative" [7; p 12]. Bonny Norton proves the idea by writing: "An investment in the target language is also an investment in a learner's own social identity, which changes across time and space" [9; p. 411].

Defining one's linguistic identity involves understanding how an individual perceives and identifies with the languages they speak, as well as the influence of these perceptions on their language choices in different social contexts. It also includes examining patterns of code-switching, negotiation of linguistic repertoires, language attitudes, and proficiency levels in each language. Societal factors such as language policies and attitudes towards each language also play a role in shaping linguistic identity.

In the case of an imaginary trilingual Uzbek student speaking Uzbek, Russian, and English, a sociopsycholinguistic analysis of their linguistic identity would consider various aspects. Firstly, the student's perception and identification with each language would be explored. This could involve examining their emotional connection to each language, their sense of belonging to particular language communities, and the cultural significance attached to each language.

The analysis would also delve into the student's language choices in different social contexts. For example, the student may choose to speak Uzbek with family members, Russian with friends from the Russian-speaking community, and English in academic or professional settings. The reasons behind these choices could be influenced by factors such as the perceived prestige or utility of each language in specific contexts.

Patterns of code-switching would be another important aspect to consider. The student may code-switch between languages depending on the interlocutors, topic of conversation, or desired social identity projection. The negotiation of linguistic repertoires would involve examining how the student balances and navigates between their three languages, adapting their language use to fit different situations.

Language attitudes would also contribute to the student's overall language identity. This could involve assessing their feelings towards each language, including pride, shame, or ambivalence. Attitudes may be shaped by societal factors such as language policies or societal attitudes towards each language. For instance, if Uzbek is promoted as the national language, the student may have a stronger attachment to it compared to Russian or English.

Lastly, the student's level of proficiency in each language would impact their language identity and experiences. Proficiency levels could determine the student's confidence in using a particular language, their perceived competence, and the opportunities available to them in different linguistic contexts.

Overall, a sociopsycholinguistic analysis of a trilingual Uzbek student's linguistic identity would consider their perception and identification with each language, language choices in different social contexts, patterns of code-switching, negotiation of linguistic repertoires, language attitudes, proficiency levels, and the influence of societal factors. This comprehensive analysis helps to understand how individuals construct their linguistic identities within multilingual environments.

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STRATEGIES OF IMPROVING READING SKILLS

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Abstract

Article explores practical ways to develop reading skills. Effective reading involves techniques like active engagement summarization and skimming. Reading skills can also encompass several key aspects that work together to develop overall literacy skills, including comprehension, fluency, vocabulary and strategies that help readers interpret and find meaning in texts.

Key words. Vocabulary, communication skills, excessive, comprehension, academic materials, dictionary, skimming texts, summary.

Reading is vital because it develops your mind and gives you excessive knowledge and lessons of life. Reading improves human's vocabulary and develops communication skills. Learning a foreign language is not effortless process for everyone which can be sometimes frustrating. Constant effort is required to understand, produce and manipulate the target language. It is important to find ways of reading more efficiently in order to handle both the volume and depth of information involved in doing research[1].

Some effective principles of improving reading:

1. Comprehension: Although many learners will have grammar books reference materials available, their most convenient references source will be the learning materials themselves. A very large percentage of people around the world also learn to read a second language usually as a student in formal academic settings. Most obvious differences is the fact that to improve reading comprehension is to read as much possible. Read as many types of English texts, as- books, newspaper articles, online publications, academic materials and social media. Reading a variety of written content will helps improve reading skills and broaden vocabulary. Learners should find articles, books that they are related to their interests.

2. Learning vocabulary: During reading books, articles learners pay attention unknown words for them. Often dealing with unfamiliar vocabulary helps learners to clarify the unfamiliar concepts in the passage. However, sometimes students may find that they understand the words but not the key words. The need to deal with unfamiliar vocabulary can be a major obstacle to efficient reading. Study their definitions in the dictionary, beginning with the words that appear to be nouns. Where words have multiple definitions, look again at the passage and choose the definition that makes most sense in the context. Because some words can have different meanings in every day English.

3. Summary: Writing a summary for article paragraphs is also one of the beneficial way. First, read an article and make some notes about the each paragraphs. Make notes can be time

consuming and labor intensive. When noting information in own words, take care to represent the author's meaning. This method would be tough but it is fast method for developing reading.

4. Skimming text: Skimming text is beneficial way to understand texts. Skim texts to access the relevance and identify the main points: read the first and last paragraphs in full, read the first line or sentence of all the other paragraphs. Whether learners scan or skin depends on what kind of text they are reading and what they want to get out of it. Skim an article or newspaper texts to get a general idea of what is been happening.

5. Using tests: By taking range of practise tests, people able to improve their reading speed by also taking into consideration the stress of answering questions at the same time. Understanding this helps to learners to adjust their reading strategy to refine areas that need help so that they can improve by leaps and bounds[2].

6. Write notes and questions. Another way to improve your comprehension is to write notes and questions while you are reading. You can write the main point for each chapter or jot down key points on the side margins of the reading material. You can also use other note-taking techniques, such as outlining, bullet points, or mind mapping. Asking questions like who, what, when, where, why, and how and then looking for answers as you read can also be a good way to remember important information from the text.

7. Review your notes. It is equally important to review your notes and questions in order to retain what you have learned from your readings. Try applying the spaced repetition technique when reviewing notes. [Spaced repetition](#) uses review sessions based on a scheduled period to increase long-term retention. It can be an effective approach to efficient memorization and help you remember more of what you have read without actually spending more hours rereading the text.

Conclusion

The strategic reading techniques were beneficial and effective in developing and improving EFL reading skills. These techniques provided a useful framework for developing reading skills. Reading is crucial for expanding knowledge, fostering critical thinking, and enhancing communication skills. It serves as a gateway to diverse perspectives, allowing individuals to gain insights, empathy, and a deeper understanding of the world around them. From these ways learners not only improve their general reading but also they are very beneficial to improve to do IELTS reading tasks.

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CONDUCTING ESP COURSE THROUGH GAMIFICATION

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Abstract

This article explores the intriguing field of gamification in the ESP course and shows how it may be used to build successful communication skills that are relevant to certain professional contexts, while also making language learning more enjoyable. In this article, two modified activities were described to enhance vocabulary and improve reading/speaking skills in an ESP (English for Specific Purpose) course. By implementing modified activities, the finding shows promising directions for teaching through games in education and also identifies other steps that may help other ESP teachers in the future.

Keywords: gamification, communication skills, modified activities, ESP (English for Specific Purpose), course.

Introduction

In the ever-changing field of language instruction, it is now critical to incorporate both cutting-edge pedagogical techniques and technology to hold students' attention and improve their language skills. Gamification is one of the innovative approaches that is gaining traction in English for Specific Purposes (ESP) classes. By utilizing the concepts of game design, gamification makes the conventional learning process more engaging and entertaining. As J. Harmer (2007) advocates, it is the widely acknowledged ability to engage and motivate

students in the field of education by using games effectively in the classroom. According to Lee (1995), using games in the classroom has many major benefits, such as providing "a welcome break from the usual routine of the language class," being "motivating and challenging," increasing student effort, and providing "language practice in the various skills." As for Ersoz (2000), games are highly valued since they provide entertainment and interest. Instructors can help their students improve their communication skills by using games. Furthermore, Uberman (1998) supports the value of games in vocabulary instruction by examining and quoting a variety of expert viewpoints. She claims her students' excitement for learning through games from her own teaching experiences, and she views games as a means of assisting students in practicing their newly acquired language in addition to providing amusement and enjoyment.

Method/ materials

The first modified activity is called "Ready, Set, Go" based on the activity "Board Race" (Emma Lander, 2018). In the original one, students were divided into two groups and lined up in front of the whiteboard. They have to write comparative forms of the adjectives one by one. The modified activity slightly differs in purpose from the original task. It is mostly addressed to students of pre-intermediate/intermediate level.

In this activity, students of the IT department have to write the terms related to the topic of their major on the board in order to better understand the meaning of the words during the process of this activity and be able to make up the sentences using different kinds of terms at the end of this activity. For this task, the teacher divides students into two or three groups depending on the number of students in the class. If there are 12 students, it is better to split them into two groups. However, if there are more than twelve, then it is better to divide them into 3-4 groups in order to involve all students. The groups must stay in line waiting for the teacher to say "Ready, Set, Go". So, the activity starts with a sense of competition. The teacher writes the topic on the top of the whiteboard such as "Peripherals of computer" or "Electrical circuit". The teacher draws a line dividing the board into two parts asking students to write the terms related to the topic. Students must one by one come to the blackboard and write the terms. The winner group is the one, who gets more points writing correctly more words. This activity will end with making up and writing the sentences using these words in a group. **(See Appendix 1)**

The second activity is called "What's my problem?", which is also based on Emma Lander's activity (2018). In the original version, the teacher writes problems on Post-it notes and sticks one Post-it note on the student's back. Students mingle and ask for advice from other students

to solve their problems. In the modified version teacher writes the problems related to the topic on the board. For example, if the topic is “Troubleshooting in computers”, the teacher may put down the following expressions: operating systems, central processing units or CPUs, hard drives, firewalls, and solid-state drives. The same problems will be written on Post-it notes, which will be stuck on students’ backs by the teacher. Students must work in pairs in order to guess what problem is written on the Post-it note by asking the question “What’s my problem?”. After finding out the problems students must go to the walls where there will be texts describing students’ problems. Students should find their problems by helping each other, reading them, and going back to their places. Then they need to retell the text. (See **Appendix 2**)

Findings

There are several benefits for students of the IT department from the first activity. Firstly, by dividing them into groups teacher encourages competition between students, which involves all the students in the process. In addition, competition in the education process can enhance learning significantly. As Fabien J. claims (2018), “Competition allows students to extend themselves, to exploit their real capabilities and maximize their true potential”. Secondly, it helps students to increase their vocabulary. According to L. Cameron (2001), vocabulary plays a crucial role for learners in acquiring a language. Thirdly, it helps to cope with other tasks which can lead to writing or reading. In my case, after reviewing the terms, students will write the sentences using those words on the board. So, the teacher uses the scaffolding technique, which helps students to better understand the meaning of the given words and use them in their writing. In addition, the target vocabulary will be reviewed by implementing this activity. As Zig Ziglar (2018) claims one of the ways to learn better the vocabulary is through repetition. Repetition is the mother of learning, and the father of action, which makes it the architect of accomplishment.

The second activity is intended for low-intermediate and intermediate-level students. In the class, students can be varied from 10 to 12. In this case, if there are more students than 12, the Post-it notes’ problems can be copied twice. As the class students’ language proficiency levels are different, the teacher provides differentiated instruction. Students with low levels can be paired with low-level students and the teacher gives them the easier text to read following their Post-it problems. For instance, Tomlinson C. (2001) believes that differentiation is responsive instruction designed to meet unique individual students’ needs. Moreover, the anti-oppression technique is used in this activity, when the students are divided with the help of playing cards according to their level for non-discrimination purposes.

This activity can be applied both to revise the topic and to conduct a new one. The main target of this activity is to understand the text that was read. Making students work in pairs allows them to improve the ESP learners' communication skills as well as to develop both listening and speaking skills. While students work in pairs collaborating to describe each other's Post-it problems, the teacher does not intervene in students' conversations. He or she observes from outside how students work letting them communicate without interaction. This strategy helps teachers to increase students' speaking fluency. For instance, many language experts believe that the fluency of English language learners can be upgraded primarily based on the practicing of informal conversational interaction.

Conclusion

In summary, the modification of the original activities involved me in the process of improving the English language teaching methods for students of different levels based on the principles of non-discrimination. The compilation of the games also helped me to analyze the additional areas that could engage the students to learn English in the ESP context by creating a favorable environment. The main purpose of the activities is to mobilize the energy of the whole class and to direct it for the benefit of all students regardless of their background and capabilities, and improve their communication skills. This concept is shared by Gilbert J. (2007), who sees the goal of enhancing all students' abilities to learn how to learn through their engagement in a knowledge-based society. I believe that the combination of ESP and gamification appears as a potential option, promising to transform the future of specialized language education, as instructors and learners alike look for innovative ways to make language acquisition both meaningful and pleasurable.

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Appendix 1

Activity 1

Ready, Set, Go...

Original Version: Board Race (Emma Lander, 2018)

In this activity, the class should be divided into 2 groups. The teacher writes adjectives on the board in two columns. Each student in the group has to come to the whiteboard and write a comparative form of these adjectives one by one.

Modified Version: Ready, Set, Go...

Students write nouns related to topics such as “Peripherals of Computer” or “Electrical Circuit” instead of writing adjectives.

Target Group: pre-intermediate level of students, number of students is 12-14.

Course and Target Skills: This activity is intended for the ESP course. It helps to revise the terms related to IT discipline and develop vocabulary via practicing listening, speaking, and writing skills. It also grabs students’ attention by creating a contest atmosphere.

Directions for the students:

1. Line up in front of the whiteboard.
2. Write one word related to the topic, then go back to the line.
3. If one of the groups finishes writing the terms on the board one by one, the game is over.
4. The winner group is who gets more points. Points are counted for each written word and correct spelling. The more words you write, the higher the scores you get.

5. Each student must make up a sentence using one of these terms. Each sentence is supposed to have different words.

6. Share your sentences with the class.

Teacher instruction:

1. Divide the class into two groups and give each team a colored marker.

2. Ask groups to form two lines.

3. At the top of the board write keywords taken from the text. Draw a line in the middle of the board.

4. Ask students to find synonyms for these words.

5. Each correct word counts one point. The winning team is the one, which will get more points.

6. Students have to write the sentences in their notebooks using the terms from the board.

Assessment:

Students will be assessed in a formative way. Each group will be asked to read their sentences to check whether they understand how to use the synonyms in the sentence.

Appendix 2

Activity 2

What's my problem?

Original Version: What's my problem? (Emma Lander, 2018)

The teacher writes problems on Post-it notes and sticks one Post-it note on the students' back with the nouns related to the topic such as the names of fruits or adjectives describing their characters. Students mingle and find out who they are.

Modification: What's my problem?

On the board, the teacher writes the problems related to the topic "Troubleshooting". On post-it notes the teacher writes the problems and sticks them on students' back. In order to divide the class by their level, the teacher distributes a deck of playing cards to the students. (Teacher should know the classes' language proficiency level beforehand).

The cards should be distributed in the following way:

Lower level students	Higher level students:
Two of 1 – hearts	Two of 1 – spades
Two of 1 – diamonds	Two of 1 – clubs
Two of 2 - hearts	Two of 2 - spades
Two of 2 – diamonds	Two of 2 - clubs

Students must find their peers with the same number and picture of the card. After finding their peers, learners must work in pairs and they need to explain his/her problem to each other. They need to guess what kind of problem is being described.

When students find out their post-it problem, they need to go around and find the text associated with their problem. The texts will be hung out on the walls. When time is up teacher speaks up about troubleshooting in computers and the student, who has found the relevant text describing his/her problem, needs to retell that text.

Targeted Groups: multilevel students of low intermediate and intermediate level, number of students varied from 10-12.

Courses and Targeted Skills: This activity can be applied to Reading class in the ESP context. It helps to review the topic or to teach a new lesson by working collaboratively. The main target of this activity is to understand the meaning of the text by using reading strategies and to enhance speaking fluency.

Direction for students:

1. Students must work in pairs.
2. Each student must read and describe the pair's problem.
3. After identifying the problem, the learners must go around and find the text on the wall that describes their post-it problem.
4. There are 15 minutes for completing this activity.
5. Students must read the text and retell the main idea of it.

Teacher instruction:

1. Write the problems related to the topic on the board.
2. Ask students to work in pairs. Distribute a deck of cards to pair them.
3. Write the problems related to the topic on the post-it notes.
4. Ask them to describe each other's problem by asking the question "What's my problem?".
5. After understanding the problems, the students should find the texts relevant to their post-it problems from the wall and be ready to speak about them.

6. Give them 15 minutes for this activity.
7. Stop them when the time is up. Ask them to tell the meaning of the texts when you speak up the problems one by one.

Assessment: Casual assessment is employed. Each student will be asked to tell the meaning of the short text.

THE IMPORTANCE OF EFFECTIVE ENGLISH LANGUAGE EDUCATION AND PEDAGOGY

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Abstract: English language education and pedagogy encompass a wide range of theories and practices aimed at effectively teaching and learning the English language. This abstract explores various approaches to English language education, including communicative language teaching, task-based language teaching, and content-based instruction. The pedagogical considerations of English language education are analyzed in relation to learner autonomy, individual differences, and the integration of technology. Moreover, the abstract delves into the importance of cultural competence and intercultural communication in English language education. Finally, the abstract highlights the need for continuous professional development and ongoing research in the field of English language education and pedagogy to ensure the delivery of effective and relevant instruction.

Key words: pedagogy, effective teaching, approaches, education, competence

INTRODUCTION

English language education and pedagogy play a crucial role in shaping the linguistic and communication skills of individuals. As one of the most widely spoken languages in the world, proficiency in English is essential for academic, professional, and personal development. Therefore, it is imperative to emphasize effective teaching methods and pedagogical strategies to ensure that learners acquire a strong command of the language.

LITERATURE REVIEW

English language education and pedagogy have received a great deal of attention in the field of language learning and teaching. This literature review aims to provide an overview of the key trends,

issues, and debates in English language education and pedagogy, with a focus on recent research and developments. One of the central themes in English language education and pedagogy is the shift towards communicative language teaching (CLT). CLT emphasizes the importance of meaningful communication and interaction in the language learning process, as opposed to a focus on rote memorization and grammar drills. Research has shown that CLT can lead to greater language fluency and proficiency, as well as improved learner motivation and engagement. However, there are also challenges associated with the implementation of CLT, such as the need for teachers to develop new skills and the potential difficulty of assessing communicative competence.

Another important area of inquiry in English language education is the role of technology in language learning and teaching. The rise of digital tools and resources has transformed the way English is taught and learned, with online platforms, educational apps, and social media providing new opportunities for language practice and interaction [1; p.45]. Research has shown that technology can be used to enhance language learning outcomes, facilitate authentic communication, and provide individualized instruction. However, there are also concerns about the potential for technology to detract from the development of interpersonal communication skills and the equitable access to digital resources.

RESEARCH METHODOLOGY

In recent years, there has been growing interest in the development of critical language awareness in English language education. This involves helping learners to understand the social, cultural, and political dimensions of language use, and to critically analyze the role of English in global contexts. Research has shown that incorporating critical language awareness into language education can promote intercultural competence, encourage learners to challenge linguistic stereotypes, and foster a more inclusive and equitable learning environment [7; p.345]. However, there is a need for further research on effective pedagogical approaches for developing critical language awareness, as well as on the potential impact of such approaches on learners' language proficiency.

Finally, English language education and pedagogy have increasingly focused on the importance of multilingualism and the development of plurilingual competence. This approach recognizes the value of learners' linguistic repertoires and seeks to support the use and development of multiple languages in the language classroom. Research has shown that promoting plurilingualism can lead to greater language learning success, improved metalinguistic awareness, and enhanced cognitive abilities. However, there are also challenges associated with implementing a plurilingual approach, such as the need for teachers to have expertise in multilingual pedagogy and the potential for resistance to change from traditional monolingual practices[4]. In conclusion, English language education and pedagogy continue to be dynamic and evolving areas of research and practice. The trends highlighted in this literature review - including the shift towards communicative language teaching, the role of technology in language learning, the development of critical language awareness, and the promotion of plurilingualism - reflect the ongoing efforts to improve the quality of English language education and to meet the diverse needs of learners in a rapidly changing global context. Further research is needed to continue to advance

ANALYSIS AND RESULTS

Foundations of English Language Education. The foundation of English language education lies in nurturing the four essential language skills: reading, writing, speaking, and listening. A well-rounded English language curriculum should integrate these skills to facilitate holistic language proficiency [2;

p.201]. Moreover, it should encompass grammar, vocabulary, pronunciation, and comprehension to enable students to express themselves confidently and effectively.

Understanding Pedagogy in English Language Education. Effective pedagogy in English language education involves a comprehensive approach that caters to diverse learning styles and abilities. Educators must employ innovative instructional techniques, such as interactive multimedia resources, role-playing activities, and real-world applications, to engage and motivate students [6; p.344.]. Additionally, fostering a communicative and collaborative learning environment encourages students to actively participate and apply their language skills in practical contexts.

Incorporating Cultural and Linguistic Diversity. English language education should embrace cultural and linguistic diversity, recognizing that learners come from various backgrounds and contexts. Educators should incorporate culturally relevant content and materials, which not only enhance students' language proficiency but also promote intercultural understanding and sensitivity. By acknowledging and valuing diversity, English language education can become more inclusive and enriching for all learners.

Utilizing Technology in Language Learning. Technology has revolutionized the field of language education, offering a myriad of tools and resources to support language acquisition. From language learning apps and online platforms to virtual classrooms and multimedia content, technology provides opportunities for interactive and personalized learning experiences. Integrating technology into English language pedagogy enhances accessibility, flexibility, and interactivity, catering to the diverse needs of learners in the digital age [3; p.231].

Professional Development for English Language Educators. Continuous professional development is essential for English language educators to stay abreast of evolving teaching methodologies, linguistic trends, and educational research. By participating in workshops, training programs, and professional networking, educators can enhance their pedagogical skills, broaden their knowledge, and adapt their teaching strategies to meet the evolving needs of learners [5; p.254].

CONCLUSION

In conclusion English language education and pedagogy are foundational pillars that contribute to the development of proficient and articulate communicators. By prioritizing effective teaching methods, promoting cultural diversity, leveraging technology, and fostering continuous professional development, educators can inspire students to become confident and competent users of the English language. Ultimately, a strong foundation in English language education empowers individuals to navigate academic and professional spheres with confidence and fluency, fostering opportunities for personal and professional growth.

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ERRORS IN THE FOREIGN LANGUAGE LEARNING PROCESS

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Abstract. Recently, in applied linguistics, the significance of learners' errors in foreign language learning is emphasized. In this article, major types of errors in the process of foreign language learning, their causes and the ways of correcting them are mentioned.

Key words: performance errors, competence errors, global error, local error, hypercorrection.

Language learning, like any kind of human learning, involves committing errors. In the past, language teachers considered errors committed by their students as something undesirable which they diligently sought to prevent from occurring. During the past years, however, researchers in the field of applied linguistics came to view errors as evidence for a creative process in language learning in which learners employ hypothesis testing and various strategies in learning a foreign language.

Far from being a nuisance to be eradicated, errors are, as Selinker [8;115] indicates, significant in three respects:

- 1) errors are important for the language teacher because they indicate the learner's progress in language learning;
- 2) errors are also important for the language researcher as they provide insights into how language is learnt;
- 3) errors are significant to the language learner himself/herself as he/she gets involved in hypothesis testing.

Actually, there are a number of contradictory beliefs about how foreign language learner errors vary with age. First, most people would probably expect foreign language students to make fewer and fewer mistakes as they learn the language. Even if this is true at large, recent studies have shown that errors are still frequent even at the advanced level.

Secondly, we may expect learners to make different types of errors as they progress; we will, for example, probably not expect subject-verb agreement errors to be as common among intermediate learners as with beginners. However, in a longitudinal study, it was shown that there is a great deal of fluctuation in the types of error made by learners over time, and that the learners showed little progress with regard to some errors.

Third, we may expect a beginner to be more affected by his/her mother tongue in the errors made than an intermediate learner, who has access to a greater vocabulary in the new language.

Usually, the terms "mistake" and "error" are confused and they should be differentiated. We can define an error as a '*lack of competence*' and a mistake as a '*performance phenomena*'. This means that errors are something that we cannot correct; it is something that we will have to learn in order to correct and understand, while mistakes can be corrected as the knowledge is already learnt.

Before speaking about the process of error treatment, the information on the types and causes for these errors ought to be mentioned.

Researchers in the field of applied linguistics usually distinguish between two types of errors: performance errors and competence errors. *Performance errors* are those errors made by learners when they are tired or hurried. Normally, this type of error is not serious and can be overcome with little effort by the learner. *Competence errors*, on the other hand, are more serious than performance errors since competence errors reflect inadequate learning. In this connection, it is important to note

that researchers distinguish between *mistakes* which are lapses in performance and *errors* which reflect inadequate competence.

Other researchers, for example, Burt and Kiparsky [1;14] distinguish between *local* and *global* errors. *Local errors* do not hinder communication and understanding the meaning of an utterance. *Global errors*, on the other hand, are more serious than local errors because global errors interfere with communication and disrupt the meaning of utterances. Local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries. Global errors, for example, involve wrong word order in a sentence.

Finally, language learning errors involve all language components: a) the phonological, b) the morphological, c) the lexical, d) the syntactic errors.

An example of a phonological error is the lack of distinction between the phoneme /s/ and the phoneme /th/ among Uzbek EFL learners; so we hear them saying sink – think in the same way, without any difference in pronunciation. An example of a morphological error is the production of such errors as *womans*, *sheeps*, and *furnitures*. A lexical error involves inappropriate direct translation from the learner's native language or the use of wrong lexical items in the second language. Examples of lexical errors are:

This is the *home* that my father built.

The *clock* is now ten.

Lastly, examples of syntactic errors are errors in word order, subject – verb agreement, and the use of the pronoun in English relative clauses produced by learners as illustrated in:

The boy that I saw *him* is called Ali.

Error analysis in foreign language acquisition was established in the 1960s by Corder and his colleagues. In foreign language acquisition, error analysis studies the types and causes of language errors. According to linguist Corder, the following are the steps in any typical EA research: collecting samples of learner language; identifying the errors; describing the errors; explaining the errors; evaluating/correcting the errors.

There are mainly two major sources of errors in foreign language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors.

The native language of learners plays a significant role in learning a foreign language. Errors due to the influence of the native language are called interlingual errors. Interlingual errors are also called

transfer or interference errors. The view that the native language plays a mostly negative role was emphasized as early as the forties and the fifties by Fries [3] and Lado [7]. Although recently researchers tend to minimize interlingual errors and emphasize *intralingual and developmental errors* [2;25], negative transfer or interference is still acknowledged as an important factor in second/foreign language learning [5;6;10]. **Intralingual and developmental errors** are due to the difficulty of the second/target language. Intralingual and developmental factors include the following:

- **SIMPLIFICATION.** Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.
- **OVERGENERALIZATION.** This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include:
 - the use of *comed and goed* as the past tense forms of *come and go*
 - the omission of the third person singular *s* under the heavy pressure of all other endless forms as in *he go*.
- **HYPERCORRECTION.** Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct form. Stenson [9;56] calls this type of error "*Induced Errors*". For example, the teacher's insistence that learners produce the phoneme *[s (th)]* correctly prompts them to always produce *[s]* where the phoneme *[z (th)]* is required. Thus, learners say *zi:m* (theme) instead of *si:m* (theme).
- **FAULTY TEACHING.** Sometimes it happens that learners' errors are teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to hypercorrection above. As known as transfer of training, errors caused by misleading teaching examples, teachers, sometimes, unconditionally, explain a rule without highlighting the exceptions or the intended message they would want to convey. J. Richard et al. (2002) provided an example that occurs at the level of teaching prepositions and particularly "at" where the teacher may hold up a box and say "I am looking at the box", the students may understand that 'at' means 'under'. They may later utter "the cat is at the table" instead of "the cat is under the table".
- **AVOIDANCE.** Some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures. Arab ESL learners avoid the passive voice while Japanese learners avoid relativization in English.

➤ **INADEQUATE LEARNING.** This is mainly caused by ignorance of rule restrictions or under differentiation and incomplete learning. An example is omission of the third person singular *s* as in: *He want*.

➤ **FALSE CONCEPTS HYPOTHESIZED.** Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that [is] is the marker of the present tense. So, they produce: He is talk to the teacher. Similarly, they think that was is the past tense marker. Hence they say: It was happened last night.

Error treatment. Teachers cannot and should not correct all errors committed by their students. Besides, the frequent correction of oral errors disrupts the process of language learning and discourages shy students from communicating in the target language.

1. Teachers should correct errors affecting intelligibility, i.e., errors that interfere with the general meaning and understandability of utterances. In this connection, teachers should concentrate on correcting global errors more than local errors.

2. High frequency and generality errors should be corrected more often than less frequent errors. For example, the omission of the third person singular [s] is an error of high frequency and generality.

3. Teachers should put more emphasis on correcting errors affecting a large percentage of their students. This factor is clearly related to the second factor above.

4. Finally, errors relevant to a pedagogical focus should receive more attention from the teacher than other errors. For example, if the focus of the lesson is the use of the present perfect tense, the correction of errors involving prepositions, articles, and demonstratives in this lesson should not be emphasized by the teacher because if he/she did, the attention of the students would be distracted from the focus of the lesson which, in this instance, is the use of the present perfect tense.

As a conclusion, it can be said that errors are inseparable part of language learning process. There are several types of errors and they should be carefully analyzed and treated.

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THE PRINCIPLES OF SPEAKING ENGLISH FLUENTLY

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Annotation: In this article discusses how to speak English fluently, how to use words, phrases, noun phrases, words, word formation with ease and comfort plus without making grammar mistakes while speaking and practicing English speech.

Keywords: grammar, phonetics, pronounce, idioms, word formation, noun phrases, speak fluently, slang.

Introduction

Fluency is the ability to speak a language with ease, without any hiccups. Now, you must be wondering what I mean by 'without any hiccups'. Do not take that literally! It is an idiom. An idiom is a group of words whose actual meaning is different from the literal meaning. 'Without any hiccups' does not mean speaking a language without suffering from a bout of hiccups, what it means is speaking a language without stopping and stuttering, and being unsure of how to use your words. Fluency means knowing how to use your words with ease and comfort.

Fluency comes with practice. B2 level students cannot study every "How to speak English" book and expect to be fluent in the language. Practice is a must! Also, if you think you read well and so you must be fluent as well, you are mistaken! Reading and speaking are very different. The thing with learning English is that you need not concentrate on the grammar while speaking. Concentrate on conversing. English is a weird language with a lot of loopholes. The principles of speaking English fluently. *They are followings:*

Methods

Practice

For B2 level students practicing speaking in English is a must. They cannot learn how to speak fluently otherwise. The reason for this is the slang that has infiltrated the language and also the utter lack of regard for grammatical rules while speaking. However, if one starts using correct grammar, by the book, English would sound extremely weird.

Small talk

Learn how to begin a conversation. This will also grow your confidence. While standing in line, ask the person in front or behind you a simple question such as 'What time is it?' Try continuing with the conversation. If you have trouble understanding the person, politely ask them to repeat what they said. Normally, people say "I'm sorry?" but you could also say "Pardon".

Confidence

Practicing English speech will require confidence. During a social gathering, start small conversations. Do not hesitate to ask the person to repeat him or herself. If they do not understand the meaning of a particular word or phrase, ask them to clarify. Chances are they know you are in the learning process and would gladly help. Do not think that you can go home and open Google translations and type in the word or phrase they used. This does not work! Also, do not feel embarrassed when somebody corrects you. They could also go to a karaoke bar!

Listen

Reading and speaking is not enough. Listen to how people speak, the pronunciations, and the way words are used. Watch T.V., listen to songs etc. This way you are listening to other people speak and observe how they pronounce the words.

Read books

Read terminus, subject books and novels. Concentrate on the formation of the sentences. Novels have dialogues, a conversation between two people that you can use to your advantage. Notice how students speak. They do not pay attention to the grammar as much as they do to talking. Also, when you are reading, mark every unusual phrase or word and find out what it means. Incorporate new words into your vocabulary.

Do not translate

Avoid translating what you hear, or what you say. Translating a phrase from your mother tongue to English or vice versa will completely ruin the actual meaning of the phrase. It will also most likely be incorrect. Instead, use a dictionary.

Study words and phrases

I've been using the term 'phrases' a lot during the lesson. They may know a thousand words in the language, but putting them together and making an intelligible sentence could be difficult. This is because you are not concentrating on using the words you are learning. To speak fluently, they need to learn how to put words together into phrases and sentences.

Idioms

Idioms are an essential part of the English language. They will find yourself dumbstruck if you do not understand idioms. They might hear somebody saying 'break a leg' to you before your English exam, and you would be baffled at why somebody would want you to break a leg. 'Break a leg' is actually an idiom meaning 'best of luck' or 'I hope you do well'. Fluency in English requires the knowledge of idioms.

Do not think of yourself as a student

To become fluent, think of yourself as a person who can speak English. They will make mistakes, but these are the building blocks. As a student, you would probably find yourself studying Grammar books.

This is not important. To speak English properly, you do not need to study Grammar books. They would also be wasting a lot of your time by reading these books.

Recruit a friend as a mentor

An English-speaking friend is the perfect person to be with when learning the language. Surrounding yourself with people who can speak English fluently is important. They can ask a friend to help you along the way. Make it a point to talk in English, no matter how scattered it sounds. Ask friends and colleagues to correct you if you are wrong.

Movies and songs

Build a library of English songs and movies. This works better than just reading or listening to others speak. Songs and movies stick to your mind. 'My Fair Lady' is a good movie to watch since you are learning English.

Think in English

Make it a point to think in English and not your mother tongue. Whenever they are talking to themselves or thinking, do it in English. This way they will become more comfortable with the idea of speaking and learning the language.

Record yourself

Every night before going to bed, record your day's events in an audio journal in English. They will find that you speak much better when you do not have to worry about embarrassing yourself in front of others. When they realize that you can speak reasonably well without stumbling around, their confidence will grow and you will find themselves initiating conversations. Incorporate these points in your day-to-day life.

Conclusion

"Do It Right Now": Steps to Start Improving instantly

Step 1: Watch an English movie twice and concentrate on how a person speaks

Step 2: On a piece of paper, note down all idioms and colloquialisms you come across

Step 3: Look up their meanings

Step 4: Make your own sentences and try incorporating them in your everyday life

Clearly, English is a confusing language to learn. It cannot be done alone so you need to get a tutor or ask friends to help. Do not hesitate in speaking; you are a learner, not a person committing a crime!

Also, be confident. You could think of learning a language as a personality development exercise. This causes you to go out as much as you can, making you use the language as well as being confident. Do not slip up and start using your native language. Even when you are with your own people, speak in English. If you do not have any way to speak English outside, do it at home. Watch T.V. or read a book and repeat out loud. Not speaking English will not help you learn.

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METAPHORS AS IMPORTANT PEDAGOGICAL TOOLS – EXPLORING THEIR ROLE IN FACILITATING UNDERSTANDING AND ENHANCING LEARNING

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Abstract. This study delves into the pivotal role of metaphors as pedagogical tools within the realm of education. It explores the multifaceted nature of metaphors and their significance in facilitating understanding, enhancing communication, and fostering deeper comprehension in educational contexts. By examining the intricate interplay between language, cognition, and learning, this exploration sheds light on how metaphors serve as powerful aids in elucidating complex concepts and nurturing a more profound grasp of subject matter.

Keywords: metaphors, pedagogical tools, education, understanding, communication, cognitive aids

Introduction

Metaphors in education serve as potent cognitive tools, bridging abstract concepts with tangible understanding. Lakoff and Johnson (1980) define metaphors as cognitive devices that enable individuals to comprehend one concept in terms of another, facilitating the transfer of understanding from familiar domains to more complex or abstract subjects. In the educational context, metaphors act as instructional aids, allowing educators to communicate intricate ideas by drawing parallels with more accessible or relatable concepts (Cameron, 2003).

The significance of metaphors in teaching and learning lies in their ability to transcend linguistic barriers and illuminate abstract notions. By linking unfamiliar concepts to familiar imagery, metaphors facilitate comprehension and retention (Gentner, 2003). They engage learners cognitively, fostering deeper understanding and conceptualization of academic content (Bialystok, 2001).

This article aims to delve into the multifaceted role of metaphors in education, elucidating their pivotal significance in enhancing pedagogical practices and fostering enriched learning experiences. It explores the diverse applications of metaphors across various disciplines, investigates their cognitive impact on learners, and examines strategies for effective integration into teaching methodologies. Ultimately, this exploration seeks to underscore the profound influence of metaphors in shaping the educational landscape by enhancing understanding, communication, and knowledge retention.

Understanding Metaphors

Metaphors, rooted in human cognition, transcend mere linguistic expressions; they serve as cognitive mechanisms shaping our comprehension of abstract or complex ideas. At its core, a metaphor establishes a relationship between two concepts, where one concept (the target) is understood in terms of another (the source) (Lakoff & Johnson, 1980). This cognitive process enables learners to grasp unfamiliar or intricate concepts by associating them with more familiar or concrete domains.

Metaphors operate as mental models, facilitating the mapping of abstract or novel concepts onto pre-existing schemas (Gentner, 2003). This cognitive mapping allows individuals to leverage their understanding of familiar domains to comprehend and navigate more intricate or unfamiliar terrain. For instance, describing an atom as a miniature solar system helps learners visualize its structure despite its abstract nature.

In educational contexts, various types of metaphors are employed to aid understanding. Structural metaphors draw parallels between dissimilar systems or structures, such as the human brain as a computer, enabling learners to conceptualize complex processes (Cameron, 2003). Ontological metaphors relate abstract concepts to concrete entities, simplifying intricate notions by likening them to more tangible objects or phenomena.

Theoretical perspectives on metaphors in learning span various disciplines. Conceptual metaphor theory, proposed by Lakoff and Johnson (1980), posits that metaphors are not merely linguistic devices but fundamental cognitive tools shaping thought processes. This theory underscores the pervasive role of metaphors in structuring understanding and reasoning. Additionally, cognitive load theory suggests that metaphors can manage cognitive load by simplifying complex information, aiding in information retention and processing (Sweller, 1988).

Understanding the cognitive dynamics of metaphors and their varied applications within education illuminates their role as powerful cognitive aids, essential for facilitating comprehension and enriching the learning experience.

The Pedagogical Impact of Metaphors

Metaphors play a pivotal role in pedagogy by serving as cognitive scaffolds, enabling learners to construct meaning and navigate complex concepts. They act as mental shortcuts, allowing learners to grasp abstract or intricate ideas by relating them to more familiar or tangible concepts (Bialystok, 2001). For instance, describing the human heart as a pump simplifies its function for students, facilitating comprehension.

Metaphors act as bridges between educators and learners, facilitating clearer communication. They enable educators to convey complex ideas more vividly, engaging students' imagination and facilitating a deeper connection with the subject matter (Cameron, 2003). Metaphors can evoke emotions and experiences, making learning more engaging and relatable.

In the realm of education, where complexity often poses a barrier to understanding, metaphors serve as invaluable tools for simplification. They aid in breaking down intricate or abstract concepts into digestible components, allowing learners to grasp essential ideas without feeling overwhelmed (Gentner, 2003). By employing metaphors, educators can present complex topics in a manner that is accessible and relatable, fostering deeper understanding among students. In essence, the pedagogical impact of metaphors is profound; they facilitate comprehension, enhance communication, and serve as instruments for simplifying complex ideas, ultimately enriching the teaching and learning experience.

Application of Metaphors in Teaching

Metaphors serve as invaluable tools in education, transcending the boundaries of subjects and fostering deeper understanding among learners. Their application spans various domains, enhancing comprehension and engagement in diverse educational settings:

Science and Mathematics:

- a. Explaining scientific phenomena such as cellular functions or chemical reactions using metaphors makes abstract concepts tangible. For instance, comparing an atom to a solar system aids in understanding its structure.
- b. Metaphors like "mathematics as a language" help students grasp abstract mathematical concepts by associating them with familiar linguistic structures.

Literature and Language Arts:

- a. Using metaphors to describe characters in literature aids in interpreting their complexities. For example, describing a character's journey as a metaphorical path enriches literary analysis.
- b. Encouraging students to craft metaphors in their writing fosters creativity and vivid expression, enhancing their storytelling abilities.

Social Sciences and History:

- a. Employing metaphors to describe historical events can simplify complex narratives, fostering a deeper understanding of their significance.
- b. Comparing different cultures' practices and societal structures through metaphors aids in understanding diverse perspectives and societal norms.

Arts and Creativity:

- a. Using metaphors to describe art techniques or artistic movements enhances students' appreciation and interpretation of visual arts.
- b. Exploring metaphors to explain musical elements or acting techniques facilitates a deeper understanding of artistic expression.
- c. Employing metaphors to connect concepts across subjects fosters interdisciplinary learning. For instance, using metaphors from history to explain scientific innovations encourages holistic understanding.

Cognitive Mechanisms and Learning with Metaphors

Metaphors engage multiple cognitive processes, aiding in the understanding and retention of information. They activate mental imagery, encouraging learners to create vivid mental representations of abstract concepts (Cameron, 2003). By linking new information to pre-existing knowledge frameworks, metaphors facilitate schema activation, aiding in knowledge organization and assimilation (Gentner, 2003). Furthermore, metaphors promote critical thinking by prompting

students to explore connections between seemingly disparate concepts. They encourage divergent thinking, enabling learners to analyze relationships, infer meanings, and develop analogical reasoning skills (Bialystok, 2001). Moreover, metaphors foster creativity by inspiring alternative perspectives and novel interpretations of content.

Metaphors contribute to long-term retention by creating durable mental associations. They enhance memory consolidation by linking new information to familiar concepts, aiding in recall and retrieval (Gentner, 2003). Additionally, metaphors promote transfer of knowledge, enabling students to apply learned concepts to new contexts or problem-solving situations (Bialystok, 2001). Metaphors engage various cognitive mechanisms, fostering critical thinking, creativity, and facilitating long-term retention and application of knowledge. They serve as powerful cognitive tools that not only aid in understanding but also encourage deeper exploration and application of learned content.

Metaphors stand as indispensable tools within the educational landscape, transcending mere linguistic devices to become cognitive catalysts that shape the learning journey. They play a pivotal role in fostering comprehension, igniting critical thinking, and nurturing a deeper connection with complex concepts. In recapitulation, the significance of metaphors in education lies in their ability to bridge the gap between the abstract and the concrete. They facilitate conceptual understanding by offering familiar entry points into the realm of unfamiliar ideas, enhancing the retention and application of knowledge. Key findings underscore the multifaceted impact of metaphors: their role in stimulating critical thinking, aiding in cognitive processes, and promoting cultural inclusivity within educational settings. Their adaptability across subjects and their potential to engage diverse learner populations highlight their enduring relevance in pedagogy.

Conclusion

As educators, recognizing the nuanced interplay of metaphors in teaching practice holds immense value. Employing culturally sensitive, contextually relevant, and thoughtfully crafted metaphors can transform learning experiences, fostering a deeper appreciation for subject matter and nurturing a passion for exploration and discovery among students. In closing, the enduring significance of metaphors in pedagogy rests not just in their capacity to elucidate complex ideas but in their ability to inspire curiosity, ignite the imagination, and instill a lifelong love for learning. Embracing the art of metaphorical teaching opens doors to a richer, more engaging educational journey for both educators and learners alike.

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COMPARATIVE ANALYSIS OF WELL-BEHAVED GIRL THEME IN THE FAIRY TALES “ZUMRAD VA QIMMAT” AND “CINDERELLA”

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Abstract: The cultural, moral, and narrative similarities between the well-known English story "Cinderella" and the Uzbek fairy tale "Zumrad va Qimmat" are examined in this comparative analysis. Through the investigation of these narratives in contrast, common and unique elements are revealed that bridge cultural variations and highlight the universal appeal of iconic characters. The analysis shows how "The Well-Behaved Girl" has consistently been portrayed as a shining example of moral strength, resiliency, and morality in the face of hardship. The comparative analysis illuminates the linkages of culture, storytelling, and morality that both enrich and differentiate these beloved stories.

Key words: morality, heroes, protagonist, storytelling, moral fibers,

Introduction

Fairy tales are a vital part of Uzbek and English mythology and literature, providing readers with enthralling stories that take them to fantastical places full of wonder, adventure, and morality.

Fairy stories are ingrained in Uzbek society, serving as a means of transmitting cultural knowledge, morality, and values. Numerous Uzbek fairy tales represent the rich cultural legacy and historical influences of the area while featuring heroes, fantastical animals, and moral messages. "Zumrad va Qimmat" is a well-known Uzbek fairy tale that narrates the history of two sisters and emphasizes the virtues of kindness, empathy, and having a decent heart. These stories frequently capture the Eastern culture, the nomadic lifestyle, and the historical legacies of the Silk Road.

Numerous captivating fairy tales from the English literary tradition have enthralled audiences for generations. In the Western literary canon, beloved stories like "Cinderella," "Snow White," and "Jack and the Beanstalk" have become essential. These tales are frequently distinguished by magical aspects, moral lessons, and the victory of virtue over evil [1, 437-441]. English fairy tales have their roots in European folklore and are ageless narratives that reflect a complex interweaving of cultural influences, historical circumstances, and societal values.

Fairy stories have become more widely appreciated and exchanged throughout cultures and languages in recent years. As a result, popular stories have been translated from Uzbek into English, facilitating the exchange of enchanted stories and cultural understandings. The increased awareness of one another's customs, values, and storytelling methods is fostered by this cross-cultural interaction.

In addition to providing amusement, fairy tales are useful for moral instruction, language acquisition, and cultural preservation. They provide universal lessons that are relatable to individuals of all ages and origins, bridging linguistic divides and serving as a means of transferring customs, language, and moral ideals to future generations.

Both Uzbek and English literature include modern adaptations in addition to traditional tales, reworking old favorites and presenting fresh stories that capture changing cultural sensibilities and modern ideals. These adaptations engage contemporary audiences while offering new insights on classic issues.

Both English and Uzbek fairy tales continue to enchant and educate readers, providing windows into the customs, values, and creative skill of their own nations. They continue to be essential components

of cultural legacy, maintaining ageless knowledge and offering global audiences engrossing storytelling experiences.

Methodology

Examining "Zumrad va Qimmat" and "Cinderella" in relation to the "The Well-Behaved Girl" subject offers a fascinating look at storytelling customs and cultural values.

Throughout "Zumrad va Qimmat," the protagonist Zumrad exudes goodness, modesty, and empathy. The core of her character lies in her deeds of selflessness and her compassionate disposition. Similar to this, the title heroine of "Cinderella" is portrayed as the epitome of benevolence, bearing mistreatment with poise and being kind to her oppressors [3, 123-136]. Kindness is a fundamental quality in both stories, illustrating the girl's innate goodness. In "Cinderella," the lead character faces abuse from her stepfamily with unshakable bravery and forbearance. Her ability to persevere in the face of difficulty is a major motif. Similar like Zumrad in "Zumrad va Qimmat," who perseveres through adversity and trials without ever losing her kind disposition. These stories emphasize the value of inner fortitude and tenacity in the face of adversity. The heroes' moral virtue is emphasized in both tales. Cinderella and Zumrad have an unshakeable moral compass and stay true to their virtue in the face of adversity. They demonstrate the strength of morality and righteousness by acting as guiding lights throughout their different stories with their strong moral fibers and virtues. In "Zumrad va Qimmat," Zumrad's journey demonstrates an inward metamorphosis; in the end, her goodness and kindness bring her victory. In "Cinderella," the lead character travels through a similar metamorphosis, led by her unwavering qualities, from hardship to affluence. These stories highlight how kindness and integrity may change a person's destiny, as seen in the case of the behaved girl. In the end, the well-behaved girl receives a reward for her virtue in both stories. Zumrad's actions and morality help her to achieve a better life [2, 1-6], but Cinderella's unwavering generosity brings her a happily ever after in the end. Both tales emphasise the notion that compassion and goodwill are eventually rewarded, illustrating the widespread conviction that virtue always wins.

Similarities between "Zumrad va Qimmat" and "Cinderella"

1. Kindness and compassion	4. Transformative Journeys
2. Endurance and resilience	5. Rewards for good Behavior
3. Moral fiber and virtue	

Conclusion

A comparison between "Qimmat and Zumrat" and "Cinderella" reveals the moral teachings that are transformative and the recurring themes of kindness and compassion in these two very different cultural traditions. Both stories, despite having their roots in very different cultural contexts, speak to the common conviction that virtue, empathy, and resiliency always triumph. The analysis highlights stories that celebrate the victory of compassion and moral fortitude because of their enduring appeal and cultural significance. The study acknowledges the rich and complex storytelling traditions that have enhanced folklore around the world while bridging cultural divides.

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UNVEILING THE SIGNIFICANCE OF LINGUISTIC LACUNA IN FOREIGN LANGUAGE TEACHING

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Abstract: This article explores the pivotal role of linguistic lacuna in foreign language teaching, drawing insights from scholars such as Michael Long, Claire Kramsch, and Jack C. Richards. Emphasizing its potential as a catalyst for exploration and motivation, the article advocates for leveraging linguistic gaps to create dynamic and culturally enriched language learning environments.

Keywords: linguistic lacuna, foreign language teaching, language acquisition, communicative gaps, cultural dimensions, intercultural competence, learner autonomy, motivation, language proficiency, pedagogical approaches.

In the ever-evolving landscape of foreign language education, the concept of linguistic lacuna emerges as a crucial element shaping the dynamics of language acquisition. This article delves into the importance of linguistic lacuna in the context of foreign language teaching, drawing insights from esteemed authors who have explored its impact on language learners.

Linguistic lacuna, defined as the gaps or deficiencies in one's language proficiency, is often characterized by the absence of specific vocabulary, structures, or cultural nuances (Long, 1996, p. 413). Rather than viewing these gaps as obstacles, educators are recognizing the potential of linguistic lacuna as fertile ground for effective language learning, providing opportunities for exploration, curiosity, and a deeper understanding of the foreign language.

Renowned linguist Michael Long's work on the interaction hypothesis sheds light on the role of linguistic lacuna in language acquisition. Long argues that communicative gaps, or "input floods," create a cognitive need for learners to actively seek and process linguistic information, making educators able to leverage these gaps as stimuli for meaningful communication (Long, 1996, p. 413). This encourages learners to fill their linguistic lacuna through interaction and engagement.

Linguistic lacuna extends beyond vocabulary and grammar to cultural dimensions as well. Understanding a foreign language involves grasping the intricacies of its cultural context, and the gaps in cultural knowledge present opportunities for exploration and enrichment (Kramsch, 1993, p. 17). Incorporating cultural elements into language teaching enhances linguistic competence and fosters a profound connection and appreciation for the target language.

Claire Kramsch, a prominent figure in the field of applied linguistics, emphasizes the inseparable link between language and culture (Kramsch, 1993). Kramsch's intercultural competence framework underscores the importance of addressing linguistic lacuna by immersing learners in the cultural intricacies of the foreign language (Kramsch, 1993, p. 18). By integrating cultural dimensions into language lessons, educators can bridge the gaps in learners' understanding, creating a more holistic and authentic language learning experience.

Linguistic lacuna plays a pivotal role in fostering learner motivation and autonomy. When learners encounter gaps in their language proficiency, the intrinsic desire to fill those gaps becomes a powerful driving force. Educators can harness this motivation by encouraging self-directed learning, guiding learners to independently explore resources, and take ownership of their language development (Richards, 2015, p. 3).

Jack C. Richards, a renowned authority in language teaching methodology, emphasizes the importance of learner autonomy. Richards' work highlights that creating opportunities for learners to identify and

address their linguistic lacuna contributes to a more effective and sustainable language learning process (Richards, 2015, p. 4). By empowering learners to take an active role in their language acquisition, educators pave the way for a more dynamic and personalized learning journey.

In conclusion, recognizing the importance of linguistic lacuna in the realm of foreign language teaching opens doors to innovative and effective pedagogical approaches. Drawing from insights provided by Michael Long, Claire Kramsch, and Jack C. Richards, educators can shape a learning environment that transforms gaps in proficiency into opportunities for exploration, cultural understanding, and intrinsic motivation. By embracing linguistic lacuna, foreign language teaching becomes a dynamic and enriching endeavor that empowers learners to navigate the complexities of language and culture with confidence and curiosity.

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THE IMPORTANCE OF STATIC AND DYNAMIC STAGES IN STUDENTS' EDUCATIONAL ACTIVITIES

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Abstract

This article describes the structure, stages and importance of improving students' educational

activity. The stages of educational activity are called “Static” and “Dynamic”, and they are the most effective ways to improve educational activity. Because, in our scientific research work, static is force, dynamic is movement. Instructional support and its parts at the static level give strength to the educational process, and the dynamic process (educational process, training (lesson), independent education, events, trainings, exams) is activated.

Key words: Static stage, dynamic stage, educational activity, educational process, educational-methodological support, science program, syllabus, textbook, study guide, exercise, text, trainings.

The effectiveness of improving students’ educational activities in the credit-module system requires the pedagogical structure of independent educational activities and the content of forming static and dynamic stages of positive motivation for educational activities according to educational goals. As a result of our research, we have developed a structure for improving students’ educational activities: 1) at the static stage, teaching-methodical support and its components (Teaching-methodical support, science program, syllabus, textbook, study guide, exercise text; 2) educational process at the dynamic stage, training (lesson), independent education, events, trainings, current / intermediate / final examinations.

It is known that statics and dynamics are used in all fields, including physics, medicine, culture, art, and others. Because of our studies, we concluded that in our scientific research, static is force, and dynamic is movement. The Educational Methodological Support and its parts at the static level give strength to the educational process, and the dynamic process is set in motion. Statics and dynamics are among the most effective ways to improve the student’s learning activity.

In addition, all the parts mentioned in the static stage give the student the opportunity to accumulate knowledge in a sequence and have the desired set of competencies, and serve to define the personal educational trajectory of the student. All parts at the static and dynamic level interact and integrate with each other, these parts are the driving force of students and ensure the improvement of students' educational activities.

It is known that many pedagogues at various stages of the educational system, including this one, in the educational process, consider the Educational methodological support as teaching tools. Methodological support is not limited to the control of educational tools, but also serves

the self-awareness, management and development of a person in various fields, as well as his professional training in the future. The purpose of the comprehensive Educational Methodological Support in the credit-module system is to justify the internal and external factors affecting the educational activity, to create pedagogical and psychological conditions for the comprehensive development of the individual, humanism, transparency, openness, and stability of education, integration, quality improvement, and strengthening the role of independent work of students. Accordingly, the essence of Educational Methodological Support is determined by the goal, content, method, activity, result. [1; 45-b.]. The main components of the educational system include the curriculum, textbooks, and study guides used in conducting classes.

In a word, paragraph 13 of Chapter 4 of the Charter [3], titled “planning the educational process, monitoring and ensuring the quality of Education”, states that “planning the educational process” consists of the following steps:

- development of model curricula and catalogs of subjects based on advanced foreign educational experience, taking into account the reforms implemented in the republic's economic sectors, the demands of personnel consumers and national values, and the formation of catalogs of elective subjects in an additional approach, development of sample science programs based on local and foreign literature of the new generation;
- development of working programs (Syllabus) of subjects;
- formation of the personal educational trajectory of each student under the supervision of the teaching-methodical department (management) and the dean of the faculty in accordance with the curriculum and the list of elective subjects;
- creation of working training plans;
- creating a schedule of the educational process;
- creating a schedule of training sessions for academic groups.

Indeed, in the credit-module system, the teacher and students have a great responsibility. The concept of “curriculum” is designed to work from pre-defined and static to “flexible and dynamic”. Teachers will have the opportunity to update and adapt curricula to reflect evolving social demands and

individual educational needs [4; p. 199]. When designing a program or module, it is important to think about the effort required of the student to achieve the learning outcomes. This effort includes the time students spend on class activities, as well as other activities such as homework, assessment assignments, and independent study [4].

It is appropriate to follow the principle of “necessary and sufficient for speech” by I.A.Zimnyaya [5] in the distribution of foreign language educational materials at the static and dynamic level in the credit module system. Language teaching and learning based on L.K. Iliyeva’s principle “little by little but often” is effective. It is required to carry out a new and relevant activity that is important for today. If the educational activity is organized in accordance with the requirements of the time, it can be the basis for the future and create a foundation. For this, it is necessary to clearly and thoroughly reflect modern science and innovative practices in the educational materials of a problematic nature. It is no secret that before the Credit Module System, it is necessary to justify the internal and external factors affecting the educational activity of students, to protect young people from negative influences, to optimally combine the motivation of speech and practical activity in a foreign language with the possibilities of autonomous educational activity, preparation for making independent decisions and being responsible in life and professional activity, effective use and application of the opportunities of the highly developed information environment.

Educational content and educational tools are considered to be the driving force of the educational process and influencing the educational trajectory. The smallest component of the Educational Methodological Support is selected speech topics, linguistic (especially lexical), linguistic and cultural, professional and industry concepts (terminology), which are neglected by many. It is known that in the scientific works of J. Jalolov [2], it was emphasized that the topic is the determinant, the exercise is its product, and the oral and written text is the product of the exercise, and this idea was confirmed in the experiment. For example, the smallest part of the static link is the calculated text. Text is a derivative of a topic/module or exercise. Even if the content of any text is small, there is educational and spiritual food for the formation of a student as a person. All parts of the dynamic stage are able to change many characteristics and characteristics of the student.

Indeed, as mentioned above in the Credit module system, the available educational materials are made very dense, professional topics, texts and necessary industry terms are selected based on daily life needs, taking into account the requirements of the labor market and the employer. These selected educational materials are divided into modules by semesters and presented to students under the pedagogical skill of the teacher in the newly created educational literature

and teaching process. The dynamic level is also very important in the credit module system. In particular, first of all, serious attention is paid to the content of the materials used in the audit, and it is ensured that the independent works of students become more qualitative and significant.

In conclusion the structure for improving students' educational activities is divided into two stages: 1) at the static stage, teaching-methodical support and its components (Teaching-methodical support, science program, syllabus, textbook, study guide, exercise text; 2) educational process at the dynamic stage, training (lesson), independent education, events, trainings, current / intermediate / final examinations. We consider these stages as force and movement in developing students' educational activities.

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EMBRACING 21st CENTURY ONLINE SKILLS: A GUIDE FOR MODERN EDUCATORS

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Abstract

In the rapidly evolving landscape of education, the integration of online skills has emerged as an essential component in the toolkit of 21st century teachers. The convergence of technological advancements, digital communication platforms, and the transformative power of online learning has redefined the educational paradigm, necessitating educators to adapt and cultivate a diverse set of online skills. In this comprehensive guide, we will explore the multifaceted realm of online skills for 21st century teachers, encompassing digital literacy, virtual collaboration, online pedagogy, and the cultivation of a dynamic online presence. As we navigate the nuanced terrain of educational innovation, this guide is designed to empower educators with the knowledge and strategies essential for thriving in the digital age of education.

Key words: digital literacy, collaboration, communication, virtual classroom, blended learning, digital assessment

The Foundation of Digital Literacy

The dynamic fabric of digital literacy serves as a foundational cornerstone for 21st century educators, enabling them to effectively navigate the digital realm and leverage its potential for enriching the learning experience. In this section, we delve into the essential elements of digital literacy, encompassing technological proficiency, media literacy, and information fluency.

1. **Technological Proficiency:** The mastery of digital tools, software applications, and educational platforms constitutes the bedrock of technological proficiency. Modern educators are encouraged to cultivate a diverse skill set, encompassing proficiency in learning management systems, educational software, multimedia editing tools, and digital collaboration platforms.

2. **Media Literacy:** In an era characterized by the proliferation of digital media, educators play a pivotal role in guiding students to critically analyze, evaluate, and create media content. By fostering media

literacy skills, educators empower students to navigate the digital landscape with discernment, ensuring the responsible consumption and production of media content.

3. Information Fluency: The ability to access, evaluate, and synthesize information from digital sources is integral to information fluency. Educators are tasked with equipping students with the skills to discern credible information, conduct effective research, and ethically utilize digital resources in their academic pursuits.

Virtual Collaboration and Communication

As the boundaries of the traditional classroom expand into the digital domain, the cultivation of virtual collaboration and communication skills becomes paramount for educators. Harnessing the potential of online platforms for seamless collaboration, effective communication, and community building lays the groundwork for fostering an inclusive and engaging learning environment.

1. Virtual Classroom Management: The effective orchestration of a virtual classroom environment necessitates adept skills in managing online interactions, facilitating discussions, and fostering an inclusive, participatory classroom culture. Educators are encouraged to explore innovative strategies for creating interactive, engaging online learning experiences, leveraging discussion forums, virtual breakout rooms, and collaborative digital tools.

2. Digital Communication: Clear, concise, and purposeful communication serves as the linchpin of successful online teaching. Educators are tasked with honing their skills in written communication, video conferencing, and the utilization of multimedia content to effectively convey instructional materials and engage with students in the virtual space.

3. Global Collaboration: The digital sphere offers educators and students unparalleled opportunities for global collaboration and cross-cultural exchange (Thomas, M., & Reinders, H., 2016). By embracing virtual platforms, educators can facilitate meaningful connections with peers and students from diverse cultural backgrounds, fostering a rich tapestry of global collaboration and intercultural understanding.

The art of online pedagogy encompasses the seamless integration of interactive, engaging instructional design with the effective utilization of digital tools and platforms. Educators are tasked with harnessing the transformative potential of online pedagogy to create dynamic, student-centered learning experiences that transcend geographical boundaries.

1. Student-Centered Learning: Online pedagogy thrives on the cultivation of student-centered learning experiences, characterized by personalized, adaptive instruction, and the integration of diverse

learning modalities (Stavredes, T, 2011).. Educators are encouraged to embrace innovative instructional design principles, promoting self-directed learning, critical thinking, and collaborative problem-solving.

2. Blended Learning Models: The fusion of traditional and online learning modalities paves the way for the implementation of blended learning models. Educators can strategically integrate asynchronous and synchronous learning experiences, leveraging digital content, interactive exercises, and virtual discussions to create a dynamic, flexible learning environment.

3. Digital Assessment and Feedback: The digitization of assessment practices enables educators to implement diverse, formative assessment methods and provide timely, constructive feedback. By leveraging digital assessment tools, educators can gauge student progress, identify learning gaps, and tailor instructional strategies to individual student needs.

Cultivating an Online Presence and Professional Development

In the digital ecosystem of education, the cultivation of a vibrant online presence and continuous professional development are critical for 21st century educators. This final section explores the strategies for establishing an impactful online presence, fostering professional growth, and leveraging digital platforms for ongoing learning and collaboration.

1. Building an Online Portfolio: Educators are encouraged to curate a compelling online portfolio, showcasing their professional accomplishments, educational resources, instructional materials, and contributions to the educational community. A robust online portfolio serves as a testament to an educator's expertise and commitment to continuous improvement.

2. Community Engagement and Networking: Online platforms offer a fertile ground for educators to engage with professional learning communities, share best practices, and collaborate with peers (Jonassen, D. H., & Land, S. M., 2000). By participating in virtual conferences, webinars, and online forums, educators can expand their professional network and contribute to the collective knowledge base of the educational community.

3. Lifelong Learning and Adaptability: The digital transformation of education underscores the imperative of lifelong learning and adaptability. Educators are encouraged to embrace a growth mindset, pursue ongoing professional development opportunities, and stay abreast of emerging educational technologies, pedagogical innovations, and best practices in online teaching.

Conclusion

In this comprehensive guide, we have traversed the multifaceted terrain of online skills for 21st century educators, encompassing digital literacy, virtual collaboration, online pedagogy, and the cultivation of a vibrant online presence. By equipping educators with the knowledge and strategies essential for thriving in the digital age of education, this guide serves as a compass for navigating the ever-evolving landscape of educational innovation. Embracing online skills presents educators with unparalleled opportunities to enrich the learning experience, foster global collaboration, and empower students to thrive in the digital era of education.

As educators continue to chart new frontiers in online teaching and learning, the integration of online skills will continue to serve as a catalyst for educational transformation, fostering a dynamic, inclusive, and globally interconnected learning community.

Through the cultivation of digital literacy, virtual collaboration, online pedagogy, and continuous professional development, educators are poised to unlock the transformative potential of online learning, ushering in an era of educational innovation, equity, and excellence for generations to come.

This comprehensive guide illuminates the transformative potential of online skills in the realm of education, serving as a testament to the adaptability, resilience, and unwavering commitment of educators to empower the learners of the digital age.---

The article provides an in-depth exploration of the skills relevant for educators in the 21st century, integrated with credible research sources for further reading and reference.

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LEVERAGING CASE STUDIES AS A TRANSFORMATIVE TOOL IN TEACHING LEGAL ENGLISH TO ASPIRING LAWYERS

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Abstract

Instructing future lawyers in Legal English demands a nuanced approach. This article explores the pivotal role of case studies in this domain. Case studies immerse learners in authentic legal contexts, refining language skills, fostering critical thinking, and bridging theoretical knowledge with practical application. Integrating these studies via analysis sessions, role-playing scenarios, and debates empowers aspiring lawyers to navigate legal discourse with confidence, proficiency, and astute acumen.

Key words: legal English, case studies, language proficiency, critical thinking, pedagogical strategies, role-playing scenarios, authentic legal contexts, language mastery, oral advocacy.

The acquisition of Legal English proficiency is a cornerstone for future lawyers, facilitating effective communication, precise articulation, and persuasive advocacy within the complex and diverse realms of law. Integrating case studies into the pedagogical framework of Legal English instruction serves as an indispensable strategy to cultivate a comprehensive understanding of legal principles, augment language mastery, and nurture critical thinking among budding legal professionals. In the realm of legal education, the incorporation of case studies stands as a cornerstone in equipping students with practical skills and a profound understanding of legal principles. These studies present authentic, real-life legal scenarios that challenge learners to analyze, interpret, and apply their knowledge in a manner

that transcends rote memorization of legal jargon. Integrating case studies into the framework of Legal English instruction offers an immersive and dynamic learning experience that fosters a deeper comprehension of legal language and its practical implications.

Case Studies in Legal English Instruction has essential role. Case studies serve as living repositories of actual legal scenarios, offering an immersive exploration into the practical application of legal theories and language. Within the framework of teaching Legal English, these studies encapsulate authentic legal language, intricate precedents, and multifaceted arguments, providing students with a realistic simulation of legal discourse. Case studies serve as invaluable tools in legal education, providing students with a practical understanding of legal principles, their application, and the complexities of real-world legal scenarios. Integrating case studies into Legal English instruction offers a comprehensive approach that bridges theoretical knowledge with practical application, enhancing students' analytical abilities, critical thinking, and comprehension of legal concepts.

We can identify some advantages of Case Studies in teaching Legal English for future lawyers:

1. Contextual Learning:

The dissection and analysis of case studies offer aspiring lawyers a profound immersion in authentic legal settings, facilitating a nuanced comprehension of legal terminology and principles. This approach surpasses mere memorization, enabling a deeper understanding of legal language usage within judicial contexts. Case studies provide a platform for students to explore the application of legal theories and concepts in real-world situations. This hands-on approach allows learners to dissect complex scenarios, identify legal issues, and formulate informed opinions, thereby reinforcing their understanding of Legal English in action.

2. Development of Critical Thinking:

Case studies prompt students to evaluate complex legal issues, discern relevant laws, analyze precedents, and construct reasoned arguments. Engaging with case studies encourages students to analyze multifaceted legal dilemmas, identify relevant facts, and discern precedent-setting decisions. This cultivates analytical thinking, enabling learners to assess arguments, anticipate outcomes, and construct cogent legal reasoning—a skill set indispensable in legal practice.

3. Enhancement of Language Proficiency:

By immersing students in authentic legal documents, court opinions, and case briefs, case studies facilitate exposure to diverse legal language structures and terminology. This exposure aids in honing language proficiency within legal contexts, enabling students to communicate effectively and precisely

in Legal English. Besides, engaging with case studies exposes students to a myriad of legal documents, including court opinions, contracts, and pleadings. This exposure aids in refining language proficiency, honing writing skills, and improving the ability to interpret and articulate legal concepts with precision.

Integration of Case Studies into Legal English Instruction:

1. Selection of Diverse and Relevant Case Studies:

Choose case studies that cover various legal areas, including contract law, torts, criminal law, and constitutional law. Diversifying the selection ensures exposure to different legal contexts, fostering a comprehensive understanding of Legal English across multiple domains.

2. Interactive Case Analysis Sessions:

Conduct group discussions, debates, or workshops centered on case studies, encouraging students to analyze facts, identify legal issues, and present arguments. These interactive sessions promote active participation, collaboration, and the exchange of diverse perspectives.

3. Writing Assignments and Case Briefs:

Task students with crafting case briefs summarizing key facts, issues, legal principles, and reasoning from selected case studies. This exercise enhances writing skills while reinforcing understanding and retention of Legal English concepts.

4. Structured Analysis Sessions:

Integrate regular sessions where students delve into diverse case studies, dissecting legal nuances, identifying pertinent issues, summarizing key arguments, and engaging in discussions. This fosters an environment of active participation and encourages collaborative learning.

5. Role-Playing Scenarios:

Engage students in role-play exercises based on case studies, assigning them legal roles such as attorneys, judges, or clients. This practical approach aids in understanding courtroom dynamics, legal procedures, and effective communication within legal settings.

6. Debates and Presentations:

Encourage students to engage in debates elucidating opposing viewpoints from case studies or prepare presentations outlining their legal analyses and arguments. This cultivates oral advocacy skills, reinforces the ability to articulate legal reasoning cogently, and hones presentation abilities.

Moreover, teachers can engage students in the practical application of case studies beyond the classroom. For doing it as a teacher we should encourage students to engage in independent research on related cases, explore legal precedents, and analyze contemporary legal issues. Emphasize the significance of understanding legal language outside the classroom, fostering a proactive approach to continuous learning and application.

The integration of case studies into the curriculum of Legal English instruction for aspiring lawyers represents a pivotal strategy, fostering a holistic development encompassing language proficiency, critical thinking, and practical application of legal concepts. By immersing students in authentic legal scenarios, these studies not only nurture a profound understanding of legal language intricacies but also refine analytical skills, equip budding legal professionals with the prowess to navigate the multifaceted realm of law, and instill confidence in their ability to excel in legal discourse and practice.

Embracing case studies within Legal English instruction lays a robust foundation for future legal practitioners, empowering them to emerge as adept communicators, astute analysts, and persuasive advocates within the dynamic landscape of law.

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TEACHING TECHNICAL TERMINOLOGY OF ENGLISH LANGUAGE TO NOPHILOLOGICAL STUDENTS

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Abstract: Technical terminology is a word or phrase that expresses specific or abstract concepts in a particular field. Students learn the questions about the electronic terminology and the technical terms in the textbook by understanding the technical terms and difficulties and errors in translation, terms in scientific texts, types of technical terms, abbreviations in technical texts, technical terminology, formulation and maintenance of learning terminology are inextricably linked. Electronic dictionaries and books are important for students to learn vocabulary and technical vocabulary.

Key words: *technical translation, technical translator, technical terminology, technical terms, technical terms translation techniques, vocabulary, translation, abridgement, terms.*

Introduction

About difficulties and errors in translating technical terms. Terminology (special/technical) is one of the most difficult. This includes technical and scientific terms. The complexity of the translator's technical translation work is determined by many factors, in particular - most technical terms - neither the translator nor the technical expert can know all the terms; technical terms are rapidly developing and developing with the advancement of science and technology; the release of industry-specific electronic dictionaries and books reflecting new terms is always a few years behind; the problem of combining terms is not solved; The technical problems and variability of terms are an urgent problem today.

The theme of the dissertation was "Teaching technical terminology in Non-philological education institutions" based on research problems. New to solving scientific problems:

- Mastering technical terms in English will give students of nonphilological education institutions the ability to work independently and increase their vocabulary.
- Teaching technical terminology in English at institutions of non- philological education institutions;
- In sufficient availability of textbooks to provide technical terminology and annotated dictionaries in non-linguistic higher education institutions;
- Scientific development of methodology of branch texts of technical terms in Non-philological education institutions;

- The special role of technology in specialty terminology by students to speak fluently in the language studied;
- Modern approaches to the organization and management of education. Teaching a culture through the language plays an important role in the future interaction of individuals with representatives of different countries and sectors, as well as in the training of future professionals;
- Disagreements with foreign language learning tools are eliminated. This is achieved through the creation of textbooks, tutorials, methodological recommendations and guidelines for independent learning.

Analyze of referenced literatures

Many researchers were emphasized the importance of the textbook in the educational process. Bure N. A., Bystryx M. V., Vishnyakova S. A. wrote Textbook Theory Terminology /Reference. M. B. -M., from this book we can learn how to reading terminology conference and new literary works and documents. Moscow. Golovin B. N., Cobrin R. Yu Linguistics terminals. They used to translated linguistics terminals in English languages. Danilenko V. P. Russian terminology linguistics analysis, Ivlieva N. V., Krasnopyrova Yu. V. terminology materials of techniques documents [Electronic resource] URL: Klimzo B. N. Remeslo created for using technical translator for technical education institutions. The English language, translation and scientific-technical literature.

Research methodology

1. To study short history of creation of electronic textbooks and dictionaries in teaching technical terms in foreign languages, to determine theoretical and practical aspects of teaching technical terms, the level of their work (Uzbekistan, Russia and abroad);
2. The technical terms used in English lessons are also used as informative material in English and are used to develop students' vocabulary and speech culture;
3. Studying and analysis of technical terms written for students of higher education institutions;
4. To study psychological features of students of higher education institutions;
5. Studying the language experience of students of higher education institutions;
6. Conducting a survey among the students of higher education institutions;

7. Analysis of the psychological, linguistic experience of students in the development of technical terms in English for students of higher education institutions;
8. Analysis and systematic approach to teaching technical terms in English;
9. Compiling educational terminological dictionaries to work with technical terms in English;
10. Testing of methodological recommendations in practice (experiment);
11. Develop an effective methodology for teaching technical terms in English at non-linguistic higher education institutions and test its effectiveness through experimentation;

The results of the research will serve to provide educational and methodological support for teaching subjects, provide the basis for the organization of thematic research activities, the development of programs and electronic dictionaries, and prove the positive effect of the field microscope in the field of electronic dictionaries and books for nonphonological Higher Education Institutions. Practical recommendations and developments will be available to teachers and will also improve the quality of foreign language learning based on the developed methodology.

Conclusion

Studies aimed at teaching technical and field terminology in No- philological higher educational institutions allow to make the following theoretical conclusions:

- Creation of developed requirements for electronic and educational terminological dictionary of technical terms in higher education institutions;
 - Determining the conditions for students of higher education institutions to study technical terms;
 - Development and implementation of methodological recommendation for mastering technical terms in English for No philological higher education students.
- The main function of this model is to create conditions for students' independent learning and development of practical activities in the learning process;
 - Research and analysis should be based on the interdisciplinary teaching of language and culture, the development of students' self-education, the ability to independently search for, find and apply the necessary materials and information, and to develop creativity.

- It is recommended that the teaching of technical terms in this subject should focus on the creative, research and independent learning functions of the students.

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THE COMPARATIVE ANALYSIS OF LINGUOCULTURAL PERCULIARITIES OF THE ENGLISH AND UZBEK PROVERBS

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Abstract: The article studies the comparative analysis of linguacultural peculiarities of the English and Uzbek proverbs. It also analyzes cultural effect on the proverbs format-tion. The article shows some examples of the English and Uzbek proverbs.

Keywords: proverb, linguocultureme, linguacultural character, linguacultural feature.

National-cultural features are connected with the world which go round us and finds its reflection in the lexemes of a language system. Main origins (sources) of analyzing the linguocultural meaning of the language units are geographical lo-cations, national-historical terms, way of life of nations and the names of realia which are identified in this culture, clothes and parts of human body, the names of plants, and the words which mean color, imaginative words and con-notations.

The basic unit of Cultural linguistics according to Vorobyev V.V, is "linguocul tureme"* In contrast to the words it includes segments not only the language (values), but also the culture (cultural ex-tra-linguistic meaning). According to the method of linguistic expression linguo-cultureme has a variety of types. It may be the representation of a word, (eng: ale, toast, brandy, biscuit), word combination or phrase (eng: pudding face, uzb: ўзбеклар меҳмондуст халқ), and proverbs, full text.

Linguoculture structure is more complex than the language units: it includes both the actual linguistic representation ("form of thought") and extra linguistic environment (a situation real life). Lexical imaginative expressions give main ideas of linguocultural features of nations.

Imaginativeness possesses deep linguocultural character and always belongs to historical and national-cultural base. The words which have the same denotative meaning but imaginative meanings are different and sometimes give against meanings to each other.

The reason of existing these differences is to differentiate of various language speakers, cultural-ethnographic features, different weather conditions and natural climate, the exfoliation of a society and existing of identification of age. In order to show linguocultural features of nations, we choose proverbs which are heritage of nations' culture and mentality. Proverbs show one's cultural identity. The cultural identity of a nation may be reflected in proverbs partially or completely. There are English and Uzbek proverbs which may represent people's attitudes to life, actions, events, customs, traditions, cultural identity and mentality[1.p56].

1. ABSENCE/PRESENCE

Long absent, soon forgotten

Out of sight, out of mind.

The expressions mean that the message is clear, that is, the person who is not near you is soon forgotten. The Uzbek versions say that

Ko'z ko'rmasa ko'ngil sevmas

Ko'zdan nari ko'ngildan nari.

Ko'zdan tushgan tildan ham tushar

mean that if you don't see someone for a long time, your sensitive feeling to these people may be lowered and you don't remember him /her.

Curiously enough, the two languages concentrate on visions in their expressions, even though the English expressions refer to the sense "sight" instead of the part of the body, "ko'z" to express an idea in Uzbek.

It is interesting that, in English it is the "mind" and "absent" that expresses the absence, while Uzbek people use the soul (ko'ngil) and the tongue (til). The English proverb

Present to the eye, present to the mind

says that presence of your partner is cause to remember about him/her and make your partners or relatives close to you. The corresponding the Uzbek version,

Ko'z qayerda bo'lsa mehr shu yerda

Mehr ko'zda.

These expressions mean if someone is always with you, you keep your endearment to him /her. The English language concentrates on "the eye and the mind" while the Uzbek people emphasize "the eye and the endearment" as means of being together. Are the Uzbeks more sensitive than the English according to the meanings of the proverb?

2. BEAUTY

Beauty will buy no beef

Chiroyga non botirib yeb bo'lmas.

They mean just because you are beautiful and look good, doesn't mean people are going to approach you or want to get into some contact with you. You still have to have good communication skills and know how socialize with people. It doesn't mean that you have better chance to gain something with your fair face and figure.

In order to express the meaning of the proverbs, both languages use images. While the English emphasizes "beef" which is typical type of food of the English, the Uzbek people concentrates on "non" (bread). What do you think, why the English chooses "the beef" and the Uzbek use "non". Does it mean to show cultural identities of both nations? The English eat "the beef" with pleasure while the Uzbek people eat "non" in their daily eating. "Non" (bread) is the dearest food for the Uzbeks. Even the English eat bread; there is difference between baking the bread and the figure of the English and Uzbek bread. The Uzbek women use "tandir" which is built from mud while baking the bread.

3. CAREFULNESS

Once bitten twice shy

Og'zi kuygan qattiqni ham puflab ichar.

When something or someone has hurt you once, you tend to avoid that thing or person and be very careful. Jill: Let's go ride the roller coaster. Jane: No, thanks. I got really sick on one of those once once bitten, twice shy. While the English use the past participle form of the verb "to bite", the Uzbeks

concentrate on the part of body "og'iz and national type of sour milk "qatiq" by means of being careful. Qatiq is cold sour milk which is prepared by the Uzbek women. The word "qatiq" is specific to Uzbek culture. "Qatiq" is linuacultureme which is used by the Uzbeks.

4. COURAGE/COWARDICE

Better to live one day as a tiger than a thousand years as a sheep

Go'ngqarg'a bo'lib ming yil yashagandan, sher bo'lib bir yil yashagan yaxshi.

You never know what you can do till you try.

Ko'z qo'rqqoq qo'l botir.

An example (2) reveals that if one wants to achieve something he/she has to take risks, because otherwise a person will not know what he/she is capable of. An example (3) suggests that a coward does not really live as he/she is always afraid of many things, afraid of taking certain risks and challenges. Different expressions are used in order to reveal the meanings of the proverbs in two languages. While the English use the images of "tiger and sheep", the Uzbeks use "go'ngqarg'a and sher" [3; p205].

5. CORRUPTION

The rotten apple injures its neighbors

Drop of poison infects the whole tune of wine Tirroqi buzoq podani bulg'ar.

Bir shaharni bir bola buzari. One person can have a very bad influence on others. It is dangerous to keep a bad company: Even the meaning is the same in both languages, the images of expressions are completely different. Two languages use different images in order to explain the meaning of proverbs. While the English use the concrete image of the "an apple and tune of wine, the Uzbeks emphasize the image of "a calf (buzoq) and a child (bola)" who have bad influences on the herd of cattle and the city population. The first Uzbek proverb might have been created by people who lived in the countryside. Because people of the village gather all herd of cattle and take them to the pasture and feed them there from the morning till the evening [6].

6. EARLINESS/LATENESS

The early bird catches the worm 'is an expression in English that originated in the 1600s and means that if you get up early or if you start a project early, you will have more chances of success. The corresponding the Uzbek expression,

Erta turganni ishini hudo o'nglar.

The only difference is "a bird" which finds its meal in the early morning. Here, the image of worm is used in English while the Uzbek language concentrates on "religion".

7. IMPERFECTION

There are spots in the sun too,

Oyda ham dog' bor. This means that nothing or no one is perfect, everything has some negative sides that's why it is mentioned like that even it is the only moon or sun in the universe they has also some spots. While the English expression means "the sun", the Uzbeks prefer "oy" by means of being no perfect. [5 p 265].

8. IMPOSSIBILITY

The English expression,

When hell freezes over.

Hell is never going to freeze over. However, even though the meaning is quite clear. Another expression, **When pigs fly** is another expression with the same meaning which is given above. The image again is very expressive since pigs will never fly. The expressions leave no possibility for the event to happen, since hell will not freeze over and pigs will never fly. The Uzbek expressions,

Tuyani dumi verga tekkanda.

Qizil gor yoqqanda

Ho'kiz tuqqanda

Hakshanba kunida. The image again are very descriptive since the tail of the camel never gets longer, never snows in a red colos, an oxen never gives birth or there is no a day in a week named hakshanba". In analyzing the before mentioned expressions in the two languages, one sees that the English language emphasize the **hell, a religious image, and an animal, the pig**" while the Uzbek language concentrates on an animal, **"tuya and ho'kiz", red snow, "with a meaning winter" and the day of the week named hakshanba** which does not exist at all. "The pig" is linguocultureme for the English people grow the pigs in order to eat their meat. The Uzbeks don't grow the pig. "Tuya" is a type of animal used for carrying loads in old times. Now "Tuya" lives in some deserts of regions of Uzbekistan it can be considered a linguocultureme [7].

8. HAPPINESS

Throw one's hat in the air,

Do'ppi(Qalpog') ingni osmonga otmoq. The proverbs are used to express the happiness of someone, because his/her dreams come true. Even the meanings are the same, they have different images. The English use "a hat" while the Uzbeks use "qalpoq". These headwears belong to national culture of both nations. The Uzbek men wear Do'ppi (Qalpoq) in order to go the wedding, one's funeral and keep warm the head in their daily life while the English wear their hat with the same purpose like the Uzbeks. Both words are linguoculturemes and belong to both nations.

9. HOME

Every bird likes its own nest.

O'rgimchak ham o'z uyim der

The proverb means that every person likes and wants to live in his own home. While the English use the word "Bird" in order to express the meaning of the proverb. The Uzbek people prefer to use an insect "O'rgimchak".

10. HOSPITALITY

Fish and guest smell in three days.

Mehmonning nosi uch kunda sasir.

Mehmon nomi asl derlar uch kundan so'ng sasir derlar. The proverbs say that after three days the guests will not be respected. While the English language concentrates on "fish", the Uzbek language prefers to use "nos" as means of value of guests. The differences between expressions show nations way of life. For example, "nos" is kind of tobacco. The Uzbek men have nos. "Nos" is linguocultureme and specific to the Uzbek culture while the English eat "fish" and catch them from the sea in their daily way of life. The English use "fish" as their daily meal, because they are surrounded by seas and rivers.

11. HUSBAND AND WIFE.

Jack makes a good Jill, A good.

Xotinni chiroyi eridan. If a husband or man wants his wife or girlfriend to be respectful and loving to him, he should be respectful and loving to her. While the Uzbeks concentrate on "er and xotin", the English use "Jack and Jill" as names of husband and wife, because these are very wide spread names in English. Jack and Jill are linguoculturemes which belong to the English people and widespread names in English.

A woman's work is never done

Ayol ishini chumchuq cho'qib tugata olmas means women have a lot of housework so they don't have extra time. The expressions give the same meaning but there are differences between their images. While the English uses the verb "to do" the Uzbeks use the image of a bird "chumchuq". [7].

12. MEASURE

Measure in all things, there is a

Har narsa o'z evi bilan. This means everything must have the limit of its own if it is considered to be good. Simply, to make a joke with someone. In this case measure in everything should be observed, otherwise one can be very upset. While the English emphasizes "measure" the Uzbeks use "evi". [6].

13. MONEY

Money answers all things.

Pul bo'lsa changalda sho'rva. It means that if you have money you can buy anything you want and will have opportunity to go in for your favorite games or activities. Besides these you will not worry about your financial sides and as a result your brain can be calm without any problems related to money. While the English concentrates on "money and all things", the Uzbek version means "changa and sho'rva". "Sho'rva" is kind of national food called linguoculturemes and specific to the Uzbek culture. [2; 218].

In conclusion, we would like to note that on the basis of the analysis conclude that national specificity and national mentality are clearly manifested when comparing proverbs and sayings of different languages. However, given the limited number of proverbs considered, further research is needed to obtain reliable and reliable data.

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EXTRALINGUISTIC FACTORS OF ECONOMIC VOCABULARY DEVELOPMENT: LINGUISTIC AND CULTURAL ASPECT

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Abstract: There are many studies on the translation of technical and scientific terminology, but the problem of translating specific terminology, in particular microeconomic terminology, is not sufficiently disclosed. Thus, there is a lack of intelligence on the development of a system of rules, strategies and tactics for translating professional terms, and the question of the consistency of the translator's work on the text of an economic nature is not sufficiently covered, which determines the novelty of our work. The relevance of the topic is related to the development of methodological recommendations and instructions for improving the work of a translator who transcodes microeconomic text from English to another language.

Key words: term, economic term, economic text, translation, lexical equivalent, calculation, transcription, descriptive translation method.

The study of the problem of the existence of a special component in the meaning of the word, which to a certain extent would contain knowledge about the socio- historical reality in which the language exists and functions, has been conducted by linguists for several decades.

According to the linguistic concept, the semantic plan of a word is differentiated and is not limited to one lexical concept. It also contains those incomprehensible semantic destinies that cause a person to have a set of certain

associations and form the same lexical background, which, together with the lexeme and lexical concept, makes up the structure of the word:

word < lexeme < lexical concept < lexical background

There are many examples that prove the correctness of this theory. Let's compare, for example, English and Uzbek units related to the economic vocabulary: estate tax and property tax. They can be considered conceptual equivalents, since both words contain the concept of property tax belonging to a certain person, but the presented lexical units are very different in their background meanings. If the Uzbek expression property tax means money that is collected from a person for his property, then the English estate tax is money that is collected from a person not only as a tax on his property, but also on property that does not yet belong to him, an analog of our inheritance tax.

When considering such units, a certain part of them stood out in a group of words that could be called non-equivalent, since the national and cultural content of these words is the core of their meaning, and they denote concepts that have no analogues in domestic reality.

They are particularly interesting from a country - specific point of view, since they clearly reflect the national characteristics of this vocabulary (blue chips - a term that refers to shares of any enterprise with large assets that have the highest value; collateral bonds - debt obligations guaranteed by any type of collateral (most often used in the United States); penny stock - an American term for shares, securities of a speculative nature, the exchange rate of which is less than one dollar).

The economic vocabulary also contains onomastic realities - proper names that are well - known among the carrier (Dow Jones - the index of the New York Stock Exchange, which changes daily depending on the rate of the main quoted shares (30 companies); the Old Lady of Threadneedle Street - the name of the Bank of England). Any word is part of the lexical system of the language, its constituent element.

This explains the peculiarity of the semantic structure of words in different languages. In addition, the corresponding semantic units in different languages may have different meanings, that is, they may occupy different positions in the language system [5, p.97].

Differentiation of values. The translator must face the phenomenon of ambiguity of English words at every step. But along with words that have several separate, partial meanings, there are also those that have one undifferentiated meaning, which when translated breaks up into several partial meanings. For example, when translating the word attitude, it is

difficult to find a common word in Ukrainian that would cover all four main meanings of this word: attitude, behavior, position, politics. To correctly differentiate the meaning of a word, it is necessary to know the phenomenon of concrete reality that is behind it. This is especially important when abstract concepts are concretized along with differentiation.

Much less often, when translating from English to Uzbek, the opposite phenomenon is observed: replacing a specific, specific concept with a more abstract, generic one: money still in control in all lands of the press, the radio, the moving picture, the telephone, the officials of the state, their banks and means of transportation, their police and hired agents. In the translation of the sentence - since in all countries money still controls the press, radio, cinema, Communications, government apparatus, banks and transport-the word telephone would be inappropriate. It is necessary to replace it with a broader concept of a means of communication, which is logically included in the above list.

Semantic development - this type of contextual substitutions consists in the fact that in the absence or unsuitability of the Uzbek word-concept, another, closely related concept is used, which logically follows from it. So, translating the phrase the statement has been overtaken by time, it is necessary to abandon the literal version Time has overtaken this statement as nonsense and convey the consequence: this statement has fallen behind in life.

Antonymic translation-consists in transmitting the concept to the opposite, often with negation, that is, the antonym of the Uzbek equivalent of a given word. Antonym translation is often, if not the only, then the most convenient way to convey the semantic and stylistic meaning of many expressions.

Integral transformation-consists in a certain displacement, use in the translation of a related concept within the same generic concept.

Compensation for losses during the transfer process. Compensation is carried out in cases where in a certain passage of the text it is impossible to convey one or another characteristic feature of a given language (dialect, deviation from the language norm) or features of the characters' speech and they need to be compensated by other means. Because the translation technique compensation is most often implemented not within the sentence, but in the system of the whole text, which, in the end, is a unit of translation [1, p. 87].

Lexical and semantic substitutions (concretization, generalization, modulation).

L. Chernyakhovskaya identifies five types of lexical transformations [8, p.82]:

1. specification.
2. generalization.
3. Antonymic translation.
4. metonymic translation.
5. paraphrasing.

Analyzing the lexical and semantic transformations that are resorted to in the process of translating texts, I. Alekseeva identifies the following reasons for their occurrence::

- different signs of the same denotation in different languages;
- difference in semantic volume;
- different phrases;
- different uses of words of the same meaning [2, p. 28].

The analysis of factual material formed on the basis of the processing of translated and explanatory dictionaries, the study of contrasting material of current translations of literature of economic content, gives us grounds for the opinion that lexical and semantic transformations during the translation of terminology, in particular the economic sector, are caused primarily by extra-linguistic factors in connection with the different vision of certain phenomena and objects by representatives of different socio-economic cultures, in particular Uzbek and English. Similar semantic differences can be traced in the example of the tokens securities and securities, where the English version emphasizes the security of a business document.

This root cause of lexical and semantic transformations in the process of translating economic terms, in turn, is combined with the other three, influencing them and largely defining them.

The problem of the selective component of the meaning of a language sign is especially relevant for the translator when it comes to prepositions:

- on farm - on
- the farm; at
- price-by price;

ownership of means-ownership of funds;
to apply for the post - apply for the
position; pressure for money - lack of
money;
to keep money with a bank -- keep money in
a bank; to buy from businesses-buy from
firms.

In these examples, free prepositions are used that are not connected by phraseological combinations. Therefore, their connection with other words is not permanent, but depends on each individual case. In each case, prepositions freely enter a semantic connection with the base word. Transformations here can be traced mainly at the level of prepositions [7, p. 28].

A sufficient number of terminalizes expressed by a verb will reveal their specific meaning only in combination with certain fixed prepositions. In the following examples, prepositions have completely merged with the words they serve, and they do not have an independent meaning:

to check in-Submit against
receipt; to pension off-to
retire;
to write off-cancel;
to plough back-reinvest.

The problem of word compatibility is directly related to the question of word life, since the category of the latter is essentially based on the ability of the lexeme to enter connections with other members of the sentence, primarily with those that function side by side [5, p. 164].

In the case of translation of terms from economics, the main attention should be paid to combining the noun term with adjectives that attribute it. Usually, when translating, you should avoid literalism, since the target text with verbatim reproduced problem adjectives may sound ridiculous. Therefore, translators resort to lexical and semantic transformations:

black money –
qora pul; bad loan
– yomon kredit;
tough competition – kuchli
raqobat; hidden tax –
yashirin soliq; historical
cost – eski narx;

fat salary – yuqori maosh.

Verbs used in scientific discourse, which often resemble a common word but have a terminological meaning, also undergo semantic transformations. In the target text, the semantics of such tokens are transformed [6, p. 132]. They sound completely academic here, or at least emotionless:

to reduce poverty
to mushroom costs-dramatically
increase costs; to drive investors away
-scare off investors.

A special case of lexical and semantic translation transformations is the reproduction of colors that connote and denote professional concepts:

green labor -unskilled labor;
orange goods-goods that are bought relatively rarely [5, P. 55].

According to the observations of E. and G. Clark, of the eleven possible shades of colors that are usually used in the term formation of different languages, all eleven are used in English (black, white, red, yellow, green, blue, brown, purple, pink, orange, gray). One of the most used colors in the term formation of the economic sphere of the English language is red:

red typist -
bureaucrat; red
tape - red tape;
red -Debt, Debt, loss;
red balance - passive (unfavorable)
balance; to be in the red - to be in
financial difficulties.

There is an explanation for the expression to be in the red: many years ago, it was a tradition to make entries in financial statements in two colors: profit was written in black, and loss was written in red. And although such a tradition no longer exists, the expression is still valid [4, p. 232].

In translation, associations with color are often leveled, although in Ukrainian terminology on finance and accounting there is a category of terms where there are references to color and, therefore, the translation of an adjective with a color Association is literal:

Blue book
red-ink entry
black-ink entry

So, the use of lexical-semantic transformations is inevitable in

the process of translation of economic terms, since they are directly related to extralinguistic factors in the development of terminologies the different vision of socio-economic processes and concepts among different peoples.

Having analyzed all the above, we can conclude that, in general, economic terms have the same ways of transfer from English to Uzbek as all other terms. The main problem of translation of legal terms and terms-phrases is their ambiguity not only among different branches of science, but also within the economic field of the text itself. The exact meaning of the term in this case can be revealed only with the help of the context and other terms related to each other in the term-phrase.

Terms are units of language and professional knowledge that ensure the effectiveness of intercultural communication. For this reason, the equivalent translation of terminology has the greatest practical significance when translating scientific and technical texts.

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LEARNING OF WRITING SKILLS IN ENGLISH FOR STUDENTS OF NONPHILOLOGICAL UNIVERSITIES

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Abstract: In this article will discuss about the importance of learning writing skills in English for students of Non philological universities and how to written speech, speech activity represents an expressive type and clearly graphically represents the content of written characters in fixation.

Keywords: writing technique, written speech, writing activity, language skills, speech mechanisms, graphic skills.

Introduction

1.1 What Is Writing Technologies?

In the process of foreign language teaching, writing and written speech appear first and foremost as a teaching tool and partly as a learning goal. Some of the psychological advantages of written speech will be discussed in more detail in the psychological description of written speech. In addition to written speech, speech activity represents an expressive type and clearly graphically represents the content of written characters in fixation. The psychophysiological basis of the activity of written speech is the interaction of motor-motor, speech-motor and visual-analyzer. As a type of writing activity, language skills can be based on connections between motor motor, visual graphics, and speech motor auditory images.

These connections are mastered in graphic and spelling skills, which are the material basis of written speech. Written speech skills, i.e., the acquisition of speech mechanisms, are based on the oral speech acquired by language learners in their native language. Written speech is also related to reading, so there are general, common elements in the psychophysiological mechanism of reading and writing: visual graphics of visual skills and auditory speech motor images therefore complement each other in these two types of speech activities. Writing is the coding of ideas present in an internal speech in graphic symbols, reading is the encoding of those graphic symbols in the speech-motor codes of an internal speech (reading inside) or reading the external speech aloud.

1.2 Importance of Teaching Writing Technologies

In the methodological literature, writing is a technique of using the graphic and orthographic system of the language, and written speech is the ability to express an idea in writing.

Writing is studied as a teaching tool. The main purpose of teaching writing techniques in a foreign language is to acquire graphic and spelling skills in language learners.

Graphic skills are the writing skills of all the letters and letter combinations of the language being studied in relation to the individual and written speech. In acquiring these skills, language learners overcome a number of challenges, firstly, the specifics of mastering the writing of foreign language graphic symbols and secondly the mastery of the specific similarities of sound letters in the language being studied. In the study of writing techniques, the main focus should be on writing the letters in a clear and exemplary manner.

We include the following in the directional exercises for the formation of graphic skills:

- a) Exercises for writing complex letters after a separate simple;
- b) letters in English that correspond in whole or in part to Uzbek; For example Mm, p, d
- c) The letters j, Xx, which have different but separate elements, are different letters Ss, Cc, Hh, Ee and others;
- g) Exercises for writing complex sound diphthongs and triftongs, letter combinations representing a sound th, ch, sh, bc;
- d) Text-to-speech exercises;
- i) Separate letter combinations are exercises in the form of word analysis of words and others from sound to letter analysis.

Visualization of letters and letter combinations plays an important role in the formation of speaking skills in strengthening the motor speech motor connections so it should accompany all writing exercises. An important key part of written speech learning is the teaching of spelling skills. The goal is to teach language learners the formation of spelling skills. The English spelling system is based on the following 3 principles:

- 1) When the phonetic letters correspond exactly to the sounds, for example: he, we
- 2) If the grammatical (morphological) writing is determined on the basis of grammatical rules, the phonetic rules in the pronunciation of a letter should be excluded (pronunciation change of a letter), for example: there, authe, es

3) Historical (traditional) example: one

Phonetic and morphological principles are among the leading principles in English orthography so they should be considered in the formation of spelling skills. Teaching grammar spelling should be parallel to teaching writing exercises that reinforce grammatical knowledge in writing. In order to perform these exercises, it is advisable to use grammatical exercises such as filling in difficult sentences and copying the text, such as prepositions that conform to the grammatical rules of the appropriate grammatical rule.

1.3 Objectives of the writing skills

Written lexical exercises are a means of learning to type a word and its elements (stems and suffixes).

This type of exercise includes:

- 1) Analytical exercises on word elements;
- 2) Exercises for grouping a word according to different word form elements are single-stemmed suffixes with the same suffix and so on.

It is important to take into account the specific adaptation of certain sounds and letters in teaching writing. These include; firstly, the combination of sound combinations with letter combinations, for example, the sound (s) is a letter (ch) in the text, school, s + qu (square), and secondly, the sound is represented by various graphic symbols in the text (i); The sound ee is represented by the letter combinations ee, third, the sound in the mother tongue, ga xrf adaptive interference is not compatible at all in two languages, for example: the presence of letters pronounced in the word (who, what, where) is not typical for the mother tongue.

In the graphic phonetic system of the native language and English, the above and other circumstances lead to an increase in the number of spelling errors in the written speech of language learners. Performing grammar and vocabulary-oriented and conditioned speech writing exercises helps to develop spelling and graphic skills.

It is clear from the above that the goal of teaching written speech is that the elementary skills of written speech shape the writing of letters to peers abroad. Here, teaching written speech has a communicative purpose. In the process of foreign language teaching, the means of learning written speech serves to develop lexical and grammatical speech dialogical and at the same time monological speech meanings. Learning Written Speech is understood as a system of all language and conditioned speech exercises performed in writing.

In the first case, written speech exercises that are modified to grammar and vocabulary include:

- a) Create a written dialogue on the picture, for example, to ask a few questions about the picture;
- b) Depending on the situation;
- c) For example in the text; written answers to text questions, composing questions on the text, summarizing the content of the text;
- g) Answer the questions in the text, for example, depending on the text.

Written speech plays an important role in the formation of manological skills.

This includes the following types of written speaking exercises:

- 1) Written description of a picture on a given or free subject;
- 2) A written statement of the main content of the text;
- 3) Write an essay on the topic;
- 4) Write a plan or a thesis for a report on a free topic;
- 5) Text writing and abstract performance;
- 6) Writing a letter to a peer abroad;

The types of exercises listed above are included in the range of communicative written exercises. The latter of the exercises is more important for achieving the goal of written speech. Each of the exercises shown has its own purpose and is defined.

1.4 Research Methodology

Descriptive Research: The lexical exercises consist of informative and operational parts. The first part is a demonstration and demonstration exercise, with intermediate exercises that combine language rules and speech practice.

Future technologists should have the following skills in foreign language learning:

- 1. The principle of a reasonable restriction on the use of a dictionary when teaching a foreign language.
- 2. The presentation of lexical units in language learning is for a particular purpose: the units used to consolidate lexical operation are designed to generate specific skills and are used by other units.
- 3. Considering the linguistic features of lexical units and the psychological aspects associated with their assimilation: by presenting and describing abstract expressions of lexical units during

presentation and training periods, by using visualization, by associating and grouping lexical units, and by using functional (auxiliary) terms.

4. The principle of accounting for didactic and linguistic didactic laws of education: each lexical unit is continuously taught in the presentation, training and application phases, the range of meaning, sound and writing images, and the use of different combinations, contexts and groups.

The component of written speech includes reading and writing. Writing is an integral component of speech. Through it, information is exchanged and stored for a long time. Writing has been instrumental in all stages of education, serving as a tool to develop and improve speaking, listening comprehension, and reading comprehension and writing skills. Writing, on the other hand, refers to the recording of language signs in speech. When writing is taught, letters, word combinations, words, sentences, and written expression of ideas are learned.

In this sense, the content of writing consists of graphics, spelling, punctuation, and through them the written expression of an idea. However, it is not a secret that the scientific work done for the Uzbek language audience studying English has been reduced. In today's era of advanced information technology, it has become clear that teaching students to write in a foreign language, to teach them to express the necessary information through writing, is one of the least developed problems. In particular, in this regard:

I. Linguistic difficulties: (phonetic, lexical, grammatical).

1.1. Phonetic difficulties: listeners in spelling the word correctly difficulties in distinguishing the content of sounds

for example: write-right / kid-kit / board-boat-bought / mete-meet / fast- forced /

1.2. Lexical difficulties, i.e. homophones, homographs, etc:

for example: steal-steel-stele / extend-extent / eat-it / three-tree / sleep-slip / ship- sheep / sea-see / work-walk / catch-cadge.

1.3. Distinguish grammatical difficulties;

1.4. Taking into account the monologue, dialogic features of speech;

1.5. Stylistic difficulties—speech into dialect or literary language accountability.

II. Extralinguistic difficulties:

2.1. Exercises on writing techniques (teaching hand movements, for example

write parts of a letter, write a few lines of a letter, text beautifully copying, copying a printed letter into a written form);

2.2. Written speech exercises :(copying, listening, free and creative dictation, writing exercise, game exercise, story planning, prepare a summary of the text read);

2.3. Other issues related to writing in particular; transfer, filling, classification and analysis, error correction.

In conclusion it should be noted that in the process of foreign languages, written speech has served as the main teaching tool, and in the method literature differs writing, graphic and spelling skills, as well as written speaking skills, these and other skills and abilities are formed on the basis of appropriate exercises. Languages with graphic and spelling additions have difficulty based on the distinction between graphics and sound speech motor system, while sounds in writing have difficulty based on the interference of language spelling and graphic skills. Having grammatical and lexical additions includes written conditioned speaking exercises performed by language learners as well as written essays on the topic being studied, written annotations on the topic, and and writing a letter to a foreign friends.

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TOOLS FOR ENGAGING WRITING

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Abstract

Whether you are a professional writer, a student, or someone who simply wants to improve their writing abilities, these tools are designed to assist you in various aspects of the writing process.

From grammar and spelling checks to style and readability analysis, these tools have got you covered. This article analyses some online tools that can help improve writing skills. Let's dive in and discover how these online aids can revolutionize your writing skills.

Keywords: online tools, writing skills, grammar and spelling checks, analysis

1. Grammarly

A well-known online writing tool that provides thorough grammar and spelling checks is called Grammarly. It finds and fixes writing problems using sophisticated natural language processing (NLP) methods. Grammarly's intuitive design allows it to work easily with a number of writing platforms, including Google Docs, Microsoft Office, and web browsers.

It also offers recommendations for enhancing vocabulary, clarity, and sentence structure.

Grammarly guarantees that your writing is flawless and free of errors, whether you're writing an essay, an email, or a business document.

Why is proper grammar necessary when writing?

Grammarly is crucial for your writing because it helps you get rid of mistakes in grammar and raises the standard of your writing in general. By employing Grammarly, you can improve your writing abilities by identifying and eliminating common errors. It's a great tool for writers of all skill levels because it gives you insights into your writing habits and suggests ways to improve.

2. Hemingway Editor

The Hemingway Editor is a unique online tool that focuses on improving the readability and clarity of your writing.

It highlights complex sentences, excessive adverbs, and passive voice, allowing you to simplify your writing and make it more engaging.

The Hemingway Editor also provides a readability score, indicating the grade level required to understand your writing.

By using this tool, you can ensure that your content is accessible to a wide audience and effectively conveys your message.

How can the Hemingway Editor enhance your writing skills?

The Hemingway Editor can enhance your writing skills by helping you identify and eliminate common writing pitfalls.

By simplifying your sentences and avoiding excessive adverbs, you can create clear and concise content that resonates with your readers.

The readability score provided by the Hemingway Editor also allows you to gauge the complexity of your writing and make adjustments accordingly, ensuring that your message is effectively communicated.

3. ProWritingAid

ProWritingAid is a comprehensive online writing tool that offers a wide range of features to improve your writing skills.

It analyzes your writing for grammar and spelling errors, style and readability issues, clichés, redundancies, and much more.

ProWritingAid also provides detailed reports and suggestions for improvement, allowing you to enhance your writing in real-time.

Whether you are a novelist, a blogger, or a student, ProWritingAid can help you refine your writing and produce high-quality content.

What makes ProWritingAid an essential tool for writers?

ProWritingAid is an essential tool for writers because it offers a comprehensive analysis of your writing, covering various aspects such as grammar, style, and readability.

By using ProWritingAid, you can identify and rectify common writing mistakes, ensuring that your content is polished and professional.

The detailed reports provided by ProWritingAid also serve as a valuable learning resource, allowing you to understand your writing patterns and improve your skills over time.

4. WordRake

WordRake is a unique online tool that focuses on improving the clarity and conciseness of your writing.

It analyzes your content and suggests edits to eliminate unnecessary words and phrases, making your writing more concise and impactful.

WordRake is particularly useful for legal professionals, business writers, and anyone who wants to streamline their writing and eliminate fluff.

By using WordRake, you can ensure that your writing is clear, concise, and to the point.

How can WordRake help you enhance your writing skills?

WordRake can help you enhance your writing skills by teaching you the importance of clarity and conciseness.

By eliminating unnecessary words and phrases, you can create content that is easy to understand and impactful.

WordRake also provides explanations for its suggested edits, allowing you to learn from your mistakes and improve your writing over time.

Whether you are writing a legal document or a business proposal, WordRake can help you communicate your message effectively.

5. Ginger

Ginger is an online writing tool that offers grammar and spelling checks, as well as a unique feature called "Sentence Rephraser." This feature suggests alternative sentence structures to improve the flow and readability of your writing.

Ginger also provides a personal dictionary, allowing you to add custom words and phrases to its database.

With its user-friendly interface and advanced NLP algorithms, Ginger is a valuable tool for writers who want to enhance their writing skills and produce error-free content.

Why should you consider using Ginger for your writing?

Ginger should be considered for your writing because it offers a wide range of features to improve your writing skills.

From grammar and spelling checks to sentence rephrasing, Ginger helps you create content that is clear, concise, and engaging.

The personal dictionary feature also allows you to customize Ginger according to your writing style, ensuring that it provides accurate suggestions and corrections.

Whether you are a student, a professional writer, or someone who wants to improve their writing, Ginger is a valuable tool to have.

6. WhiteSmoke

White Smoke is an all-in-one online writing tool that offers grammar and spelling checks, style and punctuation suggestions, and a unique translator feature.

The translator allows you to translate your content into different languages, making it a valuable tool for multilingual writers.

WhiteSmoke also provides a plagiarism checker, ensuring that your content is original and free from any copied material.

With its comprehensive features and user-friendly interface, WhiteSmoke is a powerful tool for writers who want to enhance their writing skills.

How can WhiteSmoke benefit your writing?

WhiteSmoke can benefit your writing by offering a wide range of features to improve your writing skills.

From grammar and spelling checks to style and punctuation suggestions, WhiteSmoke ensures that your content is error-free and polished.

The translator feature also allows you to reach a wider audience by translating your content into different languages.

The plagiarism checker ensures that your content is original and free from any potential copyright issues.

Whether you are a student, a blogger, or a professional writer, WhiteSmoke is a valuable tool to have in your arsenal.

7. AutoCrit

AutoCrit is an online writing tool specifically designed for fiction writers.

It analyzes your manuscript for various writing elements, including dialogue, pacing, word choice, and more.

AutoCrit provides detailed reports and suggestions for improvement, allowing you to enhance your storytelling and create compelling narratives.

With its genre-specific analysis and user-friendly interface, AutoCrit is a must-have tool for fiction writers who want to take their writing skills to the next level.

Why is AutoCrit essential for fiction writers?

AutoCrit is essential for fiction writers because it offers a comprehensive analysis of your manuscript, covering various elements that are crucial for storytelling.

By using AutoCrit, you can identify areas of improvement in your writing, such as dialogue, pacing, and word choice.

The detailed reports provided by AutoCrit serve as a valuable learning resource, allowing you to understand the strengths and weaknesses of your writing and improve your skills over time.

Whether you are a seasoned novelist or an aspiring writer, AutoCrit can help you refine your craft and create captivating stories.

8. Slick Write

Slick Write is an online writing tool that offers grammar and spelling checks, style and structure analysis, and a unique feature called "Flow." The Flow feature analyzes the readability and coherence of your writing, allowing you to identify areas that may confuse or bore your readers.

Slick Write also provides a word association feature, suggesting alternative words and phrases to enhance your vocabulary.

With its comprehensive features and intuitive interface, Slick Write is a valuable tool for writers who want to improve their writing skills.

How can Slick Write help you improve your writing skills?

Slick Write can help you improve your writing skills by offering a wide range of features to enhance the quality and readability of your content.

From grammar and spelling checks to style and structure analysis, Slick Write ensures that your writing is error-free and engaging.

The Flow feature allows you to identify areas that may hinder the flow of your writing, ensuring that your content is coherent and easy to follow.

The word association feature also helps you expand your vocabulary and choose the most appropriate words for your writing.

Whether you are a student, a blogger, or a professional writer, Slick Write is a valuable tool to have in your writing toolkit.

9. ProWritingAid Word Explorer

The ProWritingAid Word Explorer is a powerful online tool that helps you improve your vocabulary and word choice.

It provides detailed information about each word, including definitions, synonyms, antonyms, and examples of usage.

The Word Explorer also offers a thesaurus feature, allowing you to find alternative words and phrases to enhance your writing.

With its extensive database and user-friendly interface, the ProWritingAid Word Explorer is a valuable resource for writers who want to expand their vocabulary and improve their word choice.

Why is the ProWritingAid Word Explorer a valuable tool for writers?

The ProWritingAid Word Explorer is a valuable tool for writers because it helps you enhance your vocabulary and word choice.

By providing detailed information about each word, including definitions, synonyms, and antonyms, the Word Explorer allows you to choose the most appropriate words for your writing.

The thesaurus feature also helps you find alternative words and phrases, ensuring that your content is varied and engaging.

Whether you are a student, a novelist, or a business writer, the ProWritingAid Word Explorer is a valuable resource to have in your writing arsenal.

Conclusion

In conclusion, these 9 pro writing aid online tools can significantly boost your writing skills.

From grammar and spelling checks to style and readability analysis, these tools cover various aspects of the writing process and help you produce high-quality content.

Whether you are a professional writer, a student, or someone who simply wants to improve their writing abilities, these tools are designed to assist you in every step of the way.

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LINGUISTIC METHODS OF EXPRESSING IRONY IN TEACHING FOREIGN LANGUAGES (USING THE EXAMPLE OF THE PRAGMASEMANTIC POTENTIAL OF IRONY IN A LITERARY TEXT)

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Abstract: The purpose of employing linguistic methods to teach foreign languages is to enhance students' understanding and use of irony. By focusing on linguistic aspects such as tone, intonation, word choice, and contextual cues, instructors can help learners recognize and employ irony effectively in their target language. This approach aims to develop students' communicative competence and cultural awareness, enabling them to engage more authentically with native speakers and navigate various social contexts

Key words: Teaching foreign languages, learning environments, methods I, literary texts, cultural practice, intercultural communication, irony.

Teaching foreign languages involves imparting knowledge and skills in a non-native language to students. It typically includes teaching vocabulary, grammar, pronunciation, reading, writing, listening, and speaking skills. Effective language teaching methods often incorporate interactive activities, cultural immersion, and real-life context to enhance language acquisition. Teachers may use textbooks, multimedia resources, and language learning apps to facilitate lessons. Assessments, such as tests and oral exercises, are commonly used to evaluate students' progress. Cultural sensitivity,

patience, and adaptability are important qualities for language teachers to create engaging and inclusive learning environments. There are several linguistic methods for expressing irony in teaching foreign languages. Here are a few commonly used techniques:

1. Tone of voice: Altering the tone of voice to indicate a contrast between the intended meaning and the literal words spoken can convey irony.

2. Sarcasm: Using exaggerated or mocking statements to express the opposite of what is actually meant. This often involves using words with a negative connotation to imply a positive meaning or vice versa.

3. Verbal irony: Saying something while intending the opposite meaning. For example, saying "Oh, great!" when something undesirable happens.

4. Understatement: Downplaying the significance of something to create an ironic effect. It involves using less expressive language than expected for a given situation.

5. Paradox: Expressing contradictory ideas or situations to highlight the irony. This could involve combining opposing concepts in a sentence or statement.

6. Satire: Employing humor or wit to criticize or mock certain aspects of language or culture. This can be done through anecdotes, jokes, or humorous examples.

When teaching foreign languages, it's important to provide context and explain these linguistic methods to help learners recognize and understand irony effectively. Irony in artistic discourse refers to the use of language or expressions that convey a meaning that is different, often opposite, from the literal interpretation. It involves saying or writing something while intending the audience to understand the opposite or a different meaning. The linguocultural study of irony in artistic discourse focuses on understanding how irony is used and interpreted within specific cultural and linguistic contexts. It examines how irony is employed in different art forms, such as literature, theater, film, and visual arts, and how it reflects and shapes cultural values, norms, and attitudes. This study explores how irony functions as a rhetorical device, challenging conventional meanings, criticizing social issues, or eliciting a humorous effect. It investigates the cultural factors that influence the perception and interpretation of irony, including language, historical context, social conventions, and shared cultural knowledge.

By examining irony in artistic discourse through a linguocultural lens, researchers gain insights into the complexities of communication, the power dynamics between artists and audiences, and the ways in which irony can be used to convey layered meanings and provoke critical thinking. Many definitions

of irony define “sign substitution” as the main criterion as a way of its creation and understanding: “An ironic utterance is a meta-judgment, the mode of which, denying or questioning the proposition, that is, the original judgment, is replaced by the opposite mode, explicitly or implicitly (by default) confirming this judgment”. In our opinion, the above definition explicates a common approach to the study of irony, which is characterized by a one-sided understanding of its essence: irony refers only to those cases in which the proposition of a statement comes into conflict with reality. However, a significant number of cases of irony are known, which are qualified by speakers of linguistic culture as ironic, but are not interpreted “by contradiction”

Characters are also recognized as the basic categories of a literary text, including the narrator as one of the hypostases of the author’s image. The character sphere of a literary text represents the unity of the subjective and objective principles, and the anthropocentricity of the text determines the central position of the characters, narrator, and author in its semantic space. The psychological assessment found in a literary text is dual in nature: representing a kind of “double” prism” of the author’s assessment and the assessment of the characters, it can actualize the complex, sometimes antagonistic, relationship between the author and his characters [1]. This state of affairs allows us to talk about two types of textual emotive meanings: these are emotive meanings inherent in the image of the author, and emotive meanings inherent in the characters. A literary text is a very special type of text that manifests the unity of various subject-speech plans in the dynamics of complex relationships, which correlates with the structure of the narrative, polyphonic and multi-level. Various types and forms of narration in a literary text are generally due to the presence of several subject-speech plans.

A conceptually important feature of a literary text is also its implicitness, which is realized by a special complex of lexical, grammatical and syntactic means. The implication of a literary text as a system of hidden meanings, in contrast to linguistic implication, is characterized by conceptual and functional integrity in the coordinates of the semantic text space. Scientific tools for analyzing multi-level units that organize the implication must be based on a complex of linguistic and extra linguistic knowledge, the hierarchical structure of which is correlated with various meaningful registers of the textual implicative. The appeal to logical categories also plays a special role here. The change of registers of subject-speech plans in a literary text indicates the speech efforts of the author, narrator, characters, which allows the producer to give the description a multifaceted character, complicating the narrative structure. [2] This complication of the narrative structure becomes a condition for semantic incoordination: the structure of a literary text is a set of predicative units that correlate with different situational perspectives of extralinguistic reality. Therefore, in a literary text there is usually no single modal-temporal and spatial plan, which breaks down into discrete units. At the same time, the literary

text maintains compositional harmony and does not allow excessive discreteness. The aesthetic type of thinking of the author of an artistic text is reflected in the cognitive competencies that he implements in such a text: the entire body of knowledge about the world is transformed into the cognitive potential of an artistic text, embodied in artistic images as a result of generalization and concretization of the differential characteristics of cognizable phenomena[3].

Modern linguistics retains interest in the manifestations of everyday consciousness in the language of the “current moment”, and the subject of research is not only elite speech culture and its individual manifestations, but also the communicative repertoire of various social groups. The sociocultural process is characterized by multidirectional aesthetic searches, recorded both within mass and elite literature, which undoubtedly reflects certain trends in the development of the national language. The author's intentions are imprinted in various linguistic registers, which can provide relevant material for constructing a model of linguistic processes that are activated in specific time frames. Thus, it is already obvious that the specifics of modern literature are largely determined by the reflection of the producer of an artistic text on the word. Focusing the reader's attention is aimed at establishing relations of proximity, identity and difference in the semantic space of the artistic text, which are essential for updating the linguistic and discursive competencies of the personality of both sides of artistic communication. Linguistic reflection was characteristic of literary texts at different stages of the development of national literature, making it possible to identify the peculiarities of the correlation of the components of the triad norm - usage - speech culture, which determine the trends in the development of the national language. Of course, artistic literature, and above all, modern literature, reveals a very clear tendency to experiment with words, to language games, which objectify the need for effective use of the cognitive-semantic and pragmatic potential of language in an artistic text.[4] On the other hand, the literary personality of the author is correlated in a certain way with the literary tradition. As a mechanism for updating the addressability of the text, language reflection makes it possible to identify the diverse relationships between the addresser and the addressee in the implemented techniques of the language game. Of course, the most common feature of modern literature is the desire to fully embrace the space of living speech.

In this problem field, the positions of consciousness of the producer and recipient are differentiated in a variety of ways: thus, the producer, as a creative subject, deliberately rejects the automatism of everyday speech, updating figurative and expressive means, and the recipient, in turn, is able to identify those qualities of a literary text that are significant for the implementation of the aesthetic function both language in general and a specific literary text. Intratextual communication, studied by classical narratology, was recorded primarily in the sphere of speech practice of narrators. The interaction of narrative instances occurs on the border between two worlds - “the world where they

tell and the world they tell about” - through “metalepsis”. Meta-lepsis is the interpretation that is one of the ways of “authorial intrusions” into the text. For the concept of this study, it is fundamental for the theorist to highlight the figures of prolepsis (an advanced story about a subsequent event), analepsis (retroactive mention of an event preceding the point in the story at which the reader is located), paralepsis (providing more information than what is allowed by the code focalization), which naturally influence the ironic narrative and its structural and semantic characteristics. However, these narrative figures do not allow us to explain the very nature of the interaction between the producer and recipient of a literary text in terms of the implementation of the communicative model of an ironic narrative[5]. Thus, the cultural tradition already contains ironic features in the tradition of carnival as a phenomenon of laughter culture: carnival is ambivalent and tends to represent werewolf, duplicity, and a change in the coordinates of the profane and the sacred in its semantic structure. Travesty, grotesquery in the use of ready-made forms in a communicative situation that is not adequate for them - these are the conditions that make irony and carnivalization similar. Aesthetic strategies of postmodernity inherit carnivalistic features, which are emphasized in self-parody and mythologization as a syncretic cultural form that combines catharsis and chaos, tragic and comic principles.

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ETYMOLOGICAL CHARACTERISTICS OF THE ENGLISH WORDS OF THE TURKISH ORIGIN

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Abstract

The etymological features of some English words, put in the production processes of the Turkish language, are highlighted, and practical and analytical evidence is derived for it.

Keywords. Etymological, Turkic, English words, language, substitution, lexical, phonetic potential, directions.

The primary aim of the current is twofold: to analyses critically the etymological information found in a number of dictionaries of English concerning lexical items of (alleged) Turkic origin or due to (alleged) transmission via Turkic; and to fill the missing data whenever possible. Language is a historical developing phenomenon associated with the evolution of society. In the course of formation, the language transmits national cultural values, adapts the treasures of another culture, as well as the words that accompany them. When entering the system of the receiving language, borrowing is included in the transformation process. In other words, when a foreign language element is inserted into another language system, it adapts to the recipient language system. At first glance, the problem of assimilation of borrowings is contradictory in many aspects. The discrepancy is observed both at the stage of creating classifications, types of borrowings, and at the level of designating the borrowing mechanism itself and highlighting the stages, types and levels of adaptation of the borrowed vocabulary in the successor language.

Now, let's see the other side of the coin! This language exchange has gone in both directions, and there are several English words from Turkish.

Here are some Turkish words in the English language that have exactly the same meaning in both languages:

English	Turkish	English	Turkish	English	Turkish
Aga/Agha	<i>Ağa</i>	Doner Kebab	<i>Döner Kebap</i>	Pastrami	<i>Pastırma</i>
Ayran	<i>Ayran</i>	Fez	<i>Fes</i>	Pilaf	<i>Pilav</i>
Bairam	<i>Bayram</i>	Kaftan	<i>Kaftan</i>	Seljuk	<i>Selçuk</i>
Baklava	<i>Baklava</i>	Kalpak	<i>Kalpak</i>	Shaman	<i>Şaman</i>
English	Turkish	English	Turkish	English	Turkish
Balkan	<i>Balkan</i>	Khan	<i>Han</i>	Shish Kebab	<i>Şiş Kebap</i>
Boza	<i>Boza</i>	Kismet	<i>Kismet</i>	Tughra	<i>Tuğra</i>
Bulgar	<i>Bulgar</i>	Kurbash	<i>Kırbaç</i>	Turk	<i>Türk</i>
Bulgur	<i>Bulgur</i>	Kurus	<i>Kuruş</i>	Yogurt/Yoghurt	<i>Yoğurt</i>
Dolmush	<i>Dolmuş</i>	Pasha	<i>Paşa</i>	Yurt	<i>Yurt</i>

Chapter II. The ways of usage of Turkic borrowings in the English language.

The use Turkic borrowings in the middle English.

This is a list of words that have entered into the English language from the Turkic languages. Many of them came via traders and soldiers from and in the Ottoman Empire. There are some Turkic words as well, most of them entered English via the Russian language.

Languages of Turkic peoples left numerous traces in different languages, including the English language. Turkic borrowings, which belong to the social and political vocabulary, are generally used in special literature and in the historical and ethnographical works, which relate to the life of Turkic and Muslim peoples. The ethnographical words are generally used in the scientific literature, and in the historical and ethnographical texts. The adoption of Indian words, among which there were some

Turkic borrowings, became one of the ways for the words of the Turkic origin to penetrate English. Additionally, several words of Turkic origin penetrated English through East European languages like Russian and Polish. German, Latin, Spanish, Italian, French, Hungarian and Serbo-Croatian were also intermediary languages for the Turkic words to penetrate English, as well as containing numerous Turkic loanwords themselves (e.g. Serbo-Croatian contains around 5,000 Turkic loanwords, primarily from Turkish). In the nineteenth century, Turkic loanwords, generally of Turkish origin, began to penetrate not only through the writings of the travelers, diplomats and merchants, and through the ethnographical and historical works, but also through the press. In 1847, there were two English-language newspapers in Istanbul - The Levant Herald and The Levant Times, seven newspapers in French, one in German and 37 in Turkish. Turkish contributed the largest share of the Turkic loans, which penetrated into the English directly. This can be explained by the fact that Turkey had the most intensive and wide connections with England. Nevertheless, there are many Turkic loans in English, which were borrowed by its contacts with other peoples - Azerbaijanis, Tatars, Uzbeks, Kazakhs and Kirghiz.

Most of the Turkic loans in English carry exotic or ethnographical connotations. They do not have equivalents in English, do not have synonymic relations with primordial words, and generally are used to describe the fauna, flora, life customs, political and social life, and an administrative-territorial structure of Turkic regions. But there are many Turkic loans, which are still part of the frequently used vocabulary. Some Turkic loans have acquired new meanings, unrelated to their etymology. To conclude, the words of the Turkic origin began penetrating English as early as the Middle Ages, the Turkic loanwords found their way into English through other languages, most frequently through French. Since the 16c, beginning from the time of the establishment of the direct contacts between England and Turkey, and Russia, in English appeared new direct borrowings from Turkic languages. German, Polish, Russian, Serbo-Croatian, French, Arabic, Armenian, Afrikaans, Hungarian, Yiddish, Indian, Spanish, Italian, Latin, Malayan, to a different extent, took part in the process of the transfer of the Turkic words into English. The main language from which the borrowings were made, was Turkish.

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The adoption of Indian (principally Hindustani) words, among which there were some Turkic borrowings, became one of the ways for the words of the Turkic origin to penetrate English. Additionally, several words of Turkic origin penetrated English through Central or Eastern European languages like Russian and Polish. Albanian, German, Latin, Spanish, Italian, French, Hungarian and Serbo-Croatian were also intermediary languages for the Turkic words to penetrate English, as well as containing numerous Turkic loanwords themselves (e.g. Serbo-Croatian contains around 5,000 Turkic loanwords, primarily from Turkish [1]).

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An adaptation process is a method that a language uses to adapt a loanword from its original native phonology to a secondary language phonological system. Turkish utilizes three main strategies when applying a loanword from English to its native phonology. These three methods are referred to as substitution, deletion, and epenthesis. In Turkish, these three coping strategies are those most commonly applied when compensations must be made to adapt an English loanword which contains

English phonemes that are foreign to Turkish phonology. They are also useful in compensating for the occurrence of more consonants side by side than the Turkish syllable structure allows. Many times, more than one adaptation process will and can occur within a phonological segment that requires more than one phonological change. The examples described in the paragraphs below representing both English pronunciation and Turkish pronunciation will only highlight the coping strategies which the illustration is attempting to exemplify. The authors would like to note that the specific loanwords used in the examples may not have etymologically originated in the English language, and were at one point loanwords in English as well. However, as these loanwords into Turkish are explored in more detail and as native Turkish speakers were interviewed, the authors have come to the conclusion that these particular borrowings are recognized as having been taken from the English phonology and pronunciation of the word.

Substitution is the adaption process that a language uses by substituting one phoneme (speech sound) with another more familiar phoneme. For example, the English loanword *mathematics*, which is phonetically written as [mæθmædɪks], is pronounced by native Turkish speakers as *matematik*, phonetically written as [mɛtɛmɛtik]. However, since [θ] does not exist in Turkish phonology, native Turkish speakers will substitute the unfamiliar [θ] with the more familiar [t]. Thus, rather than pronouncing *mathematics* as [mæθmædɪks], native Turkish speakers will pronounce it as [mɛtɛmɛtik].

Thus, as a result of communication with different cultures, it is observed that the Turkic borrowed words included in the English language not only enrich it with new concepts that do not have this culture, but also undergo morphological and phonetic changes, have lost their previous image and become an integral part of the vocabulary of English language.

The co-existence of different languages indicates that borrowing is a universal fact of language whose linguistic essence allows to determine the absolute or relative chronology and their entry into the system of

different languages. Turkism's, closely related to the lexical and semantic system of the recipient language,

expand the corpus of language units of English and other languages, indicating the ways of penetration and the degree of adaptation. this takes into account the regularities of the lexical and phonetic potential of the language.

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ABSTRACT NOUNS USED IN WALTER SCOTT'S "IVANHOE"

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Abstract

The cited article discusses the abstract herbs used in Walter Scott's "Ivanhoe", and focuses on the processes by which abstraction has been achieved, and is shown in theory based on practical evidence.

Keywords. Abstract, nouns, "Ivanhoe" poem, Walter Scott, literary language, translation, abstract vocabulary, period language.

This course work is devoted to the study of abstract nouns and their use in Walter Scott's work of fiction called "Ivanhoe". Fiction is an art form that uses natural language words and constructions as the only material. A striking feature of fiction is the use of all kinds of linguistic means, which include

not only units of functional varieties of literary language, but also elements of vernacular, social and professional jargon, local dialects, and so on.

That is why the translation of fiction is the greatest difficulty for translators. When translating fiction, translators face various kinds of problems. As is known, the extremely active use of various figures of speech, tropes and expressive means is characteristic of a literary text. Abstract nouns are one of the means.

In this first novel set in medieval England, Scott included a Dedicatory Epistle signed by its author, Laurence Templeton (Scott's fictional voice), who discusses in some detail the way in which a writer should attempt to imitate the language of past periods. This can be considered the theoretical basis for what Scott did in *Ivanhoe* (1819) and other medieval novels to follow, using what Graham Tulloch called "period language" (13-17).

Unfortunately, the omission of this Epistle in most "complete" Spanish editions of *Ivanhoe* (excluding abridged and adapted versions) deprives the readers of a part of the work. It is a component of the novel, not an extra paratext. In the past this practice was common with first editions of translations, but in Spain it has continued into the twenty-first century. Omitting the Epistle diminishes Scott's didactic purpose, in historical and linguistic terms, leaving the readers without some references that relate to what he is trying to show in his dialogues, since this information might have made up for some of the nuances that are lost in translation.

The period language appears mostly in the dialogues, and we might assume that translators would do well to follow the advice offered to writers in those pages. In the Epistle, after having stated that the main difficulties in reading Chaucer arise from the spelling, but that in fact most of the language used by that author is perfectly understandable to modern readers.

Abstract vocabulary is a set of words with an abstract meaning of quality, property, state and action. Usually, this number includes only abstract nouns that have a grammatical expression of the category of abstraction. These categories include certain word-forming suffixes; the absence, as a rule, of the plural form and incompatibility with quantitative numerals. Abstract nouns usually do not have correlative forms by number and are used only in the singular (for example, friendship, confidence) or only in the plural (for example, vacation, day, hide and seek). The correlative plural forms of abstract nouns can denote abstract properties, qualities, states or actions in their individual manifestations, while the lexical meaning of the word can be concretized, acquire new shades of meanings (for example, joy – joys, task – tasks, fear – fears).

Proceeding from the above, it is clear that an abstract name is a form of mental activity of a person, it generalizes such aspects of reality that in reality itself are not united by anything other than thought. The distinguishing features of abstract names, as already noted at the beginning, include the fundamental ambiguity of actions, the so-called "fluidity" and the variability of their content. Abstract noun names are spoken of as words devoid of biological, chemical, atomic or other material essence.

Abstract vocabulary is quite common in fiction. Through the use of this vocabulary, the authors activate the expressive possibilities of artistic speech. The use of abstract nouns in fiction makes it possible to more clearly reflect the state of the spiritual world of the main characters, to express and show their moral and aesthetic feelings more clearly. For the same purpose, many abstract nouns were used in the novel "Ivanhoe" which is material to research.

Ivanhoe, historical romance by Sir Walter Scott, published in 1819. It concerns the life of Sir Wilfred of Ivanhoe, a fictional Saxon knight. Despite the criticism it received because of its historical inaccuracies, the novel was one of Scott's most popular works.

Ivanhoe, a chivalrous knight, returns to England after having fought beside Richard the Lion-Heart in the Crusades. Disinherited by his father, Cedric, for falling in love with Rowena, who was betrothed to another, Ivanhoe travels in disguise, wins a knightly tournament, and accepts the prize from Rowena. In the end, Ivanhoe and Rowena are united, and they leave England for Spain.

Walter Scott used his knowledge and skills in grammatical and lexical terms when writing this story, as well as the ability to use different idioms or phraseological combinations in context. From the point of view of translation, it has to be accepted that a relevant component in the author's intent to convey a message through the use of language is inevitably lost when rendering Scott's novels, even by the most careful and dedicated translators. As the example from Ivanhoe illustrates, it is not just the implications of the function of the different linguistic varieties, but also those derived from his skilful use of his knowledge of earlier stages of the language in order to put across his historical lesson that cannot be transmitted to the readers in an ideally satisfactory way.

As mentioned above, the study of the meanings of words, namely abstract nouns, is important when translating and using in modern literature. Since the studied material is a historical novel, to study the original meanings of abstract nouns and compare their meaning and the way they are used is one of the most important factors in language learning.

The goal before studying the material is to study the basic abstract nouns used in fiction in English, and tasks such as, to define the concept of abstract nouns; to determine the ways of formation of abstract nouns in the English language; to consider the features of the use of abstract nouns in fiction;

to describe the ways of using abstract nouns in English literature have been achieved using methods such as method of analysis of theoretical literature; search method; continuous-sampling method; descriptive-analytical; cognitive-generalizing.

In conclusion of this course work on the research of abstract nouns used in the Walter Scott's "Ivanhoe", it should be said that abstract nouns are the so-called means for depicting the rich spiritual life of the characters, the state of their soul and inner experiences. Despite the fact that abstract nouns in modern fiction have a neutral character, they still retain expressive shades characteristic of the artistic style of speech and reflect the sublime ways of expressing the state of the soul of the characters and the study of these abstract nouns and their use in literature will always be always relevant, since with each studied literary material, different and new concepts are revealed.

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CHALLENGES AND APPROACHES TO TEACHING ENGLISH IN MIXED ABILITY CLASSES

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Abstract. This article describes the challenges that English teachers regularly face when dealing with mixed ability classes. An analysis of the main strategies presented by leading foreign and our scientists regarding the educational problems of students at different levels in various universities is carried out.

Considering the lack of system development of methods and approaches for teaching English in mixed ability classes, this article studies provide possible solutions to the problems arising from the need to teach English in mixed ability groups. Attempts have been made to consider strategies and methods that can be successfully applied in the process of teaching English to groups of different abilities.

Key words. Mixed ability classes, higher education institutions, principles of differentiation, psychological barriers, different levels

Introduction. Needless to say, multilingualism has now become an integral part of our society, and the need to master multiple foreign languages is driven not only by economic factors, but also by fundamentals of an individual's overall professional and cultural development. It is clear that teaching English as a foreign language in universities is becoming increasingly crucial today. With the integration of Uzbekistan into the international community and the establishment of closer economic, political and cultural relations, the need to know at least one foreign language has increased dramatically. Higher education institutions across Uzbekistan are actively participating in the process of globalization of higher education by shifting their focus to include English in the curriculum at all levels of professional education.

It is undeniable fact that English teachers in higher education institutions are responsible for the majority of cases in mixed ability groups, where different students have different abilities and different language proficiency levels. There doesn't seem to be any reason why. This pressing issue that almost all English teachers face on a regular basis is widely considered to be the biggest one and should be given due consideration. The prevalence of the aforementioned problems can be easily explained by the fact that rural school graduates have poorer English proficiency compared to urban school graduates. Additionally, there are a certain number of students in the engineering field who have a humane mindset, and they initially have an advantage in terms of language skills compared to the students in other fields. This fact certainly poses a great challenge for English teachers. Despite the importance of the above issues, the analysis of local scientific and methodological literature shows that there is a lack of scientific research dedicated to the study of strategies and methods that can be successfully used in the process of teaching English to mixed languages.

Considering the lack of system development of methods and approaches for teaching English in mixed ability classes, the following scientific research will address all possible problems arising from the need to teach English in mixed ability groups. We focus on researching solutions. It can be safely assumed that this topic is not only the top priority of teachers in higher education system. Currently, this problem is becoming more and more prevalent in all types of educational institutions. This is because

students usually have different learning backgrounds, and their speed of knowledge acquisition, motivation, learning styles, and it can vary widely [2, p. 48].

Possible solutions for the problem working with different level of language learners in universities

To give all students the opportunity to benefit from lessons, it is important to consider student differences and plan lessons and in-class activities, accordingly. To do so, future English teachers are required to understand the potential problems and solutions involved in dealing with multigrade environment. Some of the problems that teachers may encounter when dealing with students with different language skills can be summarized in the following areas:

Using appropriate materials and resources- Most language textbooks are designed for ideally multi-level classes, and student responses vary based on individual differences and preferred learning styles.

Potential issue: teachers may have difficulty finding appropriate materials and resources that meet the needs, learning styles, individual language levels, and interests of all students.

Possible solutions can be adapting some of the material (for example, simplifying the language), designing educational materials and providing teaching materials with visual aids (photos, drawings, etc.). This possible solution to the problem of mixed ability group instruction might be to develop tasks of varying complexity [1, p.177] English teachers can "tune" the complexity of a task to ensure that both average and advanced learners can complete the task. This is because the level of complexity corresponds to the knowledge of both groups of students. This means that it is challenging for advanced students, but not frustrating or demotivating for average students. Therefore, English teachers of mixed ability groups must have tendency to individualize and personalize students' work. Advanced learners are assigned more complex and challenging tasks to keep them motivated and ensure progress. It is worth mentioning that this approach proved to be successfully implemented in the educational process, although a lot of preparatory work was required.

Appropriate pacing in mixed ability classes. It should be emphasized that English teachers should not ignore the issue of mixed ability students having different levels of language proficiency and ability to acquire foreign language skills. When choosing the appropriate pace for a lesson in general or for a particular task in particular, the above circumstances must be taken into account precisely and carefully. It is beneficial to follow the principles of carefully evaluating adaptations and continually fine-tuning the pace of instruction. Otherwise, advanced students may become bored and unmotivated by the slow pace of the class, and weaker students may become frustrated because they cannot keep up with the advanced students' pace. The occurrence of the described situation is unacceptable and must be avoided in every possible way. Because it is much easier to prevent this

unfavorable and unacceptable scenario from unfolding than to deal with the consequences, which unfortunately may be irreversible.

Supportive learning environment. It's important to create a supportive learning environment in classroom where learners feel safe and able to do their best. Learning environment simply refers to her classroom environment and how it works and feels for students. Teachers must create classrooms that accommodate all students, regardless of their learning ability. For example, when assigning work in class, create a general list requirements and provide individualized additional instruction to address student learning abilities. Make sure there is a quiet area in the classroom where students can concentrate. Or teachers should give them the opportunity to collaborate with a partner. It is vital to make sure the students in the class understand that teachers have a variety of options available to them, as each student works best in a different environment.

Typical problems associated with teaching mixed classes. Teachers of mixed ability classrooms need to be aware of the typical problems that arise in mixed ability groups and how to solve them. One of the most common problems to solve is the average student's high likelihood of developing feelings of inferiority, which can lead to decreased motivation. According to our observations, the main factors influencing participation in speaking activities in a particular communication situation are also the lack of the necessary basic knowledge on this topic (lexical and grammatical minimum), Nor is it a lack of desire to contribute. The topic is not well understood, because there are psychological barriers that do not overcome various types of fear, such as the fear of making mistakes, the fear of starting new activities in the presence of an audience, etc. and do not want to be critically evaluated by teachers or other students.

It is far more obvious that not all students are affected by the above factors. Basically, it affects people with low self-esteem and high anxiety levels, that is, those who suffer from psychological stress in any situation related to the evaluation of their own activities [4]. Learning a foreign language involves making mistakes (which are inevitable when learning a new skill), so participating in speaking activities can be a huge burden for students, as they try to live up to the expectations of others. Anxiety about failing (i.e. failing) arises, peaking a foreign language), this is the result of low self-esteem and self-doubt. Unfortunately, these psychological characteristics are unique to many students, which prevents them from achieving the main tasks of the lesson and preventing these students from acquiring communication skills as intended or learning a foreign language. This leads to the fact that they do not learn to use it as a means of communication. To help teachers find the necessary solutions, taking into account all the above factors, so that the educational process can be carried out

to the maximum, while minimizing the stress factors that arise in the process of foreign language communication is important.

Conclusion. When it comes to conclusion, English teachers who supervise classes of different ability levels employ a combination of solutions that meet the needs of both advanced and intermediate students, while at the same time promoting a positive and friendly atmosphere among all members of the academic group.

The most crucial point when dealing with advanced and intermediate learners is to act in a cooperative and encouraging manner to create an effective teaching and learning environment.

The following scientific and practical research results can be used to determine future research directions on this issue. It is appropriate to carry out a detailed analysis of the psychological factors that influence the efficiency of students' acquisition of language skills in English classes at different levels, as well as the problems of the application of modern technologies in education. The process up to mixed ability classes is considered very useful in solving the discussed problems, but requires further development. Further research in this area could include the role of self-study facilities with state-of-the-art equipment where English teachers can alternately focus on advanced and intermediate learning groups.

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THE GENDER DIFFERENCE IN TEACHING EFL

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Annotation: The main idea underlying this paper is about the significant relationship between language and gender in communication, which had been discussed by many prominent scholars. This paper discusses this issue in relation to its effects on teaching by examining the use of sex-based grouping (female-sex group, male-sex group, and mixed-sex group) in teaching English subjects, whether this way of grouping can encourage students' participation in the class and contribute to the success of teachers and students in English language teaching.

Key terms: gender, EFL, FLA, teaching, methodology, language learning, language acquisition, male and female students.

In relation to gender-based differences in language output, studies have also found differences in the content between boys and girls. For instance, male students tend to write more narrative pieces of writing, which usually have a basis in fact, while female students tend to write much more creatively, imaginatively and reflectively with a stronger focus on emotion and personal affection [2; p. 174]. The following quotes from English teachers serve to illustrate how male and female writing can differ from each other

Since the 1970s, research in the field of second language acquisition focused on the differences between males and females in language use: vocabulary, grammar, and speech. Indeed, women's language was considered inferior to the language use of their male counterparts [3; p. 110].

Concerning SLA and FLA, a traditional concern was to ascertain whether males or females were better language learners. At first, the informants were only considered as males or females, referring to their biological characteristics [4; p. 1743-1746]. Afterwards, other differences were analyzed, such as motivation or context, which is the view that predominates nowadays (6; p. 705-709). Those gender differences, which can be physical, social, cultural or a combination of them, have been the focus of research in different areas of SLA and FLA, such as listening comprehension, vocabulary and learning strategies, or learning styles [5; p. 1573].

The above differences between male and female students in English vocabulary learning and language learning use have indicated that despite female students being better than male students in most aspects, there are still many proper measures for teachers to carry out to improve the language learning strategy use of male and female students. First of all, teachers should make full use of boys'

strengths, such as their wide range of interests and strong desire for knowledge, to encourage them to do more reading. Besides, based on boys various interests, teachers can recommend some interesting English books to them, as a consequence of which boys are able to really achieve the purpose of English learning by reading, and students can learn English in a relatively free and comfortable environment. Secondly, foreign language teachers are supposed to pay attention to observing the students carefully and having a better understanding of their merits and demerits than before. One important thing worth mentioning is that teachers need to arouse awareness of the differences between male and female students in language learning class, which can greatly give them a clearer knowledge of their learning styles and methods as well as goals.

Thirdly, teachers need to enhance the research of teaching theory and reflect more on the traditional teaching conception and methodology. Moreover, girls can be encouraged to practice more words and sentences in listening and speaking class by teachers while boys should attach much importance to regular vocabulary memory and task completion.

What's more, some results from the former studies show that female learners seem to have more inherent English learning motivation and become more engaged with decision-making processes related to learning than male learners. For example, they will make up their minds to talk to people from other countries or watch English TV programs by themselves. Besides, girls are inclined to play an active part in class and take the initiatives to learn a foreign language both inside and outside the classroom who are also more willing to undertake the responsibilities for language learning.

Gender differences indeed have a remarkable impact on language learning, hence male and female students can be taught according to different and proper teaching approaches in the process of language teaching. From the analysis of the above aspects, it has been demonstrated that compared with male learners, female learners consider it more valuable to learn English and have a preference for learning foreign languages. They tend to have higher emotional and communicative motivation. Their parents have a more positive attitude towards their English learning. More importantly, it has been found that female students are inclined to use more learning strategies than male students, no matter which language female students learn.

To sum up, there is a big difference between girls and boys in learning and teaching systems. All in all, language educators should get acquainted with the gender differences of students as well as the relationship between gender differences and language learning. Besides, it is significant for language educators to create a relatively equal learning environment and make full use of males' and females' different strengths in their language learning, which can promote their potential to be developed to the maximum degree. In the meantime, much attention should be paid to excavating and discovering

the similarities between men and women in language learning. It is of great importance to put gender as a variable in a larger context to explore the relationship between gender and language learning comprehensively and objectively

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SPOKEN LANGUAGE ABILITY DEVELOPMENT OF IT STUDENTS AS MULTIFACETED PROCESS: USEFUL TEACHING METHODS AND APPROACHES

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Abstracts: The article comprises the overview of articles and issues of helping students improve their speaking skills offered by some applied linguists and language acquisition experts. Methods and approaches, such as, comprehensible input, collaborative dialogue, pedagogical approaches, dynamic language use are described in details. Moreover, examples of the use and application of these methods and approaches for IT students and their spoken language ability development is elaborated.

Keywords: language acquisition, input hypothesis, speaking skills, comprehensible input, collaborative dialogue, pedagogical approaches, dynamic language use, communication strategies.

“The ability to speak is the result of listening and the result of reading”

Stephen Krashen

Applied linguists and language acquisition experts often deal with the issue of helping students improve their speaking skills. They study the ways in which students acquire and develop spoken language abilities, and they seek to develop effective teaching methods and materials to support this process. This includes areas such as pronunciation, fluency, vocabulary development, and strategies for promoting speaking confidence. Here are some specific examples of linguists and researchers who have contributed to the study of language acquisition and speaking skills:

1. Stephen Krashen - Known for his work on second language acquisition and the input hypothesis, which emphasizes the importance of comprehensible input in language learning.
2. Diane Larsen-Freeman - A prominent figure in the field of second language acquisition, she has researched various aspects of language teaching and learning, including speaking skills development.
3. Rod Ellis - Renowned for his contributions to the study of language teaching and learning and language pedagogy, with a focus on speaking and communication strategies.
4. Merrill Swain - Recognized for her work on the concept of output in language learning and the role of speaking practice in language acquisition.

These are just a few examples, and there are many other linguists and researchers who have delved into the issue of student speaking skills and language acquisition.

Stephen Krashen's well-known articles related to the input hypothesis is "Principles and Practice in Second Language Acquisition." In this article, he expands on the concept of comprehensible input and its significance in language acquisition, highlighting the role of meaningful and understandable language input in the learning process. The article discusses how exposure to language that is slightly above the learner's current level of proficiency can facilitate natural language acquisition.

Rod Ellis's influential article is "Second Language Acquisition and Language Pedagogy." In this article, Ellis explores the connection between second language acquisition research and its application to language teaching methods. He discusses various pedagogical approaches and strategies for promoting speaking and communication skills in language learners. Additionally, the article addresses the implications of second language acquisition theories for language instruction and curriculum development. [5; 69–92]

Diane Larsen-Freeman's notable article in the field of second language acquisition and language teaching is "On the role of repetition in language teaching and learning." In this article, Larsen-Freeman explores the dynamic nature of second language acquisition and the complex interplay of factors that contribute to language emergence and development. The article delves into the cyclical patterns of language use, change, and acquisition, shedding light on the multifaceted processes involved in language learning and teaching. [3 Pp. 195-210]

Merrill Swain's influential article related to the concept of output in language learning is "The Output Hypothesis and Beyond: Mediating Acquisition through Collaborative Dialogue." This article delves into the role of output in language acquisition and emphasizes the importance of interactive, collaborative dialogue in facilitating language learning. Swain explores how engaging in speaking practice and producing language output can contribute to linguistic development and proficiency. Additionally, the article discusses the collaborative nature of language learning and the supportive role of interaction in the language acquisition process. [13. Pp. 97-114]

In their articles, the linguists mentioned various language learning and teaching methods that are relevant to speaking skills development and language acquisition. Some of these methods include:

1. Comprehensible input;
2. Collaborative dialogue;
3. Pedagogical approaches;
4. Dynamic language use.

These methods and approaches contribute to the understanding of how speaking skills can be developed and supported in second language acquisition and language pedagogy.

Dynamic language use refers to the evolving and multifaceted nature of how language is used, learned, and changed over time. It encompasses the complex interactions and interplay between language users, the environment, and the communicative contexts in which language is employed. Dynamic language use acknowledges that language is not static, but rather it is influenced by a range of factors such as social interactions, cultural context, individual experiences, and ongoing language acquisition processes.

In the context of language learning and teaching, understanding dynamic language use involves recognizing the fluidity of language development, the cyclical patterns of language change, and the reciprocal relationship between language input and output. This perspective underscores the need for flexible and adaptive language teaching methodologies that take into account the ever-evolving nature of language use and acquisition. [6; 232–249]

Here's an example that illustrates how these methods can be applied in a language learning context to support speaking skills development.

Imagine a language classroom where the teacher carefully selects and presents comprehensible input to students, using materials and activities that are slightly above their current language proficiency level. This approach aligns with Stephen Krashen's emphasis on the importance of comprehensible input in language learning.

The teacher organizes collaborative speaking tasks that encourage students to engage in meaningful dialogue with their peers, as advocated by Merrill Swain. For instance, students may work together to discuss a specific topic, negotiate meaning, and provide feedback to one another, thereby promoting speaking practice through interactive dialogue.

The language teaching method employed by the teacher is informed by Rod Ellis's research on speaking and communication strategies. The teacher designs activities that focus on real-life communication, such as role-plays, information gap exercises, and communicative tasks, which provide opportunities for students to practice speaking in authentic situations.

Throughout these activities, the dynamic nature of language use and emergent language forms is taken into account, as highlighted in Diane Larsen-Freeman's work. The teacher encourages students to actively participate in language use and change, acknowledging the cyclical processes of language acquisition. [2; 115-131]

By integrating these methods and approaches, the language classroom becomes an environment that supports the development of students' speaking skills and fosters their overall language acquisition.

The essence of comprehensible input in language learning is the idea that language learners acquire language most effectively when they are exposed to meaningful language input that is just slightly beyond their current proficiency level. This concept, proposed by linguist Stephen Krashen, suggests that learners are able to absorb and internalize language structures and vocabulary when they encounter them in context and can understand the overall message, even if they do not understand every single word. Particularly he emphasized: "... 'comprehensible input' is the crucial and necessary ingredient for the acquisition of language."

The most effective approaches are those that provide understandable information in relaxed environments, delivering messages that students genuinely find interesting. These approaches do not pressure students to speak the second language prematurely, but instead allow them to express themselves when they feel prepared. It is understood that progress comes from receiving communicative and understandable input, rather than from forcing and correcting speech.

In real-life situations, engaging in conversations with supportive native speakers who are willing to assist the learner in understanding can be highly beneficial.

Comprehensible input is essential because it provides learners with the opportunity to engage with language in a way that allows for understanding and interpretation, ultimately leading to language acquisition. It encourages natural language learning by exposing learners to language that is challenging but not overwhelming, promoting both comprehension and production of language. Providing comprehensible input supports language learners in their journey towards proficiency by offering meaningful and understandable language exposure that facilitates the internalization of linguistic forms and functions.

Comprehensible input plays a crucial role in language acquisition as it provides learners with the necessary linguistic stimuli to progress in their journey towards proficiency. This concept, popularized by linguist Stephen Krashen, emphasizes the significance of exposing learners to language input that is just slightly above their current level of comprehension.

The importance of comprehensible input lies in its ability to challenge and engage learners without overwhelming them. By encountering language that is understandable but requires some effort to fully grasp, learners can develop their language skills naturally and effectively. This approach encourages learners to make sense of the language they encounter, fostering cognitive engagement and promoting active participation in the learning process.[6; 232–249]

Furthermore, comprehensible input facilitates the internalization of language structures, vocabulary, and communicative strategies. When learners are exposed to meaningful and contextually relevant language input, they are more likely to absorb and integrate linguistic forms and functions into their own language production. Additionally, comprehensible input supports the development of implicit knowledge of the language, enabling learners to acquire language subconsciously through exposure and interaction. This type of learning mirrors the natural language acquisition process that occurs when individuals are immersed in a language-rich environment. [6; 45-77]

Language acquisition plays a pivotal role in the field of Information Technology (IT) for students pursuing this discipline. An illustrative example underscores the significance of comprehensible input, collaborative dialogue, pedagogical approaches, and dynamic language use in language acquisition among IT students. Reading texts on specialty facilitates comprehension of students' learning material as well as contributes to their dynamic language use. [15; 772-774]

Consider a cohort of IT students engaged in the study of a programming language as part of their academic curriculum. To effectively acquire and master the language, their engagement in activities that provide comprehensible input is indispensable. Such activities encompass perusing pertinent programming textbooks, analyzing code examples, and assimilating explanations from their instructor or peers. By receiving information that aligns with their level of language proficiency and is comprehensible, students can establish a robust foundation in the programming language.

Collaborative dialogue also assumes a pivotal role in the language acquisition process for IT students. Within a classroom milieu, students can participate in discussions, undertake group projects, and partake in coding exercises collectively. Through dialogue, they can elucidate concepts, exchange ideas, and practice language usage within a supportive environment. Collaborative activities facilitate experiential learning, the sharing of diverse perspectives, and the development of language skills through interactive engagement.

Pedagogical approaches that emphasize active learning and real-world applications yield substantial benefits for IT students. Rather than relying solely on conventional lectures or passive learning modalities, instructors can incorporate hands-on projects, simulations, and case studies that necessitate the application of language skills within practical IT contexts. This approach enables students to enhance their language proficiency while concurrently deepening their comprehension of IT concepts and honing problem-solving abilities.

Dynamic language use assumes paramount importance for IT students as they navigate the swiftly evolving realm of technology. IT professionals must adapt to novel programming languages, frameworks, and technologies. Engaging with authentic resources, such as industry-specific articles,

forums, and online communities, enables students to immerse themselves in genuine IT language usage. This exposure fosters the development of language competence within dynamic, ever-changing IT contexts [2; 199-219].

In conclusion, for IT students, the integration of comprehensible input, collaborative dialogue, pedagogical approaches, and dynamic language use constitutes integral facets of language acquisition. By furnishing pertinent and comprehensible input, fostering collaborative learning, implementing effective teaching methodologies, and exposing students to authentic IT language usage, educators can effectively facilitate IT students' acquisition of the language skills requisite for success in their field.

In essence, the importance of comprehensible input collaborative dialogue, pedagogical approaches, dynamic language use in language acquisition lies in their abilities to provide learners with accessible yet challenging language input, paving the way for meaningful language learning experiences and promoting the gradual development of linguistic competence.

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The Role of THE English Language in Nation-Building; WITH special reference to Uzbekistan

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Abstract

In this paper, the researcher explored the importance of the English language in the process of nation-building with particular attention to Uzbekistan. This careful study was conducted based on existing literature so that the conclusions drawn make a real impact. The relationship of English with national development and personal merits are the themes. Findings show that besides Uzbek's ability to communicate with the Russian community within the country in Russian which is one of the widely used languages, growing English language proficiency enables the country to build constructive international relations and youths acquire better education and employment abroad.

Keywords: English in Uzbekistan, Uzbekistan, Nation-building, English in nation-building

Introduction

Uzbek language is spoken by more than forty million people around the world. As Uzbekistan is a Central Asian country neighbouring countries like Afghanistan, Kazakhstan, Kyrgyzstan, Turkmenistan, Tajikistan and the Xinjiang Autonomous Region of the People's Republic of China [1]. Countries in the Central Asian region started giving ample importance to language issues in the twentieth century. As far as Uzbekistan's language is concerned, cc. Uzbekistan's International affairs and constructive relationship with countries around the world had taken a step forward right after the independence. Russian being the closest to Uzbek helped build up the relationship with certain countries and hence English as the language of international communication uplifted the economy of the country, and strengthened the relationship with Europe and the Western world, other third-world or developing countries as well. Cultural integration and political diplomacy further developed with the use of English [2].

Russian has been the 6th working language among UN member states and it has been in use among Uzbeks widely [3]. According to the fourth article of the unofficial translation of the constitution of the Republic of Uzbekistan, Uzbek remains the state language of the Republic of Uzbekistan. At the same time, the Republic of Uzbekistan ensures a respectful attitude toward the languages, customs and traditions of all nationalities and ethnic groups living on its territory, and creates the conditions necessary for their development [4]. The idea of laws of social development and other factors such as learning and teaching foreign language has evolved among almost all leaders, employers and students of the country, Uzbekistan's relationship with Russian-speaking and English-speaking countries is inevitable and it will help the country develop further as the world lingua franca [3]. Despite Uzbek being an adapted language from Latin scripts, Russian is a language of interethnic communication. On top of that, English is a compulsory foreign language in school [19].

Importance of English in Uzbekistan

Last year Uzbekistan was ranked 89th with a very low level of English language proficiency out of 111 countries by an international educational centre known as Education First. The study of Education First divided all countries into five categories according to respective language proficiency level and thus Uzbekistan was the best among other Central Asian countries like Kyrgyzstan took 91st place, Kazakhstan – 91st place, and Tajikistan ranked 106th place. [16], [17]. The Government of Uzbekistan

reimburses the exam fee to all students under the condition that the candidates are less than 30 years of age at the time of the test and score above overall band seven. The amount refunded to the candidate in IELTS is approximately USD 200. Moreover, when a candidate less than 16 years old scores more than band 7, parents shall be eligible to get the expense of the exam. This refund policy does not only apply to IELTS tests but also to TOEFL scores of 95 or above; GMAT and GRE scores of 75% or above and SAT scores of 1200 or above [4]. Upon English teachers obtain IELTS or relevant English qualification equal to C1 or band 7 and above, are entitled to get a salary increment of up to 15% in urban areas as well as 30% in rural areas [7]. According to the latest Decree of the President of the Republic of Uzbekistan, the Ministry of Public Education of the Republic of Uzbekistan notified the Head of the Main Administration of Public Education of Tashkent and Regional Administration of Public Education, the Head of the District (City) Education Department as well as the directors about 50% to 80% bonus or salary increment upon submission of IELTS kind of Language qualifications [8]. On top of everything furnished above several universities in Uzbekistan, including Inha University in Tashkent require minimum English proficiency for entrance consequently students wish to enter universities and many other employers require candidates to have a minimum IELTS band score of 5.5 to be qualified for the enrolment into the several universities [9], [10]. English is seen by Uzbek as an opportunistic, pathway to mobility and economic stability while Kazakhstan learners perceive it as a constituent of civic identity [19]

Language and nation-building

The language that particular countrymen speak, read and write leads the nation towards drastic development in terms of various aspects such as economics, finance, export, and import, English was developed in the Middle Ages in Europe more than 50 countries as well as millions of people around the globe speak English in their day-to-day activities [12]. Since tourism in Uzbekistan is one of the important income sources, English shall certainly yield merits that are greater towards the economic stability of Uzbekistan. IELTS and adequate English knowledge enable Uzbek students to secure admission to enrol into foreign universities in the USA, the UK, Australia, Canada, New Zealand and so on. It further enhances opportunities for Uzbek youngsters to find better jobs in their dream countries as language proficiency is always seen as a qualification of human capital [13]. The English language is seen as invaluable in academic, professional, and other occupational circumstances, English is also the symbol of the elite population as well as a need for educational excellence, English proficiency makes the way easier for individuals to be employable, on top of that English as written language makes the academic and professional correspondences more formal and stand a chance of a deserved response.

Speaking proficiency and written competency in English remain also one of the evaluation tools in terms of promotion of one's career. People who cannot communicate verbally or in writing in English are considered to be lingually muted. [14]. The English language helps nation-building in terms of industrialization [15]. Uzbek learners perceive English as a gateway to study abroad besides students' ambitions, they show a great deal of interest in showcasing a well-deserved national image before the international community. Multiple or trilingual competencies among learners yielded neoliberal ideals of global competitiveness. [19]

Conclusion

Uzbek is the national language of Uzbekistan which was known as *Turki* or *Chagatai* in Soviet reign and numerous words were borrowed from Russian and adopted from Latin scripts. Russian in Uzbekistan is considered a language that facilitates interethnic communication. Aiming at a grand-scale nation building the government of Uzbekistan established English as a compulsory subject in Schools and provides teachers of English with salary increments and benefits upon proving their ability to teach English with IELTS-like language qualifications. Uzbeks believe language proficiency shall enable them to enrol on a foreign university in order to get a comparatively higher standard of educational qualification and thus secure a better employment opportunity in any developed country. English shall help the government maintain a productive international relationship and consequently benefits of the very same are immense.

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ASPECTS OF TRANSLATORS THAT REPRESENT HUMAN TRAITS AND APPEARANCE IN UZBEK, RUSSIAN, AND ENGLISH

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Abstract: Every culture is dynamic and ever-changing, always blending in with its surroundings. It is never static. Language is designed to gather, store, and transfer information from one generation to the next. One of the areas of current linguistics that is developing the fastest is linguo-culture. Translators have acted as middlemen in the communication between speakers of various language groupings since ancient times. This article examines the duty of the translator, which is to preserve the unity of form and content while accurately conveying the original text's content through the chosen translation language. At the moment, the development of a linguistic theory of translation depends heavily on research in the area of comparative study of languages. Numerous changes occur during translation for a variety of reasons, the most common of which being the worldview that the language and its speakers bring to the table. Russian and English native speakers can use entirely distinct language means to describe the identical subject circumstance. For instance, the dominating usage of verb forms in English is one of its characteristics. Conversely, the Uzbek language is distinguished by its increased usage of nouns.

Key words: phraseological units, human appearance, culture, attribute, grammatical category, connotation, phraseological components, and linguo-culture

INTRODUCTION

Linguistics-cultural studies is formed between linguistics and cultural studies, studying the history of cultural formation of ethnic groups and its linguistic aspects. Linguistics-culture is recognized as a new independent scientific discipline that studies linguistic units that reflect national cultural significance.

According to Ikromov's theory, language is an invaluable treasure of human spirit and culture, of the national culture of peoples. It encompasses the relationship between internal and external character, so that each language expresses the will and vision of the people to whom it belongs.

In other words, language, the main reflection of national traditions, serves as a mirror to see, understand and feel the world of the nation. Considering the role of grammatical uniformity of language in forming the consciousness of each society [3, 360], in preserving and expressing the national cultural values of society, We try to consider the human nature of English. Whether language, and therefore understanding language, depends on the culture of the nation and its culture.

MATERIALS AND METHODS

In English, the word "a black sheep" has a very strong negative color, which means "stain of the family". In ancient times, people regarded the black sheep as a symbol of black spot and according to the traditions of a "black sheep" family of females, they were used for children who behave inadequately: ... *like her father, she was, she said, the black sheep of the family. She had never been able to believe anything that was appealed to her as reasonably.* It is also clear that the "a black sheep" phraseological unit is specific to the English people, and its appearance is also apparent.

We know there are always black sheep in every family. And the union is bound to have them.

In English, words that refer to different human characters are characterized by animal names. As long as a person lives in a certain environment, his environment is affected by that environment. Human beings may change in the context of their own characteristic influence in a particular environment, moving towards negative or positive. For example, there are many phrases that describe the human nature of the word "bird". Interestingly, though, the same word "bird" is used, but the meaning of these words varies. They will be examined using illustrations from literature: *The gay bird - the brilliant man. She is a gay bird. I have never seen her in a miserable situation. Old bird - Experienced, cautious.*

But capitalism is a tough old bird and it does not die easily. A downy bird – Cunning. Hilda, you're the downiest bird - I beg your pardon, the cleverest woman I've ever met.

In the phraseological units, representing the human nature of the Uzbek language, it also reflects the culture, traditions and lifestyle of the Uzbek people directly.

For example, there are several expressions about one of the Uzbek national costumes, which is the main attribute of the Uzbek skullcaps, and these phraseology units are often 30 used in verbal and literary fiction. Take the head "(take) his head" ("take his head") against the people who do something rude in the Uzbek language. *Get your head off (...) Take the head - Do something that you can do and rude.*

If you say "take up your fight," you'll get too many. You also have to drive poor children out of their warm holes.

We can give you another example with the same word, which is a component of the tattoo. *His Infant (s) is half - Shod Aries, anxious, indifferent. The Master's work his bread is all over, and he's wearing ...*

Moreover, the phrase "narrow cape" in the Uzbek language means a difficult situation. This skullcap in the phraseological unit reflects the Uzbek national culture, since in Uzbeks, especially in men, there is no skullcap, and the significance of this component is reflected in this phraseological unit.

As emphasized by N. Amosova, the units of the language are connected with the historical events and the history of that nation [1]. This is the case of the phraseological units representing the human nature. We know that in the history of the khan's period when entering the khan's or the queen, the bourgeoisie was bowed. This is a sign that they are directly subordinated to their khan or queen, in other words, obedience to them. We have been convinced once again that language and culture are closely interconnected with the above arguments.

The reason for translation transformations may be some features of the language, for example, compatibility, the presence of a grammatical category in the original language (FL) and its absence in the translated language (TL), or the mismatch of similar categories. The choice of an adequate variant of translating figurative means is often determined not only by differences in the socio-cultural background, but also by discrepancies in the figurative perspective of the word. According to A. L. Korallova, a linguistic image should be understood as "a two-dimensional image created by means of language, based on the expression of one object through another" [6, p. 31]. The change in meaning, that accompanies the formation of image is based on some type of trope - most often on the basis of a metaphor.

Translation of figurative vocabulary presents significant difficulties. This is due to the fact, that these units are bright, emotionally rich and very often have a pronounced national character. [2, p. 4] However, the category of figurativeness can be considered translatable actually, since it can be classified as interlingual universals. Correlation of a new, unfamiliar subject with something has already been understood and underlies not only the imaginative assimilation of the world, but also the process of cognition in general.

The figurative component of the meaning of a word can have shades that are quite difficult to grasp, but which are of great importance in the author's picture of the world. The need to preserve figurative means in translation will primarily depend on the nature of the translated text, on its belonging to one or another functional style. A work of art is a semantically, structurally and communicatively complete unit. [1, p. 2] The importance of studying the translation of figurative means is due to the need to adequately convey the image of a work, and this often causes difficulties for translators due to the national characteristics of different languages.

Inaccurate transfer of figurative means or their neutralization during translation can lead to a distortion of the speech characteristics of the characters, the relationship between them and the author's point of view on what is happening. The translation of figurative vocabulary should take into account many factors: - the exact meaning of a word or a stable expression, which is quite important when translating a work of fiction; - the frequency of the use of expressions in FL and TL;

- compatibility in PY

- grammatical features of the target language. - individual peculiarities of the author's style

The novel "Thank you Jeeves" by PG Wodehouse and its translation into Russian by Yu. Zhukova "Jeeves, you are a genius!" Talking about the life of his friend surrounded by relatives, the protagonist says: "I had often felt how tough it must be for poor old Chuffy having this pair of pustules popping in and out all the time." "I sympathize and always sympathized with poor Chaffee, what is it like for him to endure the company of these two malignant pimples that constantly jump up on his doorstep."

In Uzbek, the epithet malignant refers to a very specific disease and has an extremely negative emotional connotation, its combination with such a word as "xusnbuzar" misleads the reader, since the English word "pustule" has a fairly wide range of meanings from the most harmless - a small pimple to abscess. The manner of writing and style inherent in a writer is largely determined by the ratio of linguistic means, in particular linguistic images that he chooses and includes in the text of his work.

RESULTS AND DISCUSSION

Means of figurative expressiveness have a large specific weight in Woodhouse's artistic system. He widely and freely uses metaphors in revealing the psychological state of the characters. The speech of most of the characters of P. G. Wodehouse is replete with clichéd phrases, from which their words acquire a pronounced ironic sound. These clichés present the reader with vivid images of the world of the works of this author. [11, p. 200]

Most researchers believe that the possibility of achieving a full-fledged translation of figurative vocabulary depends mainly on the relationship between the units of the source language and the target language: a unit can have an exact correspondence in the TL (in form and content), it can be transferred to the TL by one correspondence or another, or it has no equivalents in the TL. Most researchers V.N. Komissarov [5, p. 250], S.E. Kuntsevich, Ya.I. Rektser [8, p. 36], I.A.Vezner [9, p. 309] and others identify four main ways of translating figurative vocabulary:

1) with full preservation of the foreign language image;

"You're a public menace. For weeks, it appears, you have been making life a hell for all your neighbors with some hideous musical instrument "

"Siz jamiyat uchun tahlikasiz. Qandaydir dahshatli musiqiy asbob orqali, ma'lum bo'lishicha, siz barcha qo'shnilaringizning hayotini bir xil jahannamga aylantirdingiz."

The translation of the word "hell" - "hell" is an excellent example of the preservation of the author's imagery in the translation text, this lexical unit creates in the reader's imagination an image of an unbearable life.

Follow the green line.

"Даю тебе зелёную улицу"

When translating the expression "to follow the green line" (get permission / do something with permission), the color image was saved: green light of a traffic light = permission, but in Russian there is a persistent expression "to give a green line", which was ignored by the translator.

2) with a partial change in imagery;

"The man must have the crust of a rhinoceros" (in relation to a person).

«Надо же быть таким толстокожим! Настоящий бегемот».

Apparently, the translator considered that the hippopotamus would serve as a brighter image of restraint and resilience for the Russian-speaking reader, while the author chose for this purpose the image of a rhinoceros - "rhinoceros". [7, p. 48] In the far corner, some vague shadow was leading a

wrestling match with a standing clock." [4, p. 400] Form was in the far corner, wrestling with the grandfather clock." With the author's inherent sense of humor, the situation of damage to the grandfather clock is presented, this unequal duel between a person and an inanimate object acquires the image of a fight in wrestling, or in the text of the translation of a "wrestling match".

3) with a complete replacement of imagery;

"How dare you play that thing in a respectable block of flats? Infernal din". "How dare you make such sounds in such a respectable house? A real cat concert!" Here the translator's goal was to convey the figurative phraseological unit "Infernal din" (hellish noise), it was achieved by using the phraseological unit with a similar figurative content in the text (something very unpleasant to listen to) - "cat's concert".

Here, the translator's goal was to convey the figurative phraseological unit "Infernal din" (hellish noise), it was achieved by using the phraseological unit with a similar figurative content in the text (something very unpleasant to listen to) - "cat's concert". "He just got drunk like a pig." "He's simply as tight as an owl."

In English, there is a phraseological unit with a component for a figurative description of alcoholic and intoxication: "as drunk / tight as an owl." - the translator decided not to deviate from using the image of an animal in the translation text, but the image was partially replaced: the owl turned into a pig.

4) with the removal of imagery. "... heaps of people have hearts of gold ..." "... not a few people with a heart of gold ..." Translation of the figurative lexical unit "heaps" (heap / pile), the translator decided to make it neutral - "not a little", and the author's imagery.

"You are brutally and callously scheming to oil out, leaving this lovely girl to break her heart - deserted, abandoned, flung aside like a ... like a ... I shall forget my own name next ... like a soiled glove".

"You want to run away meanly, heartlessly, break the heart of this amazing creature, you want to leave her, leave her, leave her, like ... how ... damn, I'll soon forget my own name ... how worn out.

The situation of a silent and imperceptible disappearance of a person is described using the English phrasal verb "oil out" (to merge like oil), but in the translation text this figurative combination was neutralized "to escape".

CONCLUSION

The choice of translation solutions depends in each specific case on the context of the use of figurative lexicon, on the presence or absence of correlative means in the target language. The translator may or may not preserve figurativeness in translation, using literal translation, looking for matches in the

target language, creating new figurative elements, using descriptive translation or using other means to convey a figurative unit.

However, at first glance, the decisions of the translators, risky at first glance, do not interfere with the understanding of the source text and retain a humorous effect, giving the reader a better understanding of the hero, his relationship with other characters and his attitude to what is happening.

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DEVELOPMENT RATIO OF GENERAL AND SPECIAL PHYSICAL FITNESS OF YOUNG SWIMMERS

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Abstract. This article presents a set of exercises aimed at increasing the general and special physical fitness of young swimmers

Key words: General physical training, special physical training, young swimmers, exercise complex, exercise performance requirements.

Introduction. Based on the tasks of general and special physical training solved by the coach in the process of training swimmers, we can divide all the exercises he uses into 2 categories:

1) exercises in which the main load falls on organs and systems that do not play a major role in swimming. These are general preparatory, auxiliary exercises (ОФП);

2) exercises aimed at developing the functional capabilities of those organs and systems whose resources determine results in swimming. These include two groups of special exercises (SEP) - basic and special preparatory.

Let's consider the nature and purpose of these exercises.

General preparatory (auxiliary) exercises affect mainly those organs and systems that receive little load when performing special exercises. These exercises stimulate their development, reducing imbalances in the development of various organs and systems of the body. When selecting these exercises, it is advisable to be guided by the following general principles - see table. on page 16.

The **main exercises** included in special physical training include swimming in a selected manner using distance, interval, repeated and variable training methods. These exercises not only provide functional training for the swimmer's body, but also play a decisive role in his technical, tactical and psychological preparation. The greatest impact when swimming is on the cardiovascular system (in particular, on the heart muscles). Skeletal muscles experience less load, and therefore less stimulus for development, although their work (especially the muscles of the shoulder girdle) creates traction force and ultimately determines the swimmer's result. Therefore, training based solely on swimming with full coordination of movements will not ensure the development of muscle functionality in the proportions necessary to achieve high athletic results in swimming. In addition, to achieve a good result, greater mobility is needed in many joints (ankle, shoulder, etc.). Swimming exercises do not provide effective development of such mobility. All this requires the use of special preparatory exercises in training along with swimming exercises.

№	Tasks	Nature of exercises	Load size
1	Reducing disproportions in the development of individual organs and systems (using general physical fitness)	Exercises of selective influence, predominantly affecting organs and systems that received little load when performing special exercises	Large or significant
2	Activation of recovery processes when a swimmer is tired as a result of special exercises	Same	Small to medium
3	Preparation for performing the exercises of the main part of the lesson (general warm-up in the preparatory part of the lesson)	A set of various exercises with an overall versatile effect	Small

4	Development of the ability to coordinate one's movements (development of dexterity)	Varied, mostly unfamiliar exercises	Small and in some cases medium
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Special preparatory exercises included in special physical training are aimed at developing: a) mobility in joints, b) strength of certain muscle groups, c) their local endurance.

Exercises used to develop mobility in the joints are selected in accordance with the characteristics of the swimming technique in the chosen way. For example, for crawlers, exercises develop mobility in the joints of the neck, which ensures the ability to turn the head to the right and left, and for breaststroke swimmers and those specializing in butterfly swimming, exercises to develop mobility in the joints, which ensures rotation of the head around the transverse axis.

Exercises aimed at developing strength are divided into exercises on land and exercises in water. On land, exercises are given with various instruments and devices, performed in dynamic and iso-kinetic modes. At the first stage of the preparatory period, isometric exercises can also be used. The mode of muscle tension should correspond to the nature of their work during swimming (especially in cases where it is planned not only to develop strength, but also to promote the development of strength endurance). These exercises (with large and significant loads) are widely used during the first two-thirds of the preparatory period. By the end of this period and during the competitive period, their use is limited to the usual complexes, without heavy loads. If you want to achieve an increase in muscle mass and muscle strength, then the amount of stress can be large and even extreme.

Exercises in water (swimming with only one arm or one leg with or without support; with various weights; exercise in water using rubber shock absorbers, etc.) have fewer undesirable side effects (see below) than exercise on land, and can be widely used at the end of the preparatory and competitive periods.

Determining the ratio ("specific gravity") of general physical fitness and physical fitness at various stages of training is one of the most difficult issues in planning the training process. Here you need to take into account the individual characteristics of the athlete, his age and gender, his plan for future years and a number of other factors. In general terms, we can say that the younger the swimmer, the greater the importance of physical fitness. However, even at a very early age, it should not counteract the development of those features of the child's constitution and physical development that are favorable for swimming: mobility in the joints, the optimal ratio of the development of the muscles of the shoulder girdle and lower extremities, etc. Therefore, it is necessary that already at an early age, GPP was

combined with SFP. But the latter should not be aimed at speeding up sports results, but at, in combination with general physical training, helping to create a basis for the further development of the swimmer's special performance.

With increasing age, the role of the SPT increases, and at a certain stage of training, the GPP is completely subordinated to its tasks. At this stage, general preparatory exercises are used primarily to activate recovery processes, for general warm-up and to increase the ability to coordinate movements. The increase in the level of physical development is ensured mainly by special exercises.

When determining the proportion of general and special physical training of swimmers by age category, you can be guided by the following:

- a) up to 10 years of age, general physical fitness dominates, provided that the child's congenital characteristics favorable for swimming are preserved;
- b) from 10 to 12-14 years, GPP is combined with SPP in approximately equal proportions;
- c) from 12-14 to 13-15 years, GPP is combined with SPP with the dominant value of the latter;
- d) from 13-15 years onwards SFP completely predominates.

This general scheme is specified depending on gender, degree of skill and other individual characteristics of the athlete.

It is necessary to take into account the predominant load provided by the exercises used by the trainer. It is especially important to take into account the selective influence when selecting special preparatory exercises used for the purpose of general physical training. In cases where general preparatory exercises are used to activate recovery processes, care must be taken to ensure that they do not put additional stress on tired organs and systems.

When selecting special preparatory and general preparatory exercises, one must take into account the possibility of undesirable side effects, especially in cases where these exercises place a large load on the swimmer's body. For example, intensive exercises with weights (exercises with a barbell, with rubber shock absorbers, with block devices, etc.) contribute to the development of the strength capabilities of those muscle groups whose performance is especially important when swimming. However, these exercises can lead to a decrease in mobility in the joints, and if they are carried out too much, to a decrease in special endurance. To avoid such an undesirable side effect, it is necessary to combine exercises to develop strength with exercises aimed at maintaining and developing mobility in the joints, developing endurance, etc.

It should be taken into account that unwanted side effects can also occur when using exercises in water. For example, swimming exercises put a lot of stress on the cardiovascular system. The greatest load is received by that part of the cardiovascular system that ensures the movement of blood from the heart to the periphery, a much smaller load is the part that ensures the outflow of blood from the periphery to the center (this is due to the horizontal position of the body and the pressure of water on its surface). Eventually, excessive imbalances in the development of various parts of the cardiovascular system may occur. To mitigate this imbalance, it is advisable to use running exercises (especially cross-country running and skiing). But it must be borne in mind that running and walking over rough terrain, running on sandy soil, while helping to mitigate the imbalance, at the same time lead to a slight decrease in mobility in the ankle joints and to an increase in the mass of the calf muscles (that is, undesirable for swimming change in the proportions of the muscle mass of the lower extremities and shoulder girdle). Therefore, a reasonable measure is needed here.

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REVOLUTIONIZING ENGLISH TEACHING: THE IMPACT OF AI ON LANGUAGE LEARNING

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Abstract

As technology continues to advance at an unprecedented rate, its influence on education has become increasingly evident. Artificial Intelligence (AI), in particular, has emerged as a powerful tool with the potential to transform the traditional English teaching methods. With AI, the field of language learning is undergoing a revolution, offering new opportunities for learners to enhance their language skills effectively and efficiently. This article aims to explore the impact of AI on language learning, specifically focusing on its influence on English teaching.

Key words: AI, enhanced language learning experience, intelligent data analysis, accessible and flexible learning, eliminating language teaching bias, the role of teachers in ai-powered english teaching

Introduction

In recent years, the rapid advancement of technology has brought forth innovative solutions to various aspects of our lives, including education. One area that has experienced a significant transformation is language learning, particularly English teaching. Artificial Intelligence (AI) has emerged as a powerful force, revolutionizing the way languages are taught and learned. AI technology in language learning presents exciting new possibilities for both educators and learners. With its ability to process vast amounts of data, analyze patterns, and provide personalized feedback, AI has the potential to enhance the efficiency and effectiveness of language learning. Through AI-powered platforms and applications, learners can access adaptive and interactive resources tailored to their individual needs, enabling them to progress at their own pace.

In this article, we will delve into the impact of AI on language learning, specifically focusing on English teaching. We will explore the benefits and opportunities AI presents, such as personalized learning, interactive language practice, and instant feedback. Additionally, we will address the importance of eliminating biases within AI algorithms, emphasizing the need for ethical considerations, user-centered design approaches, and continuous monitoring of AI systems to ensure fairness and inclusivity.

Ultimately, this article aims to provide insights into the transformative potential of AI in language learning, while acknowledging the importance of responsible implementation. By harnessing the power of AI and incorporating ethical considerations, we can create an environment where learners

thrive, developing effective language skills, intercultural competencies, and a global mindset necessary for success in an increasingly interconnected world.

Enhanced Language Learning Experience

AI technology is revolutionizing the language learning experience by offering a myriad of tools and features that enhance the learning process. With AI-powered platforms, students can benefit from personalized instruction that is tailored to their individual needs and learning preferences (McShane M., Sergei Nirenburg; 2021).

One of the significant advantages of AI is its ability to simulate human-like interaction. Through natural language processing capabilities, AI bots can engage in conversations with students, allowing learners to practice their speaking and listening skills in a realistic and supportive environment. This conversational practice is crucial for building fluency, improving pronunciation, and gaining confidence in using the English language.

In addition to conversational practice, AI can offer instant feedback, highlighting grammar errors, pronunciation mistakes, or vocabulary inaccuracies. This immediate feedback allows students to correct their errors in real-time and reinforce their understanding of the lessons. Moreover, AI-powered platforms can analyze the learner's performance over time, providing insightful reports on areas that need improvement. These tools empower students to take ownership of their progress and adopt a self-directed approach to language learning.

Intelligent Data Analysis

AI technology enables precise data collection and analysis, making it easier for instructors to track students' progress and identify areas needing improvement. Teachers can review comprehensive reports generated by AI platforms, which include data on students' performance, strengths, and weaknesses (Nirenburg S., H. Somers H. and Wilks Y.; 2003).

Furthermore, AI algorithms can recognize patterns in language errors made by students and customize remedial exercises based on individual needs. This tailored feedback helps students address specific language challenges, resulting in efficient learning outcomes.

Accessible and Flexible Learning

AI-powered English teaching methods have made language learning more accessible and flexible than ever before. Traditional language learning often requires learners to attend physical classes at specific times, limiting accessibility for individuals with busy schedules or those living in remote areas. However, with the integration of AI, language learning has become more inclusive and flexible.

AI-powered language learning platforms are accessible 24/7, allowing learners to study at their own convenience. Students can access course materials, practice exercises, and receive feedback whenever and wherever they choose, eliminating the constraints of time and location. This flexibility empowers individuals to personalize their learning experience and ensures that language learning can fit into their unique schedules and lifestyles.

Furthermore, AI enhances accessibility by catering to diverse learning styles and preferences. AI-powered platforms offer interactive resources, such as videos, podcasts, games, and quizzes, enabling learners to engage with the material in a way that resonates with them. Visual learners can benefit from multimedia content, auditory learners can listen to audio-based lessons, and kinetic learners can participate in interactive activities. This variety of resources allows learners to choose the content and approach that best suits their individual needs, enhancing engagement and language acquisition (Prentice Hall; 2009).

AI technology also supports self-directed learning. Learners have the freedom to set their own goals, pace, and learning paths, promoting autonomy and ownership of the language learning process. AI-powered platforms can provide personalized recommendations for materials and activities based on the learner's strengths, weaknesses, and interests. Learners can explore at their own pace, focusing on areas that require improvement or diving deeper into topics they find most intriguing. This self-directed approach fosters motivation, curiosity, and a lifelong love for learning.

Eliminating Language Teaching Bias

AI technology also has the potential to eliminate biases that may exist in traditional language teaching methods. In a classroom setting, instructors may unintentionally favor certain students or exhibit biases based on various factors such as gender, ethnicity, or language background. With AI-powered language learning platforms, language teaching becomes impartial and unbiased.

AI bots deliver instruction without preconceptions or personal biases. They treat all learners equally, providing consistent and fair feedback. This equality ensures that individuals receive unbiased guidance and assessment, creating an inclusive and supportive learning environment for all students (Yehoshua Bar Hillel's.; 1960).

Moreover, AI platforms can be particularly beneficial for individuals in regions with limited access to English language teachers. In remote areas or underserved communities, where resources and experienced instructors may be scarce, AI-powered language learning platforms can bridge the gap and provide quality English education. By removing geographical and socioeconomic barriers, AI

ensures that individuals from all backgrounds have the opportunity to develop their English language skills and achieve their educational goals.

However, it is important to note that while AI can eliminate language teaching bias, it should not replace human interaction entirely. Teachers still play a crucial role in providing support, guidance, and motivation to learners. By combining the strengths of AI technology with the expertise and interpersonal skills of language teachers, a blended learning approach can be achieved, maximizing the benefits for learners.

The Role of Teachers in AI-powered English Teaching

While AI undoubtedly brings numerous advantages to the English teaching landscape, it is important to highlight that teachers still play a vital role in the learning process. Their role shifts from being a traditional instructor to becoming a facilitator and mentor who guides and supports learners in utilizing AI-powered tools effectively. Teachers can leverage AI-generated data to identify pedagogical strategies, provide personalized guidance, and create a seamless integration of technology in the classroom (Steven P.; 2004).

Conclusion

The integration of AI in English teaching methods signifies a paradigm shift in the field of language learning. With AI-powered language learning platforms, students benefit from a personalized, data-driven approach that enhances their language skills. Accessible at any time and anywhere, AI helps create a leveled playing field for language learners, removes biases, and empowers individuals to take charge of their learning journey. As AI continues to evolve, it is essential for educators to harness its potential effectively to create a blended learning environment that combines the best of human expertise and technological advancements.

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USING SHORT STORIES TO TEACH ENGLISH LANGUAGE SKILLS

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Abstract

The notion that the main objective of EFL teaching is to help students to communicate fluently in the target language cause many teachers still believe that an EFL class should focus on mastering linguistic elements only. However, recent trend in EFL teaching indicates the necessity of integrating literature because of its rich potential to provide an authentic model of language use. Among literary genres, short stories seem to be the most suitable choice for this due to its potential to help students enhance the four skills—listening, speaking, reading and writing—more effectively because of the motivational benefit embedded in the stories. The purpose of this article is to familiarize EFL instructors with the effectiveness of using short stories in EFL instruction. After presenting criteria for selecting a short story, discussion is focused on how to exploit a short story for enhancing students' language skills.

Keywords: literature, short story, language skills,

In the nineteenth century, the Grammar Translation Method (GTM) predominated ESL/EFL teaching. During the era, translating literary texts from the second/foreign language to the students' native language was one of the main learning activities. Therefore, literary works were a notable source of material in ESL/EFL teaching (Prodromou, 2000). But when GTM was

replaced by the Structuralism Approach in 1960s to the end of 1970s, literature was no longer used. Structuralism was concerned with correctness of grammatical form and not with content or interpretation of the written word or style. In other words, teaching a foreign language was regarded as a matter of linguistics. Then, when the Direct Method, the Audiolingualism, Community Language Learning, Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach successively dominated ESL/EFL teaching, literature was not utilized. Later on and with the appearance of the Communicative Approach in the late 70`s and very early 80`s, literature was also ignored. The tendency in the EFL classrooms was to teach “usable, practical” contents. Thus, literary works had no place in the curriculum. During this period most EFL courses were mainly aimed to enable the students to communicate orally. Consequently, dialogues dominated the curriculum.

However, since the 1980s the situation changed quite radically when literature has found its way back into the teaching of EFL. But, different from the way it was used with the GTM, the current use of literary works in ESL/EFL classes is to improve communicative competence and providing “a springboard for the development of critical thinking and aesthetic appreciation” (Bretz, 1990: 335-338) and create students’ awareness on the culture and society of the relevant country. Since then, literature is undergoing an extensive reconsideration within the language teaching profession. Literary works use in ESL/EFL classes has attracted more interest among teachers, and more and more studies on how to use literature in EFL/ESL classes are conducted. The results of some studies, like those of Lazar (1993), Cook (1994), and Shanahan (1997), for instances, strongly recommend the integration of literary texts into the SL/FL curriculum. Many writings on this subject advocate a content -focused curriculum that includes literature (Kramsch, 1993; Liddicoat & Crozet 2000).

Why Short Stories?

Despite its benefits for students, some objections are always raised against the use of literature in public schools due to overcrowded classes, overloaded syllabus and limited time—some problems commonly met in elementary to high public schools in almost all developing countries. First, the deviated and figurative language of poetry necessitates very long time to grasp. Second, the length of novel will make it difficult for such classes to finish. Finally, drama can be used in classes, but it will be difficult to act out a play in crowded classes within limited course hours. Considering these objections, it is obvious that among literary forms, short-story, which is defined by Poe (as cited in Abrams, 1970, p. 158) “as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to „a certain unique or single effect,“ to which every detail is subordinate”,

seems to be the most suitable one to use in public schools. Since it is short, and aims at giving a „single effect“, there is usually one plot, a few characters; there is no detailed description of setting. So, it is easy for the students to follow the story line of the work.

The idea that short stories are the most suitable literary genre to use in English teaching due to its shortness is supported by Hirvela and Boyle's (1988) study on adult Hong Kong Chinese students' attitudes towards four genres of literary texts (short story, novel, poetry and drama) indicated short stories as the genre that is less feared and the second most enjoyed (43%; the novel is the most enjoyed with 44%), since short stories are easy to finish and definite to understand. The idea is also in line with Collie and Slater (1991, p.196) when they list four advantages of using short stories for language teachers. First, short stories are practical as their length is long enough to cover entirely in one or two class sessions. Second, short stories are not complicated for students to work with on their own. Third, short stories have a variety of choice for different interests and tastes. Finally, short stories can be used with all levels (beginner to advance), all ages (young learners to adults) and all classes (morning, afternoon, or evening classes).

Choosing the Text

The use of short-story in English teaching should be aimed to encourage the students to use what they have previously learnt. By doing this, the learning process will be student-centered. However, the teacher plays a great role. She/he must choose a suitable text to use in class, and should help her/his students understand the story with various activities. In using short stories to teach English, story selection is indeed one of the most important roles of the teacher. Since the lengths of short-stories quite vary, choose a story short enough to handle within course hours. The shortness of the text is important for the students because they will see that they can read, understand and finish something in English, and it will give the students a feeling of achievement and self-confidence. Besides the length of the text, Hill (1994, p. 15) points out three other basic criteria of choosing the text: (1) the needs and abilities of the students; (2) the linguistic and stylistic level of the text; (3) the amount of background information required for a true appreciation of the material.

Short Stories and Language Skills Development

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002) indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency” (p. 9). According to him, short stories could be very beneficial materials in ELT

reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues. In the following sections, while showing how to exploit a short story to develop language skills, a series of activities is presented as a sample so that teachers get concrete ideas about how to use short stories in their EFL classrooms. A student-centered approach is presented in this sample. This approach allows more exploration of the short story, offers the students more opportunities to formulate their own ideas or feelings about the issue(s) as well as to improve their basic skills in the language learning process. To cater various learning styles, it is necessary to devise various kinds of tasks and activities. All of them are carried out in English to immerse students in an English-speaking environment.

Conclusion

Since the objective of EFL teaching is to help students to communicate fluently in the target language, teachers should provide an authentic model of language use. To do it, she/he should focus not only on linguistic but also on literary and cultural elements. Since short stories offer these elements, they are highly beneficial to use in ESL/EFL teaching programs. However, the selection of short stories should be done in reference to the course objective, the learners’ profile, and the story content in order to make the best of it. Since every teaching situation is unique, the use of one single piece of literature varies from classroom to classroom and from teacher to teacher. Like what the discussion in this paper shows, short stories can be used to provide different activities for reading, listening, writing and speaking classes. Short story creates a

meaningful context to teach different language focuses and to improve the students' interpretative strategies. Last but not least, the same story may also serve for some other language focuses or skills such as vocabulary development.

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THE SPIRIT OF THE TIMES IN JAMES JOYCE'S 'DUBLINERS'

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Abstract: This article describes James Joyce's *The Dubliners* as a natural depiction of the history and culture of Dublin and its surroundings, as well as the height of Irish nationalism and national identity.

Key words: Epiphany, Irish nationalism, "realists" and "symbolists", cultural development, plot, quotation marks.

Introduction

By the second half of the 19th century, one of the most important tasks in European literary studies was the study of works of art from different perspectives. Currently, there are many scientific works aimed at analyzing the work of art, understanding its artistic and life logic, and discovering its aesthetic appeal. This process requires interpretation of the work, understanding of its artistic concept, understanding of its essence.

The *Dubliners* is a collection of fifteen short stories by James Joyce, first published in 1914. It provides a naturalistic picture of Irish middle-class life in and around Dublin in the early years of the 20th century.

The stories were written at the height of Irish nationalism, the search for national identity and purpose; Ireland, at the crossroads of history and culture, has been overwhelmed by a variety of ideas and influences. Central to them are Joyce's idea of epiphany (a moment when the protagonist experiences a life-changing self-awareness or enlightenment) and the theme of paralysis. Joyce felt that Irish nationalism had stalled cultural progress, placing Dublin at the center of a regressive movement. While the first three stories in the collection are narrated by child characters, the following stories are written in the third person and follow Joyce's division of the collection into childhood, adolescence, adulthood, maturity, youth, and gradual old age. dedicated to people's lives and concerns. and public life. Many of the characters from Dublin later appeared in minor roles in Joyce's novel *Ulysses*.

The focus is on Dublin's unique geographical details, including street names, buildings and businesses. Joyce freely admitted that his characters and places were closely based on reality. Because of these details, at least one potential publisher (Maunsell and Company) rejected the book, fearing libel claims.

The *Dubliners* is Joyce's only work to use quotation marks for dialogue. He did not use quotation marks in his manuscript and asked that they be removed, but Grant Richards refused his request.

Between 1905, when Joyce first sent the manuscript to a publisher, and 1914, when the book was finally published (June 15), Joyce submitted the book to a total of 15 publishers 18 times. The London house of Grant Richards agreed to publish it in 1905. However, his printer refused to set one of the stories ("Two Gallants"), and Richards then began pressing Joyce to remove a number of other passages that he claimed the printer also refused to set. Under protest, Joyce eventually agreed to the requested changes, but Richards reneged on the deal anyway. Joyce then submitted the manuscript to other publishers, and about three years later (1909), he found a ready candidate in Maunsell and Roberts of Dublin. A similar controversy ensued, and Maunsell also refused to publish the collection, even threatening to sue Joyce for printing costs. Joyce offered to pay the printing costs himself if the sheets were given to him and he was allowed to do the work elsewhere and distribute the book, but when he approached the printers, they refused to hand over the sheets and next time they were burned. day, but Joyce managed to save a copy, which he obtained "slyly". He returned to submitting the manuscript to other publishers, and in 1914 Grant Richards once again agreed to publish the book, using the page proofs saved from Maunsell as a copy. When discussing Joyce's *The Dubliners*, there are two types of critics who often come to the forefront of the conversation: the "realists" and the "symbolists."

Realists view *The Dubliners* as Joyce's most mundane works, often ignoring the revolutionary nature of the work. Symbolists instead ignore the rebellious meanings behind Joyce's symbols. While some have chosen only one side to argue, others believe that *Dubliners* completely resist any characterization. Without clear evidence of thematic unity, plot logic, or closure, Joyce precludes any final critical analysis. As Sonja Basic points out, the book "must be seen not only as a realist/naturalist work, but as an important step into the modernist structure of Joyce's mature work."

Narrators in *Dubliners* are rarely mediated, which means there are limited descriptions of their thoughts and feelings, a practice that is accompanied by the invisibility of the narrator as the narrator is seen rather than told. While some have pointed out that Joyce uses free indirect speech to understand his characters, he often obscures the credibility of his characters in a way that makes any analysis very difficult.

As Richard Ellmann notes, "Joyce claims to be important without claiming anything." The personalities of his characters can be traced only because they are not clearly stated.

Analysis

Like Nazar Eshankulov, Chekhov, and Catherine Mansfield, a key feature of James Joyce's short stories is the epiphany: a realization or revelation experienced by the story's central character. This epiphany often serves a similar function to a plot twist or critique in a traditional (i.e., plot-driven) story: at the end of the detective story, the mystery is revealed and the criminal is revealed.

But epiphanies in modernist fiction, and Joyce's *Dubliners* in particular, are often true epiphanies (the character has a life-changing realization) and temporary mood swings (the character thinks they've had a life-changing experience). In between is often vague, but in fact nothing has changed and they go back to their old habits the next day).

The *Dubliners* are full of such examples: for example, when James Duffy reads about the death of Mrs. Sinico in *Painful Work*, he realizes that he has passed his true love and passion.

Did she really learn something valuable about herself: that she was lonely and alienated, and that she had made the terrible mistake of rejecting him while he was still alive and showing interest in her? Or does the language Joyce uses (including the somewhat melodramatic phrase "chased out of the party of life," perhaps Duffy's own words) imply that she is playing the part of a loner and secretly likes it?

The description of the night as "absolute silence" refuses to say whether Duffy sees it as a tragic void or as a return to the natural state to which he is accustomed (and which he secretly prefers): solitude and silence. and security over passion and emotion.

Summary

One of Joyce's goals in writing *The Dubliners* was to emphasize the "paralysis" of Ireland, and we see this in the stories that make up the collection, from the mysterious illness that kills Father Flynn in the first story to the direct stories. The emotional and social paralysis that seems to afflict Gabriel Conroy in the final story. The people of Dublin are disempowered, trapped, unable to escape the city. In these fifteen pictures of Dublin, Joyce suggests some reasons for this persistent paralysis.

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THE PART OF RECREATIONS IN EDUCATING ENGLISH TO YOUTHFUL LEARNERS

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Abstract

The reason of paper is outlining the need of utilizing recreations in English instructing for adolescents. This paper gives information on points of interest of playing recreations amid classes; sorts of accessible diversions both online and offline and the aptitudes which children can pick up by playing diversions, such as communication abilities, Presentation As the necessity to learning English is expanding modern strategies and procedures are made to form this process less demanding. The tasks and activities are clearly presented, and offer teachers the information they need about level, time, preparation, materials, classroom management, monitoring, and follow-up activities. Each book offers up to 100 ideas, as well as variations that encourage teachers to adapt the activities to suite their individual classrooms.

Key words: acquire, activities, age, asking, assessment, bilingualism, bottom-up, Cantonese, Cengage Learning, challenges, chapter, classroom management, CLT, cognitive, Community Language Learning, create, critical, period, hypothesis, evaluation, diversions, strategy, eagerness, inspiration, basic, considering, unique.

Introduction. Young learners is based on the principle that primary teachers of English have a much wider responsibility than the simple teaching of the language system. The English class is not only a place where children learn English; it also form part of their whole education. This book provides teachers with a rich source of ideas for English lessons. It contains ideas and materials for activities such as making posters, books, and cards; making and playing with board games and puppets, as well as drama, songs, and stories. It includes helpful hints for teachers new to young learners, for instance on the use of English in the classroom, and feedback from learners.

Aimed at student teachers, educators and practitioners, Teaching English Language to Young Learners outlines and explains the crucial issues, themes and scenarios relating to this area of teaching. Each chapter by a leading international scholar offers a thorough introduction to a central theme of English as a foreign language (EFL) with preteens, with clear presentation of the theoretical background and detailed references for further reading, providing access to the most recent scholarship. [1; p35]. Exploring the essential issues critically and in-depth, including the disadvantages as well as advantages of Teaching English as a Foreign Language (TEFL) with young learners, topics include:

- task-based learning in the primary school;
- storytelling;
- drama;
- technology.

Personalization is also important. In personalized learning, the children's interests, feelings and attitudes are used as the point of departure for learning. As we have seen, personalizing is important because it starts at the place where the learners currently are, and builds between what the learners already know and what they have to learn. When we create the tasks based on learner's interests, they are naturally motivated, their attention is captured and they put more effort into the learning process. Instructors ought to take care approximately choosing the method, since off-base choice can influence contrarily to the target of educating dialect remote dialect. In case the strategy is chosen accurately, it can be reason for extraordinary victory, for both understudy and educator [3; 53].

These days, English is the moment best dialect in a world and it is utilized as fundamental and moment dialect. As a request to learning English is expanding unused hypotheses are created by specialists. It is apparent that, it is getting to be vital to memorize English at a youthful age. Be that as it may, children have diverse interface, distinctive behavior than grown-ups, so there ought to too be distinctive styles of instructing them remote dialect. Instructors ought to consider around level and age, which are primary components, some time recently making plans for the lessons. As specified over, children cannot learn same as grown-ups. Hypothetical lessons are not reasonable for school

children, they ought to learn English in clever and curious way. Something else, they will begin abhorring English and unwilling to memorize this dialect. Youthful learners cherish to play and they take part in a diversion with more readiness and eagerness than any assignment in classroom. Some instructors fall flat to confess the significance of games in teaching language and a few of them claim that usually fail a loud and inefficient action. Be that as it may, in common children learn way better when they are dynamic. Additionally, when educator organizes a few competitions students attempt to be as shrewd as their classmates. They learn something in arrange to participate in a diversion and win something. To demonstrate when instructor tell the understudies to memorize the names of body parts to require portion in a amusement they will without a doubt learn them by heart. Let's characterize the word 'game' in advance. There are numerous definitions given this word by distinctive analysts. Agreeing to Longman Word reference of Modern English, Fifth Version, 'game' is an movement or wear which individuals total with each other concurring to concurred rules. 'Game' is characterized as a physical or mental action or challenge that has rules which individuals do for joy. Agreeing to these definitions it is caught on that diversions are organized to have a fun [4; p78]. The definition of diversions in teaching is to motivating understudies to memorize something, dodging gloomy lessons and making fun together. Diversions outlined particularly for the reason of teaching children can motivate self learning and problem solving aptitudes. Concurring to Aarti Dadheech games can be customized to individualize educating which help understudies to gotten to be more confident and independent scholars. The more assortment we are able present into instructing, the more likely we are meet desires of all different learners. For case, when instructor uses pictures it'll help visually, but when we utilize diversions it'll learnt both outwardly and auditory. Here is a few cases for youthful learners matured 6-9:

Action 1: 'Memory'

Course portrayal: 10 understudies at the age of 7-8

Level: Rudimentary

Materials: 5 sets, each comprising of 10 cards with pictures of dress and 10 cards with names of dress.

Points: To hone the lexicon that understudies learnt amid the past lesson 'to hone inquiring questions 'What have you got' and replying them 'I have got..'

To improve talking, articulation and familiarity.

Action 2: 'What's within the box?'

Course depiction: 10 understudies at the age of 7-8

Level: basic

Materials: big cards with pictures of dress on them and 1 huge box.

Points: to hone the lexicon which learnt amid lesson and hone inquiring address

'Is it a..' and answering them 'yes, it is/ no, it is not. [6; p 1112]

Conclusion: There is a saying: 'Tell me.. and I disregard. Appear me.. and I remember. Involve me and I understand'. This can be a fact. Students can disregard the rules or the meaning of words when teacher utilize straightforward procedures. When they play games they will not disregard the learnt thing since of fun and wonderful recollections. In the event that a student learn something like a parrot, he cannot keep in mind them after a month. Since it is insignificant for him. The thing is that educator ought to be able to choosing fitting strategy and competent of utilizing diversions viably amid a lesson. This popular series gives teachers practical advice and guidance, along with resource ideas and materials for the classroom. The tasks and activities are clearly presented, and offer teachers the information they need about level, time, preparation, materials, classroom management, monitoring, and follow-up activities. Each book offers up to 100 ideas, as well as variations that encourage teachers to adapt the activities to suite their individual classrooms.

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EXPLORING THE BEST TECH TOOLS FOR TEACHING ENGLISH: ENGAGE, ENHANCE, AND EDUCATE

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Abstract: This research article examines the benefits and drawbacks of popular free online teaching platforms for language learning and it explores the effectiveness of these platforms in terms of language acquisition and user satisfaction. The role of free online teaching platforms in the field of English as a Foreign Language (EFL) teacher education is emphasized. Times have changed and we have to change our methods too regardless of the audience you are teaching. When technology integration in the classroom is seamless and thoughtful, students not only become more engaged, they begin to take more control over their own learning, too.

Key words: Creative and entrepreneurial courses, kahoot, edmodo, duolingo, quizlet, flipgrid.

Introduction:

In today's digital era, technology has revolutionized the field of education, providing teachers with an array of powerful tools to enhance language learning. When it comes to teaching English, technology can be a game-changer, capturing students' attention, promoting engagement, and facilitating language acquisition[2 ;75-78]. In this article, we will delve into some of the best tech tools that are revolutionizing English language instruction, offering educators innovative ways to educate and empower their students.

1. Duolingo:

Duolingo is a popular language learning app that uses gamification to engage students in a fun and interactive way. With a focus on vocabulary, grammar, listening, and speaking skills, Duolingo offers personalized lessons and real-time feedback. Its user-friendly interface, progress tracking, and social features make it an ideal tool for self-directed learning, as well as supplementing classroom instruction.

2. Edmodo:

Edmodo is a powerful learning management system (LMS) that enables teachers to create a virtual classroom environment. It provides a platform for sharing resources, assigning and submitting tasks, facilitating discussions, and providing feedback. With its secure and user-friendly interface, Edmodo empowers educators to create an interactive and collaborative learning space, fostering communication and engagement among students.

3. Quizlet:

Quizlet is an online study tool that allows teachers and students to create flashcards, quizzes, and interactive games to master vocabulary, grammar, and other language skills. Its extensive library of pre-made content and customizable features make it a versatile tool for group activities, individual practice, and self-assessment. Quizlet Live, a collaborative game mode, promotes competition and teamwork, adding an element of excitement to language learning.

4. Flipgrid:

Flipgrid is a video discussion platform that encourages students to express themselves in spoken English. Teachers can post video prompts, and students respond with short video clips, fostering speaking and listening skills. Flipgrid cultivates a sense of community, as students can view and respond to each other's videos, facilitating peer-to-peer interaction and feedback. It empowers students to develop confidence in their spoken English abilities.

5. Kahoot!:

Kahoot! is an interactive quiz platform that makes learning engaging and enjoyable. Teachers can create customizable quizzes, surveys, and discussions, which students can access through their devices. With its competitive and gamified nature, Kahoot! motivates students to actively participate, test their understanding, and reinforce their English language knowledge.

Conclusion:

As technology continues to make significant advancements, the realm of English language teaching is witnessing the integration of diverse and powerful tools. The tech tools mentioned above offer unique features that engage, enhance, and educate English learners. By incorporating these tools into their instructional strategies, educators can create dynamic and immersive learning experiences, facilitating language acquisition, fostering engagement, and empowering students to become confident English communicators [3;88-92]. By embracing technology, educators can inspire a new generation of lifelong learners, equipped with the language skills necessary for success in an ever-evolving world.

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FREE ONLINE TEACHING PLATFORMS FOR ESL STUDENTS: ENHANCING LANGUAGE LEARNING BEYOND THE CLASSROOM

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Abstract: This research article examines the benefits and drawbacks of popular free online teaching platforms for language learning and it explores the effectiveness of these platforms in terms of language acquisition and user satisfaction. The role of free online teaching platforms in the field of English as a Foreign Language (EFL) teacher education is emphasized.

Key words: Creative and entrepreneurial courses, pre-recorded video learning materials, offline viewing, hands-on class projects

Introduction

In recent years, the demand for English as a Second Language (ESL) education has grown exponentially. Several research studies (Castaneda & Cho, 2016; Gafurova, 2021; Morgana, 2015; Vemula, 2020; Worden, 2021) into the use of language learning platforms and apps have presented positive results on language skill improvement, learner motivation and engagement; nevertheless, as Rosell-Aguilar (2018) points out, the researchers have mostly focused on rather small subject groups using preselected apps or platforms rather than on the choices made by the language users[1; 118-138]. With the advent of technology, online teaching platforms have emerged as effective tools in bridging the gap between language learners and qualified educators. This article aims to explore various free online teaching platforms that cater specifically to ESL students, providing them with accessible and interactive learning experiences. By harnessing the power of technology, these platforms offer a wide array of resources and tools to enhance language skills and facilitate effective learning beyond the traditional classroom setting.

I. Benefits of Online Teaching Platforms for ESL Students

- A. Global Reach and Flexibility
- B. Increased Accessibility and Affordability
- C. Personalized Learning and Progress Tracking
- D. Engaging Multimedia Resources and Interactive Activities

One of the key advantages of free online teaching platforms is their extensive course catalog. Platforms like Khan Academy, Coursera, and edX collaborate with prestigious universities, institutions, and subject matter experts to provide a wide range of courses. Whether you're interested in computer

programming, history, art, or mathematics, you can find a course tailored to your specific needs and interests. These platforms offer courses at various levels, ranging from beginner to advanced, catering to learners of all backgrounds and abilities.

II. Popular Free Online Teaching Platforms for ESL Students

A. Duolingo

1. Overview and Features
2. Language Learning Structure and Progression
3. Gamification and Motivation

B. BBC Learning English

1. Comprehensive Learning Resources
2. Interactive Lessons and Activities
3. Extensive Audio and Video Content

C. EnglishCentral

1. Authentic Video-Based Learning
2. Pronunciation and Speech Assessment
3. Personalized Lesson Recommendations

D. Busuu

1. Community-Based Language Learning
2. Peer Review and Feedback
3. Language Certification

E. Lingoda

1. Live Online Group Classes
2. Converse with Native Speakers
3. Structured Language Curriculum

F. OpenLearn (Open University)

1. Online ESL Courses
2. Self-Paced Learning
3. Interaction with Educators and Peers

Online teaching platforms embrace the concept of self-paced learning, allowing students to learn at their own convenience. Unlike traditional classrooms with fixed schedules, these platforms provide learners with the flexibility to access course materials and complete assignments according to their own schedules. This flexibility is particularly beneficial for individuals with busy lifestyles, working professionals, or those who face geographical constraints. Students can learn from the comfort of their homes or on the go, tailoring their learning experience to suit their needs. As access to wireless networks expands and ownership of devices that can communicate with such networks increases, the use of mobile devices to support language learning becomes ever more common. MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasizing

continuity or spontaneity of access and interaction across different contexts of use [4; 39-53].

III. Supplementary Resources and Tools for ESL Students

- A. Quizlet: Digital Flashcards and Vocabulary practice
- B. Kahoot!: Fun and Interactive Quiz-Based Learning
- C. Readlang: Extensive Reading with Instant Translations
- D. Tandem: Language Exchange with Native Speakers

Free online teaching platforms employ a variety of interactive learning tools, ensuring that the educational experience goes beyond passive consumption of information. From multimedia presentations, video lectures, quizzes, and interactive discussions, these platforms strive to engage learners and enhance comprehension. Many platforms also incorporate gamification elements, rewarding students with badges or points, further boosting their motivation and fostering a sense of accomplishment.

IV. Considerations for Effective Utilization of Online Teaching Platforms

- A. Setting Clear Learning Goals and Objectives
- B. Monitoring Progress and Providing Feedback
- C. Balancing Online Learning with Offline Practice

D. Promoting Self-Motivation and Discipline

The most significant advantage of these platforms is their cost-free nature. With no tuition fees, learners can access high-quality education without financial constraints. This democratization of education ensures that knowledge is accessible to all, regardless of socio-economic backgrounds. Additionally, the online format eradicates geographical barriers, enabling individuals from remote areas or developing countries to benefit from educational opportunities that were previously inaccessible.

Conclusion

Free online teaching platforms have transformed the landscape of ESL education, making language learning accessible to anyone with an internet connection. By embracing these platforms, ESL students can engage in interactive and personalized learning experiences that cater to their individual needs and preferences. It is important for educators and learners to leverage the features and resources of these platforms effectively, while also supplementing them with offline practice and real-life interactions. As we move further into the digital age, the potential for free online teaching platforms to foster language skills and cultural understanding continues to expand, empowering ESL students to become effective communicators and active global citizens.

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TEACHER AND STUDENT PERSPECTIVES ON PEER EDITING IN THE CONTEXT OF KIMYO INTERNATIONAL UNIVERSITY IN TASHKENT

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Abstract

Peer editing has been studied for decades and it has been reported that peer editing has yielded positive outcomes in many countries [1];[7];[3];[5]. Although most research promotes teachers to integrate peer editing into their classrooms, it might bring some difficulties in Uzbekistan, where the culture, values and ideas are different. The effects of peer editing have yet to be analyzed in Uzbekistan. This study aims to identify teachers' and students' perspectives towards peer editing and find if there is a correlation between their expectations. This research was based on the work of Finch [4] which was done in the Republic of Korea. It challenges the idea that Uzbekistan has a different culture and mindset. For this study, six English language teachers working at Kimyo International university and 63 students who are majoring in English in the same university participated in the questionnaire. The quantitative research was conducted and the results show that both teachers and students have a positive attitude towards peer-editing.

Key term. Peer editing, EFL writing, structure analysis, language analysis

Introduction

Writing is the core of many subjects at Kimyo International University in Tashkent; by which students take courses, such as 'Introduction to Academic Writing' first year, 'Academic Writing' second year and 'Research Methods' third year. Upon graduation, students are supposed to conduct research into teaching, and write their own article. In short, students produce much written work through their study.

The rationale behind integrating peer editing into the course is to promote writing accurate paragraphs, essays and articles. Since the establishment of the university, the syllabus of these subjects has been modified and more focus is drawn on students' accuracy and organization of ideas. Thus, there is a need, at the same time, a requirement that students check each other's work, help

improve their work before submitting. Because the students are dominantly residents of Uzbekistan, their culture and social predisposition is determined by the society they live in. Uzbekistan is the country in which culturally collective work is praised, yet showing someone's mistakes is mainly discouraged. This study is the first step towards understanding teacher's beliefs and students' expectations from peer editing. It also reveals students' perceptions if they correlate with teachers' expectations.

Literature Review

Peer editing is a widely used practice in higher education to improve students' writing skills and critical thinking abilities. This literature review aims to explore the benefits and challenges of peer editing in higher education, as well as the best practices for implementing peer editing effectively.

Several studies have highlighted the numerous benefits of peer editing in higher education. For example, Cho and MacArthur [2] found that peer editing can improve students' writing skills by providing them with feedback from their peers. Additionally, peer editing can enhance students' critical thinking abilities by requiring them to evaluate and provide constructive feedback on their peers' work [2]. Furthermore, peer editing can create a collaborative learning environment where students can learn from each other and develop a sense of community within the classroom [2].

In terms of students' perceptions, Ruegg [6] conducted a study dividing students into two groups. First group got feedback from the teacher only, while the latter group received feedback only from their coursemates. It was found through interviews that students who worked with a partner were more direct to ask questions if they did not understand anything about the feedback. Also, they reported that they benefited more from reading their partners' work.

Zafar [7] also experimented peer editing on undergraduate students. The aim of the research was to improve writing through error analysis. In the study, it is concluded that not only students were able to improve their writing but the teacher was also able to save a significant amount of teaching time. In addition, peer editing enhanced students' communication and collaborative skills.

The study, on which this research is based, was conducted by Finch [4] in order to see if the teachers and students perceptions are the same on peer editing. This respective study adapts the research tools and experiments in a new and at the same time diverse culture.

Methods

Sampling

All first and second year students at Kimyo International University in Tashkent are selected for this study. Overall, two hundred students participate in the questionnaire. They are required to take writing courses, in which students write paragraphs, essays, letters, literature reviews, and mini-research. The age range is between 26 and 18, mainly female students. Students' dominant language is Uzbek, although some groups contain Russian, Korean, Karakalpak and Turkish students and one Saudi student. All nationalities live in Uzbekistan and they are exposed to Uzbek culture. They have taken this course for a semester and they edited each other's work both for structure, content and language.

Another group of subjects is teachers who give instructions in writing at Kimyo International University in Tashkent. All teachers have at least 4 years of teaching experience at the same university. They are given a questionnaire to get understanding into their practices with peer editing.

Questionnaire

The questionnaire for students includes 15 close ended questions; all of which are related to peer editing practices. There are two more close ended questions in order to see if students get additional benefits or experienced negative emotions from peer editing.

The other questionnaire that is administered to the teachers include seven close ended, four likert, one multiple choice and one open-ended questions.

The first questionnaire is sent to students' university emails and some are done in the classroom. The latter is also sent to teachers through their emails.

Data collection and analysis

Although teachers' answers were generally positive, all answers will be depicted below. It has been revealed that five teachers out of six train their students on peer editing. They equip students with peer editing codes and strategies (See Appendix, Figure 1). In addition, they largely agreed on the fact that peer editing helps students to work collaboratively (See Appendix, Figure 2). Similarly, they reported that when students worked in collaboration and edited each other's work they were more effective. Interestingly, most teachers (4) stated that they will not allow students to use their L1 while editing essays. Next, teacher claimed that students edit each other's work separately, and by doing this students can detect problems in each other's work; can give feedback to each other; can correct grammar and clarify ideas (See Table 1).

To what extent is peer editing successful with your students?

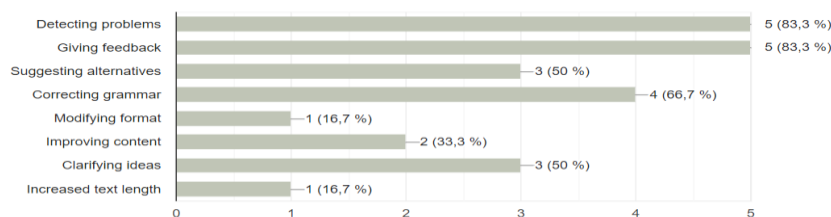


Table 1

Five out of six teachers responded that students' proficiency level can impact how well students can edit essays. In addition, teachers also reported the connection between students' peer editing and their motivation, self-esteem, motivation and attitudes. When they were asked if they assume peer-editing and self-correction are equally effective, all teachers gave positive answers. Nevertheless, 4 teachers reported that peer-editing cannot be equal to teacher feedback. Another interesting point was that 2 teachers claimed that peer editing can be as effective as teacher's feedback. Summative analysis of the teachers' comments on students' problems revealed that they are concerned with the level. They reported that students' low level of English was not enough to identify as many mistakes as possible.

As is aforementioned, 63 students responded to the questionnaire and more than 90 percent of the students claimed to have liked their essay to be edited (See Appendix, Figure 3). Meanwhile, more than 80 percent of the students liked editing their peers' work (See Appendix, Figure 4). Furthermore, 46 percent of students claimed to edit each other's work in groups, while 27% of them edited in partnership. Although most teachers reported that they require students to discuss in target language only 63 percent of the students used English only, while 27 percent of them used L1, too. Other 8 students reported to use their native language heavily in discussions (See Appendix, Figure 5). Another interesting point is that more than 90 percent of the students reported to have benefited grammatically from each other. Similarly, the percentage of those who corrected their essay structure through peer-editing is almost the same (93 percent). The percentage of the students who made their ideas clear and organized their ideas due to peer editing is just above 80 %. Importantly, 52 students among 63 claimed that their writing has improved because of peer editing, and only 2 students seemed to have no positive impact from peer-editing. (See Appendix, Figure 6). more than 90 percent of the students stated that they think about their own writing while editing a peer's essay and they use their friends' suggestions in their own writing. It has been identified that peer editing affected students' self-confidence in writing and motivation to write essays. The perceived teachers' feedback

and losing points were absent in this matter. Nevertheless, the number of students who opted for teachers' feedback over their peers' was still high, at 55 (See Table 2).

15. Do you prefer teacher feedback more than peer feedback?

63 ответа

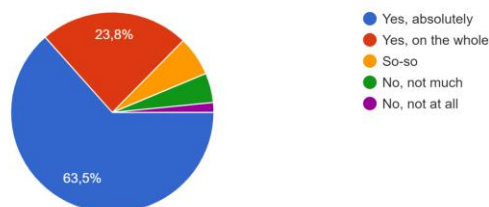


Table 2.

The summative analysis of students' responses also revealed that students can see their mistakes clearly with peer-feedback, while some students made mistakes while checking each other's work. In other words, they miscorrected some parts of their essays.

Results

The study shows that teachers and students have corresponding ideas about the advantages of peer-editing. Although at the initial points of the research it was perceived that students might not edit each other's writing, and there might be cultural elements of peer-editing, these assumptions were not proven to have grounds. Majority of the teachers are using peer-editing as a tool to help students improve their overall writing, while students also reported to have benefited from the practice. Another interesting point was that some students keep using their L1 in their discussion despite the fact that teachers motivated them to use only target language during discussions. The research supported Cho and MacArthur 's [2] findings. Finally, the students were more confident and motivated with the initial presence of peer-editing.

Conclusions and Further Implications

As a final word, Finch [4] concluded that both teachers and students had consensus on the benefits of peer-editing. The same was true in the context of Kimyo International University in Tashkent. However, there have been some limitations in the research, such as the scale of the research. Further research should encompass a wider scale of private universities and state universities to identify if the same result can be replicated. In addition, another study should be done on how students can be trained better to edit their peer's work.

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Appendices

Figure 1

1. Do you train your students in peer editing?
6 ответов

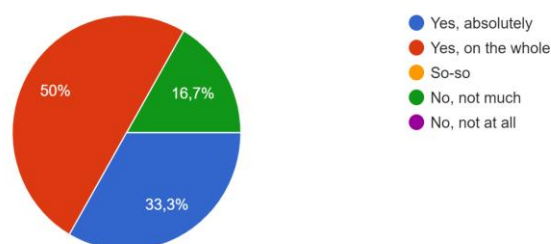


Figure 2

2. Does peer-editing help collaboration?

6 ответов

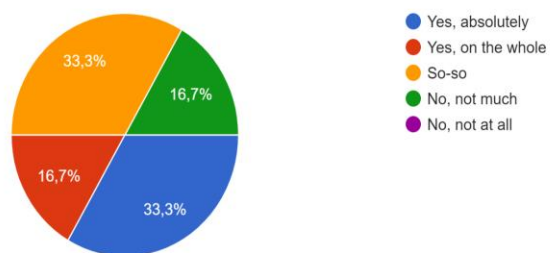


Figure 3

1. Do you like having your writing peer edited?

63 ответа

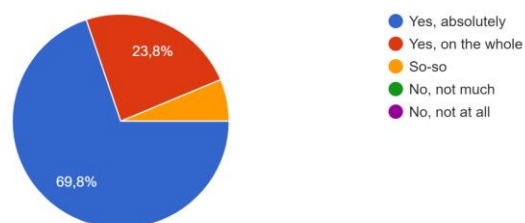


Figure 4

2. Do you like editing other students' writing?

63 ответа

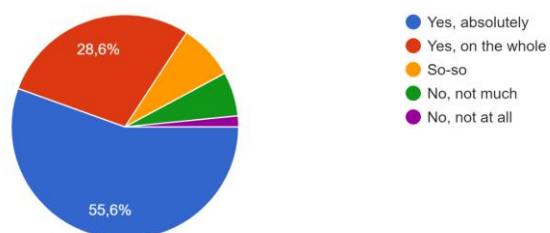


Figure 5

4. Do you discuss peer editing in English?

63 ответа

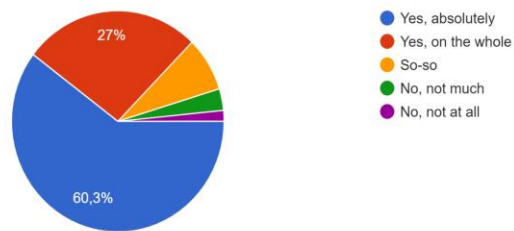
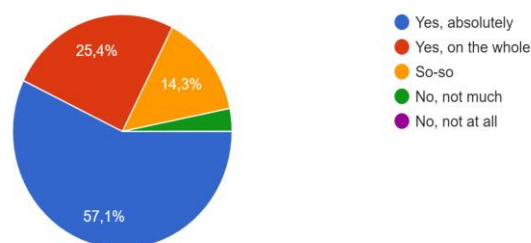


Figure 6

10. Does peer editing improve your overall writing?

63 ответа



GAMIFIED LEARNING STRATEGIES FOR VOCABULARY AND GRAMMAR ACQUISITION

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Abstract

This article explores the concept of gamified learning strategies as an effective method for teaching and acquiring vocabulary and grammar in English language education. It investigates the role of gamification in creating engaging and interactive learning experiences that promote active participation, motivation, and retention of language skills. Through an examination of various studies and researches, this article highlights the benefits of incorporating gamified elements in English

language teaching and offers practical suggestions for implementing gamified strategies to enhance vocabulary and grammar acquisition.

Keywords: gamified learning, vocabulary acquisition, grammar acquisition, English language teaching, motivation, interactive learning, game-based learning

Introduction:

Language learning can often be perceived as a tedious and challenging task. Traditional classroom-based approaches may not always effectively engage students, leading to limited motivation and lower long-term retention of language skills. In recent years, educators have turned to gamification as a mechanism for creating enjoyable and immersive learning experiences. This article examines the significance of gamified learning strategies for acquiring vocabulary and grammar in teaching English language.

Benefits of Gamified Learning Strategies:

1. **Increased Motivation:** Gamified learning techniques leverage intrinsic motivation through interactive games and challenges, fueling students' desire to engage with English language learning. (Dicheva et al., 2015)
2. **Active Participation:** Gamification encourages active participation and student-centered learning. Students are motivated to engage with the content, make decisions, and explore language rules through hands-on activities. (Royle & LaBeaud, 2014)
3. **Retention and Application of Knowledge:** Gamified learning strategies provide repeated exposure to vocabulary and grammar rules in a contextually meaningful way, resulting in improved retention and transfer of knowledge. (Lee & Hammer, 2011)

Through incorporating interactive activities, quizzes, and challenges, gamified learning strategies encourage students to apply their English language skills in real-time scenarios. This active learning approach enhances information retention, as learners are more likely to remember and recall concepts and vocabulary learned through interactive gameplay (Johnson et al., 2016).

Practical Applications of Gamified Learning Strategies:

Immediate Feedback and Progress Tracking: One of the significant advantages of gamified learning strategies is the provision of immediate feedback. By receiving instant feedback on their performance, students can identify areas of improvement and correct errors efficiently. Such immediate feedback helps to reinforce correct language patterns and prevents the formation of incorrect language habits.

Additionally, gamified learning platforms usually offer progress-tracking tools, allowing students to monitor their advancement and set personal goals. This feature enhances student autonomy and self-regulation, as learners can visualize their progress and identify areas where additional effort may be required (Dicheva et al., 2015).

1. Vocabulary Acquisition: Incorporate gamified elements such as word puzzles, vocabulary quizzes, or interactive flashcards that encourage students to explore and internalize new English vocabulary actively. (Chu & Loh, 2017)

2. Grammar Acquisition: Design gamified grammar exercises that challenge students to apply grammar rules in practice. Incorporating elements like interactive storytelling or virtual quests enables learners to engage with grammar rules in contextualized situations. (Buckley & Doyle, 2014)

Furthermore, gamified learning environments often offer communication tools, such as chats or forums, where students can discuss and share ideas relating to language learning. This collaborative aspect provides learners with opportunities for real-world language practice in a supportive and interactive setting (Connolly et al., 2012).

The integration of gamified learning strategies in English language teaching offers a range of benefits, including increased motivation, active participation, and improved retention of vocabulary and grammar skills. By leveraging games' immersive and interactive nature, educators can create engaging learning experiences that foster student interest and enhance language acquisition. Incorporating gamified elements into language learning should be a valuable technique for educators seeking innovative and effective approaches to enhance vocabulary and grammar acquisition.

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THE INFLUENCE OF CULTURE ON LANGUAGE DEVELOPMENT

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Abstract. Language development is a complex process shaped by a myriad of factors, among which culture plays a pivotal role. This article explores the profound influence of culture on language acquisition, examining how cultural contexts, beliefs, and societal norms intricately shape linguistic development from infancy through adulthood. By investigating cultural variability in language structures, bilingualism's cultural perspectives, and the interplay between cultural competence and communication, this article illuminates the symbiotic relationship between culture and language. It underscores the significance of recognizing and embracing cultural diversity in fostering robust language skills and effective cross-cultural communication.

Keywords: Language development, culture, linguistic diversity, bilingualism, multilingualism, Cross-Cultural Communication

Introduction

Culture stands as a profound influencer in the intricate tapestry of language development, weaving its essence into the very fabric of linguistic acquisition and expression. As Gumperz (1982) aptly notes,

"Language is not merely a means of expression; it is a reflection of cultural values, norms, and identity." Indeed, the developmental trajectory of language, defined as the acquisition and maturation of communicative skills and linguistic competence, unfolds within a complex interplay of cultural contexts and societal dynamics.

Language development, in its multifaceted nature, encompasses the intricate processes by which individuals acquire, comprehend, and utilize linguistic structures and communication patterns (Hoff, 2013). From the foundational stages of phonological acquisition to the higher-order development of syntax and semantics, language evolution reflects an amalgamation of cognitive, social, and cultural influences.

Understanding the interwoven relationship between culture and language in this developmental process is paramount (Vygotsky, 1962). Cultural contexts serve as the fertile ground nurturing language acquisition, molding not just the lexicon but also the very essence of communication styles, intonations, and pragmatics (Harkness & Super, 2006). It is within these cultural milieus that language acquires its contextual meanings, imbuing words with nuances that extend beyond mere semantics.

The significance of unraveling this interplay between culture and language in the developmental journey cannot be overstated. It is this dynamic relationship that shapes not only linguistic competence but also an individual's worldview, social interactions, and identity formation (Kramsch, 1993). A comprehensive understanding of how culture permeates language development allows for a deeper appreciation of the richness, diversity, and adaptive nature inherent in the human linguistic experience.

Foundations of Language Development

Language acquisition theories offer diverse perspectives on how individuals acquire language and the role of culture within this process. Behaviorist theories, such as those by Skinner (1957), underscore the significance of environmental stimuli and reinforcement in shaping language learning. However, these theories often overlook the cultural nuances and social interactions integral to language acquisition.

In contrast, nativist theories, notably advocated by Chomsky (1959), emphasize innate language structures and universal grammar. While these theories acknowledge the existence of an inherent language acquisition device, they sometimes fall short in addressing the cultural variability observed in language development across diverse communities.

Interactionist theories, such as those proposed by Vygotsky (1962) and Bruner (1983), highlight the synergy between innate capacities and sociocultural influences in language learning. They emphasize

the pivotal role of social interactions, cultural contexts, and the zone of proximal development in shaping language acquisition, recognizing the dynamic interplay between cultural environments and linguistic development.

Early social interactions, particularly within the family unit, play a pivotal role in laying the groundwork for language acquisition. Family dynamics, routines, and cultural practices provide the initial scaffolding for linguistic development (Hoff, 2006). The culturally embedded practices of infant-directed speech, where caregivers modify their language to suit the child's developmental stage, serve as a cultural bridge facilitating language acquisition (Kuhl, 2004).

Cultural contexts serve as the fertile ground for language exposure and practice. Infants and children immersed in culturally rich linguistic environments encounter varied speech patterns, vocabulary, and communicative styles, influencing their language acquisition trajectory (Golinkoff & Hirsh-Pasek, 2006). For instance, cultures with collective orientations might emphasize communal interactions, nurturing language skills through collaborative learning experiences.

Moreover, cultural values and norms dictate the emphasis placed on certain linguistic aspects. For instance, cultures with rich oral traditions might prioritize storytelling and narrative styles, influencing children's language development through exposure to oral discourse (Heath, 1983).

Cultural Variability in Language Structures

Diverse cultures exhibit an array of linguistic structures and grammar systems that reflect their unique cultural contexts and influences. For instance, some languages employ tonal systems where the pitch of a word alters its meaning, as seen in tonal languages like Mandarin Chinese or Yoruba. In contrast, languages like English or French rely on intonation for emphasis rather than for denoting lexical meaning.

Morphological structures also differ significantly among languages. Agglutinative languages, such as Turkish or Hungarian, utilize affixes in a systematic manner to convey complex information within a single word. In contrast, isolating languages like Vietnamese convey grammatical relations through word order and context rather than through inflectional morphology.

Syntax, the arrangement of words in sentences, varies across cultures. Subject-Verb-Object (SVO) order, prevalent in English, differs from languages like Japanese (Subject-Object-Verb or SOV) or Latin (Subject-Verb-Object or SVO), reflecting unique structural preferences within different linguistic communities. With its Subject-Object-Verb (SOV) word order and particle marking grammatical functions, Japanese demonstrates a unique structure that influences cognitive processes. The fluidity of honorifics and politeness levels embedded within the language shapes social interactions and

cultural hierarchies (Matsumoto, 1988). Swahili, with its extensive system of noun classes indicated by prefixes, exemplifies a language structure that encapsulates cultural categorizations. The classification of nouns reflects cultural perceptions, differentiating between animate and inanimate objects, or even denoting social status or relationships (Ashton, 1944). Navajo, an Athabaskan language, showcases complex verb structures and intricate grammatical systems that intricately encode spatial relationships and temporal concepts. This language's structures are deeply embedded within Navajo cultural traditions, reflecting their interconnectedness with the environment (Kari & Potter, 2010).

These examples highlight how linguistic structures embedded within diverse cultures shape not only language use but also cognitive processes and cultural perceptions. Understanding these linguistic features provides insights into how language both reflects and influences cultural systems and cognitive frameworks.

Sociocultural Factors in Language Acquisition

Cultural beliefs, practices, and norms serve as significant determinants in the language learning process. In many cultures, language acquisition is intricately intertwined with socialization practices. For instance, in collectivist cultures, language learning often occurs within communal settings where group interactions and shared experiences play a pivotal role (Rogoff, 2003). In contrast, individualistic cultures might emphasize more independent language learning experiences.

Cultural beliefs about child-rearing and education significantly influence language acquisition in children. Cultures that prioritize formal education from an early age might have structured language learning experiences, whereas cultures that emphasize experiential learning might encourage language acquisition through practical immersion and everyday interactions (Harkness & Super, 2006).

Language acquisition is deeply impacted by cultural heritage, traditions, and societal values. Heritage languages, passed down through generations, carry cultural identities and historical narratives. Children raised in culturally rich environments where heritage languages are preserved often exhibit a deeper connection to their cultural roots (Fishman, 1991).

Traditions and rituals within a culture often serve as conduits for language learning. Ceremonies, storytelling, and festivities embedded with cultural significance provide contexts for language acquisition, reinforcing cultural values and identities (Heath, 1983). Language use during these cultural practices strengthens not only linguistic skills but also cultural bonds.

Societal values, such as the importance placed on linguistic diversity or the level of multilingualism within a community, significantly impact language acquisition. Cultures that value and promote multilingualism tend to have individuals who are more adept at language switching and are more accepting of linguistic diversity (Kroskrity, 2000). In essence, cultural beliefs, practices, traditions, and societal values create a rich tapestry that influences language acquisition from early childhood to adulthood. Understanding these sociocultural factors provides insights into the varied approaches to language learning and the deep connections between language, culture, and identity.

Bilingualism and multilingualism: cultural perspectives

Bilingualism and multilingualism carry profound cultural implications, shaping not only language skills but also cultural identity. The ability to navigate multiple languages reflects adaptability, connecting individuals to diverse cultural contexts. Bilingual upbringing often involves a blending of cultural elements, fostering a nuanced understanding of cultural diversity (Wei, 2000). Moreover, bilingual individuals often contribute to the richness of cultural exchange, acting as bridges between linguistic and cultural communities.

Bilingualism goes beyond language proficiency; it serves as a powerful indicator of cultural identity. The language choices individuals make in different contexts reflect their cultural affiliations, allowing for dynamic expressions of identity. Bilingual individuals often engage in code-switching, adapting their language use to the cultural nuances of their surroundings, showcasing the interconnectedness of language and culture (Grosjean, 1982).

Culture and language education

Language education that incorporates cultural diversity enhances students' understanding of language as a living expression of culture. Integrating cultural perspectives into language curriculum fosters a more holistic and authentic language learning experience. Recognizing the socio-cultural contexts of language use provides students with tools to navigate real-world language scenarios with cultural sensitivity (Byram, 1997).

Inclusive language education recognizes and leverages cultural influences to create an enriching learning environment. Pedagogical approaches that integrate cultural diversity include incorporating diverse literary works, multimedia resources, and interactive activities that reflect the linguistic and cultural diversity of learners. This approach not only promotes language proficiency but also nurtures cultural awareness and respect (Norton, 2013).

The influence of globalization on language and culture

Globalization has ushered in an era of increased interconnectedness, influencing language diversity and cultural preservation. While it facilitates cross-cultural communication, globalization also poses challenges to the preservation of linguistic diversity. Some languages face the risk of diminishing in the face of dominant global languages, raising questions about the sustainability of cultural heritage (Crystal, 2000).

The interconnectedness brought about by globalization shapes language development by introducing new linguistic influences. Cultural practices are not immune to these changes, with global trends impacting local traditions. Understanding this dynamic is crucial for preserving cultural authenticity while navigating the evolving landscape of global communication (Pennycook, 2007).

Conclusion

In conclusion, the symbiotic relationship between culture and language development is evident in bilingualism, multilingualism, language education, and the effects of globalization. Recognizing and respecting cultural diversity is fundamental to nurturing language skills in a globalized world. This exploration underscores the importance of embracing linguistic and cultural richness for a more inclusive and interconnected future.

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Instructional Technology in Language Education

IMPACT OF EDUCATIONAL TECHNOLOGIES IN LANGUAGE TEACHING ON THE STRENGTHENING OF THE MUTUAL EDUCATIONAL SYSTEM

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Abstract: Nowadays, there is a growing interest in the use of interactive methods, innovative technologies, pedagogical technologies in education, one of the reasons for which to date students are taught only ready-made knowledge, and the use of modern technologies requires them to think independently. teaches to search, analyze and draw conclusions.

Keywords: technology, multimedia, pedagogical technology, information technology, foreign language, IELTS, trends

Introduction: The main goal of all reforms in the field of education is to educate spiritually well-developed people, to improve the education system, to implement teaching processes based on new pedagogic and information technologies in accordance with the needs of the times. That is why special attention is paid to the effective use of modern computer and information technologies in the educational system. This is to increase the level of knowledge and skills in this field, to provide technical support for the educational system, and to create full opportunities to use the Internet in order for the pedagogic staff to use modern tools of information technology in the process of education.[1]

Literature analysis and methodology: One of the main ways to improve the quality and efficiency of the educational system is the use of modern information and communication technologies in the educational process, including multimedia training courses, interactive interactions between the teacher and the student. provision, involving highly qualified personnel in the development of

multimedia training courses and textbooks. We know that today it is difficult to imagine improving the quality and efficiency of education without modern computer and information technology tools. In the national personnel training program, it is emphasized that the creation of modern educational technologies aimed at solving the problems of mastering educational content at the stage of developing and introducing a new generation of didactic and informational support of the educational process is an urgent issue. Including the development of methods of integration of science and production in the educational process, its implementation, theoretical and practical training and individualization of the process of independent learning, as well as the development of distance education system technology, its tools, Acceleration of students' education on the basis of mastering, new pedagogical and information technologies and distance learning technologies are among such urgent tasks. Currently, one of the important factors in increasing the effectiveness of education is the use of technical tools. This, in turn, increases interest in language learning and the quality of lessons, ensures students' activity in the learning process.[2]

If the methods are chosen correctly in the educational process, the intended result can be achieved in a short way. Non-stop improvement of the field of education, organization of training classes on the basis of pedagogical innovations, and its successful implementation are among the urgent tasks facing higher education institutions and important tasks facing professors and teachers of higher education. Modern technology has witnessed many changes all over the world and these changes have improved the standard of living and prosperity of people. Ever since technology has been applied to various fields, the whole world has become a global arena and people can do all activities very efficiently in seconds. True, with the introduction of the latest technological innovations in the education sector, the education sector has also benefited more. In the current generation, there has been a drastic change in the attitudes and learning styles of modern students. When learning a language such as English, they do not accept the traditional methods and approaches of language teaching. But they are very interested in the latest styles, methods and approaches to teaching English.[3]

We can observe the same situation in teaching English to second or foreign language learners. Thus, some modern English teachers have realized the situation in time and they are adopting new technologies in teaching along with implementing the latest methods and approaches. In order to make learning English interesting and exciting for students, teachers should always try to master innovative technologies and be aware of modern IELTS trends. Technology has brought a new dimension to the field of education. In this digital era, there is no chance for chalk and blackboard and they have been replaced by digital or smart or interactive whiteboards, so the teacher's burden is reduced and the students' concentration is increased. As a result, there is a positive attitude among

students in relying on content, and teachers encourage them to use computers, laptops, OHP, mobile phones, tablets, etc. able to encourage them in a positive way using existing technologies such as In addition, teachers are using digital texts and authentic materials in their classrooms to stimulate students' interest in the learning point.[4]

Result: The most inspiring aspect of technology is its ability to reach audiences around the world. In language learning, this means engaging local teachers and having students take courses taught by native speakers – ensuring proper immersion. Taking a language course online opens the door for almost anyone to access the course and its resources. Language learning technology in educational centers is education of the present, not the future. The use of new technologies in the classroom has become a perfect addition to language acquisition or acquisition, and English courses with technological support are the most effective and necessary for students who want to succeed in their studies.[5]

Conclusions: In addition, technology has more benefits in preparing successful teachers. In fact, successful teachers are those who have high levels of interpersonal and interpersonal relationships, and they have real opportunities to get to know children, wherever they are, and to hear their words sincerely. In addition, successful teachers must have a deep understanding of the material being taught and its humility, likable personality and their interactions, and respect for and connection with their students. In addition, successful English language teachers should make the most of available technology, using interesting materials downloaded from the Internet for classrooms and also for their students.

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INTERACTIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES AND CREATING A LANGUAGE ATMOSPHERE

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Abstract: The purpose of the presented work is to consider the process of introducing interactive pedagogical technologies (games, collaborative learning, and development of critical thinking) into vocabulary teaching in the classroom. Content, means, techniques of interactive pedagogical technologies (games, learning in collaboration, development of critical thinking). The hypothesis lies in the assumption that the use of techniques included in interactive pedagogical technologies (games, collaborative learning, and development of critical thinking) is an effective stimulation of the process of teaching vocabulary, a special way of motivating students to learn vocabulary as an integral part of all types of speech activity.

Key words: interactive technologies, teaching, education, processes, language learning.

One of the main tasks of modern society is to change educational policy in general and in the field of teaching as well. The highest priority in education today is not so much the acquisition by students of a large amount of knowledge, but rather the development of their intellectual and creative

potential, which allows them to subsequently produce new knowledge. In this regard, the principles of traditional education are being reformed, largely due to social orders. Training is implemented within the framework of a personality-oriented approach, which involves individualization of training, taking into account the level of language proficiency, level of intellectual development and individual psychological characteristics of students. This means that the center of learning is the student's personality, his motives, goals, and special psychological make-up, which together determine the nature of learning. This approach forms the student's activity, his readiness for educational activities, for solving problematic problems through partnerships with the teacher.

In modern language learning conditions, it is necessary to develop such qualities of students as the ability to independently acquire knowledge and apply it in practice; the ability to think critically and creatively, produce new ideas; ability to work with information, analyze it and highlight the main thing; the ability to work in a team, coordinate your actions with others and avoid conflict situations. These personality qualities are applicable not only as the ultimate goal of education in general, but also in the field of teaching. [1] Pedagogical technologies, which have recently been widely used in teaching, are aimed at the formation and development of the above qualities of students. Currently, in the field of teaching, issues related to such concepts as interactivity and interactionism.

In relation to pedagogical technologies, these concepts are leading, since they determine the motivational basis of language learning. Pedagogical technologies are based on interactionism (from the English interaction - interaction, influence on each other) - one of the popular concepts of modern social psychology. There are several views on the scope of interactivity. According to the first point of view, interactivity is a property exclusively of information computer technologies. In the "New Dictionary of Methodological Terms and Concepts", interactive learning tools include "learning tools built on the use of information and computer technologies," and interactive mode is defined as "the mode of interaction between the user and the computer, exchange of messages between the user and the computer system in real time". In this work, interactive pedagogical technologies are understood in a broad sense and are used both in computer-based learning and in other types of learning as a special mode of student interaction with the learning environment. The learning process is carried out in conditions of constant, active interaction of all students; the teacher and student are equal subjects of learning [2].

Game technologies - goals of the game; - materials for games (cards, drawings, pictures, material objects, handouts); - attributes of the game: individual, pair, group game, dramatization, problem-search, mutual questions and group assignments, rules of the game, distribution of roles, mobility /

immobility of game participants. While playing, explore the world. Once you get the role, act as if you really were that person. Express yourself in the game, don't be shy to show off your talents.

Technology, learning in collaboration - goals of cooperation; - educational materials (texts - for a pair or group of students) pair, group, team mutual explanation, game, mutual questions and group assignments, conversation (discussion), reasoned argument, division into pairs/teams, identification of a group leader/team captain, team work scenario , a reward system for success in teamwork. Studying together with others, help the weak and learn from the strong; defend your point of view and listen to the opinions of others; try to work with someone, not against someone.

Technology for the development of critical thinking - goals; - educational materials (texts - for each student); - necessary tools for work (pens, colored pencils) individual, less often paired or group comparative analysis, problem-search, diagramming, building an associative series three-part model of activity (three stages: challenge, comprehension, reflection) Thinking critically does not mean thinking negative; this means thinking sensibly, being able to analyze and interpret information, finding advantages and disadvantages in any subject of thought. From the existing range of student-oriented pedagogical technologies, can be identified three technologies endowed with signs of interactivity: gaming, collaborative learning and development of critical thinking [3]. The choice of these technologies is due to their versatility in the context of teaching vocabulary, and through it, verbal communication; they can be filled with any educational material, used in working with any topic, and integrated into working with educational text; they can be used regardless of the age of students, therefore they are applicable both in primary and secondary schools, and at universities, within all profiles (philological, non-philological, coursework, etc.) and at any stage of teaching both the native language . In addition, during one practical lesson, you can use the techniques of all three technologies in combination. Interactive pedagogical technologies in teaching foreign languages involve the use of various tools and techniques to engage learners actively and create a language-rich environment. Some examples include:

- Gamification: Incorporating game elements, such as quizzes, challenges, and rewards, into language learning apps or platforms to increase motivation and engagement.
- Virtual Reality (VR): Creating immersive virtual environments where learners can practice real-life language situations, interact with virtual characters, and explore culturally relevant contexts.
- Online Language Exchanges: Connecting students with native speakers through video calls or online platforms to facilitate authentic language practice and cultural exchange.

- **Language Learning Apps:** Utilizing mobile applications that offer interactive exercises, pronunciation feedback, vocabulary building, and grammar practice.
- **Multimedia Resources:** Using videos, audio recordings, podcasts, and online articles to expose learners to authentic language input and promote listening and reading comprehension skills.
- **Collaborative Projects:** Encouraging group work and collaboration among learners by assigning tasks that require them to communicate in the target language, such as creating presentations, role-playing dialogues, or developing digital content.

Creating a language atmosphere involves immersing learners in an environment where the target language is actively used and promoted. Strategies for creating a language atmosphere include:

1. **Authentic Materials:** Providing access to authentic materials, such as books, magazines, movies, music, and websites, to expose learners to real-world language usage.
2. **Language Clubs or Conversation Groups:** Organizing language clubs or conversation groups where learners can meet regularly to practice speaking skills and discuss topics of interest.
3. **Cultural Events:** Organizing cultural events related to the target language, such as festivals, food tastings, or movie nights, to encourage learners to experience the language in a cultural context.
4. **Language Immersion Programs:** Offering immersion programs where learners can spend time in a country where the target language is spoken to practice their language skills in authentic settings.
5. **Language Pledges:** Encouraging learners to make a commitment to use the target language exclusively during specific periods, such as in class or during designated language activities.

By combining interactive pedagogical technologies with the creation of a language atmosphere, educators can enhance foreign language teaching and create an engaging and immersive learning environment for their students. The success of using a particular technology is determined by the relevance of the socio-pedagogical idea underlying it.

1. Gaming technologies are based on the idea of developing students' creative thinking, abstraction and symbolization abilities. The effectiveness of using gaming technologies in the classroom is undeniable due to the fact that the game motivates activity, increases interest in the academic subject, removes "psychological barriers," creates an atmosphere of competition, and mobilizes the creative potential of students.[4]

2. Collaborative learning technology implements an important idea for learning - cooperation and interaction among students; it helps students develop the ability to work in a group, hear each other, and coordinate their actions with others.

3. The technology for the development of critical thinking is based on the idea of developing students' motivation, logic, independence, structure and effectiveness of thinking.

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THE DIDACTIC REQUIREMENTS FOR THE USE OF INTERACTIVE TECHNOLOGY IN THE TFL

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Abstract. The use of interactive technology in TFL requires careful consideration of several didactic requirements to ensure its effectiveness. These requirements include alignment with learning objectives, engagement and motivation of students, adaptability to different learning styles, levels, and needs, integration into pedagogical approaches, provision of feedback and assessment, and promotion of accessibility and inclusivity.

Keywords. Interactive technology, learning objectives, engagement, motivation, adaptability, learning styles, levels, needs interactive games, multimedia resources, language proficiency, assistive technologies.

The following criteria were developed for scientific validation of the pedagogical prerequisites for implementing interactive learning technology in the process of learning a foreign language in high school:

- 1) The development of an interactive lesson framework based on technology: Playback (focusing on new material using a method known as "work with the concepts"), comprehension (understanding the knowledge gained through analysis), knowledge (students interacting with educational materials and a computer during self-study), motivation (igniting interest in the study of a foreign language through situations taken from real life or relating to a specific profession), and transfer (transferring information to each other in the process of group work);
- 2) The development of a full-fledged cognitive process during foreign language instruction, with students gaining not only a linguistic understanding of software but also the formation of a worldview by becoming familiar with the substantive values of the new language as authentic verbal interactions; that is, the development of the student's capacity to relate to both their "own" and "others," realizing the similarities between the original culture and the culture of the nation where the foreign language is studied;
- 3) Using appropriate forms, kinds, and methods to structure the learning process while considering the psychological support of each student: this helps to prevent students from becoming weary during class by utilizing a variety of instructional activities (in groups, including pair work, stimulating dialogue, monologue, speech, writing, listening, and reading); it also aims to create a welcoming environment in the classroom by utilizing contemporary technology;
- 4) The structure and growth of dialogue communication in the classroom: this approach aims to collaborate in the cooperative resolution of linguistic aspects of the assigned communicative orientation, i.e., students' participation in an oral (listening, speaking) and written (reading and

writing) communication; in this instance, themes, the communication sphere, communication situations, possible under specified conditions, and approaching on the fundamental parameters of one's real intercultural communication determine the selection and organization of educational material;

5) In order to strengthen each participant individually in his or her own position, the process of forming a student's autonomy in an educational setting entails teaching them various language-learning strategies based on structured individual responsibility (students' study together on material that can later be used individually);

6) Learning a foreign language through the creative process: it's important to minimize the amount of front work involved in the educational process by using collaborative, paired, and group projects, as well as joint creative activities. At the same time, it's important to create opportunities for students to apply their prior knowledge and skills from their lessons in new contexts, rather than requiring them to assimilate information mechanically;

7) The method for tracking foreign language acquisition: it employs interactive learning technology to recognize and analyze the activities that students do, and while providing feedback, it offers information about how well students are really achieving their final goals.

The use of interactive teaching methods—which teach students how to analyze situations in life, make their own decisions, defend their own and respect other people's points of view, and have the necessary communication skills when in a relaxed environment—in terms of cooperation when learning a foreign language with the aid of technology is known as interactive learning technology implementation in cooperative learning. The following group techniques are the most effective for learning a foreign language:

Informational methods (using language concepts), discussional methods (organizing successful communication through interactive training), game methods (using theatrical settings that are particularly structured), and analytical methods (gaining comprehension skills and material analysis), video conferencing technique (which allows participants to be combined from different places and even countries); inventive approaches (making one's own video games to aid in language acquisition). As a result, through the use of information interactive methods, students are able to: classify concepts according to importance and category; compose brief texts utilizing the concepts in question; comprehend complex linguistic realities of the target language, terminology, concepts, etc.; and work productively with dictionaries and reference materials. The discussion approach seeks to address issues in the theoretical and applied contexts, as well as the development of group decisions and the capacity to view problems from many perspectives.

Using role-playing games, students can become accustomed to portraying different people in situations that are as realistic as possible. Situational games use random scenes to mimic real-world scenarios, game-trips, which resemble historical, geographical, local history, and anthropological expeditions; cerebral games, such as "Lucky Case" and "What? Where? When?" In order to organize autonomous analytical work in the classroom—such as the examination of publications and other printed materials, as well as audio and video resources—the analytical technique aims to develop the ability to summarize the key concepts.

The technique of interactive lessons in the form of a video conference is a multilateral connection for transferring audio and video, which can be used for all kinds of communication when imaging is required in addition to sound transmission (participants can still see and hear each other even though they are geographically separated). A creative task with multiple approaches and a fair number of unknown aspects is called a creative method. It also needs to satisfy the following requirements: Although it lacks a clear conclusion or solution, students can still benefit from it because it is relatable to their daily lives and engaging.

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DIGITAL EDUCATIONAL TECHNOLOGIES IN FOREIGN LANGUAGE TEACHING

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Abstract: This article examines the use of digital educational technologies in foreign language teaching, presents the didactic possibilities of these technologies for learning and teaching types of speech activities.

Keywords: digital educational technologies, foreign language, foreign language teaching.

Today, people require the use of electronic media of the 21st century to communicate with each other. Information and communication technology (ICT) has become a major part of our daily life in this age of technology. Digitization and large-scale use of information and communication technologies are being introduced in our country in all areas, including educational institutions. This phenomenon has been highlighted by many as the wave of the future, where language teaching will be influenced by new advances in computers, the Internet, and mobile technologies [3; p. 56]. The impact of technological innovations has also started to manifest itself significantly in language teaching. Extensive opportunities for teaching foreign languages are being created in our country. In particular, to ensure the quality of teaching foreign languages to the growing young generation at all stages of the continuous education system, to fundamentally improve the system of training specialists who can speak foreign languages fluently, to promote the integrity and continuity of

educational programs in this direction. providing, along with digitization of the system, some relief has been created for users, learners [1; p. 12].

These changes include increased attention to interactive forms of teaching, mandatory use of digital technologies at all stages of the educational process - from the presentation of material to its control, modeling of innovative teaching methods, development of information and communication competence of students, all participants of the educational process, organization and regulation of independent work related to putting [2; p. 248].

Digital educational technologies are a method of organizing a modern educational environment based on digital technologies [8; p. 5].

Technology should support 4 key components of the learning process: active participation, teamwork, interaction, and expert feedback.

The choice of technologies that can be used, unfortunately, often depends on the resources available to the teacher and the educational institution. A common case is an interactive whiteboard or a computer with a projector.

It increases the motivation of students who are fed up with the traditional methods of language learning to use the computer during the lesson.

One way to integrate the use of technology into an English course is to use a blended learning approach.

Blended learning here refers to a language course that combines face-to-face interaction and the use of technology in the classroom, and this definition refers to students' use of technology at home.

One of the best ways for teachers to implement this type of blended learning is information, which is a set of conditions that help the emergence and development of the processes of interaction of educational information between students [4; p. 28]. The subject of communication is the creation and use of the environment, the teacher's information and communication technology tools, as well as the formation of the student's cognitive activity, while the environment components are filled with science content. At the same time, the following are provided: working with the information resource of a certain subject field using interactive tools of information and communication technologies; interaction of information with the means of interactive information and communication technologies interacting with the user as a subject of information communication and a person; the interaction of interactive information between the user and the objects of the subject's environment reflects the

laws and characteristics of the relevant subject area (or areas) [6; p. 15]. The performance of the information and communication subject environment is determined by the following factors:

both with mutual information of users and with screen images of studied objects, to the processes or events under consideration, passing and developing based on the use of the information educational resource of a certain field of science exposure to educational plots;

the ability to work in the conditions of implementation of established educational technologies aimed at learning the laws of a particular field of science [5; p. 26].

A common obstacle when integrating technology into a foreign language course is the question of what the teacher should do if something goes wrong. A teacher, when using technology, should always have a plan B, that is, be prepared for the possibility that the technology may not work as planned. But in this article, we are not talking about this, but about the process of direct integration of information technology into the curriculum [7; p. 84].

1. Vocabulary teaching using digital information technologies

As you know, learning vocabulary can be very difficult. Not only do students have to learn a large number of words, but they also have to encounter them several times in context before they can memorize them and use them in practice. In addition to individual words, students must learn a large number of phrases. Most language courses do not have enough time for students to learn all the vocabulary they need, so most of it has to be learned outside of the classroom.

Taking into account all these factors, the teacher should not only teach pre-selected words and phrases, but also introduce students to effective vocabulary learning strategies and develop students' independent work skills.

Information technology can help students learn words because it has been proven that words and phrases are remembered better when they are presented in an interesting way and when they have an emotional impact on students. Thus, technology helps the teacher to find different and sometimes interesting ways to introduce vocabulary in the classroom. An example of such a task can be "Word Puzzles".

2. Teaching grammar with numerical data

Consider how information technology can be used to teach grammar.

Many technologies are used by people in everyday life to test their knowledge of grammar, as well as to help with writing.

For example: sites that automatically translate texts and tools built into word processing programs (spelling and grammar checks), comparing Google results using a web page called Googlefight, etc.

These technologies are useful both in the process of language learning and in everyday life.

3. Learning to listen using digital information technologies

Technology has long supported language learning, from wax rolls produced by the Linguaphone 1 to gramophone records to digital CD recordings.

But we can say with confidence that with the advent of the Internet through podcasts and other online audio resources, teaching foreign languages has become much more interesting. Technology, when used correctly, can help teachers and students understand spoken language in real life.

Listening is an active process in which listeners select and interpret information from audio and visual sources to determine what is happening and what the speaker is trying to convey. However, teaching listening is not an easy task and it is not easy to show results.

How can digital technology help? There is an opinion that the main goal should be to maintain motivation, facilitate practice and listen outside the audience. Teachers can use technology, especially the Internet, to demonstrate the benefits of authentic information sources by engaging students in tasks of personal interest.

YouTube has tons of great videos and podcasts that focus on improving your listening skills. In addition to the Internet, recording devices (mobile phones and MP3 players) can be used to record people known to the teacher and students. Telephone tools (such as Skype) can also be used.

4. Teaching to read through the use of digital information technologies

Reading is a complex and multifaceted skill. Ideas about how best to study are constantly changing, especially with the development of the Internet. The International Association of Readers emphasized the need to acquire new competencies in the field of information and communication in order to be fully literate in today's world. Therefore, it can be said that teachers should help students to develop their reading skills. When it comes to electronic texts (for example, how to work with hyperlinks to texts) and new text genres (e-mail, chat, microblogs, etc.), as well as new combinations, the identity of text and images has changed, different reading strategies were needed. All of these new texts require a new set of skills, usually lumped together under the term "digital literacy."

5. Learning to write using digital information technologies

Writing is probably one of the most challenging skills due to the growth of Internet users. Recently, blogs, Wikipedia or There is growing interest in important new tools, such as social media platforms, that help students get into the habit of writing. In many cases, you will see your students writing regularly on the Internet. One of the tasks facing the foreign language teacher is to help the student to expand the "World Internet beyond the mother tongue". The way to solve this problem is to use the Internet as an opportunity to learn a language.

Blogs are another tool for learning a foreign language. Teamwork can also be defined through the use of technology. Perhaps the best tool for this is Wikipedia (an easy-to-use website with easily editable content). While e-mails, chats, and blogs often focus on informal and personal communication, writing a wiki page is more formal and focused on a specific topic. In addition to Wikipedia, teachers can experiment with other projects for English language learners, such as Simple English Wikipedia (<http://simple.wikipedia.org>). Collaborating on such a project can be very motivating for some students.

Social media writing is another area that cannot be overlooked. Social networks such as Facebook or Twitter have become an integral part of many students' lives, and teachers may find that some of their students are already using a foreign language to communicate with other people on these sites. In this case, the use of social networks in the classroom is a very popular opportunity.

Collecting students' written work in an electronic portfolio is another area that the teacher should consider. It can become an integral part of the student's personal environment.

In addition to regular writing skills, your students may need digital literacy skills, which is another reason to use digital tools. There is much to learn with students: the multimodality of digital texts (e.g. combining text and images), writing in different digital contexts (eg using mobile text messaging or SMS, as well as fonts and other design features, etc.).

6. Learning to speak using digital information technologies

For many years, computers have been associated more with written applications than spoken languages, but new developments in Web 2.0 allow teachers and students to access the Internet for language teaching and learning. with the increase, the focus shifted to another direction. Web 2.0 tools are one of the best technologies to help students improve their speaking skills. Voice recording is easy these days, as most mobile phones have a built-in voice recorder and there are many free web-based tools that allow you to do the same. Such tools include mobile phones, web cameras, VCRs, and audio editing technologies from audio websites, web interviews, computer games, and virtual

speeches, which are now widely available and can be used to enhance speech. can be used to show many ways to increase your level speed.

7. Teaching pronunciation using digital information technologies

Pronunciation is an often overlooked and sometimes forgotten aspect of language teaching. Recently, many tools and websites have been developed to help the teacher and student with pronunciation.

To teach pronunciation, including general phonetic knowledge, common mistakes in pronunciation and analysis of specific points such as stress, connected speech features, use of phonetic transcription, etc., special Internet resources, websites, speech log You can use names, phonemic charts and other online tools.

Teachers around the world are increasingly realizing the benefits of skillful use of modern ICT in education. ICT helps to solve the following problems: improvement of educational processes, improvement of educational results and motivation, networking and implementation of joint projects, improvement of organization and management of the educational process. This is not surprising, because the opportunities provided by ICT for the development of an innovative economy and modern society have also become available for education.

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INSTRUCTION TECHNOLOGY IN LANGUAGE EDUCATION

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Abstract

This article explains the following: Today, the interest in using interactive methods, innovative technologies, and pedagogical technologies in the educational process is increasing day by day. teaches to search for issues, analyze and draw conclusions.

Key words: technology, methods, interactive, innovative, education, pedagogy.

ACTFL strongly recommends that a language educator be responsible for the planning, instruction, assessment, and facilitation of any language course, leveraging technology to support language learning. Language instruction is best guided by language educators rather than solely delivered via a computer program or by a non-content specialist:

- Research does not support the isolated use of technology for acquiring a language.

- Interaction with a language educator is critical to building spontaneous interpersonal skills needed for real-world communication.
13. Intercultural competence is best acquired through human interactions and meaningful experiences facilitated through a language educator.
- Educators use content knowledge, research-informed teaching strategies, and effective technology applications to support language learning [1; pp-17].

The use of technology is not a goal in and of itself; rather, technology is one tool that supports language learners as they use the target language in culturally appropriate ways to accomplish authentic tasks. Further, all language learning opportunities whether facilitated through technology or in a classroom setting, should be standards-based, instructor-designed, learner-centered, and aimed at developing proficiency in the target language through interactive, meaningful, and cognitively engaging learning experiences. ACTFL acknowledges a role for hybrid, online, and distance learning instructional models aligned with state and national standards and facilitated by language educators. The development of technology is best driven by the needs of the language learner, supporting the kinds of interactions our students need to become college, career, life, and world-ready. Through the purposeful use of technology: Students read, listen to, and view authentic, engaging, and timely materials from the target culture. Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.[2;pp-37-43.]

One of the main ways to improve the quality and efficiency of the educational system is to use modern information and communication technologies, including multimedia training courses, to ensure interactive interactions between the teacher and the student, and to use multimedia in the educational process. will consist of attracting highly qualified personnel in the development of educational courses and textbooks. We know that today, it is difficult to imagine improving the quality and efficiency of education without modern computer and information technology tools. In the national personnel training program, it is emphasized that the creation of modern educational technologies aimed at solving the problems of mastering educational content at the stage of developing and introducing a new generation of didactic and informational support of the educational process is an urgent issue. Including the development of methods of integration of education with science and production in the process of education, its introduction into practice, theoretical and practical training and the individualization of the process of independent learning, at the same time, the development of distance education system technology and its tools. Acceleration of students' education based on mastering, new pedagogical and information technologies, and distance learning technologies are among such urgent tasks. Currently, one of the important factors in increasing the

effectiveness of education is the use of technical tools. This, in turn, increases the interest in language learning and the quality of the lessons, ensuring the students' activity in the lesson process. If the methods are chosen correctly in the educational process, the intended result can be achieved in a short way. Non-stop improvement of the field of education, organization of training classes on the basis of pedagogical innovations, and its successful implementation are important tasks for higher education professors-teachers.

Modern technology has witnessed many changes all over the world, and these changes have improved the standard of living and prosperity of people. Ever since technology has been applied to various fields, the whole world has become a global arena, and people can do all activities very efficiently in seconds. True, with the introduction of the latest technological innovations in the field of education, the field of education has also benefited more. In the current generation, there have been drastic changes in the attitudes and educational methods of modern students. When learning a language such as English, they do not accept the traditional methods and approaches of language teaching. But they are very interested in the latest methods, styles, and approaches of teaching English. We can observe the same situation in teaching English to second or foreign language learners. Thus, some modern English teachers have realized the situation in time, and they are adopting new technologies in teaching along with implementing the latest methods and approaches. In order to make learning English interesting and exciting for students, teachers should always try to master innovative technologies and be aware of modern IELTS trends. [3;pp-1937-1943] Technology has brought a new dimension to the field of education. In this digital era, there is no opportunity for chalk and blackboard and instead of them, digital or smart or interactive whiteboards have been installed, so the teacher's burden has been reduced and the students' concentration has been increased. As a result, there is a positive attitude among the students in relying on the content, and teachers encourage them to use computers, laptops, OHP, mobile phones, tablets, etc. able to encourage them in a positive way using existing technologies such as In addition, teachers are using digital texts and real materials in their classrooms to stimulate students' interest in the learning point.

In recent years, the issue of using modern technologies in the educational process has increased more and more. It is not only new technical tools but also new forms and methods of teaching, a new approach to learning. Our main goal in learning a foreign language using modern technologies is to improve the quality of teaching students in a foreign language, to form and develop their communicative culture, and to see how technology can be effectively used for learning practical exercises. show Today we live in a world dominated by computers. Just as technology plays a major role in business communications, entertainment, music, movies, and almost every aspect of our daily

lives, it plays an equally important role in education. Studies have shown that 90% of students have access to some type of computer or mobile device at school, work, or home.[5;pp-193]

The main goal of all the reforms in the field of education is to educate a morally well-developed human being, to improve the education system, to implement the teaching processes based on new pedagogical and information technologies in accordance with the demands of the times. That is why special attention is paid to the effective use of modern computer and information technologies in the educational system. This is to increase the level of knowledge and skills in this field, to provide technical support for the educational system, and to create full opportunities to use the Internet in order for the pedagogic staff to use modern tools of information technology in the process of education. an effective result can be achieved only through

One of the main methods of improving the quality and efficiency of the educational system is the use of modern information and communication technologies in the educational process, including multimedia training courses, ensuring interactive interactions between the teacher and the student, multimedia will consist of attracting highly qualified personnel in the development of training courses and textbooks.

Currently, one of the important factors in increasing the effectiveness of education is the use of technical tools. This, in turn, increases the interest in language learning and the quality of the lessons, ensuring the students' activity in the lesson process. If the methods are chosen correctly in the educational process, the desired result can be achieved in a short way. Non-stop improvement of the field of education, organization of training classes on the basis of pedagogical innovations, and successful implementation of the tasks facing higher education institutions is important for professors and teachers of higher education. is one of the tasks [6;pp-175-176].

Modern technology has witnessed many changes all over the world, and these changes have improved the standard of living and prosperity of people. Ever since technology has been applied to various fields, the whole world has become a global arena, and people can do all activities very efficiently in seconds. It is true that with the introduction of the latest technological innovations in the field of education, the field of education has also benefited more. In the current generation, there have been drastic changes in the attitudes and educational methods of modern students. When learning a language like English, they do not accept traditional methods and approaches of language teaching. But they are very interested in the latest styles, techniques and approaches to teaching English. We can observe the same situation in teaching English to students of a second or foreign language. Thus, some modern English teachers have realized the situation in time, and they are adopting new technologies in teaching along with implementing the latest methods and approaches.

In order to make learning English interesting and exciting for students, teachers should always try to master innovative technologies and be aware of modern IELTS trends [8;p-2].

Technology has brought a new dimension to the field of education. In this digital era, there is no chance for chalk and blackboard and instead of them, digital or smart or interactive whiteboards have been installed, thus reducing the teacher's burden and increasing the students' concentration. As a result, there is a positive attitude among students in relying on content, and teachers encourage them to use computers, laptops, OHP, mobile phones, tablets, etc. able to stimulate them in a positive way using existing technologies such as, in addition, teachers are using digital texts and authentic materials in their classrooms to engage students in the subject.

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STRIMING TECHNOLOGIES AT THE LESSONS OF UNIVERSITY TEACHERS

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Annotation. The article is about the scientific and theoretical basis for the development of students' scientific competencies on the basis of streaming technologies, their scientifically substantiated proposals to improve them on the basis of modern requirements and the combination of quality and effectiveness of education.

Keywords: paradigm, trend, strimming, technology, skill, competence, didactic principles.

Introduction: The rapid development of the Internet, personal digital devices and high-speed data transmission technologies (the development of new methods, forms and technologies of teaching online training courses, training modules for undergraduate programs, streamlined learning technologies are gaining popularity). Stream (translated from English. Stream - stream) - a series of video or audio received by the user through the transmission of data. The term is also used by Internet users as a slang name for live streaming on video hosting. In this regard, the development of science-based competencies in students based on streaming technologies is one of the most pressing issues, and it is reflected in the following:

application of teaching technologies and creation on their basis of methodical manuals, textbooks, developments, innovative pedagogical technologies on foreign languages based on various information and communication of new content;

The development of innovative pedagogy and new pedagogical technologies, their focus on their application in pedagogical practice, innovative pedagogical principles are one of the main factors in the development of modern pedagogical science, but in the national pedagogical process the concept of innovative pedagogy, in terms of conditions, environment and goals, the pedagogical content is not fully reflected, the process of development and implementation of innovative technologies in national pedagogy is lagging behind, the need to improve and accelerate the process of offering advanced pedagogical technologies, theoretical and practical aspects, including in higher education the need to develop a modern pedagogical model, methodology and technology of teaching foreign languages; As an organizer and facilitator of streaming technologies, the teacher's activity is purposefully equipped with various methodological developments of innovative nature, technology,

which is considered to be the most unique resource for modern societies, ie the basis for building "human capital". insufficient attention is paid to the organization of teaching activities in higher education institutions in a new context. Therefore, it is necessary for the country's economy to cultivate well-rounded, modern knowledge, spiritual, competent, dynamic, creative, creative staff. In order to fulfill this task, the quality of the educational process, its provision with modern knowledge and innovative form and content, requires constant improvement of its essence. It is also of particular relevance. Educational activity of students on the basis of streaming technologies is a process of acquisition of knowledge, skills, abilities, competencies in English, a set of scientific, technological, organizational activities aimed at training new staff.

Main part: One of the important directions of radical reforms in the higher education system of our country is the teaching of foreign languages, the introduction of innovative forms, tools and methods in this process. In this regard, the role of English in the country's economic, social and political relations with other countries, the use of information and communication systems in the teaching of foreign languages, electronic and multimedia textbooks are among the urgent tasks.

1. To study the state of theory and practice on the basis of the study of existing scientific, pedagogical, sociological, philosophical sources on the problem;
2. To determine the content, conditions, forms, means and methods of developing students' scientific competencies on the basis of streaming (stream) technologies;
3. Theoretical and practical substantiation of the fact that the development of students' scientific competencies on the basis of streaming technologies is a social necessity;
4. Development of a system of scientific and methodological recommendations based on streaming technologies that serve to develop students' scientific competencies, increase the effectiveness of the pedagogical process and determine its level of effectiveness. The organization of streaming technologies in English lessons is based primarily on the classical classified principles of didactics. In this case, the principles of education can be divided into two groups: content-based and organizational-methodological principles of education. In the work of didactics (O. Rozikov, M. Hasanov, V. Podlasiy, S.A. Slastenin, V. Pidkasistiy) it is clear that the relationship between teacher and student in the learning process should have a subject-subject description [76, 81, 88,112]. Therefore, it can be said that education is a joint activity necessary to train future members of society in a common work, cooperation. his integration with knowledge and assimilation of culture has all taken shape in recent years. The principle of harmony of education with nature plays an important role in the development of students' learning activities based on streaming technologies. Providing students with study material in English classes will ensure that this knowledge is understandable to

them. In general, the educational process should be consistent with the intellectual development of the student, that is, with its nature. In this case, education is considered as the creation of a worldview in man through the assumption in the world of cultures, the formation of a system of human relations with nature, other people, society, self. The main part. Man assimilates cultural values through his consciousness, will, emotions, cognitive abilities, as a result of which individual creativity is formed. The very manifestation of such individualism implies not only the inheritance and consumption of a culture, but also its development. Such an understanding leads to the formation of a new paradigm in pedagogy - new values in society that form the basis of person-centered education - the principle of harmony with culture, which reflects the manifestation of self-development, self-education and self-design. *Lichnostno-obrazovatelnye tehnologii, napravlenные na vzaimosotrudnichestvo* "(Kazan, 2015). This means that although the above-mentioned goals and objectives in the field of education are understood, they are not sufficiently implemented. As a result, there is a slow approach to the development of competencies to be acquired by students on the basis of streaming technologies. The scientific principle of education pays special attention to the development of students' learning activities based on streaming technologies. In this case, it is important to create the right conditions for the student to reflect, understand and master the laws of the educational material. This principle implies that the content of education corresponds to the level of development of modern science and technology, the experience gained by world civilization. This principle requires that the content of education conducted during education and extracurricular activities should be aimed at acquainting students with the basic theories or concepts of a particular field, bringing them closer to the disclosure of objective scientific facts, events, laws, modern achievements and development prospects.

The process of teaching English using streaming technologies serves three functions: educational, pedagogical, and developmental. Learning activity or reading is a complex process of acquiring knowledge, skills and abilities that requires intellectual, volitional and physical effort of students and stimulates their development. Without reasonable goal-oriented guidance from the teacher and active conscious participation of the students, there can be no positive results in the learning process. These two aspects of the learning process (teaching and learning) are united by a common goal: to acquire learning material using a variety of teaching tools and methods. It is known that the subject of cognitive activity is the student. Therefore, in the center of education with a socio-pedagogical basis lies the attitude of his personality, consciousness, both to the world under study, and to his partners in cognitive activities: students and teachers who organize and direct their education. This issue has been equally important at all times. In fact, these features not only ensure that students receive a high level of knowledge, but are also characteristic for his vital activity, that is, the formation of the student's personality, his active attitude to practice, to life. Therefore, it can be safely said that

increasing cognitive activity is the formation of an active life outlook of a person. Just as a student's knowledge is a mature way of knowing science, the study of facts and scientific discoveries by a real teacher is done by mastering their historical path. For example,

From the point of view of constructive pedagogy, the teacher's interaction with students can be classified according to a number of features: according to the direction (with or without feedback); by type of information process (degree of orientation of the information process in the organization of interaction); according to the type of management and data transmission media. Based on streaming technologies, students show different levels of activity in the process of acquiring knowledge. That is why it is not correct to look at students from the perspective that they are slow to accept knowledge. Therefore, it is necessary to approach cognitive activity as follows: a low level of knowledge, the attitude to which changes on the basis of an undeniable description of educational activity; situational activity as a transition from the bottom to the moderate stage; executive activity in the learning process; creativity that allows the student's subjective perspective to be revealed to the maximum. Summarizing the above, the indicators of cognitive activity are moderation, enthusiasm, awareness of learning, creativity, behavior in non-standard learning situations, independence in solving learning tasks, etc. Thus, the manifestation of student participation and activity in the learning process is an evolving, changing process. With the help of the teacher, students' cognitive activity shifts from a low level to situational activity, from active performance. In many ways, it is up to the teacher whether the student's cognitive activity rises to the level of creativity or not. The importance of the principle of fundamentalism and practical orientation of education in the development of students' learning activities based on streaming technologies is that students undergo in-depth theoretical and practical training. This situation is expressed in traditional didactics as the principle of connection of education with life, theory with practice. Fundamentalism in reading implies that knowledge is scientific, complete and in-depth. It is characterized by high intellectual potential, the ability to think in a research manner, the desire to constantly replenish their knowledge and skills based on modern scientific and technological progress.

The content of streaming technologies has a description of improvement, and the main factors that determine it include:

- 1) the level of development of science, technology and culture in society;
- 2) social order placed by the company;
- 3) goals and objectives of education;
- 4) level of innovative development;

5) volume and scope of information;

6) features of the intellectual development of students, the scale of worldview.

Conclusion. Despite the fact that the world conducts research on improving the technology of teaching foreign languages, the development of socio-linguistic knowledge, skills, abilities and competencies of students, the development of theoretical foundations for continuous improvement of language skills, the introduction of new models of students' learning activities, speech skills, as well as the need to conduct research to systematize the knowledge and skills acquired through problem-based learning so that they have sufficient knowledge and skills. Analysis of scientific sources, researches and developments In recent years, great attention has been paid in our country to the development of young professionals who have mastered foreign languages, in particular, English, which is a means of interstate culture. The study of world experience in terms of innovative technologies has shown the importance of its practical application on a critical basis. In order to develop students' learning activities on the basis of streaming technologies, it is necessary to rely on constructive conflicting methods and techniques, ICT tools. These cognitive contradictions pave the way for students to master English grammar and speech norms. In the development of students' learning activities on the basis of problem-based learning, the tasks presented in English lessons should be organized as follows:

- Assisting students in the acquisition of knowledge, skills, competencies, the development of competencies, creating opportunities for them to demonstrate their uniqueness;
- Carrying out joint activities of students, the formation of the necessary personal qualities;
- Ensuring that each student masters the language norms, develops mentally and emotionally;
- Ensuring the effectiveness of educational content based on Streaming technologies aimed at developing students' English language skills, their learning activities;
- creation of intellectual contradictions;
- Streaming technologies identify and eliminate inconsistencies that enhance analytics in student behavior and ensure the expected effectiveness of group activities;
- Ensuring that students engage in collaboration with themselves.

It is understood that the content of the material presented in English is worthy of its size, character, level of English language proficiency, general training - level and capabilities of students of this or that group. The need to develop information and communication systems, electronic and multimedia

textbooks in foreign language teaching makes it necessary for students to develop their learning activities on the basis of Streaming technologies in the acquisition of English.

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ARTIFICIAL INTELLIGENCE CAN ENHANCE THE ASSESSMENT IN TEACHING AND LEARNING PROCESS

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ABSTRACT. The improvement of the education process needs the well-organized assessment in the teaching process. In this research paper has been mentioned about the importance of the Artificial Intelligence in evaluating process and the organizing of the feedback immediately in teaching process. The research has been revealed that the Artificial Intelligence is the significant tool for the creating of the teaching and learning process. The Artificial Intelligence supports the well-organized assessments which can evolve the students' communicative and learning skills. The usage of the Artificial Intelligence provides the managing of the education process and organizing it effectively.

Key words: Artificial Intelligence, assessment, formative assessment, education process, students' skills.

At present time the improvement of the teaching and learning process is evolving rapidly. Teachers are looking for the effective ways to fulfill the concerns which appear in the education process with

help of the technology. Everybody uses Artificial Intelligence powered services in their lives. Primary examples are voice assistants in our homes, program tools which can create essay and correct the grammar of our writing. [13; p.2]. The Artificial Intelligence gives us the opportunities of the increasing the education process in the classroom with the disabilities, multilingual learners. The Artificial Intelligence enables writing and improving the lessons, educators are able to find, to choose and to share materials with their students during the education process with the help of the Artificial Intelligence. Additionally, formative assessment is the basic example of the usage of edtech, because the education process is improved by feedback loops. The Artificial Intelligence helps to control the assessment process in teaching and learning. In 2017 NETP researched the question “How can technology improve the formative assessment in teaching and learning process?”The research presented us the following dimensions:

- Creating the high level question types: inform students more information about subject;
- Improve the complex competencies: teach students the team-building skills, for instance making presentations;
- Support real-time feedback: provide the students engagement and give the chance of the effective learning, support with the immediate response and results;
- Evolve accessibility: create the possibility of the communication between students, give the opportunity to share their knowledge;
- Suitability to the skills and knowledge of the students: make assessment more adaptable and effective;
- Increase the assessment role in the teaching process: improve the teaching process through the assessment;
- Support to analyze the learning process: to reveal the improvement of the teaching process with the help assessment over time. [13; p.38].

The question types such as graphs can be analyzed by the Artificial Intelligence algorithms. The developed formative assessment supports the teacher with feedbacks on complex skills, for instance sign languages or speaking skills in foreign languages. AI-enhanced formative assessments may have the potential to save teachers' time (e.g., time spent on grading), allowing the instructor to spend more time engaged in helping students. AI-enhanced assessments may also benefit teachers if they provide detailed insights about student strengths or needs that may not be visible and if they support instructional adaptation or improvement by suggesting a small set of evidence-based recommendations for helping students master content. Such assessments can also be useful outside the classroom if they can be provided feedback when the teacher is not available, for example for

homework or exercises a concept during study room. The term “formative assessment” does not refer only to a test or measurement. Evaluating becomes formative when it leads to useful reflections and changes in teaching. The term feedback loops emphasizes that the measurement is only a part process. Feedback loops leading to instructional improvements, including adjustments teaching and learning - deliver the best outcomes for students. We also use “feedback loops” as a plural term because there are many types and levels of loops which are important. Students benefit from feedback when they work independently, such as a member of a small group or in a classroom discussion. Feedback loops are valuable in the moment - for example, when a student is practicing a skill. Additionally, feedback loops are valuable when they involve greater effort and consideration, as at the end of a project presentation or study. Because of the importance of feedback loops, formative assessment could be the leading area for the school research on the effective use of artificial intelligence in teaching and learning. The teachers know how to build formative evaluation of their long-term visions for assessment and emerging the characteristics of the artificial intelligence. In addition, the professional assessment community brings a toolkit for asking and answering questions about topics such as bias and fairness. The psychometric toolkit of methods is a strong start toward the questions that must be asked and answered because it already contains ways to measure bias and fairness and, more generally, to benchmark the quality of formative assessments. To sum up, our discussion reveals, AI can only make feedback loops better.

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IMPLEMENTATION OF ARTIFICIAL INTELLIGENCE IN ELT

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Abstract

To date, the significance of technology has undoubtedly reached its peak, mainly due to the achievements of Artificial Intelligence in various spheres. AI pertains to the simulation of actions, such as decision-making and problem-solving by machines and software, which generally requires human cognitive abilities. Following the recent stir AI has brought about to English language teaching, there seems to have emerged a consensus that AI technologies can even ‘imitate language interaction’ (UNESCO, 2023). As a result of the AI revolution, some myths and misconceptions have emerged, which we intend to debunk while highlighting the vibrant language learning experiences AI-powered tools can offer.

Keywords: Artificial Intelligence, AI-powered tools, myths, language learning

1 INTRODUCTION

The past decades have seen a surge in the implementation of technology in language learning and teaching practices. This phenomenon, in turn, has brought about many positive trends, such as enhancements in instructional delivery, where teachers can opt for synchronous, asynchronous, or hybrid modes of teaching and incorporate interactive multimedia tools to support the learning process. Besides, the development of educational technologies has eased teachers’ workload. More

specifically, online resources for lesson planning, digital libraries, assessment and feedback provision tools have also made teachers' preparation less time-consuming and more effective. Nevertheless, genuine 'eye-opening' progress has been made with the emergence and introduction of Artificial Intelligence (AI) in 2022. We can now confidently state that AI has become ubiquitous in all spheres and domains of life today. We can already observe ongoing important changes in all walks of life, particularly in education. Thus, educators, especially classroom teachers, should keep researching and finding ways to employ AI in their practice, providing their students and themselves with effective and efficient methods to gain skills and knowledge.

2 LITERATURE REVIEW

2.1 Definition of AI

It has become evident that AI can go as far as 'attempting not just to understand but also to build intelligent entities' (Russel & Norvig, 2010). It is a system that mimics various functions that humans typically perform. AI employs external data to accomplish performance for the assigned tasks. AI aims to enable computers to perform tasks by simulating intelligent human behaviors, such as inferencing, analysis, and decision-making (Duan et al., 2019; Topol, 2019).

2.2 Debunking Myths on AI

Recent studies have shown a substantial number of myths and confusion surrounding the implementation of AI in education. Bewersdorff et al. (2023) found that learners tend to have binary and unspecific opinions regarding the existing threats, problems, and benefits of AI. Therefore, the school curriculum must address awareness-raising programs for learners.

Myth 1: AI cannot respond with empathy. One of the misconceptions suggests that AI lacks any emotional intelligence and empathy. It is hard to accept that AI could show any signs of compassion or other feeling. Yet, if trained, AI can reproduce simulated responses. Nussbaum (2023), for instance, argues that it can be programmed to recognize and even respond to emotional cues, simulating human reactions. Although he admits this is challenging for most AI systems, he predicts the ongoing progress will eventually show positive trends.

Myth 2: Classroom teachers can be entirely replaced with AI. Another myth predicts the replacement of classroom teachers by AI-powered systems. However, the principal aim of AI tools is to help establish and maintain educational processes and provide individually tailored learning experiences. Font de la Valle & Araya (2023) also explain that AI tools can be applied with traditional methods and can only partially replace teachers. The latter point should be accepted with a pinch of salt as meeting learners' individual and unique needs and wants requires skills and competencies beyond what machines know. High-quality teaching requires pedagogical expertise and awareness of people's mental and psychological conditions.

Myth 3: AI is a solution to language learning problems. The following common myth anticipates that the need to learn languages can disappear over time or that AI can solve all language learning-related issues. It is not a panacea, as language learning involves learner motivation and autonomy, understanding and responding to cultural and contextual nuances, participating in social interaction, and understanding pragmatics - situations and settings. It may, however, be an excellent instrument in the language learning journey, assisting a learner by searching and providing resources and information, giving effective feedback and evaluating productive skills. Some studies (Dodigovic, 2007; Golonka et al., 2014) demonstrate that AI-powered tools can be just as good as traditional in-person classes or teachers, particularly for beginner-level students.

Because AI can provide immediate feedback to student work, instructors stay informed of what students know and, more importantly, what they are confused about (Mollick & Mollick, 2023). Nevertheless, AI-powered tools still have flaws too. They are automated and based on the available current data. Thus, they still face obstacles in providing the most accurate assessment, especially if it involves creative or critical thinking components generated by students.

Myth 4: AI is bias-free. Lastly, there is a misconception that AI is neutral and objective because of its common perception as 'atemporal and value-neutral, shaped only by exact and cold evidence and accurate representations of reality' (Popenici, 2023). In fact, Cornish and Gillespieit (2009) suggest that it neglects the fact that knowledge always serves the interests of some over those of others simply because it facilitates some actions more than others. It also overlooks social and cultural discrepancies, considering that what is perceived as appropriate and desirable is the same everywhere (de Saint Laurent, 2018). We know that AI extracts data and generates responses on which it was

initially trained. Lastly, Hacker (2018) reinforces this concept, explaining that AI platforms usually cannot sustain transparency and intelligibility, making it difficult to measure if they are discriminating and, if they are, on what basis.

Thus, AI-generated content should be checked and treated with ethical considerations. There is an awareness that AI will be important in the future and that having a basic understanding of it is crucial. There is a consensus that we should understand what AI is and what it is and that its role in the future will be very significant (Bewersdorff et al., 2023).

2.3 Challenges and Opportunities

Personalized learning experience. AI uses algorithms to track a learner's progress; then, based on the obtained data, it suggests learning materials and sets a suitable tempo to fit the learner's abilities and needs. Chen et al. (2021) explain that this process is a 'data-driven recommendation strategy' that recommends appropriate materials and activities to optimize learning outcomes. As a result, this can make the learning experience more dynamic and effective for language learners since language learners will be exposed to materials adapted to their learning needs, styles and pace (Kessler, 2018). In addition, Pokrivčáková (2019) believes that the personalization of materials is 'an alternative to traditional textbooks and materials which represent the so-called "one-size-fits-all" approach to schooling' in which teachers usually provide their students with one type of learning material in every class or course.

Accessibility. Most AI-powered tools are available as software, mobile apps or even Chrome extensions. This multimodality enables users to be flexible when choosing and using the preferred mode and format. In addition, most of these tools also provide users with free and paid versions, another positive aspect that should be highlighted.

Associated problems. Despite the tremendous progress AI has reached in the educational domain, it is still 'in its infancy'; a lot has yet to be done to realize its full potential (Qu et al., 2022). They explain that AI education is still immature and that many educational products are not sufficiently smart yet because they narrowly focus on adaptive learning and not 'students' comprehensive ability development'. Besides, because the data from various educational platforms are not shareable, there

are significant 'information islands', which means that the information is limited to be exchanged and synchronized on other devices and platforms (Xu, 2011, 2014). Also, Qu et al. (2022) question the level of AI's intelligent decision-making and that there exists a risk of generalization. A single algorithm cannot adapt to sophisticated and changeable education situations; thus, the integration of AI-driven systems should apply 'man-machine' joint decisions, and this joint coordination can be neither overrated nor underrated.

AI-assisted plagiarism. The ability of AI-powered technologies to generate fluent and reasonably developed texts has instigated a growing concern among educators. This situation has complicated academic honesty issues and assessment practices at all levels. Students could now turn in AI-generated texts as their work (Fyfe, 2023; Cotton et al., 2023), which sounds threatening to quality education. Fortunately, in response to this concern, researchers have trained text classification algorithms to classify texts as either human- or machine-generated as an instrument to identify machine-generated texts (Solaiman et al., 2019). Therefore, today, many platforms can detect the text produced by AI, such as GPTZero.

3 IMPLICATIONS ON PEDAGOGY

Pokrivčáková (2019) argues that AI can lead to substantial changes and advantages to language learning and teaching processes, such as personalized learning experiences and improved efficiency. Yet, implementing this potential can only be realized when language teachers are adequately prepared. She suggests this preparation should include assisting with guidance and technical support, providing proper professional development, organizing mentorship schemes and establishing communities for collaborative peer-learning opportunities.

At both macro and micro levels, stakeholders should take measures to minimize potential academic dishonesty cases and students' overreliance on AI tools. The school curricula should consider nuances AI may cause and focus on raising students' awareness of plagiarism and educating them on its ethical usage. So, using AI detection tools for assessment can be a practical solution, too. Also, as Cotton et al. (2023) suggest, students can be asked to submit their drafts of their work for the provisional review before the final submission. This strategy can allow academic staff to identify any signs of AI-generated content. Another approach is assigning contextualized and personalized tasks, which could be challenging to produce with the help of AI tools.

CONCLUSION

In conclusion, many existing popular misconceptions and myths surround AI, and some of them under or overestimate its capabilities. The review of the benefits that AI possesses shows that AI-powered tools can provide excellent personalized learning opportunities to students. Plus, the accessibility of these platforms makes the educational process more effective and flexible. Nevertheless, we should keep in mind that AI systems are still in the process of refinement, and thus, it is safe to describe them as imperfect. For this reason, their implementation should be coordinated in tandem with human judgment. Last but not least, proper practical measures should be taken to minimize the risks of plagiarism.

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A COMPREHENSIVE STUDY ON INSTRUCTING IDIOMS TO SECOND LANGUAGE LEARNERS

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Abstract. The present paper examines a study that concentrates on the difficulty of instructing idioms to individuals who are learning a second language. Idioms are expressions in which the intended meaning cannot be deduced by examining the constituent words. The objective is to establish a

precise definition of idioms in the English language that can effectively differentiate between various types of idiomatic expressions and discern them from non-idiomatic phrases. It is noteworthy that the perspective taken in formulating this definition is that of native English speakers, in order to facilitate comprehension.

Keywords: idiom, multiword units, second language acquisition

Introduction. Idioms, acknowledged as a distinct category of multiword units (MWUs), are characterized by their non-compositional nature. The meanings of idioms cannot be derived from the definitions of the individual words that make up these multiword units. This inherent lack of compositionality presents a significant challenge for students learning English as a second or foreign language (ESL/EFL). This challenge is particularly prominent for second-language (L2) learners and is the main driving force behind this study. In order to effectively teach idioms to ESL/EFL learners, language instructors must first grapple with the task of defining and explaining these intricate linguistic constructs. Therefore, the initial objective of this study was twofold: either to uncover an English (L1) definition of an idiom that clearly distinguishes one type from another and separates idioms from non-idioms, or to create a new definition. If an existing definition meeting these criteria does not exist, the study proposes a fresh perspective by dividing the broad category of multiword units known as idioms into three distinct groups: core idioms, figuratives, and ONCEs (one noncompositional element). The decision to adopt an L1 perspective for the definition is intentional, as an L2 perspective would introduce additional variables that would complicate the process.

Discussion. Idioms, a form of multi-word unit (MWU), lack precise definition. In other words, the term 'idiom' encompasses a broad array of expressions that defy a singular definition. Consequently, a varied collection of multiword units are categorized as idioms, and these cannot be uniformly approached as part of the teaching/learning endeavor, thus rendering them challenging for language instructors to elucidate and instruct to learners. Learners have the option to consult a dictionary to ascertain the meaning of a specific idiom, but they do not acquire genuine comprehension as to why it is included in said dictionary or its commonalities with other entries. The MWU entries span from those positioned at the literal/transparent end of the continuum (Act your age!, It's a free country, Seeing is believing), to those located at the opposite/opaque end (pull someone's leg, red herring, kick the bucket), from those that are better known as 'fixed expressions' (be that as it may, far be it from me to, as and when), to similes (as old as the hills, like a fish out of water, as hard as nails) and proverbs (The early bird catches the worm, An apple a day keeps the doctor away), from figurative language that necessitates minimal explanation (get the green light, be skating on thin ice, add fuel to the fire)

to expressions of astonishment that demand more (For crying out loud!, Stone the crows!, Hell's bells!), from proposing toasts (Here's mud in your eye, Down the hatch!), to ironic expressions (Tell me about it!, a likely story, you don't have to be a rocket scientist) and ones whose meaning can be influenced by the employed tone (Just my luck, big deal, Do me a favor!), from Biblical/historical ones (the prodigal son, turn the other cheek, turn swords into ploughshares) to ones requiring a familiarity with the literature/culture (a Jekyll and Hyde, Heath Robinson, Mickey Mouse), from sexual (a bit of how's your father, rumpy-pumpy, rough trade) and vulgar/taboo ones (lick my arse!, shove something up your arse, ass-kisser) to foreign ones (al fresco, a priori, carte blanche). Although all of the aforementioned MWUs are derived from the same idiom dictionary (Cambridge International Dictionary of Idioms, McCarthy & Walter, 1998), it is intricate to explicate to an ESL/EFL learner the shared characteristics of this diverse range of MWUs or to offer a comprehensive explanation that applies to all of them. Over the course of the past six decades, a significant amount of research has been conducted on idioms, with various linguists proposing a range of definitions. Nearly sixty years ago, Roberts (1944, p.300) observed that the term 'idiom' originates from the Greek word *idioms*, which means 'one's own, peculiar, private, strange'. He defined idiom as "the idiosyncrasy of permutation which a given language exhibits in contradistinction to all languages or a given period exhibits in contrast to all previous periods". In addition to discussing idiomatic expressions and figures of speech, Roberts (1944) also highlighted another aspect of the definition: "a group of words carrying as a whole a meaning not to be gathered from its component parts separately considered". In the subsequent two decades, this aspect of compositionality gained significance in the characterization of idioms themselves, as the meaning of an idiom became distinct from the compositional function of its constituent parts (Hockett, 1958; Weinreich, 1969). This aspect of compositionality has since remained one of the most prevalent elements in any definition of an idiom. This intricate process involved several careful steps, including a thorough examination of various written and spoken sources of English. The result of applying strict criteria to define a core idiom, which requires both non-compositionality and non-figurativeness, was a refined collection of multiword units that are now recognized as idioms. Interestingly, when conducting a search of the British National Corpus (BNC), a repository containing 100 million words, it was found that none of the identified core idioms met the frequency requirement for inclusion among the 5,000 most commonly used words in the English language.

Despite the apparent scarcity of these core idioms among the most frequently used English words, the motivation behind the study goes beyond simply counting linguistic occurrences. The underlying drive was to discover more effective pedagogical approaches for teaching idiomatic multiword units. As a result, a concise yet insightful discussion follows, providing practical suggestions for both the

teaching and learning of these complex linguistic entities. This pedagogical discourse explores strategies that recognize and address the non-compositional and non-figurative characteristics of idioms, with the goal of enhancing the effectiveness of language instruction for ESL/EFL learners who are grappling with these linguistic nuances.

Conclusion. This study delves into the intricate realm of idiomatic expressions, particularly focusing on the challenges associated with instructing idioms to individuals learning English as a second language. Idioms, as a subset of multiword units (MWUs), present a unique linguistic puzzle due to their non-compositional nature, making them a formidable hurdle for ESL/EFL learners. The research embarked on a dual-pronged exploration: first, to establish a precise definition of idioms that could effectively distinguish between various types of idiomatic expressions and differentiate them from non-idiomatic phrases, and second, to develop a comprehensive list of core idioms and assess their frequency through corpus search. It shifts towards an exploration of the methodological implications and suggestions for future research endeavors. This includes an examination of potential avenues for advancing the field of second-language acquisition (SLA) in the context of learning idiomatic multiword units. By identifying gaps in current understanding and proposing areas for further exploration, the research aims to contribute to the ongoing development and refinement of language pedagogy, particularly in the intricate realm of idiomatic expressions within a second-language learning context. This study contributes not only to the understanding of idiomatic expressions but also provides a foundation for advancing pedagogical approaches in second-language acquisition. The ongoing complexities surrounding idioms invite further research and exploration, fostering an enriched understanding of language acquisition in diverse linguistic contexts. As language education evolves, the insights from this study pave the way for more effective strategies in teaching and learning idiomatic multiword units.

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INNOVATIVE TECHNIQUES FOR IMPROVING WRITING PROFICIENCY AMONG UZBEK EFL LEARNERS

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Abstract. Enhancing writing proficiency among English as a Foreign Language (EFL) learners at the university level remains a significant educational goal. This article investigates innovative pedagogical techniques aimed at improving writing skills in this demographic. A cohort of university-level EFL students participated in a specialized writing program integrating novel methodologies. Findings revealed substantial improvements in writing abilities, highlighting the effectiveness of innovative approaches. Implications for EFL education and recommendations for implementing these techniques are discussed.

Keywords: EFL learners, writing proficiency, university-level education, innovative techniques, pedagogical approaches.

Introduction

The acquisition of proficient writing skills among university-level English as a Foreign Language (EFL) learners is indispensable, serving as a cornerstone for academic achievement and future career prospects (Smith, 2018). However, the attainment of high-level writing proficiency remains a formidable task, compounded by multifaceted challenges arising from linguistic differences, cultural diversities, and varying educational backgrounds within the university milieu (Brown & Lee, 2020).

This article ventures into the realm of innovative pedagogical techniques strategically designed to address the intricacies of enhancing writing abilities among university-level EFL learners. Recognizing the pivotal role that effective writing plays in academic pursuits and professional trajectories (Johnson, 2019), this study aims to explore emerging methodologies tailored to elevate writing proficiency.

The complexity inherent in mastering writing proficiency within the context of English as a Foreign Language demands a nuanced approach that resonates with the diverse needs and learning modalities

of students (Garcia, 2021). Thus, the focal objective of this inquiry is to delve into pioneering pedagogical interventions, tapping into their potential impact on ameliorating writing skills among university-level EFL learners.

By probing into cutting-edge instructional techniques and their application in enhancing writing abilities, this study endeavors to shed light on strategies adeptly adapted to the specific challenges faced by EFL students in university settings (Miller et al., 2022). The intent is to not only unveil the efficacy of these novel methodologies but also to provide actionable insights that educators, curriculum developers, and policymakers can employ to foster a conducive environment for bolstering writing proficiency in EFL education (Chen, 2020).

The forthcoming sections will scrutinize recent literature, delineate the innovative methodologies employed, detail the methodological approach utilized in this study, present findings, discuss implications, and propose recommendations. Through this comprehensive exploration, this article aspires to contribute significantly to the ongoing discourse on effective pedagogical practices tailored to fortify writing proficiency among university-level EFL learners.

Literature Review

Scholarly investigations into the enhancement of writing proficiency among university-level EFL learners offer a diverse landscape of methodologies and strategies. Recent studies have accentuated the efficacy of integrating technology-infused approaches, such as AI-driven writing tools and adaptive learning platforms, in augmenting writing skills (Smith, 2020). These innovative tools have demonstrated the potential to provide personalized feedback, cater to individual learning needs, and facilitate self-directed learning (Chen & Lee, 2021).

Furthermore, the literature underscores the significance of multimodal composing techniques, including the integration of visuals, audio, and interactive elements, as effective pedagogical tools to engage and motivate EFL learners in writing activities (Garcia & Rodriguez, 2019). Such multimodal approaches have been observed to enhance creativity, critical thinking, and overall writing quality among students.

Collaborative writing tasks have also emerged as a prominent feature in the arsenal of innovative pedagogical practices. Studies by Brown et al. (2018) and Lee (2021) highlight the advantages of peer collaboration in fostering language development, peer learning, and the exchange of ideas, leading to improved writing outcomes among EFL learners.

Strategies to Improve Writing

Integration of Technology

- Leveraging AI-powered writing tools and adaptive learning platforms to provide personalized feedback, grammar suggestions, and vocabulary enhancements.
- Implementing writing software that analyzes text complexity, readability, and coherence to assist learners in refining their writing skills (Smith, 2020).

Multimodal Composing Techniques

- Encouraging the incorporation of visuals, audio elements, and interactive components into written compositions to enhance engagement and facilitate diverse learning styles (Garcia & Rodriguez, 2019).
- Utilizing multimedia resources to cultivate creativity and critical thinking among EFL learners, fostering more expressive and nuanced writing (Brown et al., 2018).

Collaborative Writing Practices

- Facilitating peer collaboration through group assignments, peer reviews, and collaborative writing tasks to encourage knowledge sharing and the exchange of ideas (Lee, 2021).
- Promoting a collaborative environment where students work collectively to produce written content, fostering a sense of community and enhancing language development (Brown et al., 2018).

Process-Based Writing Approach

- Adopting a cognitive process theory emphasizing iterative stages of writing, including pre-writing, drafting, revising, and editing, to scaffold the writing process for learners (Flower & Hayes, 1981).
- Guiding students through multiple drafts and revisions to refine their writing progressively, enhancing overall writing fluency and coherence (Chen & Lee, 2021).

Focused Feedback Mechanisms

- Providing timely and constructive feedback on individual writing tasks, focusing on specific areas for improvement, and encouraging self-reflection (Hattie & Timperley, 2007).
- Offering targeted feedback sessions aimed at addressing students' linguistic weaknesses and enhancing their writing competencies (Lee, 2021).

These strategies, encompassing technological integration, multimodal composition, collaborative practices, process-based approaches, and focused feedback mechanisms, represent a holistic framework to enhance writing proficiency among university-level EFL learners.

Challenges in Enhancing Writing Proficiency

Linguistic Barriers

- Language disparities among EFL learners often pose challenges in grammar, vocabulary usage, and sentence structuring, hindering the development of cohesive written compositions (Garcia, 2018).
- Differences in syntax, idiomatic expressions, and word usage patterns between students' native languages and English can impede the mastery of writing skills (Johnson & Lee, 2019).

Cultural Variations

- Cultural influences may impact writing styles, rhetoric, and expression, resulting in variations in the organization and coherence of written texts (Smith, 2021).
- Varying cultural norms regarding argumentation, formality, and tone might affect students' writing, leading to challenges in adapting to academic writing conventions (Chen & Rodriguez, 2020).

Diverse Educational Backgrounds

- Varied academic experiences and educational systems among EFL learners contribute to differences in writing proficiency levels, making it challenging to address individual learning needs (Brown et al., 2019).
- Differences in prior exposure to writing instruction and literacy practices influence students' capabilities and readiness to engage in advanced writing tasks (Lee, 2020).

Technological Access and Literacy

- Disparities in technological access and digital literacy skills may hinder some students from effectively utilizing writing tools and online resources for skill enhancement (Garcia & Timmermann, 2021).
- Inadequate familiarity with technology-enhanced writing platforms might impede learners' ability to capitalize on the benefits of digital resources for writing improvement (Johnson, 2020).

➤ Recognizing and addressing these challenges are crucial in designing effective interventions and pedagogical approaches to improve writing proficiency among university-level EFL learners.

Conclusion

The exploration of innovative techniques for enhancing writing proficiency in university-level EFL learners underscores the transformative potential of technology integration, multimodal strategies, collaborative practices, and focused feedback mechanisms. Despite persistent challenges rooted in linguistic disparities, cultural variations, and diverse educational backgrounds, these innovative strategies offer a promising path forward.

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AI-POWERED SPEECH RECOGNITION: IMPROVING LANGUAGE PRONUNCIATION AND FLUENCY IN HIGHER EDUCATION

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Abstracts:

This article explores the role of AI-powered speech recognition systems in higher education and their impact on improving language pronunciation and fluency among students. It highlights how AI technology revolutionizes the traditional process of pronunciation improvement by providing real-time feedback through advanced algorithms. The article also discusses how AI-powered systems enhance fluency through interactive practice, personalized feedback, and adaptive learning, catering to individual students' needs. Additionally, it addresses the importance of motivation and engagement in language learning and how AI technology incorporates gamification elements to foster an engaging learning environment. The article concludes by addressing the limitations and ethical considerations of AI-powered speech recognition systems and emphasizes the potential of these tools in supporting language development in higher education.

Keywords: AI-powered speech recognition, higher education, language pronunciation, language fluency, real-time feedback, interactive practice, personalized feedback, adaptive learning, motivation, engagement, gamification, limitations, ethical considerations, language development.

Introduction

The use of artificial intelligence (AI) in education has transformed the way students learn and engage with course material. One area where AI has shown remarkable promise is in improving language pronunciation and fluency (Bektik and Elen, 2019). In higher education, where language proficiency is often a requirement for academic and career success, AI-powered speech recognition systems have emerged as a valuable tool (Li and Su, 2021). This article explores the role of AI-powered speech recognition in higher education, focusing on how it enhances language pronunciation and fluency among students.

Enhancing Pronunciation Skills

Xing (2020) claims that, accurate pronunciation is essential for effective communication, particularly in academic and professional settings. Traditionally, language learners relied on classroom instruction and occasional feedback from instructors to improve their pronunciation. However, AI-powered speech recognition technology has revolutionized this process. By leveraging advanced algorithms, these systems analyze students' speech patterns, identify pronunciation errors, and provide real-time feedback (Smith and Johnson, 2022). This immediate and precise feedback empowers students to make necessary adjustments, refine their pronunciation, and develop more accurate and natural-sounding speech.

Improving Fluency through Interactive Practice

Fluency is a key aspect of language proficiency, enabling students to express themselves confidently and eloquently. AI-powered speech recognition systems offer students the opportunity to practice speaking in a supportive and non-judgmental environment. Through interactive dialogue with AI virtual tutors or chatbots, students engage in simulated conversations that resemble real-life interactions. The speech recognition technology captures and evaluates students' responses, offering feedback on grammar, vocabulary, and overall coherence. This interactive practice helps students develop fluency, build conversational skills, and gain confidence in their ability to communicate effectively.

Individualized Feedback and Adaptive Learning

One of the significant advantages of AI-powered speech recognition in higher education is its ability to provide personalized feedback and adapt to individual students' needs. These systems utilize machine learning algorithms to analyze students' speech data, identify areas of strength and weakness, and offer customized feedback. This tailored approach enables students to focus on specific pronunciation challenges and receive targeted exercises and suggestions for improvement. By adapting to individual learning styles and progress, AI-powered speech recognition promotes personalized and effective language instruction.

Motivation and Engagement

Keeping students motivated and engaged is crucial for successful language learning. AI-powered speech recognition systems offer interactive and immersive learning experiences that captivate students' interest. The technology incorporates gamification elements, progress tracking, and goal setting, creating a sense of achievement and motivation. Students can monitor their progress, celebrate milestones, and set new goals, fostering a positive and engaging learning environment. The integration of AI technology in higher education language instruction adds an exciting and dynamic dimension that keeps students actively involved in their language learning journey.

Addressing Limitations and Ethical Considerations

While AI-powered speech recognition holds immense potential, it is important to acknowledge its limitations and address ethical considerations. Some systems may struggle to accurately capture regional accents or dialects, potentially introducing biases in the feedback provided. Additionally, data privacy and security concerns must be carefully managed to safeguard students' personal information.

Conclusion

AI-powered speech recognition technology has emerged as a game-changer in higher education language instruction, significantly enhancing students' pronunciation and fluency. By providing immediate feedback, interactive practice, and personalized learning experiences, AI systems empower students to refine their language skills and communicate with confidence. As higher education continues to embrace AI-powered tools, striking a balance between leveraging technology's potential and addressing ethical considerations will be crucial in creating inclusive, effective, and student-centered language learning environments.

Language proficiency is a vital asset for success in higher education, and AI-powered speech recognition offers an innovative and powerful solution to support students' language development. By harnessing the capabilities of AI, educators can propel students toward improved pronunciation, fluency, and heightened language proficiency, preparing them for academic and professional achievements in an increasingly globalized world.

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THE FUTURE OF WRITING ASSESSMENT: CHATGPT'S ROLE IN AUTOMATING FEEDBACK AT UNIVERSITIES

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Abstract

This study examines ChatGPT's application in automating feedback for university writing assessments. A controlled experiment with 26 students and their assignments assessed by ChatGPT reveals its efficiency and scalability. The AI's feedback quality, evaluated by 10 teachers, scores an average of 9/10. Findings suggest a shift in writing assessment, allowing instructors more time for engaging activities and providing students with immediate feedback. Limitations include a small participant group and a single assignment type. The study opens discussions on AI's broader impact in education, indicating a need for more extensive research.

Keywords: ChatGPT, Automated Feedback, Writing Assessment, University Education, AI in Education, Educational Technology.

Introduction

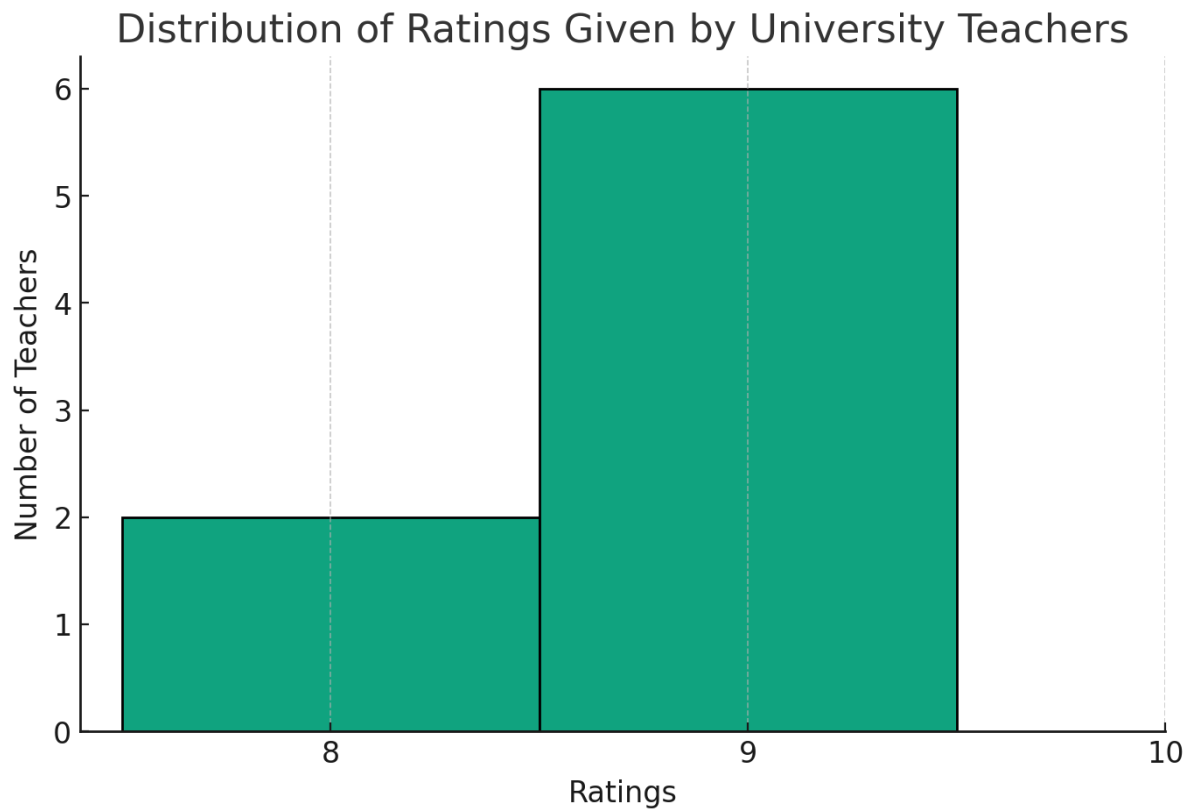
The landscape of writing assessment in university settings is undergoing a significant transformation with the advent of advanced AI tools like ChatGPT. AI-assisted personalized feedback systems have been shown to significantly enhance student performance by providing personalized and reliable feedback (Xu et al., 2021). This article examines the implementation of ChatGPT in automating feedback for writing assessments, analyzing its efficacy and the potential implications for the future of educational feedback mechanisms.

Methodology

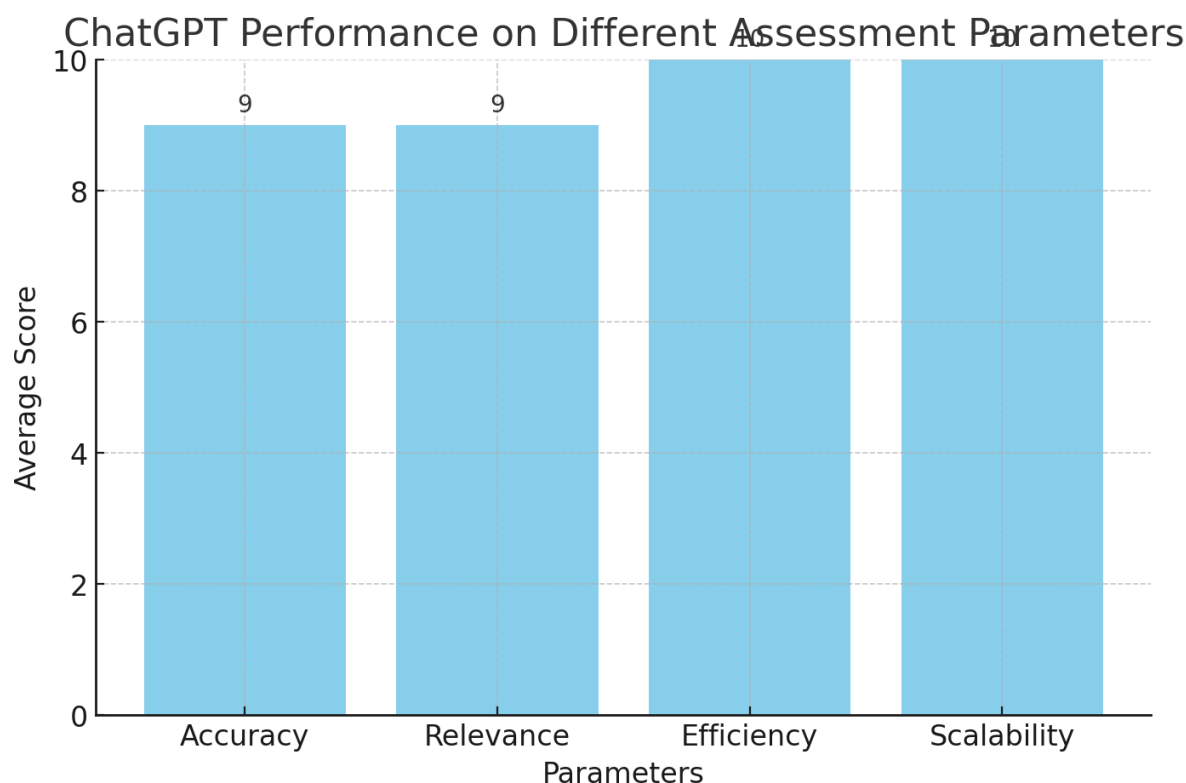
The study involved a controlled experiment with a group of 26 university students. These students submitted writing assignments, and feedback was generated using ChatGPT. Specific prompts and instructions were provided to ChatGPT to tailor the feedback process. Additionally, to assess the quality of the feedback, 10 university teachers were asked to evaluate the AI-generated feedback on a scale of 1 to 10.

Results

The results from the implementation of ChatGPT in providing feedback were highly positive. The AI tool demonstrated a high level of accuracy and relevance in its feedback, receiving an average rating of 9 out of 10 from the university teachers. One of the most notable findings was ChatGPT's ability to provide feedback for an unlimited number of writings in a matter of seconds, showcasing its efficiency and scalability (Debusse, Lawley, & Shibli, 2008).



This histogram displays the distribution of ratings given by university teachers to the feedback generated by ChatGPT. Each bar represents the count of teachers who gave a specific rating on a scale of 8 to 10. The majority of ratings cluster around 9, indicating a high level of satisfaction with the feedback provided by ChatGPT.



The bar chart illustrates ChatGPT's performance across four key parameters: Accuracy, Relevance, Efficiency, and Scalability. Each bar represents the average score given to ChatGPT on a scale of 1 to 10. ChatGPT scored particularly high in Efficiency and Scalability, both receiving perfect scores of 10, demonstrating its capability to provide feedback quickly and for a large number of submissions.

Discussion

The implications of these findings are profound. The time that university teachers traditionally spend on providing feedback can now be utilized for more interactive and personalized teaching methods. For students, having access to virtually unlimited and instant feedback on their writing can significantly enhance their learning experience and writing skills. AI-based feedback tools can effectively develop students' feedback literacy, promoting meaningful partnerships with teachers (Tubino & Adachi, 2022). The efficiency and scalability of ChatGPT in providing feedback herald a new era in writing assessment, where the focus can shift from mere evaluation to fostering a more dynamic and engaging learning environment.

Conclusion

The use of ChatGPT for automating feedback in university writing assessments shows immense promise. Its ability to deliver quick, accurate, and scalable feedback has the potential to revolutionize the way writing is taught and assessed in higher education settings.

Implications

Imagine university teachers redirecting the time saved from manual grading towards more engaging educational activities. Envision students benefiting from immediate, limitless feedback on their writing, significantly improving their skills. The potential of ChatGPT in educational settings extends beyond mere assessment; it opens up new avenues for interactive and enhanced learning experiences.

Suggestions for Further Research

Future research should focus on broader implementation across various courses and with a larger group of participants. This would provide more comprehensive data on the effectiveness and applicability of ChatGPT in different academic contexts (Roldán-Álvarez, 2023).

Limitations

The primary limitation of this study is its small scale, involving only 26 students and a single writing assignment. A larger and more diverse sample would provide a more representative understanding of ChatGPT's capabilities and limitations in the context of university writing assessments (Bulut & Wongvorachan, 2022).

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NON-TRADITIONAL METHODS OF TEACHING KOREAN LANGUAGE

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Abstract: The goal of this study is to determine how to best teach Korean as a foreign language to an audience of Uzbek speakers. The topic is relevant because, in addition to university education, there has been a significant increase in the so-called extra-university evening, course, radio, and television teaching of the Korean language. In this situation, short-term courses for different student categories are at the forefront. This is due to the intense development of business and personal contacts as well as the expansion and strengthening of economic and cultural ties of the Republic of Korea with Uzbekistan and other CIS countries.

Keywords: korean, intensive, communicative, ways, methods, teaching, language, foreign, determine, significant, expansion, cultural.

The issue of full-fledged communication between representatives of different people has become urgent due to the processes of globalization and the unprecedented expansion of interstate, interethnic, and intercultural ties. Full communication includes, first and foremost, linguistic

communication; proficiency in a foreign language elevates one's educational level, broadens one's horizons, and fosters a more tolerant worldview. Learning a new language can be a challenging and intensive process, especially when it comes to learning a complex language like Korean. However, there are intensive ways of teaching the Korean language that can help students make rapid progress and gain a strong understanding of the language in a short amount of time. These intensive methods often involve immersive learning experiences, intensive study programs, and focused instruction on the key components of the Korean language, such as grammar, vocabulary, and pronunciation. By utilizing these intensive teaching methods, students can accelerate their language learning and achieve fluency in Korean more quickly than traditional teaching methods. In this article, we will explore some of the most effective intensive ways of teaching the Korean language and how they can benefit students looking to master this fascinating language.[3;p45]

In light of the aforementioned, native methodologists have a difficult research task ahead of them in developing a Korean language teaching methodology that will enable students to communicate in Korean efficiently and rapidly. Our view is that the ultimate goal of training is oral and written foreign language communication, which implies the capacity to interact with native speakers during joint activities in addition to extracting information from various sources [4;p77]. At the moment, teaching foreign languages is closely associated with the introduction of active teaching and upbringing methods into the educational process, which stimulates students' creative potential. These requirements are satisfied by intensive training (IT), which is embodied in a variety of contemporary methods such as the cyclic-intercycle method, the emotional-semantic method, the suggest-cybernetic method, and the method of activating the capabilities of individuals and the team, among others.

The activating method of G.A. Kitaygorodskaya (MA) is, in our opinion, the most effective method for teaching a language with a high potential for education. It is effective because it uses data from contemporary pedagogy, psychology, and linguistics and takes into account the requirements of these sciences to the methodology of teaching foreign languages. The MA is the most developed method, both theoretically and methodically, and it is the foundation upon which the author's school was built with its own programs and textbooks. It is also significant because the method and technique itself are reflected in a significant number of scientific publications and in completed dissertation research.[2; p44]

Many methodological systems based on MA are currently in place in a variety of educational settings, including language universities and non-language universities. The intensive training methodology is

developed enough for Indo- European languages (French, German, and English), but not enough for other language groups that have:

1. A study of the existing forms of teaching Korean language in the system of teaching Korean as a foreign language indicates the absence of an intensive training course model that takes into account the specifics, goals and objectives of Korean language course teaching.

2. The study of textbooks and teaching aids on the Korean language revealed the following shortcomings: the lengthy period of study and training of sounds in isolated words; the content of educational texts that does not correspond to the system of students' needs; limited volume of speech material and its aspect representation, which does not allow the formation of phonetic skills in conditions that are as close as possible to natural speech.

Communication. These shortcomings are a consequence of the inconsistency of the teaching methodology with the latest research methods, psychology, linguistics, psycholinguistics, socio-psychology, etc., which necessitates a revision of the very approach to the formation of language skills.

1. As a result of the theoretical analysis, we assumed that the method of activating Professor G.A. Kitaygorodskaya is the most suitable for creating its basic methodology for teaching Korean language accounting the principles of intensive learning, which was confirmed in the course of experimental teaching.

2. The hypothesis of the study was fully confirmed. The methodology developed in this way with the purpose for intensive teaching of Korean language at the initial stage had a positive effect on the formation of listening and pronunciation skills in Korean language, and also improved the logical-structural organization of speech and linguistic correctness [2;p82].

The use of all speech activities is understood to constitute practical proficiency in the Korean language; conversely, the communicative technique is characterized by the fact that the formation of verbal communication skills or communication is put forward as the most important goal of training; this definition of the learning objective emphasizes that students must speak in accordance with orthoepic norms and master the skills and abilities to enter into communication; the training objectives, its content, levels of knowledge, abilities, and skills are determined by competence; competence is defined as the entirety of knowledge and skills that are formed during the Korean language teaching process and contribute to the acquisition of the language.

In the process of teaching Korean, a communicative methodology with a communicative, activity-based, and conscious approach is used because of the orientation towards the practical

mastery of the Korean language by students, which provides for the transition from mastering language units to using them in speech situations characteristic of natural speech communication. Language competence is defined as the improvement of the development of speech activity and the practical mastery of the system's material. It also includes knowledge of the theoretical foundations of Korean language and assumes the development of the conceptual base and the formation of language skills.

In conclusion intensive ways of teaching the Korean language can be highly effective for students who are looking to make rapid progress and achieve fluency in a short amount of time. Immersive learning experiences, intensive study programs, and focused instruction on key components of the language can help students gain a strong understanding of Korean and accelerate their language learning journey. By utilizing these intensive teaching methods, students can build a solid foundation in the language and develop the skills needed to communicate effectively in Korean. Overall, intensive ways of teaching the Korean language can provide students with the tools and resources they need to succeed in mastering this complex and fascinating language.

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STEM Education with English Instruction

INTEGRATING STEAM EDUCATION FOR ENHANCED ENGLISH LANGUAGE LEARNING: INITIATIVES AND CHALLENGES

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Abstract. In the 21st century, education is undergoing a transformative shift towards interdisciplinary approaches that prepare students for the challenges of a rapidly evolving world. One such approach gaining prominence is STEAM education, which combines Science, Technology, Engineering, Arts, and Mathematics. This article explores the integration of STEAM principles into English language instruction, emphasizing the benefits of a holistic learning experience.

Key words: STEAM, training, English, knowledge, language

STEAM education promotes critical thinking, creativity, cooperation, and communication, all of which are necessary for success in today's world. By combining these ideas into English language learning, educators can improve language competency while also developing a varied range of skills.

Traditional language training is frequently conducted in isolation. Incorporating STEAM into English classrooms allows students to apply language abilities in real-world contexts such as scientific experiments, engineering projects, or artistic activities. Students, for example, may participate in collaborative projects in which they investigate a scientific issue, prepare reports, and present their findings in English, reinforcing language skills within the framework of STEAM. Hands-on, experiential learning is emphasized in STEAM education. This technique can assist English language training by adding practical exercises, experiments, and projects that force students to use English in authentic contexts. Experimenting with language in a real-world context not only reinforces linguistic concepts, but also makes the learning process more engaging and memorable[3; p. 54].

STEAM projects often involve solving real-world problems, encouraging students to think critically and communicate effectively. When integrated with English language learning, these projects offer a platform for students to express themselves linguistically while addressing complex challenges. Through collaborative project-based learning, students develop language skills in a dynamic and

interactive environment, preparing them for the communication demands of the future.[11; p. 17]. The arts component of STEAM emphasizes creativity and self-expression. Incorporating artistic elements into English language instruction allows students to explore language in a more imaginative way. Creative writing, drama, and multimedia presentations provide avenues for students to express themselves linguistically, fostering a deeper connection with the language and promoting individuality. STEAM education often involves exploring global challenges and collaborating across borders [10; p.18]. English language instruction within a STEAM framework exposes students to diverse perspectives, enhancing their cross-cultural communication skills. Engaging with English in the context of global issues helps students develop a more profound understanding of the language's role as a tool for international communication.[8; p. 52].

STEM education is not a separate subject, it involves the integration of knowledge from different fields, so STEM education can be used to teach children in different subject areas. Integration of knowledge from different spheres allows future professionals to be successful in most fields. Virtually all experts note that progressive technologies increase motivation for learning and expand basic knowledge in the field of design and programming.

At the same time, STEM-education is traditionally associated with robotics, construction, computer modeling, and other areas associated with engineering rather than humanities and linguistics. However, the potential of STEM-education as a means of developing a child's speech is enormous: collective scientific and technical creativity, in the process of which it is necessary to agree, communicate, formulate new ideas; mandatory defense of creative projects and research works, and so on.[7; p. 6].

Early learning of foreign languages is a problem that invariably arouses interest and acute controversy in society. On the one hand, there is an objective understanding of the sensitivity of the period of primary school age for foreign language education. On the other hand, the pedagogical community is concerned about the actual issues of organization, methodological support, continuity and continuity of this process[1; p. 4]. At the same time, the real practice of education reflects the growing interest of parents in receiving educational services for their children's learning foreign languages.

The mastery of foreign languages is regarded as the most important factor of socio-economic, scientific, technical and cultural progress. Teaching foreign languages to children at primary school age contributes to the formation of prerequisites for further learning activities. Foreign languages are studied with a view to their Foreign languages are studied with a view to their subsequent functioning as a tool for comprehensive information exchange, interaction between national cultures and the assimilation of universal values[2; p. 29-30]. The country's needs for specialists capable of using

foreign languages to ensure various types of communication are increasing. These needs, expressing the essence of the social order to the sphere of language education, determine the content of the pedagogical goal at the socio-economic level.

If you want to study science and be a scientist - you need to know a foreign language. One of the important components of the goal is the formation of engineering culture, which implies:

- *Availability of a complex of knowledge in natural-scientific, technical and humanitarian spheres;*
- *Ability to integrate polytechnic and humanitarian knowledge;*
- *Application of acquired knowledge in real life situations;*
- *Development of such qualities of a modern person as flexible thinking, creativity, motivation, etc.*

The main direction in teaching English remains traditional classical methods. However, pedagogical science does not stand still, new methods based on new educational technologies appear [4; p. 35].

STEM technologies as applied to the Physics and Mathematics Lyceum are the implementation of **physics, mathematics and science projects** by pupils. The connection of STEM technologies is that the implementation of projects is carried out in English. The teaching material does not allow for the full use of STEM technologies, but in almost every module there are topics in which it is possible to use project-based research methods. Mostly, of course, these are mini projects [6; p. 8-10].

Some modules contain topics related to ecology. For example, in 8th grade there is a theme "*Paper bags vs. plastic bags*", "*Eco-clothes*". These topics have interdisciplinary links between English and ecology and chemistry. Within the framework of the theme "*Eco-clothing*", pupils make a presentation about different types of fabrics, their peculiarities and in what clothes they are used, also visual material with different pieces of fabrics is made. For example, *cotton, bamboo, nylon, wool, denim*.

In grade 9 the ecology topic is also presented in the module "*In danger*" about animals that are on the verge of extinction. The pupils are given the task to prepare a project about the animals living in Uzbekistan and the problems they face. In addition, the pupils make posters with pictures of animals and write a few sentences about the animals, using special vocabulary on the subject.

In grade 9, learners go through the topic about electronic garbage. Students are asked to find material about the placement and disposal of electronic waste in different countries.

The abbreviation STEM (science, technology, engineering, math) in English means synthesis of science, technology, engineering and mathematics. Recently, many also add the letter A (arts) to this

abbreviation, which means different types of arts: humanities, foreign languages, new media, painting, dance, theater, music, i.e. the connection with art and design is assumed[9; p. 48-49].

STEAM is one of the trends in global education, which implies a blended learning environment, and shows the child how to apply science and art together in everyday life.

Summarizing the results we can say that the possession of modern pedagogical technologies (STEM-technologies, project-based learning technology, problem-based learning technology, cooperation technology, computer technologies) is a component of teacher's methodological culture. The introduction of new technologies into the educational process changes the position and habitual attitudes not only of the schoolchildren, but also of the teacher.

Skills of the XXI century is a special direction that is being actively discussed at different levels. The essence of the concept is as follows: the key skills that defined literacy in the industrial era were reading, writing and arithmetic. In the twenty-first century, however, the emphasis is shifting towards critical thinking skills, the ability to interact and communicate, and creativity[1; p. 4]. By incorporating STEAM ideas into English language training, education is transformed into a dynamic, multidisciplinary experience. Educators can educate kids not only to understand English but also to thrive in an interconnected and fast changing world by integrating the power of language with the creativity and problem-solving abilities inherent in STEAM. This comprehensive approach establishes the groundwork for lifelong learning, critical thinking, and innovation.

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PROBLEMS OF ECONOMIC EDUCATION OF STUDENTS IN THE DIGITAL EDUCATIONAL ENVIRONMENT

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The direction of forming a digital economy has become a global trend of socio-economic development in the last few years. The potential of the digital economy is largely related to the results of the creation and development of the information society. Regardless of the timing of the adoption of public policies in the field of information society, the prospects of the digital economy are that new economic benefits can be achieved by using the existing infrastructure, including its computing power, communication lines and content.

Resolution No. 824 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020 "On measures to improve the system related to the organization of the educational process in higher education institutions", October 27, 2020 "Transformation of higher education institutions in cooperation with prestigious foreign higher education institutions" decisions of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev dated April 20, 2017 "On measures to further develop the higher education system" No. PQ-2909 dated June 5, 2018 "Higher education Decisions No. PQ-3775 on additional measures to increase the quality of education in institutions and ensure their active participation in comprehensive reforms implemented in the country, No. PF-60 of January 28, 2022 "New Uzbekistan for 2022-2026 priority tasks are defined in the decree "On development strategy" and other normative legal documents related to this activity.

Within the framework of this direction, the tasks of training personnel who meet the requirements of the development of the digital economy and have acquired digital competencies have been defined.

Of course, the personnel training system for the digital economy is the main source of its development, that is, the training of specialists who create and apply digital data processing algorithms, create high-tech goods and services, and introduce innovations in various sectors of the economy. Despite the existence of a developed system of higher and professional education, new educational projects have been created to achieve the goals of the digital economy. The educational and research structures created are fundamentally different from state universities in terms of management and educational programs.

The role of higher education is to provide the digital economy with relevant training and research programs and personnel. Otherwise, the educational and research tasks of the digital economy will be transferred to the private sector, at best to non-governmental organizations, or to digital learning platforms.

The assessment of the readiness of education for the digital economy is carried out according to the following groups of indicators:

- use of information technologies in the educational process;
- training of pedagogical personnel on the use of information technologies in education;
- informatization of education management;
- information infrastructure of educational activities;
- regulatory and legal support for digitization of education.

The research is conducted on the basis of official statistics, expert assessments and information from the professional community, taking into account the criteria proposed by the World Bank.

The general interpretation of digital education as a process of learning the necessary digital competencies, preparing human capital for the digital economy reduces this concept to the subject area - digital technologies. Currently, it is difficult to define a clear boundary between information and digital technologies, because a new stage in the development of IT is emerging and taking shape. Often, digital technology refers to some set of IT, such as a digital platform or IT, for which new applications have been found, such as artificial intelligence or additive technologies. The information infrastructure consisting of telecommunication networks, computing power, and content volume created in society creates the basis for wide use of IT. In general, it describes a new level of use of IT in the digital economy and education. Since the 1990s, at the beginning of the active stage of society's informatization, the concept of "electronic business" appeared, that is, the transfer of business communications to the Internet. After that, the concepts of "e-commerce", "e-education", "e-government", etc. appeared. E-business and individual web tools have not been considered global innovations for a long time. Indeed, electronic communication services have become standard in information-economic activities, including education.

The further development of informatization is connected not with IT, but with new methods of their use in solving socio-economic problems. These new methods should ensure the transfer of the amount of information technology accumulated by the society to the new quality of decisions made, services provided, management of resources, etc. A number of scientists define the new stage of informatization development as "smart" and point to the achievements of IT in providing a new level of safety and comfort for citizens as an example of "smart cities".

Three main stages can be distinguished in the use of modern IT in society: automation, informatization and digitalization.

to accelerate the creation of national electronic educational resources, to organize the translation of foreign electronic educational resources, to gradually increase the weight of electronic resources in the educational process, to create electronic educational literature, to download them to mobile devices, to place information about electronic resources in libraries using QR codes Create;

creation of an electronic database of scientific and technical information consisting of conference materials, graduation-qualification works, master's and doctoral dissertations of a higher educational institution, wide implementation of the anti-plagiarism system in order to ensure the freshness of scientific and technical information in the future;

developing the use of modern software products that are widely used at the international level in the educational process based on the uniqueness of educational areas and specialties;

sharp reduction in the number of various reports and data received from higher education institutions, abandoning the paper form of their preparation, step-by-step transition to the "Electronic University" platform, which ensures the electronicization of the management system and educational processes, library and document circulation, the electronic system of monitoring the effectiveness of the activities of the participants of the educational process introduction;

to create a national system based on the establishment of a regularly updated electronic database (Student Record System) that includes information on teaching staff, undergraduate, graduate and doctoral students of higher education institutions;" priority tasks have been defined.

In our universities, the practice of using IT in the educational process is considered from the point of view of distance education. Not in the sense of using personal computers and projectors to develop and present lecture materials, but in the form of educational technology and e-learning. The practice of teaching students to use them, mostly in blended learning, only reaches about a third of students. Online education programs are mainly offered by private educational institutions, which have a high share of the online education segment. Universities need to supplement the digital learning environment created with their own educational products, interactive content, interaction tools and student project activities so that the benefits of the digital economy are available to them.

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TEACHING TRANSPORT TERMS WITH THE HELP OF LOAN WORDS

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Annotation. This article gives information about some transport terms. Particularly, how to learn them effectively is explained. For STEM students, learning vocabulary is essential and is their everyday task. Even though today direct method is favorable in teaching, comparing and contrasting their translations in Uzbek can also be quite effective for Uzbek learners of STEM disciplines.

Key words: STEM, terms, teaching, vocabulary learning, transport.

Terms are inseparable part of the language. They are prevalent in every domain. As long as technical message is conveyed, their importance is vital. Their features include qualities such as being precise and unique in meaning, though there are some exceptions. In STEM education learning and correct usage of terms is so important that students should pay attention to certain terms and their equivalents in their native languages.

To begin with, if we define what the term is, there are several contentions presented by linguists. The word 'term' itself is derived from the Latin word 'terminus' meaning 'final point', 'finish', 'board'[2;203]. V.N.Shevchuk defines the term as 'A term is a word which means 'defining', 'determining' in medieval periods'. The word 'terme' which existed in the French language meant 'word'[3;6]. According to Cambridge Dictionary the word term means 'a word or expression used in relation to a particular subject, often to describe something official or technical'[4]. In fact, terms acquire a common literary pattern regarding lexic-semantic meaning and they move to common colloquial language through a particular system [1;10].

The matter of how to teach terms to STEM students is of vital importance. There are several methods, but in this article we will discuss the method in which comparison between two languages (particularly between English and Uzbek) is taken into account. In modern teaching communicative method is

appreciated and chosen oftentimes. Having said that, occasionally illustrating comparisons and contrasts between English and Uzbek can be useful for most STEM students. Since one of the learning vocabulary mediums is memorizing new words taking their etymology into account. Likewise, when two or more languages have striking similarities or discrepancies can be of help to learners.

In order to that teachers should prepare relevant examples and correlations between two languages prior to the lesson. In this case, teachers could predict certain outcomes and potential questions and be ready for them. There are a plethora of approaches for that. In this article, we mainly focus on direct loans from English to Uzbek as well as some examples in which the Russian language is the middleman. As our focus is targeted to STEM students we will take relevant examples in technology and engineering, particularly we will look through transport terms. We will analyze the cases where some words were directly taken from English, whereas there are some cases where certain changes in sound happened. Interestingly, the changes regarding sound are also somehow predictable and can be applied to other similar cases.

Let us look through some cases where English and Uzbek transport terms are quite similar. First, we will analyze the instances with definitions, as prior to the lesson teachers should prepare like that. Later we will skip the definitions and only illustrate the examples so that our article can be a guide to learners.

No	Terms in English	Definition in English	Their translation in Uzbek	Definition in Uzbek
1	Antifreeze	a fluid to keep water temperature low in the vehicle cooling system	Antifriz	Avtomobil sovutish tizimida suvga haroratni past tutish uchun qo'shiladigan suyuqlik
2	Austenite	face-centered cubic iron	Austenit	yoqlari markazlashgan kub panjarali po'lat
3	Automobile	self-moving (autos-greek), self-propelled, energy-efficient, transported on unmanned aerial vehicles and people	Avtomobil	o'zi harakatlanuvchi (autos-grekcha o'zi, -mobilis lotincha harakatlanuvchi) mustaqil energiya manbaiga ega bo'lgan, quruqlikda, relssiz yo'llarda yuk va odamlarni tashishga mo'ljallangan xavfsizlikka ega bo'lgan mashinadir
4	Electrode	plate, stick, and so on which passes the electrons to liquids and gases	Elektrod	plastinka, tayoqcha va b. ko'rinishidagi bo'lib suyuqlik va gazlarga elektr toki o'tkazadi

5	Electrolyte	conductive fluid consisting of sulfuric acid and water	Elektrolit	oltingugurt kislotasi va suvdan tashkil topgan tok o'tkazuvchan suyuqlik
6	Pedal	a small part of a machine or object which is pushed down with the foot to operate or move the machine or object	Pedal	oyoq yordamida harakatlantiriladigan avtomobil dastasi

As you can see, teachers should prepare thorough list like this and should highlight the similarities. In these technical examples, all Uzbek terms are almost similar. They are direct loans from English. Let us look some more instances without the definitions:

Scooter – *Skuter* (English-Uzbek), Tachometer – *Taxometr*, Thermostat – *Termostat*, Protector – *Protektor*, Carcass – *Karkass*, Auto-model – *Avtomodel*, Cargo – *Kargo*, Chassis – *Shassi*, Component – *Komponent*, Compressor – *Kompressor*, Diffuser – *Diffuzor*, Radiator – *Radiator*, Transport – *Transport* and etc.

With the letter 'h', there is an interesting case. Look at these examples:

Horizontal – Gorizontal

Hybrid modeler – Gibrid model

Hydraulic brake – Gidravlik tormoz

With the influence of the Russian language, some sounds were changed during loaning. In Uzbek, we have that 'h' sound, yet it was preferred to take loans from Russian in their cases. Since in most occasions, the Russian language played to be a middleman in case of loans.

To sum up, if instances such these are thoroughly examined and prepared by teachers, these terms can be classified accordingly and can be taught effectively during the class. That would assist to boost the learning process, since learners can compare the similarities and thus, can memorize them faster. Admittedly, before the lesson there is so much work to do for teachers, yet once prepared they can use it for other similar classes and students.

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THE PLACE OF THE THEORY OF TECHNICAL IT TRANSLATION WITH CARDIOVESSEL MATH MODELLING IN THE SYSTEM OF LINGUISTIC THEORY

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ABSTRACT. This article examines the theory of technical translation into English for quality translation and also proposes a complex linguistic theory for application for IT specialists. Specialists must know the specific terms and terminology of these areas such as cardiovascular math modelling, linguistic theory and rules and physical processes with mechanical engineering.

Key words: cardiovascular math modelling, linguistic theory, physical processes, technical IT translation.

Subject and methodology of the theory of technical translation each science has its own subject of research: a strictly defined range of phenomena and patterns being studied. The subject of the theory of technical translation is the basic general principles of technical translation.

Features of the subject of the theory of technical translation as a science are expressed in the following:

1. The theory of technical translation studies technical translation as a whole. It summarizes the experience of translators who translated scientific, scientific, technical and technical literature and documentation.

2. The content of the subject of the theory of technical translation consists of the basic, general laws of technical translation, considering its essence and basic concepts. Based on the characteristics of the subject of this science, we can conclude that the theory of technical translation is a linguistic science that studies technical translation; general theoretical science of translation, since it identifies and explains the general patterns of the emergence, implementation and development of technical translation. If the subject of the theory of technical translation shows what this science studies, then its method answers the question of how technical translation is studied. The methodology of the theory of technical translation is the application of a set of certain theoretical principles (approaches), theoretical research methods and linguistic research methods.

The principles (approaches) of theoretical research into technical translation, according to the author, who are:

1. Historical approach. The historical approach requires consideration and generalization of the experience of translation experts of scientific, scientific, technical, technical literature and documentation in each historical period of the development of technical translation, for example, consideration of the approaches of the Russian and Soviet schools of technical translation to the translation of scientific and technical literature and documentation.

2. The principle of objectivity. The theory of technical translation defines the basic concepts of technical translation, formulates the laws of technical translation based on scientific knowledge.

3. Multidimensionality and consideration of all scientific views in the study of technical translation. The science focuses on all aspects of technical translation. Takes into account conflicting views on the implementation and improvement of technical translation. To understand and explain

the basic patterns of technical translation, theoretical research methods are used. Here are some of them. Analysis is the decomposition of the whole under study into parts, the selection of individual features. Technical translation can be analyzed in many aspects. A comprehensive analysis of technical translation allows us to take a deeper look at it. Synthesis is the combination of various elements, aspects of an object into a single whole. Synthesis is not a simple summation, but a semantic connection. Synthesis is the opposite of analysis, with which it is inextricably linked. For example, technical translators share their experience in translating special texts, consult each other, participate in conferences, and develop recommendations, in particular, for overcoming the difficulties of translating special texts, which in turn serves as material for deep theoretical generalizations and the basis for the further development of the theory of technical translation.

Comparison is a cognitive operation that underlies judgments about the similarities and differences between objects. Comparison is comparing one thing to another. Thus, a comparison of two translations of the same special text allows us to draw a conclusion about the highest quality translation of the special text. Linguistic research methods are comparative analysis; component analysis; methods of transformation analysis and static calculations; linguistic modeling method. Thus, the set of principles (approaches) of theoretical research of technical translation, theoretical research methods; linguistic research methods constitute the methodology of the theory of technical translation as a science.

The importance of knowledge of the theory of technical translation for the training of technical translators the theory of technical translation equips translator students with knowledge of the basic general principles of technical translation. Thus, it lays the foundation of translation culture, translation thinking, and shapes the worldview of the future technical translator. The theory of technical translation gives students a primary understanding of the basic concepts of technical translation, without which it is impossible to master specific knowledge of the theoretical and practical parts of the academic discipline "Technical Translation". Thus, the theory of technical translation is directly involved in the formation of the professional qualities of future specialists in the field of technical translation. The main merit, according to the author, of the theory of technical translation is that it allows students to overcome translation difficulties from a scientific point of view; carry out a comprehensive analysis of errors in the translation of scientific and technical literature; comprehensively understand the entire process of translating special texts. The theory of technical translation equips the future translator with a methodology for finding the right translation solution, allows him to approach solving translation problems in a more rational way and, thereby, saves the translator's time and effort. The author schematically shows the positions of what a student achieves by studying the theory of technical translation (See Fig. 2).

While studying the theory of technical translation, a student:		
Knowing knowledge relevant for the fundamental training of a technical translator	Forms: your scientific translation worldview, translation culture, ability to make correct translation decisions	Assimilates: primary concepts of technical translation necessary for effective study of the theoretical and practical parts of the academic discipline “Technical Translation”

When translated into English, when translated into Russian and Uzbek dictionary terminology, the technical words of English dictionary terminology have different meanings.

This pattern consists of replacing an English word with a Russian word with a narrower terminological meaning. In the process of such transformation, terminology of popular words occurs. For example in here with Russian sentences:

Решение приведенной выше системы уравнений (13) с конечным вычитанием во временном слое $L+0,5$ простым методом встречного движения выполняется по следующим формулам. Формулы для расчета коэффициентов метода вождения встречи являются следующими.

When translated into English from Russian sentences:

*The above system of finite difference equations (13) can be solved by the simple **counter movement method** in the time layer $\lambda + 0.5$ using the following formulas. The formulas for calculating the coefficients of the match driving method are as follows.....*

The word in Russian **встречное движение** translated into English as following versions: Oncoming traffic, approaching traffic, counter movement, counter –movement. After that for Russian word **встречное движение** suitable word counter movement, because other words don't give a right meanings. By the other words, context is translated into English with special terminology and specific words such as creating math model of cardiovascular system and creating program if some of specialty are combined. Practical translator need know cardiovascular system and every processing what is happened with organs also, knowing math model terminology and physical processes with mechanical

engineering. Practical translator is not only linguist or philology department specialists also, combined scientific area researchers and scientists should translate context from native language to English.

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LINGUISTIC IT TECHNICAL THEORY OF TRANSLATION INTO ENGLISH CARDIOVESSEL MATH MODELING AND IT MEDICINE SPHERE

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Abstract. This article examines the linguistic approach of the IT technical translation in English of the mathematical model of the cardiovascular system and IT medicine. The theory of the linguistic approach to technical areas for correct translation is also considered. The article proposes a linguistic approach to IT technical translation in English by scientists who have researched.

Key words: Linguistic context, IT technical translation, cardiovascular math modeling, medicine sphere.

Linguistic context the speech environment of a text element that is a translation unit (see Translation Unit): morphemes, words, grammatical forms and constructions. Linguistic context is a prerequisite implementation of the referential function by language units.

V.N. Komissarov points to such tasks of linguistic theories of translation:

1) reveal and describe the general linguistic foundations of translation, i.e. indicate what features of language systems and the patterns of functioning of languages underlie the translation process, make this process possible and determine its boundaries;

2) define translation as an object of linguistic research, indicate its difference from other types of linguistic mediation;

3) develop the basis for classifying types of translation activities;

4) reveal the essence of translation equivalence as the basis for the communicative equivalence of the original and translation texts;

5) develop general principles and features of the construction of private and special theories of translation for different language combinations;

6) develop general principles of the scientific translation process as the translator's actions to transform the original text into the target text;

7) reveal the impact of pragmatic and sociolinguistic factors on the translation process;

8) define the concept of "translation norm" and develop principles for assessing the quality of translation (Komissarov, 1990, p. 3). An additional incentive for the development of linguistic translation theory came from attempts to create various machine translation systems.

It is in speech that a word acquires the properties of designating specific objects and situations of the external world. In real practice, it is in the linguistic context that the meanings of polysemantic lexical units are differentiated. Example: cost – англ. in Russian ‘цена, стоимость’, ‘затраты, издержки’, ‘стоять’, ‘обходиться’, ‘определять цену, рассчитывать’.

All these meanings are realized in different contexts of a given word: prime cost; cost of war; count the cost; financial worries cost her many sleepless nights; that one mistake almost cost him his life; we'll get the plan costed before presenting it to the board. The linguistic context, therefore, is a set of positions in which the regular linguistic meanings of the translation unit are realized, as well as regular semantic shifts in the meaning of the units, based on standard associative relationships (adjacency, genus-species, conversion). Therefore, taking into account the linguistic context is very important when constructing a translated text, since it is often linguistic rules that dictate the choice of equivalent (see Translation Compliance), for example: “English look in combination with the adjective angry means look, and with the adjective European - view (e.g., The town has a European look); English way in combination with to the town means road, and in combination with of doing it means a way or method, etc.” (Barkhudarov, 1975, p. 169–170).

Technical medicine translation occupies a special position among other types of scientific and technical (special) translation, such as how it directly relates to a person's life, his health, and also to the observance of his rights. Medical translation is becoming more and more in demand due to the development of medicine as a science and the international communication of doctors. A characteristic feature of modern medicine is the increase in the number of narrow specialties, as well as the fragmentation of existing specialties [Shirinyan, Shustova, 2018]. Accordingly, in addition to the need for translators, the requirements for translator qualifications are growing. In the article “Difficulties of medical translation and ways to overcome them when teaching students of non-linguistic universities” M.V. Shirinyan and S.V. Shustova consider the features of the translation of medical texts, noting that “in the modern world there is active cooperation and international exchange experience in the field of medicine and healthcare” [Shirinyan, Shusto-, 2018, p. 296], in connection with which high-quality, complete translation of medical documentation becomes of current importance. Translation of medical texts seems to be one of the most difficult types of translation, requiring the translator not only to know the language, but also to understand medical processes

Among the main problems of translating medical texts:

- 1) features of usage, including metonymic use of terms and preferential use of certain parts speeches;

- 2) terminological problems (insufficient standardization of terminology, and therefore its variability, terminological synonymy);
- 3) difficulties in translating abbreviations;
- 4) the admissibility of using English in the translated text;
- 5) problems of translating eponyms;
- 6) mismatch of affixes in words of common origin (English dental - French dentaire, English aortal - French aortic);
- 7) features of compatibility of linguistic units and text structure;
- 8) insufficiently high quality of specialized bi- and multilingual dictionaries;
- 9) differences in the organization of the health care system in different countries.

Written translation is divided into translation of medical documentation (medical history, medical certificate, prescription, outpatient card, referral, etc.) and translation of scientific research (articles, reviews, descriptions of studies, cases from practice in specialized literature, reports, textbooks, etc.).

Technical medicine texts are characterized by such features as synonymy of terms, specialized medical terminology (including international), medical abbreviations and abbreviations. Experts note that modern medical terminology is one of the most extensive and conceptually and substantively complex systems of terms: "Technical medicine vocabulary, including terms used in scientific medicine from other sciences (biology, chemistry, physics, microbiology, radiology, genetics, anthropology, psychology, cybernetics, math modeling, IT medicine etc.), amounts to several hundred thousand words and phrases".

In general, the accuracy and unambiguity of the abbreviation is important in any field of science, but in medicine this problem seems vitally important, since we are talking about the health and life of people. The difficulty is caused by the fact that often one abbreviation can be deciphered in different ways. Thus, the abbreviation "BPD" in English medical discourse refers to four completely different concepts:

- 1) bipolar disorder – "manic-depressive psychosis";
- 2) biparietal diameter – "biparenteral size of the fetal head";
- 3) bronchopulmonary dysplasia – "bronchopulmonary dysplasia";

4) borderline personality disorder - “borderline personality disorder.”

The abbreviation CM stands for:

1) congenital malformation – “congenital malformation”;

2) congestive cardiomyopathy – “congestive cardiomyopathy”;

3) contrast medium – “contrast substance”;

4) costal margin –

"costal edge".

The abbreviation CP stands for:

1) chest pain – “chest pain”;

2) cardiac pacing – “cardiostimulation”;

3) chicken pox – “chicken pox”;

4) child psychiatry – “child psychiatry”;

5) creatinine phosphate - “creatinine”;

6) cleft palate – “cleft palate”, etc.

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EXAMINING USER SATISFACTION AND ADOPTION IN SMART BANKING APPLICATIONS: A FOCUS ON BENEFITS

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Abstract

In recent years, the financial markets have seen substantial changes due to the widespread use of technology and the rising acceptance of digital solutions. Smart banking applications (SBAs) are at the forefront of this revolution and offer a wide range of capabilities that set them apart from traditional banking services. The objective of this study is to examine the level of satisfaction and utilisation of a smart banking application in relation to the advantages experienced by users. Data for this specific study was meticulously gathered through a comprehensive questionnaire that was specifically customised for individuals who frequently utilise smart banking services. A total of 150 replies were collected and carefully analysed to draw meaningful conclusions from the study's findings. Based on the findings, benefits have a favourable impact on satisfaction. There was a substantial relationship between satisfaction and both usage and intention to use.

Key words: Smart Banking, Benefit, Satisfaction, Intention to use, Usage

Introduction

Smart banking is an innovative development in the financial services industry that employs advanced technologies to enhance and streamline traditional banking processes [1]. Smart banking utilises a wide range of tools, including conventional means such as smartphones and internet platforms, as well as cutting-edge solutions like AI, big data analytics, and wearable technology. This all-inclusive toolbox empowers users to conveniently access their accounts and efficiently handle their finances while on the move. Additionally, users may receive tailored financial guidance and enjoy enhanced

security and convenience of use. Smart banking, whether accessed via mobile apps, internet platforms, or other means, enables individuals to assert authority over their finances and make well-informed choices. This ultimately fosters financial inclusion and cultivates a future where individuals have greater control over their financial well-being. With the growing prevalence of technology and the increasing adoption of digital solutions, the financial markets have seen significant transformations in recent years. Smart banking applications (SBAs) are leading this transformation and provide a plethora of capabilities that distinguish them from conventional banking services. The Small Business Administration (SBAs) has experienced significant expansion, garnering a global user base of millions, as evidenced by a projected market value of \$12.4 billion by 2026 [2, 3].

Telecom providers have had a substantial influence in Sri Lanka, notwithstanding their recent entry into the banking and financial industry. Recent figures indicate that telecommunications companies have successfully expanded the availability of financial services to a significant number of individuals in Sri Lanka [4]. These services have also offered customers more convenient and efficient banking options. Notably, there were over 20 million mobile banking transactions per month in 2023. According to Statistics, With internet access expected to reach 4.41 million households and mobile internet users exceeding 5.15 million by 2023, Sri Lanka's digital landscape is experiencing rapid growth, creating a fertile ground for the adoption of innovative solutions like smart banking applications [5, 6]. This article aims to explore the benefits that users derive from smart banking applications, specifically the personal value that consumers associate with the properties of the product or service.

Objective

This article aims to examine the elements that influence satisfaction and utilization of smart banking in the Ampara District. Although this paper draws on previous research, its main emphasis is on the advantages experienced by users rather than the specific features of financial services. The investigation focuses on the utilization of several financial services [7, 8].

Methodology

Information needed for this particular research was collected with great care using a thorough questionnaire that was specifically tailored to those who are regularly using smart banking services. In order to guarantee the accuracy and credibility of the measurements, the questionnaire utilized measurement tools that were modified from pre-existing literature, reflecting well-established concepts in the domain of smart banking adoption. Participants were requested to articulate their viewpoints and attitudes using a rating system based on Likert scales that spanned from 1

(representing 'strongly disagree') to 5 (representing 'strongly agree'), enabling the collection of subtle and comprehensive insights into their beliefs.

A grand total of 150 replies were gathered and scrutinized in order to derive significant inferences from the study's findings. The participants' demographic distribution exhibited an equitable participation, with 47% of the respondents identifying as female and 53% as male, so assuring a diverse and inclusive sample. It is worth mentioning that a substantial majority of participants, comprising 63%, stated that they possess more than two smart banking applications, indicating a large level of involvement with numerous platforms.

In addition, the frequency at which the respondents used smart banking services provided useful insights into their behavior when it comes to digital banking. Approximately 71% of the participants stated that they use smart banking services on a weekly basis, highlighting the consistent and frequent nature of their involvement with these digital financial applications. The frequent use of smart banking applications indicates an increasing dependence on these apps for the participants' regular financial activities.



Figure 1 : relationships between the variables

Hypothesis

H1 : The benefits experienced by users will positively impact their delight with smart banking.

H2 : The satisfaction of utilizing smart banking services will positively impact its usage.

H3 : The satisfaction derived from utilizing smart banking services would positively influence the propensity to use them.

Table 1 : Model Summary - Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.930 ^a	.864	.862	.47922
2	.933 ^b	.870	.868	.46926

a. Predictors: (Constant), Intention to use, Usage

b. Predictors: (Constant), Intention to use, Usage, Satisfaction

The summary table displays data from two regression models that examine the relationship between variables (Intention to use, Usage, and Satisfaction) and a dependent variable. In Model 1, the predictors exhibit a robust positive correlation ($R = 0.930$), accounting for approximately 86.4% of the variance in the dependent variable. Model 2 improves upon the previous model by including "Satisfaction" as an additional factor.

This results in a higher R Square value of 0.870, indicating a better explanation of approximately 87.0% of the variability. The modified R Square takes into account the number of predictors, and both models provide a low standard error of the estimate, indicating a strong fit. Model 2, which includes the variable "Satisfaction," improves the models' capacity to account for the differences in the dependent variable when compared to Model 1.

Table 2 : ANOVA

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	214.481	2	107.241	466.970	.000 ^b
	Residual	33.759	147	.230		
	Total	248.240	149			
2	Regression	216.090	3	72.030	327.105	.000 ^c
	Residual	32.150	146	.220		
	Total	248.240	149			

a. Dependent Variable: Benefits

b. Predictors: (Constant), Intentiontouse, Usage

c. Predictors: (Constant), Intentiontouse, Usage, Satisfaction

The table 2 provides a comparison of two regression models in their prediction of the "Benefits" variable. The regression analysis in Model 1, which incorporates factors such as Intention to use and Usage, yields a very significant result ($F = 466.970$, $p < 0.001$). This indicates that these predictors make a substantial contribution to explaining the variability in benefits. Model 2 improves upon the previous model by including "Satisfaction" as a predictor, which leads to a significantly better F-statistic (327.105 , $p < 0.001$). Both models demonstrate a substantial capacity to forecast advantages.

Table 3 : Coefficients

	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	1.626	.080		20.449	.000
	Usage	.067	.008	.474	8.536	.000
	Intentiontouse	.071	.008	.496	8.945	.000
2	(Constant)	1.657	.079		21.054	.000
	Usage	.059	.008	.416	7.116	.000
	Intentiontouse	.061	.009	.425	7.044	.000
	Satisfaction	.020	.007	.148	2.703	.008

a. Dependent Variable: Benefits

The sum of squares for residuals quantifies the amount of unexplained variance. All things considered, the ANOVA findings indicate that the predictors as a whole considerably contribute to the variation among the variable that is dependent "Benefits," and Model 2's inclusion of "Satisfaction" further strengthens the model's predictive ability.

The table 3 presents data on the correlation among the variables that are predicted (Usage, Intention to use, and Satisfaction) and the variable that is dependent, "Benefits." In Model 1, the constant term is 1.626, which represents the predicted value of "Benefits" when all of the predictors have a value of zero. Both Usage ($B = 0.067$, $p < 0.001$) and Intention to use ($B = 0.071$, $p < 0.001$) exhibit positive and statistically significant coefficients, indicating that an increase in both variables is linked to a positive alteration in "Benefits."

The constant term in Model 2, which incorporates Satisfaction as an extra predictor, is 1.657. The regression coefficients for Usage ($B = 0.059$, $p < 0.001$) and Intention to use ($B = 0.061$, $p < 0.001$) remain positive and statistically significant, suggesting that they continue to have a positive influence on the "Benefits" variable. Furthermore, the coefficient for Satisfaction is positive and statistically significant ($B = 0.020$, $p = 0.008$), indicating that an increase in Satisfaction is linked to a positive alteration in "Benefits." These coefficients facilitate the comprehension of the magnitude and orientation of the associations between variables and the variable that is dependent in forecasting the perceived advantages by individuals.

Table 4 : Correlations

		Benefits	Satisfaction	Usage	Intentiontouse
Benefits	Pearson Correlation	1	.823**	.889**	.893**
	Sig. (2-tailed)		.000	.000	.000
	N	150	150	150	150
Satisfaction	Pearson Correlation	.823**	1	.796**	.810**
	Sig. (2-tailed)	.000		.000	.000
	N	150	150	150	150
Usage	Pearson Correlation	.889**	.796**	1	.836**
	Sig. (2-tailed)	.000	.000		.000
	N	150	150	150	150
Intentiontouse	Pearson Correlation	.893**	.810**	.836**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	150	150	150	150

** . Correlation is significant at the 0.01 level (2-tailed).

The table 4 exhibits the associations among several factors in the study. The values denote Pearson correlation coefficients, which quantify the magnitude and direction of linear associations. The factors in this context are "Benefits," "Satisfaction," "Usage," and "Intention to use." The table displays significant positive correlations between the variable "Benefits" and each of the three other variables: "Satisfaction" ($r = 0.823$), "Usage" ($r = 0.889$), and "Intention to use" ($r = 0.893$). These findings indicate that as contentment, usage, and intention to use improve, the perceived benefits also tend to increase. Furthermore, there exist robust positive correlations between the predictors themselves: "Satisfaction" exhibits a strong association with both "Usage" ($r = 0.796$) and "Intention to use" ($r = 0.810$), while "Usage" and "Intention to use" also display a strong positive correlation ($r = 0.836$). In summary, these notable connections demonstrate the interconnectedness of the variables, suggesting that persons, who express higher levels of happiness, engage in more frequent usage, and possess a stronger inclination to use also likely to perceive greater advantages.

Table 5 : Hypothesis summary

Hypothesi s	Statements	Results
H1	The benefits experienced by users will positively impact their delight with smart banking	Accepted

H2	The satisfaction of utilizing smart banking services will positively impact its usage.	Accepted
H3	The satisfaction derived from utilizing smart banking services would positively influence the propensity to use them	Accepted

Conclusion

The notion of Smart banking services has garnered considerable attention as a prospective business model that might supplant conventional online banking services and provide supplementary value through a diverse array of services. Smartphone-based banking plays a vital role for users, banks, and financial institutions. Due to its immunity to temporal and spatial constraints, it has the capacity to improve the quality of life for individuals and lead to enhanced efficiency and cost reduction in the banking industry.

The correlation and regression analysis reveal a statistically significant and positive correlation between the variable "benefits" and the variables "usage" and "intention to use" also This suggests that the satisfaction derived from using smart financial services will have a favourable impact on their utilization. The correlation matrix and regression coefficients of both models suggest a robust and positive relationship between "satisfaction" and "usage." Finally, the gratification derived from utilizing smart banking services will positively influence the propensity to use them. The correlation matrix and regression coefficients demonstrate robust positive correlations between the variables "satisfaction" and "intention to use." The statistical studies provide evidence for each of the three alternatives. There is a substantial correlation between the perceived benefits, satisfaction, usage, and intention to use smart financial services. This suggests that when customers perceive extra benefits, have higher satisfaction, and increase their usage and intention to use, they enjoy heightened levels of satisfaction with smart banking.

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Student Track**A SCIENTIFIC INQUIRY INTO CHALLENGES FACED IN ENGLISH LANGUAGE EDUCATION FOR UZBEK STUDENTS AND ADAPTIVE APPROACHES**

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Abstract. The challenges of TEFL in Uzbekistan that affect language acquisition will be covered in this paper. Since the native language of Uzbekistan is completely different from the target language and it is not an English-speaking country, learning this language here may require a significant investment of time, patience, and effort. Teachers constantly face language-related problems connected with grammar, pronunciation, and vocabulary, as well as a lack of qualifications and a poor classroom environment. Stable solutions and recommendations will be offered in this post based on observations of issues that arise when learning English.

Key words: TEFL (teaching English as a foreign language), International English Language Testing System (IELTS) certificate, language interference, target language, native language, contrastive and comparative analysis, monolingual approach, learning environment, schooling system.

Dominating the modern world with its 1,456 billion speakers, English has become the most important and must-learn language. Besides being a communication bond all over the globe, it has undeniable influence on international business and trade, tourism, education, science and art, the economy, diplomacy, and many other spheres. As in most non-English-speaking countries, in Uzbekistan, the primary reasons for developing TEFL (teaching English as a foreign language) are further education, job advancement, and career development. Thousands of students are learning the English language either independently or by attending training courses in the yearning of getting International Language Certificates and entering the most prestigious tertiary education in or out of the country. With their diplomas, the chance of getting a job with career prospects is much higher. When hiring new employees, English proficiency is a serious factor, and if a job candidate has an International English Language Testing System (IELTS) certificate, then he or she is already ahead of most of the competition, a source at the Ministry of Innovative Development said [1].

Belonging to two different language families: Uzbek to Turkic and English to Germanic, these languages show a lot of contrast and dissimilarities which confuse Uzbek students and lead to major misunderstandings both in grammar and pronunciation. The absence of equivalents for articles and for a number of sounds like [æ], [ə], [ɛ], [ə-], [ð], [ə], [ʃ], and diphthongs in the Uzbek language makes it harder for teachers to explain and for learners to absorb the information. In this case, neither the comparative nor contrastive method is

appropriate, but to teach the target language solely. From my own experience at school, we were taught Uzbek [s], [z], and English [ð], [ə] consonants in comparison, in the consequence of which all of the students end up mispronouncing the sounds.

In addition, when it is crucial to expand the lexical resource, non-native speakers face problems associated with misinterpretation and misuse of words. Mastering the foreign language vocabulary is deemed challenging because of the different forms, volume of meaning, and usage in speech of the native language [2]. In TEFL, it is totally understandable that students limited to the basic or pre-elementary level of English develop their vocabulary gradually by learning new words with translations only. On the other hand, for language learners, trying to achieve advanced level word-for-word technique does not advance their vocabulary but leads to mistakes. Thus, one should memorise words with their definitions and learn them in context.

The translation of the word 'chapel' is the same as with 'church' in Uzbek: 'cherkov', which is rather confusing, whereas 'chapel is a small church or a room served as a church in the building' would be on point to understand it. And, in order to pass it on to the long-term memory, the learner can make up a sentence like 'She used to visit the small chapel in the village every Sunday and pray for hours'.

These above-mentioned problems are various forms of language interference, which is a major setback in language learning. Undoubtedly, beginners are not expected to put their mother tongue aside and use only English because their own language can function as prior knowledge to learn another language. But, subsequently, with the help of their teachers they will be able to analyse their errors caused by negative transfer, perceive distinctions between the target and native language, and show analytical acceptance. Inevitably, teachers should know how to make use of contrastive and comparative analysis, as well as monolingual approach.

One fact cannot be denied: English or even other subjects have been deeply influenced by the poor learning environment in the educational system. First of all, thousands of students in the country take part in overextended classes where the results will not be as satisfactory as those in normal classes; only a few of them can complete their education with flying colours. Symptomatically, Uzbekistan has been undergoing a profound brain drain that has multigenerational consequences. Teachers are not well-paid and are underappreciated, which is why many qualified personnel and professionals are migrating or just switching jobs [3]. The shortage of educators is "making way" for undergraduates to work in a school system, no matter how untrained they are. Considering English is one of the hardest languages to acquire, only with an average number of students in the class and with well-qualified teachers can the quality of the lessons be improved. Consequently, the president gave a special attention to upgrading the teachers' qualifications and providing good working conditions for them. According to his order in 2022, only teachers with either national or international certificates would be hired from 2023/2024, not to mention that those who already have them are being paid extra [4].

More theory, less practice, has become a common case in Uzbekistan's school system. Even though this emphasis is more inherent in science, foreign languages are no exception. Lessons often follow a dull, structured routine: checking homework, explaining new grammatical rules, completing exercises, and learning vocabulary. However, what educators need here is creativity and resourcefulness. Teachers should not confine English learning to the school curriculum; instead, they should introduce new activities, engage in role plays, and incorporate games, puzzles, and authentic materials. These approaches are vital to capture students' attention and foster genuine interest in learning the language.

In conclusion the significance of acquiring proficiency in English remains consistently high, offering individuals a substantial advantage in both their personal lives and careers. Uzbek students are diligently learning this foreign language to ensure a higher quality of life and access to lucrative job opportunities. However, various challenges emerge during this process, including diverse forms of language interference, a shortage of qualified teachers, and issues within the English classroom educational context. Teachers are applying effective techniques such as contrastive and comparative analysis, error analysis, and a monolingual approach. The government is actively creating special incentives and conditions to attract and retain qualified educators, aiming to bolster the number of specialists in the field. Through the implementation of creative ideas, students can be successfully guided in their studies. Despite the inherent difficulties students face in learning English, teachers should exert their utmost effort to contribute to the well-rounded education of the future generation.

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SCIENTIFIC INSIGHTS INTO ENHANCING READING COMPREHENSION SKILLS

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Abstract: This study explores the multifaceted nature of reading comprehension, investigating strategies to enhance this vital skill. Analyzing diverse methodologies and cognitive approaches, it delves into the complexities of comprehension enhancement, emphasizing cognitive processes, schema activation, and metacognitive strategies. The research identifies the significance of background knowledge, inference-making, and text structure awareness in fostering robust reading skills.

Keywords: reading comprehension, cognitive strategies, metacognition, schema, inference, text structure, background knowledge, technology, pedagogy, instructional practices.

Introduction

Reading comprehension is a fundamental cognitive skill vital for academic success and daily functioning. It involves the ability to extract meaning from text, integrate information, and construct a coherent understanding of the material. This multifaceted process engages various cognitive mechanisms, including linguistic decoding, inference making, and background knowledge utilization (Graesser et al., 2019; Perfetti & Stafura, 2014). Despite its significance, challenges persist in both assessing and enhancing reading comprehension abilities across diverse populations and contexts. The importance of proficient reading comprehension spans across educational, professional, and societal domains. In educational settings, it serves as a cornerstone for learning across subjects, influencing academic achievements and future prospects (Kamil et al., 2008).

Moreover, in the professional realm, effective reading comprehension is pivotal for success in various occupations, especially those demanding information synthesis and critical analysis (Hirsch, 2003). Beyond individual implications, societal progress relies heavily on a literate population capable of comprehending complex information in a rapidly evolving information landscape (National Research Council, 2012).

However, despite extensive research, challenges persist in understanding the nuanced interplay of factors contributing to reading comprehension difficulties, particularly among diverse populations, learners with specific needs, and across different languages or modalities. This study aims to delve deeper into these complexities to provide insights that can inform interventions and instructional strategies.

Understanding Reading Comprehension

Reading comprehension is a complex process involving the interaction of various cognitive and linguistic factors. The Simple View of Reading (Gough & Tunmer, 1986) and the Construction-Integration model (Kintsch, 1998) provide foundational frameworks for understanding this process. According to the Simple View of Reading, comprehension emerges from the product of decoding and linguistic comprehension. This model underscores the significance of both word recognition and language comprehension abilities in achieving reading comprehension (Hoover & Gough, 1990). On the other hand, the Construction-Integration model highlights the role of building a mental representation of the text and integrating it with existing knowledge structures, emphasizing the constructive nature of comprehension.

Numerous cognitive processes contribute to successful comprehension. Among these, inferencing, semantic integration, and text structure recognition stand out as pivotal mechanisms (van den Broek et al., 2005). Inferencing involves drawing conclusions or making connections based on implicit information within the text, while semantic integration refers to integrating new information with existing knowledge. Text structure recognition involves identifying organizational patterns within the text, aiding in the construction of a coherent mental representation (Cain & Oakhill, 2014).

Schema theory posits that individuals use pre-existing mental frameworks (schemas) to interpret and comprehend information (Rumelhart, 1980). Activating relevant schemas enhances comprehension by facilitating the assimilation of new information into these mental frameworks. Furthermore, metacognitive strategies, such as self-monitoring, self-regulation, and comprehension monitoring, play a crucial role in effective comprehension (Baker & Brown, 1984). These strategies involve the conscious awareness and control of one's cognitive processes during reading, enabling readers to assess their understanding and make necessary adjustments. Understanding these theoretical frameworks provides a lens through which we can explore the intricate cognitive processes underlying reading comprehension, shedding light on how readers construct meaning from text and how various factors impact this process.

Factors Influencing Reading Comprehension

Background knowledge, encompassing a reader's prior experiences and knowledge base, significantly influences comprehension (Anderson & Pearson, 1984). Readers use this knowledge to construct meaning, make connections, and fill in gaps while comprehending text. Adequate background knowledge enhances comprehension by providing a scaffold upon which new information can be integrated (Hirsch, 2003). Conversely, insufficient or inaccurate background knowledge can impede comprehension, particularly in unfamiliar or specialized domains.

Proficient readers engage in inference-making by drawing conclusions or generating hypotheses based on implicit cues in the text (Cain & Oakhill, 2011). Moreover, awareness of text structures, such as cause-and-effect, problem-solution, or compare-and-contrast, aids in organizing information and extracting main ideas (Kintsch & van Dijk, 1978). Readers skilled in recognizing these structures navigate through text more effectively, enhancing comprehension.

The integration of technology in reading environments has both positive and negative implications for reading proficiency. Digital platforms offer diverse textual formats and interactive tools that can engage and motivate readers (Reinking et al., 1998). However, the distraction potential and fragmented reading experiences associated with digital devices may affect sustained attention and deep comprehension (Mangen et al., 2013). Understanding the impact of technology on reading proficiency is crucial for optimizing its benefits while mitigating potential drawbacks.

Strategies for Enhancing Reading Comprehension

Various pedagogical interventions and instructional practices aim to enhance reading comprehension. These include explicit instruction in comprehension strategies (e.g., summarization, questioning, prediction),

reciprocal teaching methods, and the use of graphic organizers (Duke & Pearson, 2002). Additionally, fostering a literature-rich environment and encouraging independent reading can positively impact comprehension skills (Allington, 2006).

Analyzing the effectiveness of different approaches is crucial. Research suggests that metacognitive strategy instruction, such as teaching students to monitor their understanding and apply appropriate strategies, yields significant improvements in comprehension (Pressley et al., 1995). Furthermore, interventions tailored to individual needs and employing a combination of strategies tend to be more effective in enhancing comprehension across diverse learner profiles (Swanson et al., 2008).

Integrating technology into reading instruction requires thoughtful implementation. Utilizing multimedia resources, adaptive learning platforms, and digital annotation tools can enhance engagement and provide personalized learning experiences (Leu et al., 2014). However, balancing screen time, promoting critical evaluation of online content, and cultivating digital literacy skills are essential components of effectively integrating technology for reading proficiency.

Future Directions and Areas for Further Research

Future research should delve deeper into understanding the nuanced interactions between instructional approaches and learner characteristics. Investigating the impact of cultural and linguistic diversity on the effectiveness of interventions, exploring the role of digital literacies in reading comprehension, and assessing long-term effects of interventions on diverse learner populations are promising avenues for further research (Connor et al., 2009).

Conclusion

The empirical insights presented underscore the multifaceted nature of reading comprehension and the diverse array of effective instructional approaches available. Studies highlight the importance of explicit comprehension strategy instruction, the impact of background knowledge, and the judicious integration of technology in enhancing reading proficiency.

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COMPLEXITIES AND DIVERSE CHALLENGES IN TEACHING ENGLISH WRITING

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Abstract: The article delves into the intricate realm of cultivating proficient writing skills among students within non-linguistic disciplines, where English functions as a foreign language. Emphasizing the significance of critical thinking and its role in illustrating the coherence of significant information, this discussion highlights the pivotal relationship between developing cognitive abilities and linguistic prowess. Acknowledging the student's cognitive readiness and linguistic proficiency is imperative throughout the academic writing instruction.

Keywords: critical thinking, reflective writing, student learning, significant information, information literacy

Introduction

The teaching of writing in English as a second language encompasses a multifaceted domain, characterized by a myriad of challenges that educators encounter within diverse educational contexts. This introduction seeks to explore the intricate landscape of impediments surrounding the instruction of writing skills to non-native English speakers, emphasizing a scientific approach to dissecting these challenges.

Language acquisition, particularly in the realm of writing, has been a subject of extensive research and scholarly inquiry. The complexities inherent in this process have captivated the attention of renowned scholars and researchers. Notably, Graham (2006) emphasized the challenges encountered in developing writing skills among non-native English speakers, emphasizing the need for a comprehensive understanding of linguistic nuances and cultural contexts. Similarly, Flower and Hayes (2016) delved into the cognitive

processes involved in writing, shedding light on the intricate mechanisms underlying proficient written expression in a second language.

At the core of these challenges lies the convergence of linguistic structures, socio-cultural influences, and cognitive intricacies. The interplay between these domains poses significant hurdles for both learners and educators. Linguistic disparities between the native language and English create barriers in constructing coherent and eloquent written compositions. This sentiment was echoed in the research conducted by Silva (1993), highlighting the linguistic challenges faced by non-native English speakers in articulating their thoughts in a manner that adheres to the norms of the English academic discourse.

Moreover, the socio-cultural dimension adds another layer of complexity to the teaching of writing in English. The cultural nuances embedded within language influence the rhetorical styles, conventions, and modes of expression, significantly impacting written communication (Kaplan, 1966). This aspect necessitates an understanding of cultural diversity and the adaptation of instructional strategies that encompass a broad spectrum of cultural backgrounds, as advocated by Matsuda and Friedrich (2011).

Cognitively, the process of writing involves intricate mental mechanisms, encompassing planning, drafting, revising, and editing (Hayes & Flower, 2016). When navigating these stages in a second language, learners face cognitive load, hindering their ability to express ideas effectively. Research by Roca de Larios et al. (2006) highlighted the cognitive challenges encountered by second language learners in organizing and structuring their written discourse effectively.

In light of these challenges, a comprehensive understanding of the diverse impediments surrounding the teaching of writing in English is imperative. This scholarly inquiry endeavors to dissect these complexities, paving the way for targeted interventions and pedagogical strategies aimed at enhancing the efficacy of writing instruction for non-native English speakers within diverse educational settings.

Linguistic Challenges in Teaching Writing

The disparity between native languages and English constitutes a fundamental challenge in fostering effective written expression among non-native English speakers. Graham (2006) extensively explored these linguistic hurdles, emphasizing the intricate nature of linguistic structures and how they influence written communication. Native languages often possess distinct grammatical rules, syntax, and rhetorical patterns that diverge significantly from English. Silva (1993) echoed these sentiments, underscoring the linguistic challenges faced by non-native English speakers, particularly in adhering to the norms and conventions of English academic writing.

Language-specific differences, such as idiomatic expressions, syntactic structures, and rhetorical strategies, pose substantial impediments for learners attempting to produce coherent and eloquent written compositions in English. The intricate nature of these linguistic nuances significantly affects learners' ability to express complex ideas or concepts accurately. Furthermore, nuances in vocabulary usage and idiomatic expressions often require learners to navigate a vast lexical gap, hindering their proficiency in expressing nuanced thoughts effectively (Graham, 2006).

Graham's research findings suggest that the complexities of English grammar and syntax, notably the intricacies of tense usage, article incorporation, and word order, contribute to challenges in constructing grammatically accurate sentences. This linguistic incongruity necessitates a deeper understanding of English language structures, which non-native speakers often find daunting to master, particularly in academic writing contexts.

Silva (1993) highlighted the struggle non-native English speakers face in aligning their writing with the established conventions of English academic discourse. This challenge extends beyond linguistic structures and encompasses the application of appropriate academic vocabulary, rhetorical styles, and organizational patterns inherent in English writing.

Understanding and addressing these linguistic disparities are crucial in devising effective pedagogical strategies to facilitate the development of proficient writing skills in English among non-native speakers. Graham's and Silva's insights underscore the need for tailored interventions that target these linguistic intricacies to enhance written expression effectively.

Socio-Cultural Influences on Writing Instruction

Cultural nuances wield a profound impact on writing styles, conventions, and modes of communication, presenting intricate challenges in teaching writing to non-native English speakers. Kaplan (1966) extensively examined how cultural differences manifest in writing, highlighting how socio-cultural contexts shape rhetorical patterns and communication norms. Matsuda and Friedrich (2011) delved into the significance of cultural awareness in second-language writing, emphasizing its pivotal role in effective written expression.

Cultural diversity encompasses a wide spectrum of influences, including norms, values, traditions, and rhetorical preferences, all of which significantly shape written discourse. Kaplan (1966) expounded on how cultural variations lead to diverse rhetorical styles and communication strategies, impacting the organization, coherence, and persuasive elements within written compositions. Learners often grapple with adapting to these divergent cultural norms, leading to challenges in producing written work aligned with English academic conventions.

Matsuda and Friedrich (2011) highlighted the importance of cultural awareness in shaping instructional approaches, stressing the need for educators to integrate cultural sensitivity into writing pedagogy. They advocated for a pedagogical paradigm that acknowledges and accommodates diverse cultural backgrounds, emphasizing the inclusion of culturally diverse texts, topics, and perspectives within the curriculum. Such an approach fosters an inclusive environment that respects and values linguistic and cultural diversity, thereby facilitating more effective learning and writing practices among non-native English speakers.

Furthermore, socio-cultural influences extend beyond language structures and rhetoric, encompassing the socio-pragmatic aspects of communication. Politeness strategies, discourse markers, and pragmatic conventions differ across cultures, posing challenges for learners in navigating the subtleties of English communication norms (Kaplan, 1966).

Understanding and addressing these socio-cultural influences are imperative in designing effective writing instruction for non-native English speakers. Insights from Kaplan (1966) and Matsuda and Friedrich (2011) underscore the significance of integrating cultural awareness into writing pedagogy to create an inclusive learning environment conducive to effective written expression.

Cognitive Obstacles in Second Language Writing

The process of writing entails intricate cognitive mechanisms involving planning, drafting, revising, and editing, which pose formidable challenges for learners grappling with a second language. Hayes & Flower (2016) offered seminal insights into the cognitive processes underpinning writing tasks, emphasizing the complexities involved in transferring thoughts into written text. Additionally, Roca de Larios et al. (2006) explored cognitive challenges faced by second language learners in organizing and structuring their written discourse effectively.

The cognitive demands of writing in a second language are multifaceted, encompassing both linguistic and strategic components. Language proficiency directly influences cognitive load, affecting learners' ability to generate, organize, and articulate ideas effectively in written form (Flower & Hayes, 2016). The challenge intensifies when learners are required to switch between different language structures and rhetorical patterns inherent in their native language and those in English.

Furthermore, the cognitive processes involved in planning and organizing thoughts into a coherent structure pose substantial hurdles for second language learners (Hayes & Flower, 1981). The formulation of ideas in one's native language and the subsequent translation into English often leads to cognitive overload, impeding the smooth flow of ideas and inhibiting the expression of complex thoughts or arguments.

Roca de Larios et al. (2006) highlighted the struggle of second language learners in effectively structuring written discourse. The cognitive demands of organizing ideas and maintaining coherence and cohesion in a second language often result in challenges related to logical sequencing, appropriate use of cohesive devices, and overall text coherence.

These cognitive obstacles in second-language writing underscore the intricate nature of the writing process and its cognitive demands. The insights from Flower and Hayes (1981), Hayes & Flower (2016), and Roca de Larios et al. (2006) emphasize the need for educators to consider these cognitive challenges when designing instructional strategies that facilitate the development of proficient writing skills in a second language.

Pedagogical Strategies to Address Challenges

Effectively addressing the challenges faced in teaching writing to non-native English speakers necessitates the implementation of adaptive pedagogical approaches. Educators are tasked with devising strategies that accommodate diverse linguistic backgrounds, cater to varied learning styles, and acknowledge the influence of cultural nuances. Drawing from scholarly recommendations and educational practices, several pedagogical interventions emerge as pivotal in mitigating these challenges.

- 1) Embracing a differentiated approach allows educators to tailor instructional methods to meet the diverse needs of learners. This involves recognizing varying linguistic proficiencies and adapting teaching materials, tasks, and assessments accordingly (Tomlinson, 1999). By employing scaffolding techniques, educators can provide structured support to bridge linguistic gaps and gradually guide learners towards independent writing proficiency.
- 2) Integrating cultural diversity within the curriculum fosters inclusivity and validates diverse perspectives (Gay, 2018). By incorporating culturally relevant texts, topics, and examples in writing tasks, educators acknowledge and respect diverse cultural backgrounds, fostering a supportive and inclusive learning environment.
- 3) Implementing language development strategies, such as vocabulary-building exercises, grammar-focused activities, and explicit language instruction, assists learners in acquiring the linguistic tools necessary for effective writing (Ellis, 1994). Interactive tasks and language-focused feedback sessions enable learners to refine their language skills within a supportive instructional environment.
- 4) Engaging learners in authentic writing tasks aligned with real-world contexts encourages active participation and enhances motivation (Ellis, 2003). Providing opportunities for collaborative writing, peer review, and self-assessment allows learners to engage actively in the writing process, fostering a sense of ownership and promoting language development (Nunan, 2004).
- 5) Leveraging technology through writing tools, online resources, and digital platforms enhances access to supplementary materials and facilitates interactive learning experiences (Warschauer & Healey, 1998). Integrating technology enables personalized learning opportunities and supports independent writing practice.

Conclusion

Teaching writing to non-native English speakers encompasses a tapestry of challenges stemming from linguistic disparities, socio-cultural influences, and cognitive complexities. Scholars such as Graham, Silva, Flower and Hayes, Kaplan, and others have illuminated the multifaceted nature of these challenges, shedding light on the intricate intersections between language, culture, and cognition. Linguistic challenges arise from differences between native languages and English, impacting written expression. Socio-cultural influences permeate writing styles and communication norms, necessitating cultural awareness in instructional approaches. Additionally, cognitive obstacles in second language writing encompass the complex cognitive processes involved in articulating thoughts into written form. Addressing these challenges necessitates the implementation of adaptive pedagogical strategies. Differentiated instruction, culturally responsive pedagogy, language development strategies, task-based learning, and technology integration emerge as pivotal approaches in accommodating diverse linguistic backgrounds, learning styles, and cultural influences. These strategies, drawn from scholarly insights and educational practices, offer avenues to mitigate hurdles and foster an inclusive and effective writing pedagogy.

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**THE ANALYSIS OF CLASSROOM MANAGEMENT IN KIMYO
INTERNATIONAL UNIVERSITY IN TASHKENT**

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Abstract

There are several factors thought to influence teacher's classroom management skills on students' achievement gains in a duration of time that the students spend time engaged in academic activities [1]; [4]; however, there is an inconsistency with this argument about the effective role of teachers in classroom management. The study conducted a survey among teachers at Kimyo International University in Tashkent to obtain clearer evidence based on the experiences of teachers. The results show that each type of classroom management can be effective if the teacher can implement it according to the student's ability and characters.

Key words: classroom management, teachers' role, teaching skills, methods

Introduction

'Management' is a practical skill and it is very crucial for effective operation of an organization. It finds a place in all kinds of organizations including educational institutions. Moreover, there are two varieties of management, one of them to learn management as a subject, and the other is to become an effective manager [3]. However, in the teaching sphere teachers should be able to combine both skills as long as a teacher's responsibility is much more than teaching simply the subjects, but also, they need to provide them with skills they need to succeed socially and academically both inside and outside of the classroom [2]. Another scholar suggested that nowadays teachers' roles have become multifaceted. In addition, beyond the basics, an educator must have knowledge in areas such as the teaching and learning process, classroom management, pedagogical problem solving, the use of technology in the classroom, and knowledge of various technological devices [3]. Moreover, there was one more suggestion that by examining all aspects of classroom management, the greatest impact on students' achievement was found. This makes natural sense: in disorganized, unmanaged classrooms, students cannot learn [4]. One other hand, examines research that demonstrates how students learn best when teacher prioritize academic goals when setting expectations and managing their time, use effective management techniques to ensure maximum time for academic learning, and guide students through a fast-paced curriculum, ensuring with high success, indicators, and modify teaching materials in light of their understanding of the characteristics of their students [1]. As one of the studies showed that a recent meta-analysis of more than 100 studies, found that the foundation of all other aspects of classroom management is the quality of relationships between teachers and students [4]. Nevertheless, the qualitative study also shows that teachers vary in their approaches to teaching activities, including sharing knowledge, asking questions, and providing feedback. Context-specific influences are reported for grade level, socioeconomic status (SES), ability influence and teacher intentions. It has been determined that the development of successful teaching behaviors should be the keystone of any effort to improve student achievement [1]. This paper therefore aims to shed light on the responsibilities of both the teacher and the student, implementing effective strategies for classroom management, and using proven teaching and learning approaches.

Literature Review

As long as teachers play a major role in classroom management, it is evolving to become a mediator, educator, and facilitator, mentor, advisor, instructor, etc.

The teacher must take responsibility for teaching different methods and providing instructions in the classroom. It is important for students to take control of their learning in order to succeed in a university environment where students require personal effort and metacognitive skills are fundamental to academic success [2]; [3]. Some scholars mentioned that creating a safe, inclusive and helpful atmosphere in the class has enough advantages for students. Having good rapport with students is also one of the ways to create a safe learning space, and it helps to have a good relationship with students individually [2]. Good rapport with students helps teachers to learn about students' difficulties, interests and their needs. In this way teachers will be able to make their lesson plan according to students interests and needs [2]. However, being independent is important, despite independence developed by the help of careful scaffold, and support. Therefore, firstly teachers should scaffold their students, after that when their students will be able to take responsibility, teachers should remove the scaffold over time [2]. It is beneficial for teachers in order to know what their students know or about their difficulties. Which allows the teacher to adapt instructions to students' knowledge and connect previous learned topics to new ones [2]. So, teachers can help students to be responsible and promote further development. Moreover, scaffold helps to develop critical thinking by providing connection between ideas and activities [2]. On the other hand, it is pointed out about prioritizing equal and positive interactions with all students in the classroom. Maintain eye contact with every pupil. While speaking, teachers may look around the room and maintain eye contact while moving freely across the space. Walk around the class, make sure that classroom layout allows the teacher and students to move freely around the class. Give feedback with students' own authority. Encourage all students to participate in class discussions and activities. Make sure that all students are working equally. Give appropriate limitations of time according to their level or according to their own background information [4]. Research from Brophy [1] illustrates that the cause of teachers' role and poor classroom management can affect students' achievement. From the students' viewpoint, a collaborative learning environment and clear communication of behavior and academic standards are important components of good classroom management. Research shows that teachers who view classroom management as the process of creating and maintaining a productive learning environment are more likely to be successful than those who emphasize their role as authority figures or disciplinarians [1]. All in all, this literature review demonstrates that there was much research conducted by many scholars in order to provide the idea about strategies and importance of teachers' role in classroom management.

Methods

Participants

Twenty-two teachers enrolled in a questionnaire at Kimyo International University in Tashkent. They were all native Uzbek teachers who gave instructions on language teaching and language learning. All participants had background experience in teaching, most of whom had more than 10 years of experience. Those

teachers were not separated according to their gender or age. They were all given questionnaires collectively. The duration of the study was approximately two weeks.

Questionnaire

All teachers were given an online questionnaire, powered by Google forms. It was sent to their emails, and they were asked to participate voluntarily. The questionnaire consisted of five questions, related to teacher roles. It consisted of closed-ended questions that served to investigate teachers' response to their roles in the classroom. This data was analyzed, along with the implementation of the descriptive analysis.

Data Collection and Analysis

The data collection instrument was a survey tool. The survey has three stages. The pie chart illustrates the role of teachers in classroom management, their own opinion about the importance of teachers' role for students' future. It is interesting to note that 13,6 percent of teachers' answers were not sure about the importance of teachers' role for students' future. However, most of the teachers thought that teachers have an important role for students' future.

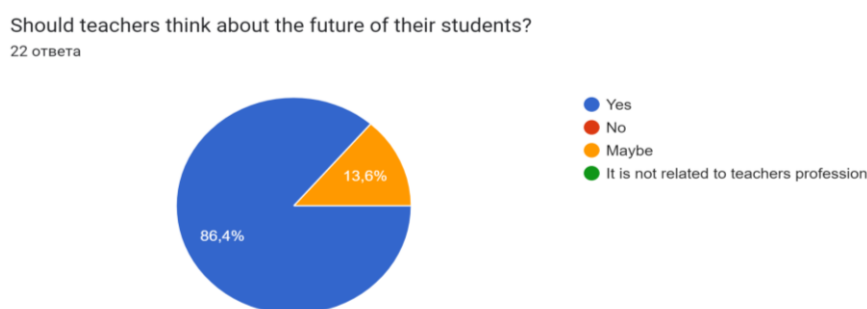
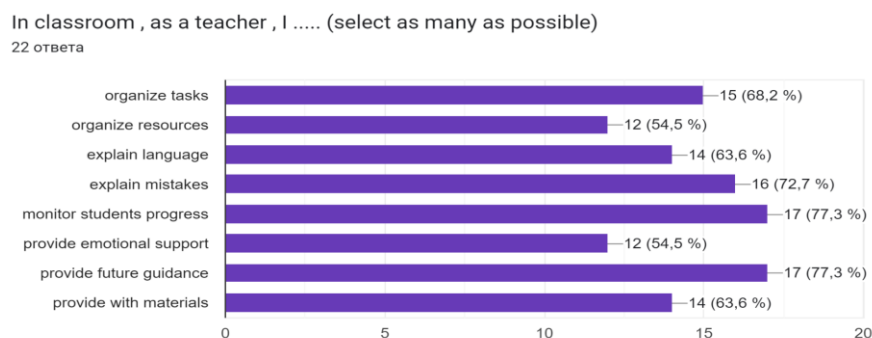
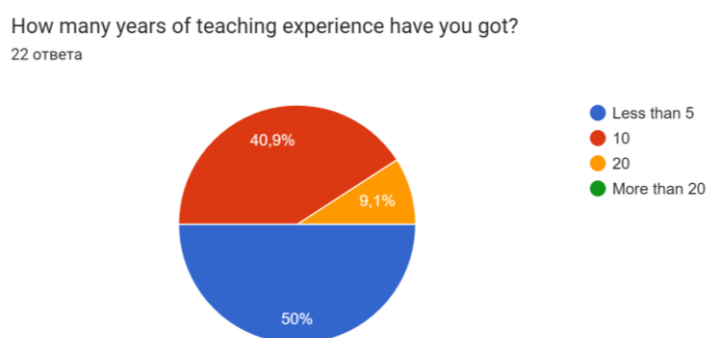


Chart 1

The second step was aimed to know the most common type of teacher's role in the classroom. The pie chart shows that monitoring students' progress and providing future guidance had the same results 17 (77,3). Conversely, with this result 12 (54,5) percent of teachers choose two types of roles parallel such organize resources and provide emotional support. However, the answers demonstrate that 16 (72,7) percent of teachers choose explaining mistakes and organizing tasks. Moreover, the 14 (63. 6) percent of teachers preferred the roles to explain language and provide materials.

**Chart 2**

The third stage was aimed at identifying teachers in the light of their teaching experience. For instance, 50 percent of participating teachers had less than five years' experience. And 9. 1 percent of teachers have twenty years of experience in this field. In addition, forty percent of teachers were ten-year experienced teachers.



Results

The first question reported about the responsibility of teachers for students' futures. From the survey we can see that 86% of teachers thought that it is important in their profession. However, there were 13,6% percent of teachers had hesitation on this point. The second option was about the teacher's role in the classroom. In order to find out the most preferable teachers' role in the classroom. Most teachers attitude towards teacher's role in the classroom, the answers showed the 17,77. 3% of aspects of teacher's role got the same number of answers in monitoring students' progress and in providing future guidance. It means most of the teachers think about their learner's progress. While 16% of teachers choose as the most important aspect of teacher's role investigating tasks and explaining mistakes. In addition, 14,63. 6% of teachers preferred to explain language and provide appropriate materials to learners in the classroom. However, 12,54. 5% of teachers thought that organize resources and provide emotional support is one of the main roles in the classroom. All in all, each aspect of roles is important in the classroom, nevertheless, it is good when teacher can find own role as a teacher in the classroom. On the other hand, the survey investigated the participated teachers experience in teaching sphere. For instance, 50% of participants had less than five years' experience, while 40% answer showed others had ten years working experience, and

only 9% of the participants had 20-year involvement in the teaching. However, the result of this question shows that the most part of the teachers had less than 5-year experience in teaching sphere.

Conclusion and future research

Classroom management skill is one of the essentials in teaching, as long as the teacher's action and attitude in the classroom establishes a learning environment in the classroom. In addition, most of the scholars mentioned that it is important to have a unique teaching method in the classroom as a teacher. The findings of this study suggest establishing a teacher's role in Kimyo International University. The evidence from this study suggests that instructors of Kimyo International University mainly prefer to provide future guidance, monitor students' progress, explain mistakes and organize tasks. However, this study can be a reference for other researchers who want to investigate a similar topic more deeply and in detail so that research can be refined as time goes by. Moreover, in order to find a clearer point of view, research can be conducted by practicing all different teachers' roles in the classroom.

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MOTIVATIONAL PROBLEMS IN SECOND LANGUAGE LEARNING AMONG SEVENTH GRADERS IN PRIVATE SCHOOLS IN UZBEKISTAN

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Abstract: The research aims to determine the relationship between motivation and language learning. 20 students of the "Yuksalish" school in Tashkent were selected and asked questions about language learning. All of them were students from Uzbekistan studying English as a second or foreign language. A survey with questions on the topic was conducted and their answers were analyzed. The results show that there is a

strong relationship between motivation and language learning in Uzbek culture. The results show that intrinsic and extrinsic motivation is an important part of second language learning.

Keywords: Second language, motivation, study

Introduction

What are the problems of motivation in learning? Everyone wants to be the best in the field they are interested in and to achieve high goals. Learning English is similar to this concept. Although the strategy for overcoming motivational problems in learning English as a second language is not new, it has become very popular in [1]. Motivation is one of the factors influencing the success of learning English. Motivation for daily language learning is essential for students to be fully empowered to learn English. It is known that motivation is a factor affecting students' English language achievement and work. For example, in a modern program in China, students use motivational strategies to learn English quickly and effectively. Many successes have been found after using this program. Many scholars have conducted research on motivation in language learning [2], [3], [4] and stated that language learning requires motivation. This study identified the benefits of second language learning through motivational problem solving and problem solving through its level.

Research questions:

1. What is the problem of motivation?
2. How do you solve motivation problems?
3. What motivation affects your life?
4. Why is lack of motivation a problem?
5. Who motivates you in your life?
6. Why do people need motivation?

Literature Review

Motivation is a crucial factor in second language learning (L2) as it drives learners to acquire and develop language skills. By exploring existing literature, we aim to identify the key motivational issues and potential factors that predetermine motivation among this specific group of learners. Studies highlight that motivation is essential in L2 acquisition, affecting learner engagement, effort, persistence, and ultimately, language mastery. Numerous motivational theories have been proposed, such as the integrative and instrumental orientations, self-determination theory, social-cognitive theory, and expectancy-value theory, each accenting different aspects of motivation. High parental expectations can push students to learn a second language, but excessive pressure might lead to demotivation and anxiety. Williams and Burden claim that teachers play a significant role in motivating students [5]. However, lack of support, uninspiring teaching methods, or a focus solely on exams can decrease learner motivation [6].

Language learners may fear making mistakes or being embarrassed, hindering their motivation to actively participate in L2 learning activities.

Lack of Interest: Students might perceive the importance and relevance of L2 learning as low, affecting their level of motivation.

Self-efficacy and Attribution: Learners' beliefs about their ability to succeed in language learning (self-efficacy) and attributions of success or failure can impact motivation levels. Students tend to compare their language abilities with peers, leading to demotivation if they perceive themselves as falling behind. Negative peer influence, such as ridiculing, can visibly affect students' motivation to learn a second language [7]. If the curriculum does not incorporate interactive and engaging activities, students may struggle to maintain motivation. An overemphasis on grades and exams at the expense of authentic language use may decrease motivation to learn the language beyond exam requirements [8].

Motivational problems in second language learning among seventh graders in private schools in Uzbekistan arise from a combination of external influences, internal factors, peer interactions, and curriculum-related challenges. Understanding these motivational issues is crucial for educators to develop targeted interventions and create a conducive learning environment that fosters student motivation and enhances language learning outcomes. Further research is needed to explore contextual factors specific to Uzbekistan and develop effective motivational strategies to address these problems.

Methodology

The methodology used to investigate motivational problems in second language learning among seventh graders in private schools in Uzbekistan involved the following steps. A quantitative research design was employed to gather data from a sample of seventh graders in private schools in Uzbekistan. This design allowed for the measurement and statistical analysis of motivational problems in second language learning. Stratified random sampling was used to select participants for the study. "Yuksalish" school located in Tashkent city was selected from among private schools in Uzbekistan, and questions related to internal and external motivation were presented to the students of the 7th grade. Through this questionnaire, the role of motivation in learning a second language was determined. The questionnaire included close-ended questions to assess students' motivational problems in learning a second language. The questionnaire was administered to participating students in their classrooms, ensuring confidentiality and anonymity. The questionnaire was developed based on an extensive literature review of motivational issues in second language learning. It consisted of items related to intrinsic motivation, extrinsic motivation, self-efficacy, language anxiety, and confidence in language learning. The collected data were analyzed using appropriate statistical methods. Descriptive statistics were used to summarize the responses to the questionnaire.

Data Collection and Analysis

In order to clarify my research, I went to the private "Yuksalish" school located in Tashkent, where I met the students of the 7th grade and distributed to them a sheet with questions about motivational problems in learning a second language and asked them to answer the questions on this sheet.

There were 20 students in the group. My first question was: Does motivation help in learning a second language? 17 out of 20 students clearly stated that motivation helps, 3 students said that motivation does not help in learning a second language. Research has shown that motivation is one of the most important aspects of second language acquisition. Motivation is a kind of desire to learn. Teaching a second language in an educational setting is very difficult if the learner has no desire to learn the language. It can be seen that 72% of people use motivation in learning a second language; however, 28% show that some people do not use motivation in learning a second language (Figure 1).

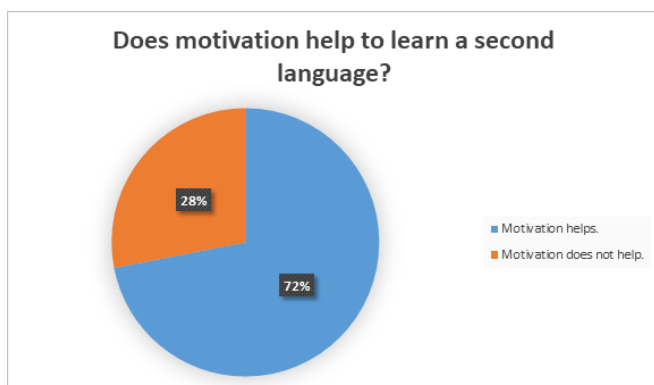


Figure 1

My second question was as follows. Does intrinsic motivation or extrinsic motivation promote second language learning? 16 out of 20 students answered the question that external motivation helps. the remaining 4 students found that intrinsic motivation helps. It can be seen that 80% of people use external motivation in learning a second language, 30% of people use internal motivation in learning a second language. Intrinsic motivations include a personal interest in learning English and a personal need to achieve a goal such as work. Extrinsic motivations include the rewards offered in the English language learning classroom, the social environment in the classroom, and work or study as fields that require English language learning. It can be seen that external motivation contributes more to learning a second language.

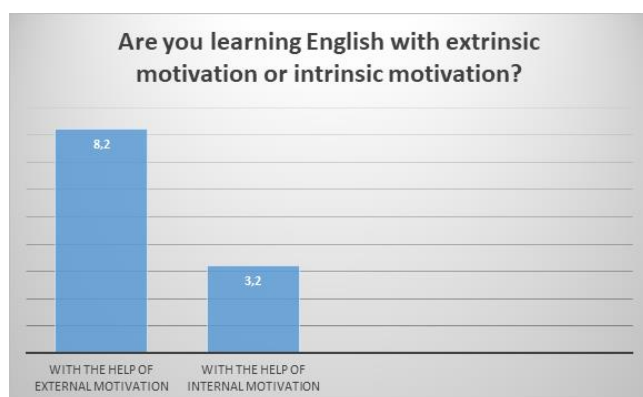


Figure 2

My third question was as follows. Why are you motivated to learn a second language? In answer to this question, 11 out of 20 students in the group said that it is important for their future and that motivation helps to learn quickly. 4 students said that it is important for their future, 3 students said that it is important

for entering the university, and 2 students said that they do it out of necessity. Our research revealed the following, foreign languages provide a competitive advantage in career choices: can communicate in a second language. Learning a foreign language improves listening skills and memory. If a person knows another language, he participates more effectively and responsibly in the multicultural world.



Figure 3

Results

Motivational issues can significantly influence the second language learning of seventh graders in private schools in Uzbekistan. Some research studies have shed light on this issue and identified various factors that contribute to motivational issues in language learning. A study conducted in private schools in Uzbekistan highlighted the impact of parental influence on students' motivation to learn a second language. Students whose parents were highly supportive and encouraging in their language learning showed more motivation than those whose parents were not supportive. Another study examined the role of teacher behavior in motivating seventh graders to learn a second language. It noted that teachers' enthusiasm, positive reinforcement, and the creation of a stimulating classroom environment have a positive impact on student motivation. Research has shown that poorly designed language curriculum and teaching materials can decrease student motivation. It emphasized the importance of relevant, interesting, and challenging educational materials that meet the needs and interests of seventh-grade students. Peer interaction and the establishment of a strong learning community were found to be significant in student motivation. Students who had opportunities to work collaboratively, engage in language-related activities, and receive peer stimulation demonstrated higher levels of motivation. Setting clear and achievable goals is an effective motivational strategy. Research has shown that when private school seventh graders are given specific goals, their motivation increases as they can track their progress and witness improvements in their language skills. Social factors also play a role in motivational issues. The study found that students' attitudes toward the target language, its speakers, and its cultural aspects significantly influenced their motivation to learn the language. Students' beliefs about their ability to learn a second language, known as self-efficacy beliefs, impacted their motivation. Students with high self-confidence demonstrated higher motivation and

persistence in language learning tasks. The results from this study emphasize the importance of understanding motivational issues in learning a second language among seventh-grade students in private schools in Uzbekistan. Supporting parents, improving teacher-student relationships, developing appropriate curricula, encouraging peer collaboration, goal setting, social factors, and student learning strategies such as self-confidence enhancement help increase motivation and promote successful language learning outcomes.

Conclusion

The study on motivational issues in second language learning among 7th-grade students in private schools in Uzbekistan has provided valuable insights and conclusions. Based on the results of various studies, the following conclusions can be drawn:

Parental involvement and support have a significant impact on students' motivation to learn a second language. Parents who actively participate in, encourage, and support their child's language learning process positively contribute to their child's motivation.

The teacher plays an important role in motivating seventh-grade students. Enthusiasm, positive reinforcement, and creating an engaging classroom environment are important factors that motivate students to learn a second language.

The design of language curriculum and materials is important. Well-designed materials that are relevant, interesting, and challenging can increase student motivation and engagement.

Peer interaction and a supportive learning community have a positive impact on motivation. Collaboration opportunities, language activities, and peer encouragement help motivate seventh graders.

Setting clear, achievable goals is an effective strategy for increasing motivation. Seventh-grade students are motivated when they have clear goals to work toward and can track their progress in learning a second language.

Cultural factors play an important role in shaping motivation. Students' attitudes toward the target language, its speakers, and its cultural aspects influence their motivation to learn the language.

Self-efficacy affects student motivation. Seventh-grade students who are confident in their language learning abilities demonstrate high motivation and perseverance.

The results of this study indicate the importance of addressing motivational problems in the second language learning of seventh graders in private schools in Uzbekistan. By promoting parent involvement, supporting teachers in creating a positive learning environment, developing appropriate curricula, fostering peer collaboration, and encouraging goal setting, cultural factors, and students' self-confidence, we can increase motivation and promote successful language learning in this age group attending private schools in Uzbekistan.

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ROLE OF CLASS SIZE IN LANGUAGE LEARNING IN PRIMARY CLASSES

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Abstract

Learning a language is connected with the class size and has an impact on students' language. Numerous researchers have conducted studies on this topic [6]; however, the impact of class size on students' language learning especially, in primary classes has yet to be observed. This paper aims to describe the role of the class size in a primary class on language learning. The participants of this study were fifteen primary class students who learnt English in small or big classes. The results revealed that students can feel more at ease in larger classes.

Key words: class size, TYL (Teaching Young Learners), L1, deductive approach

Introduction

The role of class size is becoming one of the main factors in classrooms. Previous research documented the relationship between student number and academic performance among students with learning difficulties [1], and reducing class size can help overcome passiveness, it can be effective to teachers and students too [5]. Additionally, reducing the number of students in a class affects development in all directions. For instance, establish a feeling of space in the classroom, more attention, effectiveness of language learning, students' achievements and so on. However, some studies highlighted that big classes are more cooperative than small classes [2]. Many students prefer learning in small classes, which can include as few as six students or as many as fifteen. Smaller class sizes often result in a more intimate learning environment, which teachers and students can engage more naturally and meaningfully, which enhances the learning process overall. This paper reveals how small class sizes affect elementary students' language learning.

Literature Review

Role of class size in learning

The idea that class size affects learning is one of the most enduring and powerful in education studies. However, a few experts claim that class size has little impact on student results and is therefore unnecessary. Russell and Blatchford [2] argue that traditional approaches to studying the effects of class size are limited and sometimes incorrect. Despite the fact that class size may not directly affect student outcomes, it nonetheless has a big impact because of its connection to other educational processes. Improvements in achievement are not the primary measure of success in the classroom. Teachers have adapted a variety of techniques to deal with the rising number of children and their diversity because it appears that cutting class sizes would be prohibitively expensive. According to some research, students with the lowest levels of achievement progressed more when there were fewer individuals in the class [3]. Conversely, some research found that smaller class sizes were beneficial for learners who were more academically successful [4]. The atmosphere established in a classroom with fewer pupils can be assigned to the development of ongoing learners and the joy of school, even though student achievement cannot be definitively related to smaller class sizes. Smaller class size is more convenient for both students and teachers.

Research question

This study aims to identify the role of class size in language learning in TYL classes guided by the following research question.

What role does the number of pupils in a class play in the learning process?

Methods

Participants

A total of 15 primary students participated in all parts of this research. They were bilingual speakers their L1* was Uzbek but they had basic knowledge about the English language and students were elementary

level. There were 9 boys and 6 girls, born and schooled in Uzbekistan. All had started learning English as an additional language after the age of 7 or 8 (average age of first exposure). The students have a variety of background knowledge. Three lessons were conducted with the same students. The participants in this study were “Miracle Academy” learners. This academy is considered as a learning center and it includes several subjects, among the subjects chosen for research was the English language class.

Interview

An interview included four questions and it was in English. Approximately two questions about the topic and two questions were about the environment of the class size Interview conducted with all students. Fifteen out of nine male students were given an oral questionnaire and six female participants also gave an oral questionnaire. It consisted of two questions related to the English grammar, Present continuous such as “in which time of period can we use present continuous? ” and the second question was “can you tell me time expressions of the present continuous? ' '. Next two questions were about the classroom environment. “In which lesson did you feel more comfortable to ask questions?”, “In which lesson did you understand the theme better?” Students responded that in big class sizes were more comfortable to give questions and to get information more deeply about the topic. However, in small class size was a bit boring for learners because of less participants in class. This data was analyzed, along with the implementation of the descriptive analysis.

Experimenting

The experiment involved four classes that I taught. I first instructed a small class in the present continuous tense before moving on to a larger one. The class was taught over a period of two days. Grammar lessons were given to the students at this time. Six students attended the first day, while fifteen students attended the second day. Next nine students attended the big and small classes also.

Data collection

The data collection instrument was an interview. The interview had four questionnaires. The table illustrates the attitude of students toward class size. It can be seen that only a few students prefer small class size lessons. However, 13 learners liked the big class size and they could understand the topic from that lesson. Almost 12 students have a negative attitude toward the small class size teaching because they could not feel themselves uncomfortable. Because of it they choose to be in a class where many students’ studies. Besides that, most of the students preferred big class sizes for learning languages.

Questions	Big class	Small class
In which time of the period can we use present continuous?	13 correct answers 2 incorrect	5 correct answers 1 incorrect
Can you tell me time expressions of the present continuous?	12 correct answers 3 almost incorrect	4 correct answers 2 incorrect
In which lesson did you feel comfortable to ask questions?	12	3
In which lesson did you understand the theme better?	13	2

Results

As part of the research, the result of the students was determined by answering oral questions and the lesson was lost 3 times. The results of my students showed that most students approved the teacher with a large number of children. If their attitude is positive toward the studying among a large number of the students, it will be productive for them as their answers. In addition, they were asked 4 questions and they were about the class atmosphere and about the topic. the first question was asked in an oral way " "in which time of period can we use the present continuous? " and the second question was "can you tell me time expressions of the present continuous? and their results were good for the big class and it was 15 correct answers. In small class size results were also good and there were 5 correct answers and one incorrect. In addition, results of the second questions showed that 12 correct answers and one incorrect for the big class size and for small class it illustrated that 4 correct and 2 incorrect answers. Regarding question three, the difference between large and small classes is very different. Take an example, almost all students preferred big classes and there they felt comfortable themselves, but in a small class two or three students liked it. Table shows that large classes are beneficial for language learning because they can be more comfortable during the lesson.

Conclusion and Future Implications

In conclusion, this research has demonstrated that to discuss how class size affects language acquisition in a primary school. There are several ways in which the size of a class affects learning. It could affect, for example, how students interact with one another. In a similar vein, the size of the class affects the language proficiency of the students. It is still too early to tell how class size affects language acquisition, particularly in basic education. Fifteen primary school pupils who studied English in large or small classes participated in this study. by tests and structured instruction, the research will first gauge students' foundational knowledge. Then, their academic achievement will be assessed by a final procedure. The result of this study showed that learning in large classes has a more positive effect on children than studying small classes.

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COMPARATIVE ANALYSIS OF UZBEK AND ENGLISH FOLK FAIRY TALES

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Abstract: The concept of folklore holds utmost significance in literature due to its profound influence on the shaping of culture, tradition, and history of humanity over many centuries. The interplay between folklore and other literary genres is integral, complementing each other in various ways. Nevertheless, there exist subtle variations in folk genres across different nations. This research paper aims to examine the significant disparities between English and Uzbek folklore, providing illustrative examples including “Battle of Meldon”, “Robin Hood”, “Gulliver”, “Gargantua”, “Cinderella” from English folk tales and “Alpomish”, “Malika Ayyor”,

"Ozodachehra", "Oygul bilan Baxtiyor", "Zumrad va Qimmat" from Uzbek folk fairy tales to support the research findings.

Keywords: folklore, folk tales and epics, artistic thinking, poetics, lyrics, customs, tradition, "Battle of Meldon", "Robin Hood", "Gulliver", "Gargantua", "Cinderella", "Alpomish", "Malika Ayyor", "Ozodachehra", "Oygul bilan Baxtiyor", "Zumrad va Qimmat".

Introduction. It is widely known that the nation's traditions and customs, particularly its folklore, reflect the understanding and spirit of the people. The most enigmatic and unique children's literature genre is folklore. A fairytale is also among the most well-known forms of folklore. It draws readers in with an engaging story, courageous characters, and a satisfying resolution. The most significant and fascinating folktales are passed down through the generations. These stories are now a part of peoples' histories, cultures, and customs. These magnificent and lovely stories have raised the new generations of today.

In the development of folklore, ancient customs and traditions among different cultures are influential in the crafting of fairy tales. Representing one of the most ancient forms of folk art, this genre has been transmitted orally from ancestors to subsequent generations. Experts in folklore have identified fairy tales as a genre that bridges different cultures due to its prevalence in the oral traditions of various global communities [1; p.67]. This article depicts comparative analysis of Uzbek and English folk fairy tales "Battle of Meldon", "Robin Hood", "Gulliver", "Gargantua", "Cinderella" from English folk tales and "Alpomish", "Malika Ayyor", "Ozodachehra", "Oygul bilan Baxtiyor", "Zumrad va Qimmat" from Uzbek folklore.

Results and discussions. The resemblances and shared characteristics found in the folklore of English and Uzbek demonstrate the equitable development of cultures across nations throughout history. This serves as a tangible representation of the interdependence and proliferation of folk traditions among global civilizations. The parallelism in thematic elements and concepts further validates this concept.

The role of ancient customs and traditions among diverse communities holds significant importance in the creation of traditional fairy tales. These tales, considered to be one of the oldest forms of folk art, have been transmitted across generations through oral traditions. Scholars specializing in folklore have found that fairy tales closely connect various cultures through their oral literature. In examining fairy tales, the positive heroes' relentless battles against malevolence and injustice are evident, culminating in triumphant outcomes. Rooted in human education, the narratives reflect the aspirations and concerns of people. The act of reading a fairy tale brings not only pleasure but also personal growth, influencing one's perspective. It is irrefutable that fairy tales are the gateway to a world of wonder, driving a person's imagination and intellect [2; p.208].

Fairy tales play an unparalleled educational role, providing a nurturing environment for children and instilling ethical values. Moreover, they present fantastical resolutions for the inherent flaws of human nature, offering valuable guidance. Therefore, narrating fairy tales to children can significantly contribute to their future development as mature individuals. Researchers have categorized fairy tales into distinct groups

over the years, based on their structure and thematic elements. These categories include animal tales, domestic life tales, magical tales, and humorous tales [1; p.89].

Similar themes are observed in both English and Uzbek folklore, indicating commonalities in the underlying meanings rather than geographical origins. The shared function of these images in both English and Uzbek folktales further illustrates their similarities. Additionally, the epics, a prominent aspect of folklore in both nations, exemplify the aesthetic representation of heroism and patriotism. For instance, the heroic themes present in English epics such as “Battle of Meldon” and “Robin Hood” can be compared to Uzbek folk epics such as “Alpomish” and “Malika Ayyor” to uncover parallels in their narratives.

Fairy tales, especially those featuring animals, often use metaphor and symbolism to convey deeper meanings. For example, in many tales, a fox may represent cunning, a lion might signify bravery, and a boar might symbolize gluttony and bloodthirstiness. Magical elements and fantastic textures are also common in these tales, creating a sense of wonder and enchantment.

These stories are often based on the traditions and values of different cultures, and may reflect real-life experiences or events. For instance, Uzbek fairy tales like “Zumrad va Qimmat”, “Oygul bilan Baxtiyor”, and “Ozodachehra” draw from the traditions and life experiences of the Uzbek people.

Myths and fairy tales have also been significant in the development of scientific ideas, philosophy, literature, music, and theater arts. They often reflect the customs, traditions, and ceremonies of different societies, providing insight into their cultural and historical roots. For example, works like “Gulliver” and “Gargantua” showcase the customs and traditions of their respective time periods and cultures [3; p.35].

When it comes to England, the country has been the origin of numerous well-known children’s stories. The English fairy tale tradition draws from folklore stories that are believed to have originated in the British Isles. This folklore has evolved over centuries through the oral storytelling tradition and is influenced by the distinct culture and identity of various regions in England. The tradition has strong connections to Celtic, Germanic, and Christian sources, contributing to its unique and diverse nature [4; p.97-102].

The text “Zumrad and Kimmatt” is a fairy tale from Uzbekistan featuring a positive heroine, Zumrad. She is known for her patience, charm, and hard work but is mistreated by her stepmother and stepsister. When her father takes her to the forest and abandons her, she encounters a sorceress who appreciates her hard work. The sorceress gives Zumrad a chest and instructs her to open it at home. Meanwhile, the stepmother tricks her husband into taking Zumrad back to the forest. In a parallel story, Kimmatt meets the same sorceress, but his laziness disappoints her. Both children are given chests, and when opened prematurely, they are teleported away. Ultimately, Zumrad and her father enjoy a happy life, while Kimmatt and his mother are lost.

The fairy tale of “Cinderella” depicts the protagonist, who lives a harsh and isolated life with her stepmother and stepsisters, but dreams of attending a royal ball. She is aided by a witch who provides her with a magical dress and carriage. Cinderella enchants the prince at the ball, but must leave by midnight, resulting in the

loss of her shoe. The prince searches for her using the shoe, ultimately finding Cinderella and marrying her. This ensures their future happiness.

If we examine carefully, there are resemblances in both fables. However, the tales differ in terms of their respective cultural origins. Regarding similarities, both protagonists endured similar hardships inflicted by their stepmothers and stepsisters, demonstrating significant resilience. Despite these challenges, their relationships with the aforementioned family members remained genuine, setting a compelling example for all young girls. Furthermore, the presence of a sorceress in both stories, aiding the girls during adversity, adds allure to the narrative [5; p.16-19]. Hence, fairy tales, serving to broaden a child's perspective and infuse kindness into their hearts, are an undeniably impactful force.

Conclusion

In conclusion, folklore serves as an expression of the creative output of various cultures and has made a distinctive contribution to the advancement of global literature. Throughout history, the significance of oral traditions within societies has been paramount. The primary resemblances among different folkloric genres and their underlying principles serve to illustrate the ongoing enrichment of folklore. A comparative analysis of English and Uzbek folk tales reveals a shared function of the characters: representing the mindset of their respective people and articulating it through language, ultimately influencing the formation of specific stereotypes [8; p.15-16]. While English fairy tales focus on conveying everyday life experiences, Uzbek folklore is distinguished by its penchant for fiction, unexpected plot developments, and themes of magic and transformation. It is noteworthy that the intrinsic value of these narratives to the development of each society lies in their ability to vividly portray the emotions and viewpoints of a culture.

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BENEFITS OF CLASSROOM TECHNOLOGY: SMARTBOARD INTEGRATION

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Abstract: The study focuses on how smart boards affect language learning among higher education students at private universities. Thus, Kimyo International University in Tashkent is selected for observation. 35 English language teachers were given a survey in which they needed to rate the benefits of smartboards in their lessons. All surveys were collected online, and the results were analyzed. The study shows that smart boards boost student motivation and save classroom time. They increase enthusiasm for English language skills and save time, but further research is needed.

Key terms: smartboard, L2, EFL (English as a Foreign Language), private university

Introduction

The impact and usage of smart boards have been an actual topic for language learning research for a long time. With the advent of technology, the tradition of teaching English went through transformation [7]. Technology in the classroom provides many options for teaching, both interestingly and productively. Hendawi and Nosair [3] claim that due to the rapid development of information technologies and communication resources, direct contact and connection between the elements of teaching and learning (teacher, student, and textbook) is no longer the primary resource for acquiring knowledge. The smart board, according to Handler (2011), is a contemporary technology that is being used in many classrooms as an interactive whiteboard that enables students to control computer applications using their fingers. Handler (2011) claimed that the use of technology in educational classrooms has exploded in recent years. Thus, the role of modern devices is essential in the language learning process, as it provides a variety of opportunities for teachers to conduct lessons in advanced ways and for students as well.

According to the scholars, there are many benefits to using smart boards in the classroom. For instance, [1]the research has been done and it is found that smart boards have significantly improved English proficiency among EFL Jordanian students, and teachers agree that effective implementation of smart boards in classrooms is crucial for effective teaching and learning. Moreover, Warnock, Boykin, and Tung [8] found that student learning and satisfaction have been proven to be favorably related to the adoption of the smart board technology system, but not necessarily student performance. Therefore, the effectiveness of using a smart board in the classroom will be discussed in this article.

Literature Review

Hamidi [2] looks more closely at relevant features, a smart board offers a number of simple features that could be very helpful to teachers in supporting teaching and learning. It offers pen tools, video and audio players, touch screens, recorders, and on-screen keyboard functionalities, among other things. Thus, many pedagogy experts think that incorporating technology into a school's operations is advantageous, practical, and essential [4][5][6].

Benefits of Smart Boards

The importance of this interactive whiteboard, according to studies on the technology (Hall & Higgins, 2004; Selvaraj et al., 2021), lies in the fact that it increases students' motivation for learning and attention to the lesson. It also allows the teacher to move drawings and shapes and make drawings. In addition to being virtual and featuring unique shapes, it is distinguished by its capacity to grab students' attention with its features of color, movement, sound, and other effects. Additionally, it addresses the problem of poor handwriting on the chalkboard, promotes excellent classroom interactions between the teacher and the learners, and is a healthy technique that doesn't expose students to allergies or other illnesses. Moreover, it improves the efficacy of the learning environment by saving the teacher a great deal of time, which encourages her or him to improve the instructional materials.

Warnock, Boykin and Tung [8], in their article, show the advantages of using a smart board, including the instructions. Firstly, the Smart Board Technology System (SBTS) is an extraordinarily comprehensive, interactive multimedia learning interface. Secondly, compared to conventional classroom teaching techniques, the SBTS has additional distinctive capabilities. All annotations produced on the touch-sensitive smart board can be stored, printed out, distributed, or emailed to the students using the SBTS (Levy, 2002; Smith, Higgins, Wall, & Miller, 2005). Finally, the SBTS is also exceptionally suited to multitasking. It is possible to integrate multimedia presentations and display multiple papers at once, which may appeal to students with different learning styles and aptitudes. (Starkman, 2006)

Methods**Participants**

The study was carried out at Tashkent's higher education institutes. Twelve educators from several private and public universities in the area, including Kimyo International University, participated in the study. This study's strategy for gathering data was to create a questionnaire using Google Forms. There were five questions with multiple choices. Since it presents the overall findings of data analysis in the form of numbers and questions on the use of smart boards that have advantages and an impact on a student's learning of English, this study employs the descriptive analysis approach.

Instruments

The questionnaire technique was employed in this study to gather information about the benefits of using smart boards and how the use of technology can enhance classroom management.

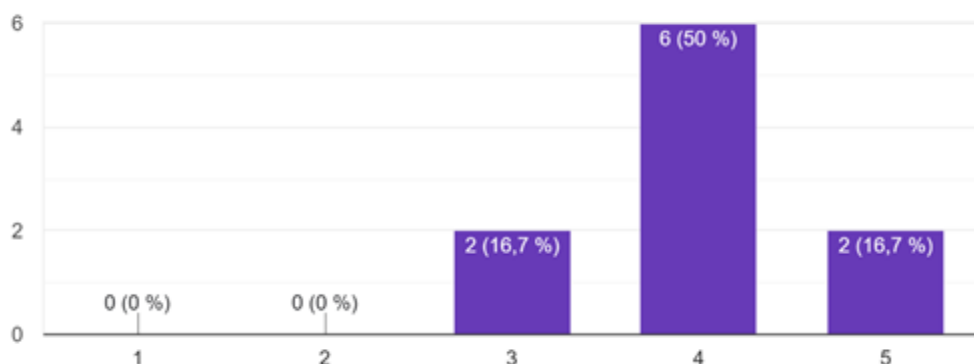
Data Collection and Results

According to the statistics, the participants needed to rate 1 to 5 the affect, the result showed that the use of smart boards is fairly useful in terms of students' motivation. The bar chart shows that the teachers find that using this very technology increases students' motivation.

Chart 1

How do smart boards affect on students motivation?

12 ответов

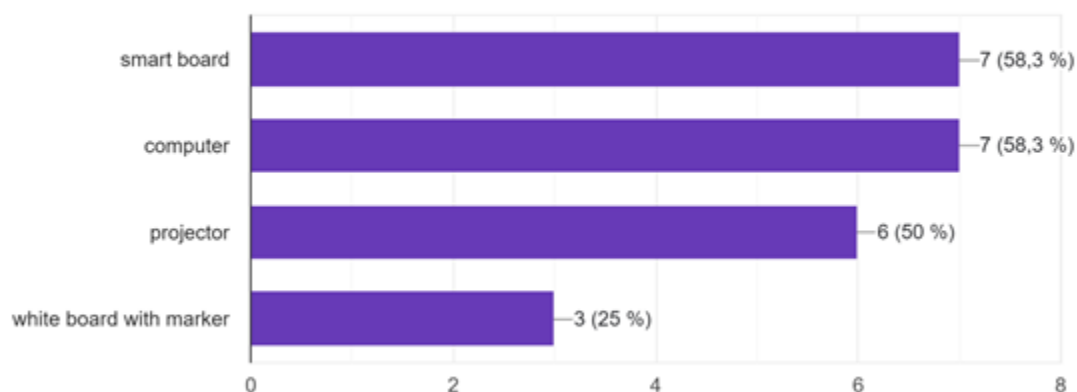


Although there is a variety of technology in the classroom, the teachers think that smart boards and computers save time while conducting the lesson. Their percentage is equal to 58%. The remaining participants chose time-saving projects, with whiteboard being the least popular option.

Chart 2

Which type of technology saves your time in the classroom ?

12 ответов

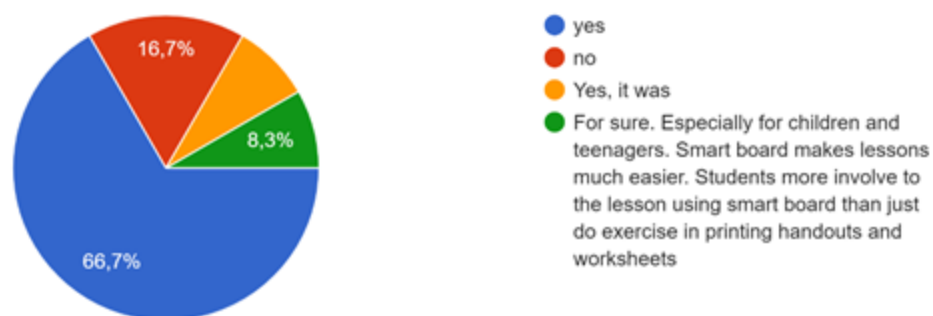


Among the twelve participants, almost 70% of them think that smart boards are a great tool to grab students' attention during the lessons. However, almost 17% do not agree with this idea. As a result, the smart boards are effective to use in order to grab students' attention.

Chart 3

Was using smart board effective to catch the student's attention?

12 ответов

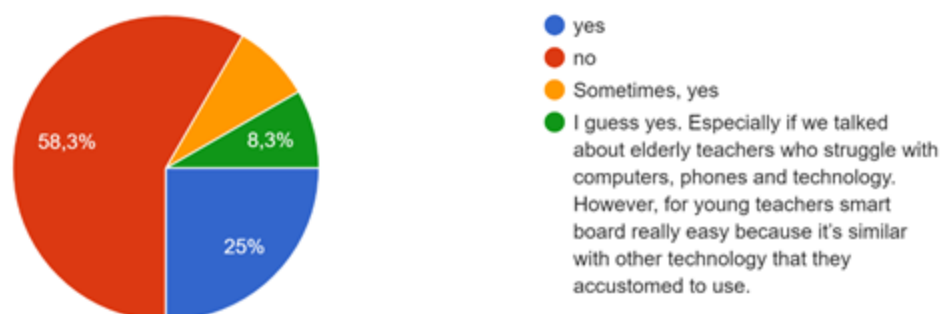


The pie chart shows that the majority of teachers do not struggle with using smart boards in the classroom. Although many teachers do not have problems using it, the other 25% of participants have difficulties utilizing smart boards. To conclude, the majority of teachers do not have problems using smart boards; the minority do.

Chart 4

Do you have difficulties in using smart board?

12 ответов



Conclusion and further implications

Smart boards offer numerous benefits to teachers, including pen tools, video and audio players, touch screen, recorder, and on-screen keyboard functionalities. These interactive whiteboards increase student motivation, attention, and engagement, address poor handwriting, promote good classroom interactions, and are a healthy method that doesn't expose students to allergies or illnesses. They also save teachers time, encouraging them to improve instructional materials. The Smart Board Technology System

(SBTS) is a comprehensive, interactive multimedia learning interface that allows annotations to be stored, printed, distributed, or emailed to students. It is also highly suited to multitasking, allowing for multimedia presentations and multiple paper displays, appealing to students with different learning styles and aptitudes.

The study reveals that smart boards significantly boost students' motivation and save time in classrooms. 58% of teachers believe smart boards and computers are effective, while 25% struggle with them. Nearly 70% of participants believe smart boards are a great tool to grab students' attention, while 17% disagree. Overall, smart boards are considered effective in capturing students' attention.

According to the study, smart boards greatly increase student enthusiasm to improve their English language skills while also saving time in the classroom. They need to learn new techniques, put them into practice, and do this. Therefore, further research needs to be done.

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THE ROLE OF TECHNOLOGY IN HEALTHCARE ADVANCEMENTS

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Abstract. This article explores the significant impact of technology on the healthcare industry. It highlights various advancements such as electronic health records, telemedicine, artificial intelligence, and wearable devices. The author emphasizes how technology has improved patient care, diagnostic accuracy, administrative processes, and remote access to medical services. The article also discusses the role of technology in developing innovative treatments, personalized medicine, and predictive analytics. However, it acknowledges the need to address challenges related to data privacy, security, and equitable access. Overall, the article emphasizes the transformative potential of technology in healthcare while urging responsible and inclusive implementation.

Key words: Technology, Healthcare, Advancements, Electronic health records, Telemedicine, Artificial intelligence, Wearable devices, Patient care, Diagnostic accuracy, Administrative processes, Remote access, Innovative treatments, Personalized medicine, Predictive analytics, Data privacy, Data security, Equitable access, Healthcare professionals

Introduction:

The role of technology in healthcare advancements has been a game-changer in the field of medicine. Over the years, technological innovations have transformed the way healthcare is delivered, improving patient outcomes, enhancing efficiency, and revolutionizing the overall healthcare experience. From electronic health records to telemedicine and artificial intelligence, technology has paved the way for groundbreaking advancements that have the potential to reshape the future of healthcare.

In this article, we will explore the various ways in which technology has played a pivotal role in healthcare advancements. We will delve into the benefits it brings, the challenges it poses, and the potential it holds for the future. By understanding the impact of technology on healthcare, we can gain insights into how it has transformed the industry and how it continues to shape the way we approach healthcare delivery and patient care.

Methods:

1. Improved Patient Care: Technology has revolutionized healthcare by enhancing patient care. Advanced medical devices, telemedicine, and electronic health records (EHRs) have made it easier for healthcare

professionals to diagnose, treat, and monitor patients remotely, leading to better outcomes and improved access to healthcare services.

2. Enhanced Efficiency and Accuracy: Technology has streamlined healthcare processes, reducing paperwork and administrative burdens. Automated systems for appointment scheduling, billing, and record-keeping have improved efficiency, allowing healthcare providers to focus more on patient care. Additionally, digital tools like AI-powered diagnostic systems and robotic surgeries have increased accuracy and precision in medical procedures.

3. Access to Medical Information: Technology has made medical information more accessible to both healthcare professionals and patients. Online medical databases, research portals, and health apps provide a wealth of information that can aid in diagnosis, treatment decisions, and self-care. Patients can also access their medical records and communicate with healthcare providers through secure online platforms.

4. Personalized Medicine: Technology has paved the way for personalized medicine, tailoring treatments to individual patients based on their genetic makeup, lifestyle, and medical history. Advancements in genomics, data analytics, and AI have enabled healthcare professionals to predict disease risks, identify optimal treatment plans, and develop targeted therapies, leading to more effective and efficient healthcare interventions.

5. Ethical and Privacy Concerns: While technology has brought numerous benefits to healthcare, it also raises ethical and privacy concerns. The collection and storage of vast amounts of patient data require robust security measures to protect sensitive information. Additionally, the ethical implications of AI-driven decision-making and the potential for bias in algorithms need to be carefully addressed to ensure fair and equitable healthcare practices.

Conclusion: In conclusion, the role of technology in healthcare advancements cannot be overstated. From electronic health records and telemedicine to artificial intelligence and wearable devices, technology has revolutionized the healthcare industry in numerous ways. It has improved patient care, enhanced diagnostic accuracy, streamlined administrative processes, and facilitated remote access to medical services. Additionally, technology has enabled the development of innovative treatments, personalized medicine, and predictive analytics, leading to better patient outcomes and more efficient healthcare delivery. However, it is important to address challenges such as data privacy, security, and equitable access to ensure that technology is harnessed responsibly and inclusively. As technology continues to evolve, its potential to transform healthcare is immense, and it is crucial for healthcare professionals, policymakers, and stakeholders to embrace and leverage these advancements for the benefit of all.

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THE IMPACT OF PERSONALITY ON LEARNING SECOND LANGUAGE AMONG HIGHER EDUCATIONAL STUDENTS IN UZBEKISTAN

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Abstract: Academics have been studying the impact of personality on learning a second language. Although scholars have conducted much research on this issue, the influence of the personality on second language learning remains unobserved [9]. This article aims to identify the influence of personality on second language learning: English, among students in Uzbekistan. 30 students were chosen to be observed in order to identify the relationship between personality and second language learning. This study found that introverted individuals performed better than extroverted students, indicating that introverted individuals are capable of learning English.

Key words: English, personality, second language learning, introvert and extravert.

Introduction

Sharp [8] indicates that in recent decades, there has been some study interest in the relationship between personality and second language learning capacity. However, the term of personality will be explained. Personality is referred to as one's "whole character and nature" in the Collins Cobuild Dictionary, while in Cambridge dictionary this term is shown as "the type of person you are, shown by the way you behave, feel, and think". This is a fair summary, but De Raad [2] notes that the term "character," which also has a moral component, has fallen out of favor in science and has been replaced by the more neutral term "personality," which refers to the collection of all the traits that make a person special. In other words, the connection between personality and second language acquisition ability has drawn attention in recent years.

Literature Review

Once, Eysenck [4] stated that the role of personality is significant in terms of an individual's performance. The personality factor is an internal aspect that should not be discounted even though there are many other factors that might affect how well a language is learned. If this relationship between personality characteristics is not understood, language learning will have a detrimental impact on teaching and learning outcomes [9]. Emotional states influence how L2 is acquired in addition to their cognitive skills. As a result, many scholars propose the importance of personality in individual performance, highlighting its internal impact on language learning [10]

Character, or personality, creates the connection between feeling, thinking, and behavior. Moreover, there are two approaches to define personality: either as (a) traits that best describe a person, or as (b) the various types of attributes created by the subordinate system [1]. Brown defined a definition of introverts and extraverts that was both recent and non-stereotypical, defining extroversion as the degree to which a person should receive ego enhancement, self-esteem, and a sense of integrity from other people as opposed to receiving such affirmation from within. Additionally, the extraversion and introversion dimension are the most extensively studied personality trait in linguistics, claim Dornyei [3] and Ellis [5]. Overall, extraversion and introversion dimension being the most extensively studied in linguistics.

Extroversion

Extroverts are more interested in what is happening around them than in their own thoughts and emotions. Extroverts generally look outside of themselves for inspiration, and the outside world is the focus of their energy alignment [7]. Extroverts are more influenced by their surroundings than by themselves [10]. In terms of education extroverted individuals tend to communicate with other L2 speakers more frequently and more easily, which is seen to have a good impact on the development of basic interpersonal skills. However, reflective learners may also benefit from studying the L2 more easily, leading to better levels of cognitive academic language proficiency. "Many classroom teachers emphasize that extrovert students are successful in L2 learning more than their introvert counterparts, especially in the communicative aspects of language ability" [6]. In other words, extroverted individuals tend to have better educational performance than introverted students.

Introversion

In contrast, introverts are almost afraid and unenthusiastic to communicate or participate in obligations with others since they are more interested in their thoughts and feelings than matters related to their surroundings. In particular, introverted people are sufficiently stimulated inside to not require additional stimulation, and their energy is aligned towards an internal world. [3] They ought to go for a serene setting where they can unwind or think. Introverts are prone to fatigue or overstimulation. When exposed to mental stimulus, introverts attain their degrees of open-mindedness significantly more quickly than extroverts: They will react more quickly or lower the volume more quickly [4]. The introvert demonstrates passive behavior and likes fewer, deeper discussions of fewer topics [9]

Methods

Participants

The research was conducted at higher education institutions in Tashkent. The study involved 30 students, comprising female and male students from Kimyo International University, from the first year of study. The data collection method in this research applied a written essay and questionnaire technique that was created using Google Forms. There were 10 close-ended questions. This research uses a descriptive analysis method since it shows the total results of analyzing data in the form of numbers and questions related to the personality that has an influence on a student's English learning acquisition.

Instruments

Two instruments were used to collect data in this study.

Survey

Students took a survey that consisted of 9 questions, 4 of which related to language proficiency and the other 5 to personality. To understand more about the personalities of thirty students and how they impact language acquisition, they were selected to complete the survey. Nine open-ended questions were given to them. They started by responding to the questions, after which they wrote an essay on a certain topic.

Thirteen of the students were excluded because they had been studying English for more than three years. Eleven of the seventeen students who responded to the survey identified as introverted, and six as extraverted.

Essay

The students were assigned to write an essay on a particular topic. After the students completed their essays on the subject of "Introduction to Academic Writing," the essays were thoroughly reviewed, taking into consideration any errors in grammar and vocabulary.

Data collection and analysis

Among the 17 students, there were 12 introverted individuals, and they showed high results in comparison with extroverted individuals (6). Their personalities and knowledge of the English language were found out according to the survey and essay. The level of English was identified according to certain criteria: grammar, lexical resources, coherence, and cohesion. According to these tables, introverted individuals showed better results than extroverted individuals.

Introverted students (Table 1)

Pre-intermediate	Intermediate	Upper-Intermediate
5	2	5

Extroverted students (Table 2)

Pre-intermediate	Intermediate	Upper-Intermediate
1	4	1

Conclusion

In conclusion, personality is an internal aspect that influences how well a language is learned, and without understanding this relationship, language learning outcomes can be negatively impacted. Emotional states also influence how L2 is acquired, and many scholars emphasize the importance of personality in individual performance. Personality can be defined as traits or attributes created by the subordinate system. Extroverts are more interested in their surroundings and have better educational performance, as they communicate more frequently and easily with other L2 speakers. Introverts, on the other hand, are more interested in their thoughts and feelings and are more prone to fatigue or overstimulation. They tend to exhibit passive behavior and prefer fewer, deeper discussions of fewer topics. Overall, personality plays a crucial role in language learning and teaching outcomes.

However, this study found that introverted individuals performed better than extroverted students, indicating that introverted learners are capable of learning English. However, there were several limitations in this study. For instance, the student's number was limited and another research should have a wider scale. In addition, the study can be extended to minimum a semester or an academic year. A further study is necessary to obtain precise data and statistics.

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THE INFLUNCE OF SOCIAL NETWORKS ON THE INSTRUCTION OF THE ENGLISH LANGUAGE

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Abstract:

It is widely recognized that technology plays a pivotal role in facilitating teaching and learning in English language classrooms. As technology has progressed, social networking websites have gained popularity, particularly among younger users. Research suggests that these platforms can motivate and expose learners to authentic language use. This paper examines the history of social networks, including platforms such as Facebook, WhatsApp, and Telegram, and their impact on language teaching, drawing on global research in the field. Additionally, it highlights the educational implications of social networks and offers suggestions for their use, ultimately drawing conclusions based on the findings.

Key words: social networks, teaching, technology, generation

Introduction

The development and proliferation of social networking sites such as Facebook, Telegram, Twitter, WhatsApp, Instagram, and Skype have significantly increased the use of technology in the daily lives of today's generation. These platforms have also demonstrated their efficacy in language learning by engaging and inspiring learners to use the target language, reducing their fear and apprehension of the instructor. Additionally, online social networks offer opportunities for both teachers and learners to engage in authentic language activities and materials, fostering constructivist learning through meaningful communication. Furthermore, these platforms not only motivate learners to utilize relevant learning materials, but also provide an authentic language usage experience, ultimately promoting language acquisition to a great extent.

Social Networks

Social networking refers to the use of internet-based social media platforms to establish connections with friends, family, classmates, customers, and clients. It serves both social and business purposes, showcasing the relationships between individuals and enabling the expansion of networks. Common examples of social networking platforms include Facebook, Twitter, WhatsApp, Telegram, 2go, Instagram, and Skype.

The majority of social network services are web-based, offering users various means to interact over the internet, including email and instant messaging. These platforms vary in nature and may integrate new

communication and information tools such as mobile connectivity, photo and video sharing, and blogging. While online community services are sometimes classified as social network services, the latter typically center around individual users, whereas online communities focus on groups. Social networking sites enable users to share ideas, pictures, posts, activities, events, and interests with others in their network.

Technology of Social Networks and Language

Teaching

The technological aspect has become increasingly influential in people's lives, particularly in the field of education. Digital devices are now used to both supplement established educational methods and create new modes of learning. Technologies encompass a diverse array of tools and resources used for communication, creation, dissemination, storage, and information processing. This includes computers, the Internet, broadcasting devices, and cell phones [1]. The integration of new technology in educational settings has brought about changes in teaching methods, with educators adopting innovative approaches facilitated by these new technological tools. Technology provides powerful tools for both learning and teaching, requiring new skills and understandings from both learners and teachers. It has the potential to deliver more effective teaching results compared to traditional methods and creates a flexible learning environment that accommodates self-study and autonomous learning, which is particularly relevant in language education. The internet, in particular, has fostered a new teaching context through web-based collaboration, promoting classroom interaction and offering more authentic opportunities for English language usage [2]. Several social networking platforms and tools such as Wiggio, blogs, wikis, Facebook, Twitter, Skype, YouTube, and others are now widely utilized for various educational purposes. These tools serve as a platform for communication between teachers and students, as well as among students themselves, both within and outside the classroom. The use of such digital tools reflects the realities of living in a digital era [3].

Methods

Facebook

Facebook, a social networking service launched in 2004 by Mark Zuckerberg and his college roommate Eduardo Saverin, initially restricted membership to Howard University students. It later expanded to other colleges and then to the general public, and now has billions of active users. It allows people to create profiles, connect with friends, and share updates, photos, and videos [4]. Facebook has added features like Marketplace and Facebook Watch, and has acquired platforms such as Instagram and WhatsApp. However, it has faced criticism for issues related to user privacy and the spread of misinformation. Despite this, Facebook remains a major force in the world of social media and is continually working to improve transparency and security for its users.

The aim of this study was to explore whether Facebook could aid in learning the English language, as well as enhance critical thinking, comprehension skills, and motivation to study English. With the growing popularity of computers and interactive multimedia learning tools, traditional teacher-centered learning should be replaced by a more meaningful and enjoyable learning atmosphere. Educators should integrate technology-based teaching methods in the classroom to provide opportunities for students with different learning styles to excel [5]. Social media facilitated by technology opens up opportunities for more engaging and significant learning environments. The use of interactive technology, such as Facebook, provides an alternative approach to content delivery in the classroom. Teachers are encouraged to incorporate relevant and valuable multimedia content into their instruction to make learning more engaging, motivational, and enjoyable. Access to social media and information technology has increased among Malaysians, and the Malaysian educational system is being transformed by information technology [6]. Multimedia teaching materials for English language instruction are widely available, yet many of these materials lack a foundation in scientific research and field-tested language acquisition paradigms. This research was conducted with the hypothesis that Facebook could encourage and aid in the learning of the English language by USIM students. Facebook offers a diverse range of interactive features that engage and entertain its users.

The research results indicate that the majority of students find the integration of Facebook in writing classes to be effective in enhancing their confidence in using English for communication, promoting their engagement in class discussions, and advancing their English language proficiency, particularly in the area of writing [7].

WhatsApp

WhatsApp Messenger is a proprietary instant messaging client for smartphones, with an American origin. It supports cross-platform functionality and utilizes the internet to send various forms of media, including text messages, documents, images, videos, user locations, and audio messages, to other users using standard cellular mobile numbers. By February 2016, WhatsApp had reached a user base of one billion, solidifying its position as the most popular messaging application (8).

WhatsApp offers unique features, including audio and video capabilities, which are beneficial for learning, particularly for language learning. Many studies have been conducted on the use of WhatsApp in the teaching and learning of English. For example, Muhammad A. conducted research on the effect of using WhatsApp Messenger in learning the English language among university students. The study aimed to evaluate the impact of using the WhatsApp messenger app in learning English among university students. The study's participants consisted of 40 students who were divided into two groups. The control group, consisting of 21 students, were taught in the traditional way, while the experimental group, consisting of 19 students, were taught using a combination of WhatsApp and traditional learning methods. The results of this study revealed differences in the achievements of the students in the experimental group and the control group, with the experimental group showing greater improvement. This difference indicated that

integrating the WhatsApp application in teaching English language enhanced the abilities of the learners in the experimental group [9].

Telegram

The application "Telegram Messages" can aid in teaching students how to effectively communicate and collaborate with minimal delay, not only within the classroom, but also across the university, community, and beyond. It has the potential to enhance students' learning by seamlessly integrating literacy into auditory learning. Additionally, "Telegram Messages" can assist teachers in efficiently delivering instructions, engaging and managing students, grading, and providing rapid and effective feedback. It saves classroom time and expedites students' progress by priming them online before class commences. As a result, to support students in their learning endeavors, teachers can transition content into an interactive and engaging multimedia process for differentiated and empowering learning [10].

Skype

Skype is an application that provides video chat and voice call services. Users are able to exchange various digital documents, including images, text, video, and others, and can transmit both text and video messages. Skype also allows the creation of video conference calls. It is compatible with Microsoft Windows, Macintosh, and Linux, as well as Android, Blackberry, and both Apple and Windows smartphones and tablets.

Skype operates on a premium model, with much of its services being offered for free. However, Skype Credit or a subscription is needed to make calls to landline or mobile phone numbers. As of late 2010, there were over 660 million worldwide users, with over 300 million estimated to be active each month as of August 2015.

Originally released in August 2003, Skype was developed by the Swedish Niklas Zennström and the Dane Janus Friis, in collaboration with Ahti Heinla, Priit Kasesalu, and Jaan Tallinn, who are Estonians that also developed the backend used in the music-sharing application Kazaa [11].

Conclusion

The study underscores the positive impact and advantages of utilizing social media for speaking classes, particularly in the face of the challenges brought about by the COVID-19 pandemic. However, the study emphasizes the need for training and pedagogical awareness among lecturers in using social media for teaching speaking skills. Additionally, students need to learn how to effectively use social media platforms for specific academic purposes rather than solely for entertainment.

It is important to note that the study has limitations, as it only focused on a small sample from one private university. As a result, further research with a larger sample size is essential to solidify the findings of this study. Furthermore, lecturers should incorporate culturally relevant reading materials to stimulate student

interest and participation in class, thereby ensuring that the material resonates with the students' cultural context.

The study implies that lecturers should be allotted sufficient time to plan and integrate social media into language teaching. Planning takes into account the various levels of students and the need to diversify the use of social media platforms, instead of solely relying on one platform. This requires a significant amount of time and effort, emphasizing the need for adequate preparation and planning to effectively integrate social media into language teaching.

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STRATEGIES FOR MOTIVATING LOW-LEVEL STUDENTS TO LEARN L2 AT HIGHER EDUCATION

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Abstract: The study identifies commonly use strategies that motivates low level students at higher education. Thus, higher education institutions are chosen for observation. Twenty two students among private and public universities were given a survey, in which they needed to rate the most useful methods of motivation in their lessons. All surveys were collected online, and results were analyzed. As a result, the research shows that personalization methods and games are effective in motivating students to learn English. Teachers can improve their work by recognizing and enhancing students' performance, which in turn boosts their motivation and attitude towards learning.

Key words: English, motivation, intrinsic motivation, extrinsic motivation and strategies.

Introduction

The role of motivation in English learning process is becoming popular among higher education students. However, first the definition of motivation will be provided. In his paper Gardner [5] said that the term “motivation” can be interpreted in various ways. Moreover, motivation is divided into two types: intrinsic and extrinsic. Artikkhodjayeva [1] assumes that Intrinsic motivation is when a person does something personally rewarding to themselves, and it comes from internal factors, while extrinsic motivation is beneficial in terms of gaining some kind of reward and helps to complete a task, after what individuals will feel satisfied.

Making students motivated is a constant challenge for college and university educators. Nowadays, students' motivation is a major problem, and teachers are finding techniques to make learners interested in education. Many students are bored and uninterested in the classroom; therefore, this problem is a focus for many teachers [6]. There are many students who do not want to study for particular reasons. Therefore, to motivate them, teachers use plenty of methods and techniques to increase learners' motivation. University professors need strategies and methods to decrease students' boredom and increase their motivation. This article aims to find strategies that motivate low-level students in higher education.

Literature Review

Clearly, motivation has a great influence on learners' education, and it can enhance students' academic performance. For example, Cho and Shen [2] found that intrinsic motivation and students' self-efficacy beliefs positively influenced both students' persistence and success in an online course. It means that

students have an inner force that makes them study and learn something new. Moreover, Raffini [7] in his article provided information that self-esteem is a feeling of self-worth that is created via several interactions with significant others, whose behaviours and responses reveal who we are and whether or not we are deserving of value as people. Crump [3] connects motivation with many psychological factors that influence learners' motivation. In other words, there are plenty of reasons that impact students' motivation.

Motivational Strategies

According to the Dörnyei [4], motivational strategies are techniques that promote goal-related behavior in individuals. They can be organized into themes such as *focusing on the internal structure* of a language class, designing a *trouble-shooting guide*, *focusing on key motivational concepts* like intrinsic interest, self-confidence, or student autonomy, and focusing on teacher behavior that has motivating effects. These strategies can help address problematic aspects of the classroom's motivational life, such as student lethargy and anti-learning influences.

Additionally, Crump [3] in his article, provides several methods to increase students' motivation, and they are “personalization, variety, and success”.

Personalization

By personalization, Crump [3] says that to create a personal learning environment, professors should memorize student names and understand their interests. Conducting audience analysis before, during, and after speeches can motivate students. Communication instructors can personalize classrooms through verbal critiques, written messages, and visits about mutual interests

Variety

The variance method describes that students are motivated to attend class sessions due to the variety of activities offered by communication instructors. Activities include persuasive debates, videotapes, contests, games, and groups, which help students learn to critique speeches, participate in contests, and brainstorm topics.

Success

The teachers should provide every student with the opportunity to succeed in some area, such as speeches, tests, and written assignments. Students should excel in at least one area, and even a small success can encourage continued learning, as even a weak organization can be praised on critique. To summarize, Crump provided in his article three useful strategies to increase motivation in the classroom [3].

Methods

The study was completed at Tashkent's higher education institutions. 22 students from different institutions—both male and female—participated in the study. This study used an online questionnaire

method for data collecting, which was made using Google Forms. Four multiple-choice questions were asked. This study employs a descriptive analysis methodology since it presents the overall findings of data analysis in the form of numbers and inquiries about the factors influencing students' willingness to learn English.

Instruments (Survey)

Four questions made up the survey that the teachers completed. They were chosen to fill out the survey in order to learn more about the methods that students use to stay motivated and how they affect language acquisition. They were given four multiple-choice questions.

Data Collection

According to the diagram below, the majority of the teachers can identify that the motivational strategy works according to two criteria: their performance gets better and they become more active. As shown in the bar chart, the first criterion is lower than the second. Consequently, the majority of the students' participation during the lesson becomes more active.

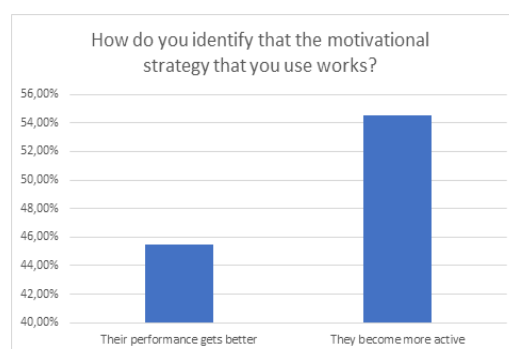


Diagram 1

The pie chart below shows the percentage of how teachers encourage students to perform well. Approximately 65% of the teachers use praise methods, while others apply written assessments. As a result, the most useful and practical strategy to increase students' motivation is to praise technique.

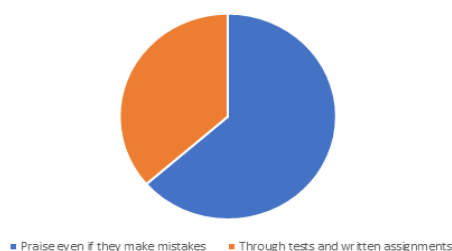


Diagram 2

The diagram below shows the results of the most used personalization methods in the classroom by the teachers. As a result, there are two effective personalization methods that are considered to be the most

useful: memorizing students' names and understanding students' interests. However, audience analysis and creating a personal learning environment were also high and have the same percentage. To conclude, among the six personalization methods, only two have high results.



Diagram 3

The last diagram illustrates the variety of activities that the teachers use in the classroom. The results show that most of the teachers use mostly games (72%), and other activities less.

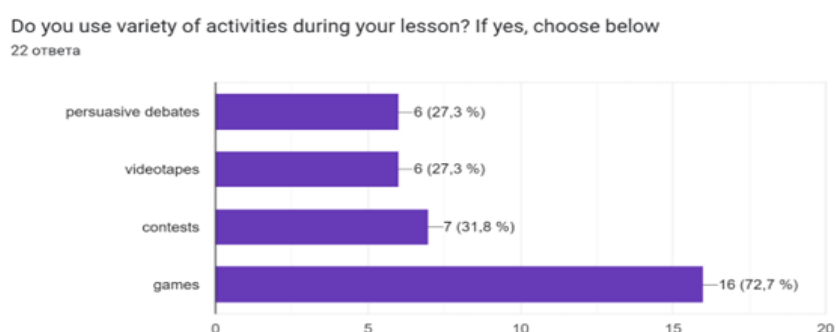


Diagram 4

Conclusion and Recommendation

Motivation significantly impacts students' education and academic performance. Intrinsic motivation and self-efficacy beliefs positively influence persistence and success in online courses. Self-esteem is a feeling of self-worth created through interactions with significant others. Motivational strategies, such as internal structure, trouble-shooting guides, and teacher behavior, can promote goal-related behavior. Crump [3] provides methods to increase motivation in the classroom, including personalization, variety, and success. Personalization involves creating a personal learning environment, conducting audience analysis, and offering a variety of activities. The variance method involves providing students with opportunities to succeed in various areas, and even small successes encourage continued learning. Overall, these strategies can help improve students' motivation and academic performance.

To conclude, there are plenty of techniques and methods that are used by the teachers at higher educational institutions. According to the research that is conducted, it is identified that personalization methods are the most useful in order to motivate students to learn English. Additionally, students are motivated to study through games and interesting activities because the results show that by praising students, their motivation becomes higher and their attitude toward learning also increases. Moreover, these factors can be identified through their performance. According to the statistics, the teachers can improve their work through good performance. Additionally, this research shows that the personalization method works to increase students' motivation, as in Crump's research [3].

The study suggests that educators should focus on encouraging students to become more proficient in the English language. To do this, they must practice, apply, and discover other methods. As a result, more research is required to be conducted on how to motivate students to master the English language and to identify whether the personalization method works.

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STRATEGIES OF DEALING WITH NOISY CLASSES AMONG YOUNG LEARNERS AT PRIMARY SCHOOL IN THE CONTEXT OF DIPLOMAT INTERNATIONAL SCHOOL IN TASHKENT

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Abstract

The article focuses on identifying strategies for dealing with noisy classes at primary international schools in Uzbekistan. The study focuses on identifying what strategies and techniques might help teachers control students' behavior in the classroom. Thus, primary school teachers were chosen for observation. 25 teachers at Diplomat International School were given the survey, in which they needed to provide strategies. All surveys were collected online, and the results were analyzed. Results show that building close relationships with students is crucial for addressing disruptive behavior.

Key words: Noisy classroom, Young Learners, Strategies\Methods, DIS

Introduction

For primary school teachers, inappropriate student behavior in the classroom is a frequent issue. Negative effects, including failure to meet the lesson's objectives and disruption of other pupils, may result from this problem. Additionally, both teachers and children may experience psychological issues as a result of this inappropriate activity. In other words, inappropriate classroom behavior often leads to negative effects for primary school instructors, disrupting lessons, and causing psychological issues for both teachers and students.

Maintaining student discipline in the classroom is crucial to creating a supportive environment for learning since disciplinary issues among students have a negative impact on learning (Kambuga, 2017). Teachers' methods for maintaining discipline encourage learning, help students reach their goals, instill expectations and responsibility, and have a positive impact on academic success. This article discusses the teachers' methods for managing student discipline, which have an impact on how well pupils learn. According to prior research, teachers' disciplinary methods and teaching philosophies can have a beneficial or bad impact on their students. Therefore, this article focuses on identifying the strategies for dealing with noisy classes among primary schools in Uzbekistan.

Literature Review

In order to deal with noise in the classroom, researchers have offered a variety of tactics and methods, although it is not always clear which one is the most successful. This issue belongs to classroom management, and usually qualified teachers already know how to deal with students' bad behavior. However, when it comes to EFL teachers, this problem becomes significant in comparison with others. "Classroom management particularly raises key issues in EFL classes and is one of the biggest challenges language teachers face while they teach" (Linse & Nunan, 2005). On the other hand, there might be various reasons why, during the lesson, learners make noise, such as lack of motivation, responsibility, interest, and other factors.

Interactive Activities

On the one hand, punitive techniques seem to be of limited benefit in encouraging responsible student behavior, recent study on the topic of discipline strategies has shown that they should be substituted by proactive and interactive disciplinary practices (Pane, 2010). According to this paradigm, discipline is seen as being connected to the act of teaching a pupil's self-control on the basis of a contract that unites a teacher and a class of students to maximize learning (Harmer, 1983). In order to enable the learners to assume responsibility for guaranteeing the appropriateness of all its members' behavior, emphasis is placed on student self-regulation through negotiation, discussion, and contracting between teachers and students (Vitto, 2003).

Relationship-based Discipline

The ability of instructors to establish an encouraging learning environment and win the respect and cooperation of their students is clearly a prerequisite for effective classroom management (Williams & Burden, 1997). The way teachers discipline their classes has a significant impact on how they show themselves as effective teachers, as observable instructional behavior of teachers in the classroom is a good indicator of their teaching efficacy (Kyriakides, Creemers, & Antoniou, 2009). In an effort to avoid discipline issues, it is clear that more sympathetic teachers prefer relationship-based discipline techniques (such as talking with students about their inappropriate behavior) to coercive ones (Noddings, 2007). Several studies confirm that students think more compassionate teachers and those that employ relationship-based disciplining techniques are more successful teachers (e.g., Teven & McCroskey, 1997).

Students behave more responsibly in class (Lewis, 2001), exhibit more positive affect towards their teachers, and express a larger belief that the intervention was essential (Lewis, Romi, Katz, & Qui, 2008) when teachers involve them in decision-making or acknowledge their good behavior. Students favor teachers that exhibit compassionate behaviors, foster a sense of community and family, and make learning enjoyable (Howard, 2001). This has its origins in the fact that teachers who care about their students demonstrate greater empathy towards them, perceive things from their perspective, and experience situations from their point of view. They are attentive to students, listen to what they have to say, and respond fast in response to their needs or issues (McCroskey, 1992). They also comprehend the personal sentiments and requirements of their students.

Methods

Participants

Institutions of higher learning in Tashkent hosted the research. The International Diplomat School in Tashkent employed eighteen of its teachers for the project. In this study, a questionnaire methodology developed with Monkey Survey was used as the data collection method. A total of five questions were multiple choice. Descriptive analysis is the method used in this study since the data analysis is presented as a set of questions and numbers pertaining to classroom management and how it affects students' behavior when they are learning English.

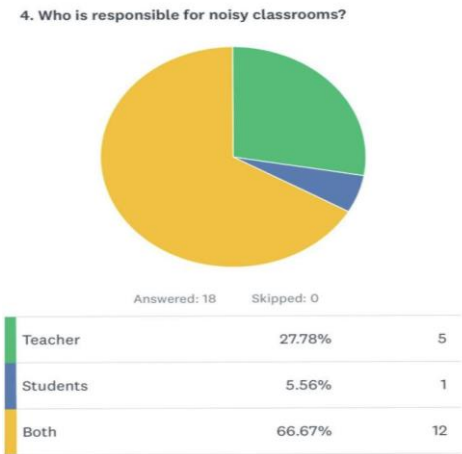
Instruments (Survey)

Five questions, all of which have to do with how pupils behave during English classes, were completed by teachers.

Data Collection

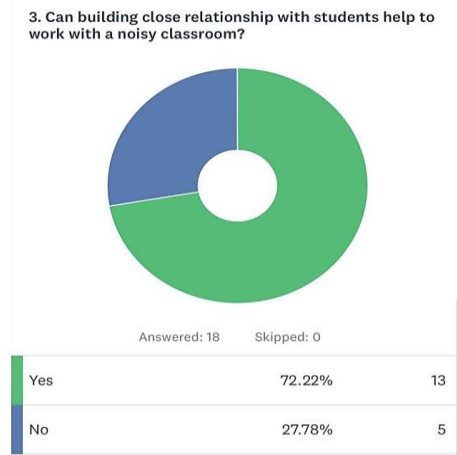
First of all, the results of the survey that explores the reasons and methods of dealing with the noisy classes at Diplomat International School will be provided. The pie chart shows the percentage of people who are responsible for the noisy classroom. The results indicate that both teachers and students are factors in this issue. However, almost 30% of participants chose the option of teachers. Overall, the factor of the noisy classroom is the teachers and pupils, according to the survey.

Diagram 1



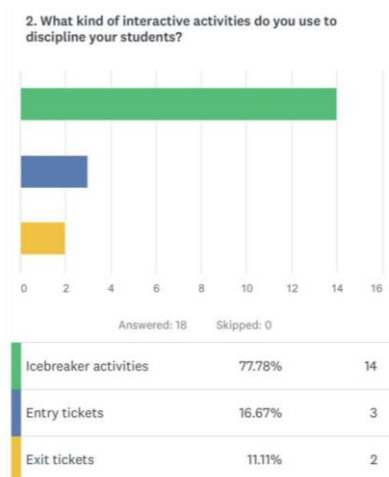
The diagram shows the outcome of another method: building close relationships with the students. The results show that it is a very beneficial technique because the teachers of the DIS agreed with this point, and the percentage is almost 72%. As a result, this survey shows that building close relationships with students is crucial in dealing with noisy classrooms.

Diagram 2



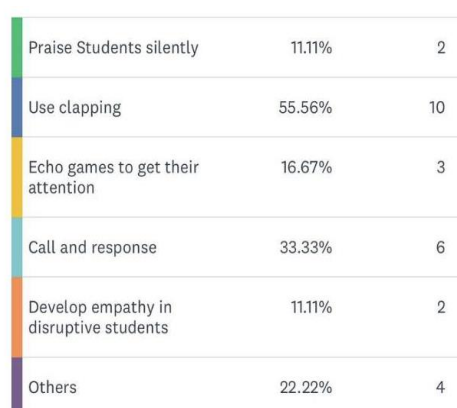
The diagram below shows interactive activities that are implemented and used in the lessons. However, the most useful among them is “icebreaker activity”. Other activities showed low results: entry tickets at 16% and exit tickets at 11%. As a result, the “icebreaker activity” is useful in terms of disciplining the students during the lesson.

Diagram 3



Finally, the bar chart provides the results of the strategies that help to deal with noisy classes. There are six ways to deal with the discipline of students, and the most useful is the “clapping” method. The results of this method show more than 50%. The next technique that is also used by the teachers is “call and response”, with about 33%. Meanwhile, “praise students silently” and “develop emphasis” have the same results, more than 10%.

Diagram 4



Conclusion

Classroom noise appears to be a significant challenge for EFL teachers, who face challenges in managing classrooms. Factors contributing to noise include lack of motivation, responsibility, and interest. Punitive techniques may not be effective in encouraging responsible student behavior, but proactive and interactive disciplinary practices can help. Emphasis is placed on student self-regulation through negotiation, discussion, and contracting between teachers and students. In this research relationship-based discipline is found to be essential for effective classroom management, as it helps teachers establish an encouraging learning environment and gain student respect and cooperation. More sympathetic teachers prefer relationship-based discipline techniques to avoid discipline issues. Students tend to behave more responsibly, exhibit more positive attitudes towards their teachers, and believe intervention is essential when involved in decision-making or acknowledging good behavior. Teachers who care about their students demonstrate greater empathy, perceive situations from their perspective, and respond quickly to their needs.

To summarize, the teachers of the Diplomat International School struggle with noisy classrooms, and research is made to find methods that would help the teacher deal with noisy classes. According to this research, building close relationships with students is found to be an essential factor that helps to work with their behavior. Next, the participants agree with the fact that the educators and pupils are the reason for the noisy class. That shows that they are both responsible for this. Interactive activities in lessons, with the "icebreaker activity" being most effective in disciplining students, have low results in entry and exit tickets. Finally, the survey shows that there are many ways to deal with noisy classes; however, the most effective is the "clapping" method. Nevertheless, there were restrictions on the quantity of teachers and other elements. Therefore, more investigation is needed to obtain more accurate and complete statistics.

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SOME CHALLENGES OF TEACHING ENGLISH AS A SECOND LANGUAGE

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Abstract. English is the official language of many countries. So there is always a need for people to use the language effectively. But the second language learners still face some difficulties in acquiring them. Teaching English as a second language is generally felt as a difficult task for a teacher. Language learning should be more fun and enjoyable for the students especially when it is not their mother tongue. This article discusses the challenges in learning English as a second language and brings out some innovative methods to make the learning process easy.

Key words: challenging task, problems, solutions, syllabus, resources, and innovative methods.

“Teachers can change lives with just the right mix of chalk and challenges” Joyce Meyer. Teaching of English as a Second Language is always a challenging task. Most students enrolled in English classes usually commit serious syntactic errors in the composition of English passages. Methodologies noted that most students were weak in the following areas: tenses, verb structure, and subject-verb agreement. Here are a few you can expect:

Lack of Resources

In your classroom back home, you may be used to teaching with fancy projectors, whiteboards, laptops, and programs through the Internet. Depending on where you teach abroad, you may end up in a classroom with little to no supplies. This may come as a shock. It’s up to you as the teacher to get creative. Instead of buying store-bought supplies, you might have to create your own using recyclable materials[1].

Not Enough Time

Teaching students a new language is a delicate and time-consuming process. When teaching English as a second language, you're always working against the clock. To avoid running out of time, and to provide your students with an in-depth education, it's imperative to carefully plan out each teaching sessions beforehand.

A Large Number of Students in the Classroom

A large number of students in the classroom produce a lot of disturbance and stress for the teachers because teaching a large number of students the teachers have to do more effort and hardworking.

The problems caused by a large number of students are given below:

- Disturbed the teacher by making noises.
- Difficult to manage the class students.
- Engaging crowded students in learning is very difficult.
- The learning resources are not available for all the students.

Wrong Syllabus to be Teach

The syllabus is a kind of content that the teachers follow to teach to the students. The syllabus plays a very important role in teaching the English language and also in other subjects.

The syllabus helps the teachers to prepare the important factors of the course and organized the overall course to teach to the students step by step.

Mostly the teachers faced this problem in teaching the English language. The wrong syllabus is given to them to teach the students the English language.

Using Other Languages in the Classrooms

Speaking other languages or speaking in the native language is the most noticeable issue faced by English teachers. For the students, it's very easy to speak in their native language or other languages which they can speak easily instead of the English language. It's very frustrating for the students trying to speak the language and think the words and sentences to speak which they didn't know. It's very easy for them to communicate in their native language or the language they already have experience with.

There are some solutions for the problems faced in teaching English as a Second Language.[2]

Educational Competitions in the Classrooms

Competitions play a very important role in learning the English language. It forces the students to learn the English language, like debates, quizzes, etc. Competitions encourage the students to learn more and more and win the competitions from the other fellow students. It helps a lot the teachers to teach the English language to the students whose English language is not their native language. Different kinds of Competitions between the students make learning the English language interesting and encourage them to take part in the competitions and win from their fellows. Competitions make teaching the English language easier for the teachers. Teachers have to arrange competition sessions between the students.

Mostly the teachers of the English language use the old and traditional methods in teaching. But the new devices and gadgets which are specially made for educational purposes can better the teaching and learning of the English language. Teachers should use multimedia devices in the classroom in their lectures[3]. It makes learning the English language more interesting and understandable for the students.

Designing Good Syllabus

Making a good design of the syllabus plays a very important role in learning the English language. The syllabus is a kind of content planner of the course that will be taught and learn in the course step by step. A good design of the syllabus shows the quality of the course to study and on the other hand, a bad syllabus makes negative impressions on the English learning students. The organization and the teachers need to make a good design of the syllabus which is complete and easy to understand for learning the English language. The syllabus is basically a way for the teachers and also for the students that what they are studying in the course one by one and what to study next. So, making a good design of the syllabus solves a lot of problems for the teachers in teaching the English language.

Teaching Through Games

Games are a kind of activity which engaged the students mostly. It motivates the students to play and make fun of it. Games also play a very important role in education and learning. There is a lot of educational games which can be played in the classrooms with the students. Games help a lot in building vocabulary. There is a game of placing the missing word in different kinds of sentences. It builds the vocabulary a lot[4]. Students understand the types of words and their meaning and the structure of their placing in a sentence. Teachers should be used to play games in the classroom during the learning of the English language.

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EXPLORATION OF MULTIFACETED DIMENSIONS IN THE DEVELOPMENT OF ENGLISH WRITING SKILLS

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Abstract: The paper demonstrates the efficiency of implementing original teaching techniques aimed at developing English writing skills in the learning environment of higher educational institutions. It justifies culture in written communication as a significant integral part of undergraduates' professional competence, which meets the requirements and standards of the contemporary global community.

Keywords: writing skills, professional competitiveness, market requirements, English, undergraduates

Introduction

The acquisition of English writing skills begins with the establishment of foundational language competencies. This includes the mastery of vocabulary, syntax, and grammar, which form the building blocks for coherent and meaningful written expression (Bialystok, 2001). These foundational skills create a framework upon which higher-order writing abilities are constructed.

Writing proficiency involves intricate cognitive processes such as planning, organizing, drafting, revising, and editing (Hayes & Flower, 1980). These processes are iterative and recursive, requiring writers to continually engage in metacognitive monitoring and self-regulation to refine their compositions (Flower & Hayes, 1981). The ability to generate and structure ideas effectively, alongside the implementation of cohesive and coherent discourse, is fundamental in the developmental trajectory of writing skills.

Educational interventions and instructional practices play a crucial role in fostering the development of writing skills. Explicit instruction in writing strategies, feedback mechanisms, and opportunities for purposeful writing experiences are essential components (Graham & Perin, 2007). Scaffolded instruction that gradually releases responsibility to the learner, coupled with modeling and guided practice, contributes significantly to skill enhancement (Palincsar & Brown, 1984).

Educational Practices and Instructional Strategies in Writing

The cultivation of proficient writing skills relies significantly on tailored educational practices and strategic instructional approaches. Effective writing instruction encompasses a spectrum of methodologies aimed at empowering students with the tools for effective written expression.

Educational Practices

An integral component of effective writing instruction involves embracing specific educational practices:

1. **Explicit Instruction:** Direct and explicit teaching of writing strategies, grammatical structures, and text organization serves as a foundational cornerstone. This approach equips students with essential skills needed for coherent and meaningful written communication.
2. **Feedback Mechanisms:** Timely and constructive feedback mechanisms are imperative in guiding students through their writing journeys. Providing actionable insights helps learners understand their strengths and areas necessitating improvement.
3. **Purposeful Writing Experiences:** Engaging students in authentic writing tasks across diverse genres and formats is pivotal. By providing real-world contexts, students develop a deeper understanding of the writing process and its applications.
4. **Scaffolded Instruction:** Gradually releasing responsibility, moving from teacher-led to student-centred writing activities, facilitates skill mastery and cultivates autonomy in writing.
5. **Modeling and Guided Practice:** Teachers serving as models of effective writing strategies and guiding students through various stages of the writing process offer valuable support in skill acquisition.

Instructional Strategies

In addition to educational practices, employing specific instructional strategies enriches the writing experience:

1. **Writing Workshops:** Collaborative settings where peers provide feedback, engage in revision, and collectively explore writing processes foster iterative development of writing skills.
2. **Process-Based Approach:** Emphasizing the writing process, including drafting, revising, and editing, as integral components of writing, nurtures reflective and critical thinking abilities.
3. **Genre-Based Instruction:** Teaching diverse writing genres and their unique structures equips students with the adaptability to navigate varied writing contexts.
4. **Writing Across Disciplines:** Incorporating writing activities in different subjects promotes the application of writing skills beyond language arts.
5. **Differentiated Instruction:** Tailoring instruction to cater to diverse learner needs ensures inclusivity and supports every student's writing development journey.

Socio-Cultural Technology's Impact on Writing Proficiency

The socio-cultural context significantly shapes writing development. Cultural norms, linguistic diversity, and exposure to varying rhetorical styles influence writing conventions and genre expectations (Gee, 2014). Moreover, socio-economic factors can impact access to resources and experiences that contribute to writing skill acquisition (Larson & Marsh, 2005). Understanding and navigating these socio-cultural influences are integral to fostering inclusive and effective writing instruction.

The integration of technology has transformed the landscape of writing instruction. Digital tools offer opportunities for collaborative writing, access to diverse audiences, and innovative modes of expression (Warschauer & Grimes, 2007). However, the reliance on technology also presents challenges related to digital literacy, authenticity of information, and potential distractions that may affect the quality of writing. Continued research into effective pedagogical approaches, the impact of technology on writing, and the role of socio-cultural factors in shaping writing skills are essential for informing instructional practices (Hillocks, 1986).

Conclusion

In conclusion, the development of English writing skills is a dynamic and complex process influenced by linguistic foundations, cognitive processes, educational practices, socio-cultural contexts, and technological advancements. Understanding these multifaceted dimensions contributes to the design of effective instructional strategies that nurture proficient writers capable of engaging in diverse communicative contexts.

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LANGUAGE AND CULTURE

Abstract: This article highlights topics such as biological hypotheses related to the issue of the emergence of human language when language and social hypotheses related to the emergence of language.

Key words: bilingualism, territoriality, normality, creole languages, pidgin languages, sound imitation hypothesis, exclamation hypothesis, labor call hypothesis, social agreement hypothesis, contemplation, labor and the role of society.

Introduction:

With language, society is inextricably linked, already, language lives in society, and society, in turn, cannot develop without the participation of language. If the language does not progress in harmony with society, it becomes a dead language, remaining valid only for scientific study.

Since language is not a natural phenomenon, its role is determined within the framework of social phenomena. In this place, however, we must understand what its relationship to other social phenomena is. At the moment, the following question arises transversely: what does the language have in common and differences with other social phenomena?

We see the commonality of language with other social phenomena in the inability of society to progress without language, already, it is considered the key to spirituality and culture for society.

Language is fundamentally different from the laws of its historical development, as well as other social phenomena in its function. We are fully convinced of this when we compare it with the legal, religious, political views of society.

Indeed, the political, religious or legal views of the members of society live together with each historical stage of the development of society (feudalism, capitalism), with its demands, while the language does not have such a feature. It always serves all of them equally, regardless of the political, religious, and legal views of the members of the society. This, in turn, indicates that the language base is not an superstructure, after all, it is a phenomenon that has been living for thousands of years. That is why it will be understandable to all members of society.

In addition to the above, it should be said that language cannot be directly equated with culture either. Because culture is an ideology according to its original meaning (A.Reformatsky, 16), while language serves equally for any ideology. However, the language of each nation assumes its national culture, already, it is an integral part of the national culture. In other words, the culture of the nation can also be seen in its language.

We see the function of language in society in the fact that it is a weapon of communication between people. However, it should not be understood that language can also be a weapon of production. Some linguists, on the other hand, try to equate it with the weapon of production H. Marr). Of course, it is difficult to join with such a gloomy idea. The production arm produces a product and it acquires a certain shape of its own.

Language, on the other hand, does not develop anything, nor does it have a shape-like appearance in the way of a body; it has a structure and a system, except. Through the signs of this system, people exchange ideas. This leads to a meditation on contemplation with language.

Of course, the attitude of contemplation with language is extremely continuous. But they are not common events. We see this in the following:

1. Language is the achievement of society, it finds polished for centuries and lives for centuries.
2. Thinking grows and changes rapidly in relation to language, at the same time, it cannot live without language. Without language, thinking cannot reach the circle of communication between people.
3. The laws of language are studied in linguistics, and the laws of thinking are studied in logic.

However, language and thinking are twin phenomena that are inextricably linked with each other, without thinking without language even without thinking cannot function.

The real use of language in society is undoubtedly directly related to the process of speech. Speech activity, in turn, has two aspects:

1. Individual-psychic.
2. Objective-social.

The individual-psychic aspect of speech activity, in our opinion, does not require comment. Because in the process of entering into communication with members of society, a person is always at the forefront of his inner experiences, expression of purpose. In a word, the speaker's psyche is inextricably linked with speech activity.

But on the basis of the above opinions and considerations, we cannot say that human speech has a completely individual character, already it also has a social character with its convulsive atmosphere and its focus on someone. A person who speaks a particular language will have mastered the vocabulary of the same language, grammatical rules and rules that serve everyone the same. This is evidenced by the social nature of the speech. In addition, the speech process is subject to the norm (norm) of language use.

It should be noted that the real use of language signs by members of society requires a certain norm. This thing also affects the expressive side of the sign and is reflected in it. Otherwise, the language norm would not have been needed.

But the opinions of linguists about the concept of the norm are not common. For Example, in the studies of Yelmslev (representative of the Copenhagen School of linguistics), the concept of norm is negatively assessed. In his view, the node (i.e. the collective recognition of the language) is the most important factor, while the norm constitutes the material side of the node. (See Zveginsev's work on the list of literature).

Yelmslev's opinion, the norm is the general application of the language system by team members. Of this, he said, " the norm is a historical phenomenon, a collective application of the language system. By the norm,

we define the notion of what and how to speak" (299).

We do not want to negatively assess Yelmslev's opinion either. But even so, we see that there is some kind of galism in them. For example, it is difficult to fully agree with the idea that the norm constitutes the material side of the node, as well as with the idea that the general application of the system by team members means the norm. Because the norm does not constitute the material side of the node, but the node itself is considered an element of the norm. There are two other elements of the norm, one of which we call literary language, and the other-language style.

It should be said that the norm is also used differently by speakers of the literary language, already it is also associated with the cultural level of the speaker. Some community members speak two languages in moderation. Such a phenomenon is called bilingualism. This phenomenon can be observed in Canada, Switzerland, Latin America, Belgium. For example, English and French have state status in Canada, and French and German in Switzerland. Therefore, in these countries, bilingualism is considered a social phenomenon.

It is worth noting that in addition to those commented above, there are many problems with which sociolinguistics should be dealt with, which are waiting for their solution from our linguists. World linguists approach the interpretation of these issues in different ways. Below we will briefly dwell on the work of American linguists in this area.

First of all, it should be said that in American Linguistics, sociolinguistics and sociology are studied differently. While sociolinguistics first studies the application variants of language embedded in socially known molds, sociology examines the relationship between language and society.

American scientists note that the language of the community living in the current industrial society should be studied in several options. In this, American scientists (living in the current industrial society) note that the language of the community should be studied in several options. An example of this is the study of discrepancies between American white and black spoken languages. In this community, the Black language is referred to separately as Black English.

It seems to us that it is difficult to agree with this thesis, because the class gap between the so-called industrialized society and the White and black languages cannot be crossed.

In American sociology, the idea of dividing language into micro - and microsites is advanced. In microsite, the main focus is on the need to analyze speech phenomena taking into account the colloquial environment. Speech communication is at the forefront of microsite analysis. Communication, in turn, occurs between people.

At the macro level of sociology, attention is paid to the use of language variants in social and psychological aspects. Of course, the study of this imitation of social problems of language use is of scientific importance. However, American scientists do not attach serious importance to the connection between micro - and microsites.

In conclusion, it can be said that no matter how one approaches the study of the problems of sociolinguistics in any way, each of these attempts is important for the description of the question of the real application of language in society.

The inextricable relationship of language and society is studied by the science of sociolinguistics. The emergence and development of language is strongly associated with human society. The language is as old as human history.

The concept of a common language differs from a dialect: the language serves an entire people, while accent (sheva) refers only to a group of people. Language is a multitasking communication-attitude tool common to all; accent (sheva), being bounded in terms of task, forms a colloquial representation of language.

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THE DIFFERENCE AND SIMILARITIES BETWEEN ENGLISH AND UZBEK FOLKLORE

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Abstract: Because of its long history of having influenced human culture, customs, and history, folklore is considered the most fundamental literary genre. Folklore and other literary genres are inextricably connected and complement one another in a variety of ways. Nonetheless, there are a few small distinctions between the folk genres of multiple nations. This research paper's primary goal is to examine the affecting distinctions between Uzbek and English folklore, and it will provide examples to support its findings.

Keywords: folklore, poetics, idea, tradition, epic

Introduction

The descriptions of the main heroes in almost all folklore genres represent the ideal in a variety of means, including the way he acts, personality, individuality, and events in his life. The fact that the hero is familiar among all people in the country due to his extensive life experiences could assist in attracting readers in. This style of description is well-known not only in English folklore but in writing from all over the world.

The image of the collaborating divine person heroes dates back to pre-Islamic times. Old animistic, totemic, and shamanistic religious mythological ideas serve as their foundation. For this reason, they go by the titles "epic sponsor" and "epic helper"[1]. Talking animals like horses, foxes, or birds assist pixie adoptive parents in old English tales. The animals such as wolves, lions, tigers, snakes, foxes, and rams are often translated as groups and useful humans with fascinating characteristics in Uzbek society stories and epics. Due to the ancient people thought that mountains, streams, seas, deserts, and wooded areas might be places where spirits might discover their homes, the epic assistant too quickly encounters the hero directly in these locations.

Longevity played a major role in prehistoric fighting, rather than just the desire to survive. Because of this, some folk genres—like the content of alla, rubbish, fairy tales, and riddles—had the intention of forming an upbringing that was strong, intelligent, and agile in humans [2]. Children are taught people's perspectives on the world around them and the knowledge that has been accumulated about it, as well as wise sayings and conclusions drawn from life experience, in the form of concrete recommendations that make sense to them. This explains why folklore from various peoples, even in geographically dissimilar nations, has a lot in common.

Methods

In order to find unexpected changes, books on folk ballads and fairy tales are carefully read during research. The resemblances and similarities between Uzbek and English folklore can be traced back to prehistoric times as human development has been and is expected to remain nearly identical in every area of life, such as literary genres. During the latter half of the 1800s and the beginning of the 1900s, European travelers, diplomats, and scientists were the first to record, examine, and publish some examples of Uzbek folklore [3]. Since then, people have found happiness and hope to get previous their issues or continue to live in spite of their hardships. They went on to be happy while they sang several songs. The improving figures that they were able to look up to and learn from were the main characters of stories and narratives of tails.

Results

While examining the differences between Uzbek and English folklore, some striking parallels are also found. Consider Beowulf and Alpomish as an illustration. These two characters are extremely brave, courageous, and committed to serving their country and defending it against enemies. These two characters

are similar in the description that is provided. Even the order in which the events occurred was almost exactly the same. The majority of fairy tales typically conclude with a virtue emerging victorious over evil.

Regardless of a country's language, culture, or religion, teaching children to be good people is always the top priority. This is demonstrated by the fact that every child knows at least one fairy tale and is able to retell it. Therefore, illustrating the moral and storyline of these stories is another unavoidable similarity. Some fairy tales, such as "Cinderella," "Zumrad and Qimmat," and "Beauty and the Beast," which have happy endings and share human emotions like love, kindness, respect, and love for the homeland, can be cited to support this theory. Fairy tales teach us about the beauty and national wisdom of our native tongue.

It is apparent that there are certain similarities between Uzbek and English fairy tales after reading a lot of them. We are curious about their differences and commonalities. A comparative analysis of Uzbek and English fairy tales reveals certain similarities and also some differences resulting from the historical and cultural aspects of the respective societies. Oral traditions give rise to fairy tales. Their stories typically have happy endings and feature compelling struggles between magic and luck, as well as good and evil. Typical fairy tales contain universal human emotions like love, hate, courage, kindness, and cruelty. Different stages of nation's development are presented in them in a certain way.

Conclusions

To put it briefly, folklore is a creative output of the people that has contributed uniquely to the growth of world literature. Oral art issues have a prominent position in the histories of peoples and nations. The primary similarities among the various folklore genres, the relationships between the principles, and the likeness of the folklore all point to the self-enrichment of the genre. The general consensus is that the characters in English and Uzbek folk tales serve a single purpose: they embody their people's mindset and convey it in a way that makes it possible to discuss how a particular stereotype came to be. When comparing the storylines of Uzbek and English fairy tales, it is important to note that the Uzbek folk tale is based on fiction, an unforeseen turn of events, magic, and transformation. Particular information about certain facts of daily life can be found in the center of English fairy tales. Their plot's significance, which effectively captures the emotions and viewpoints of a nation, relates to the fact that they are extremely important to the growth of every country.

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THE IMPORTANCE OF A FOREIGN LANGUAGE IN PRIMARY EDUCATION AND HIGHLY EFFECTIVE INNOVATIVE METHODS OF TEACHING IT

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Annotation. In the article the gist of pedagogical technologies in educating the foreign languages in current elementary classes are discussed. As well, the interactive methods in the process of teaching and the due competencies of teachers are recommended.

Keywords: foreign language, pedagogical technology, competence, the process method, the meaning of education.

The successful development of children's intellectual and speech abilities will provide an opportunity to thoroughly master subjects in the future. Advanced pedagogical technologies are of particular importance in developing students' independent and creative thinking skills through a foreign language [1].

Today, one of the important requirements for a teacher is to become familiar with advanced pedagogical technologies, use them in practice, and through them teach children to think independently. At all stages of the continuous education system, the teacher uses pedagogical technologies in non-traditional classes during the lesson, but in the primary grades the foreign language teacher focuses on psychological, pedagogical and knowledge and study of the rules of physiological development, based on the purpose and content of the lesson, it is advisable to use pedagogical technologies in the lesson [2].

When using educational technologies in the classroom, the teacher should pay attention to the following:

- create new concepts in the minds of students based on a specific topic;
- reveal the meaning of the rules and terms associated with the new topic;
- presentation of a new topic in accordance with previous topics;
- develop students' level of thinking;
- achieving consistency, variety and excitement in educational games;
- testing the skills developed on the basis of new knowledge in this training go

- taking into account the psychological characteristics of students;
- increase student activity during the lesson.

Therefore, it should be noted that in order for our future youth to become free-thinking and comprehensively developed individuals, it is necessary to develop them in every possible way. In particular, levels of foreign language learning are used to identify and eliminate negative psychological states that impede students' freedom of behavior and independent expression of their thoughts, by studying the psychological, physical and social aspects of students' lives to achieve this goal. target. should Therefore, elementary school students face a number of unique challenges. A teacher must not only be a teacher and psychologist, but also know the technique of working with them [4].

Showing primary school students what foreign language teachers teach, on the basis of what pedagogical technologies should be used to teach students using the most convenient methods and methods, contributes to the implementation of innovative areas of education. Pedagogical innovations in language teaching - the introduction of pedagogical technologies into the education system, reforming the education system by introducing the most advanced technologies into the education system, increasing the effectiveness of education, ensuring the socialization of the individual, in this regard, achieving certain successes occurs as a result of an attempt to form friendly relations with the child in the educational process [3].

Today, the teacher should pay attention to the following so that the lessons of younger students are correct, clear and consistent.

First of all, through the use of pedagogical technologies, thorough assimilation by students of knowledge, skills, clarity, consistency and accessibility of education, the connection of theory with practice, demonstration, new approaches of our time, multimedia, students are ensured the realization of consciousness.

Secondly, it is important not only to teach a foreign language to primary school students, but also to organize communication with their friends.

Thirdly, every teacher needs to use interactive methods in the process of using educational technologies.

Fourthly, to shape the mental activity of students, the teacher should organize various didactic and role-playing games, taking into account the physiological development of students.

Fifthly, the teacher should use interactive methods - joint teacher-student and student-student actions.

Sixth, repetition should not be done passively, so as to prevent students from forgetting the topic covered [5].

The effective use of pedagogical technologies in the context of "The Lesson is Holy" in primary grades is considered important and relevant today [6].

It is known that today science, technology, and information systems are developing rapidly. It is time to have the perfect knowledge, skills and abilities to participate in the daily activities of learning and teaching. By introducing advanced teaching methods using modern pedagogical and information and communication technologies, teaching the younger generation foreign languages, radically improving the system of training specialists fluent in these languages, and on the basis of this improving their conditions for achieving world civilization and the widespread use of world information resources, development of international cooperation and communications and opportunities are created [7].

In conclusion, it can be said that teaching language to primary school students is not an obligation, but rather, through interesting games and innovative methods, it can serve as a foundation for their future knowledge. Therefore, since the education system also aims to develop a free-thinking, well-rounded, mature individual, in the future, we as future teachers will be better able to develop ways to effectively use innovative technologies and can contribute.

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ENHANCING PUBLIC SPEAKING THROUGH EXPRESSIVE READING TECHNIQUES IN PEDAGOGY OF TEACHING ENGLISH

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Abstract

“Enhancing public speaking through expressive reading techniques in the pedagogy of teaching English” examines the integration of expressive reading strategies to bolster public speaking skills within English language education. This annotation explores innovative methodologies that leverage dramatic interpretation, voice modulation, and body language to empower learners in confidently articulating ideas. The article advocates for a multifaceted approach, highlighting the transformative impact of incorporating expressive reading techniques within the pedagogical framework, thereby nurturing eloquence and self-assurance in English language learners. Expressive reading involves infusing spoken words with emotion, intonation, and emphasis, allowing the speaker to connect with their listeners on a deeper level.

Key words: Communication, engagement, emotion, tone, inflection, clarity, connection, persuasion, impact, audience, interpretation, confidence, articulation, expression, memorability

Public speaking is an essential skill in various aspects of life in teaching English, from the boardroom to the classroom and the stage. Effective public speaking requires more than just clear articulation and a well-structured speech; it demands the ability to engage, persuade, and connect with the audience on a deep and emotional level. One key element in achieving these objectives is expressive reading.

Expressive reading involves the art of conveying a message through spoken words with emotion, tone, and interpretation. This technique goes beyond simply reciting a script; it infuses a speech or presentation with life and meaning. In this essay, we will explore the significant role that expressive reading plays in public speaking, examining its impact on communication, engagement, persuasion, and the overall effectiveness of a speaker.

Communication:

At its core, public speaking is a form of communication. Expressive reading enhances communication by making the message more relatable and accessible to the audience. By using tone, inflection, and expression, the speaker can better convey the intended meaning and emotions behind their words. This helps ensure that the audience not only hears the words but also understands and connects with the message on a deeper level. A great public speaker attains the power to motivate his or her audience to do something, stop doing something, change a behavior, or reach objectives. But to carry an idea forward, you must be able to excite and enliven your peers, employees, coworkers, customers [8]. It involves the deliberate sharing of information, ideas, or messages with an audience. Through spoken words, gestures, tone, and body language, a speaker communicates their thoughts, emotions, and intentions to a group of listeners. Effective public speaking encompasses various communication skills such as clarity, persuasion,

empathy, and engagement [5]. It allows individuals to convey their message, inspire, inform, entertain, or influence others in diverse settings, including presentations, speeches, lectures, or formal events. Hence, public speaking is a significant facet of human communication that enables effective interaction and connection with an audience.

Engagement:

Expressive reading is a powerful tool for capturing and maintaining the audience's attention. A monotonous and unexpressive delivery can lead to disinterest and distractions. In contrast, an expressive speaker keeps the audience engaged by using vocal variety and emotional cues to emphasize key points, creating a more dynamic and compelling presentation. According to specialist in psychology, Jessica Borelli, it has been proven that our attention span in 2018 has dropped to 8 seconds, therefore, breaking away from continuous speech by adding relevant animations, videos, guest speakers and other eye-catching elements is imperative to maintain audience attention [3].

Emotion:

One of the most significant roles of expressive reading is its ability to evoke and convey emotion. Emotions are a fundamental aspect of human communication, and an expressive speaker can tap into this by using their voice to express joy, enthusiasm, sadness, or any other emotion that aligns with the content of their speech. Emotionally charged speeches are more likely to resonate with the audience, creating a lasting impact.

Tone:

The tone of a speech is crucial in setting the mood and atmosphere of the presentation. Expressive reading allows the speaker to control their tone effectively. They can convey seriousness, humor, excitement, or empathy as needed to match the context of their speech. This adaptability in tone can make the audience more receptive to the message and the speaker's intentions. S. Volkonsky wrote: "Voice is clothing, intonation is the soul of speech"[7].

Inflection:

Inflection is the rise and fall of the voice in speech, and it can change the meaning and emphasis of words and sentences. Expressive reading uses inflection to highlight key ideas, add emphasis, and guide the audience's understanding of the content. Skillful inflection ensures that the audience grasps the intended message and is more likely to remember it.

Clarity:

Expressive reading enhances the clarity of a speech by making it easier for the audience to follow the speaker's train of thought. By emphasizing important points and using appropriate pauses and vocal cues, the speaker can help the audience stay on track, even during complex or lengthy presentations.

Connection:

Public speaking is not just about conveying information; it's about forming a connection with the audience. Expressive reading helps bridge this connection by making the audience feel that the speaker is not just talking at them but is actively engaging in a conversation. This connection fosters trust, making the audience more receptive to the speaker's ideas and messages.

Persuasion:

Persuasion is a fundamental goal in many forms of public speaking. Expressive reading adds persuasion by making the audience more emotionally invested in the topic. When the audience can feel the speaker's passion and conviction, they are more likely to be swayed by the arguments presented.

Impact:

Expressive reading is a potent tool for making a lasting impact on the audience. A well-delivered speech can leave a powerful impression that resonates with the audience long after the event. The emotional and intellectual engagement achieved through expressive reading ensures that the message lingers in the minds of the listeners.

Audience:

Effective public speaking always considers the audience. An expressive reading approach allows the speaker to adapt to the audience's needs and expectations [2]. By assessing the mood, preferences, and demographics of the audience, the speaker can tailor their delivery to connect more effectively with their listeners [5].

Interpretation:

Expressive reading allows for the interpretation of the text or content, enabling the speaker to convey the intended meaning and subtext. By reading between the lines and adding emphasis to specific words or phrases, the speaker can guide the audience's understanding and invite deeper contemplation. In expressive reading, speakers have the opportunity to interpret and convey the intended message of a text through their vocal inflections, tone, emphasis on certain words or phrases, and even non-verbal cues. This interpretation goes beyond simply reciting words; it involves understanding the nuances, emotions, and implications within the text and conveying them to the audience [6].

Confidence:

Expressive reading instills confidence in the speaker. The act of engaging with the material emotionally and expressing it with conviction can boost the speaker's self-assurance. This self-assuredness is apparent to the audience and can further enhance the impact of the presentation. Gaining confidence in public speaking results in a host of other benefits, too, for the speaker and audience. When you appear (and hopefully genuinely feel) confident, you inevitably are more engaging, and that leads to a better connection with the audience. When you are relaxed and in the moment you can focus on your words and ideas rather than on

what could go wrong. This brings us to our last point: Confident speakers tend not to panic when things go wrong – technically or otherwise. That steady leadership invariably impresses those in your audience [1].

Articulation:

Effective articulation is vital in public speaking, and expressive reading promotes clarity and precision in speech. The careful enunciation of words and emphasis on particular sounds and syllables help the audience comprehend the message without confusion [5]. Public speaking materials often highlight exercises and techniques aimed at improving articulation, such as tongue twisters, vocal warm-ups, and deliberate practice in pronunciation. Clear articulation helps speakers convey credibility, confidence, and professionalism, contributing significantly to their overall effectiveness in communicating with an audience.

Expression:

As the name implies, expressive reading is all about expression. It allows the speaker to put their personality, style, and authenticity into their delivery. This makes the speech more genuine and relatable, fostering a deeper connection with the audience.

Memorable:

Expressive reading makes a speech more memorable. When the audience is emotionally engaged and the message is delivered with impact, it is more likely to leave a lasting impression. People tend to remember speeches that moved them or made them feel something. Expressive reading plays a significant role in the effectiveness of public speaking. It elevates communication, engages the audience, adds emotion and depth, and ultimately makes the speech more impactful and memorable. To become a proficient public speaker, one must harness the power of expressive reading and use it to connect with the audience on multiple levels, ensuring that the message is not only heard but felt. Effective use of expressive reading techniques such as vocal variety, emotional engagement, storytelling elements, and emphasis on key points can significantly impact the audience's memory retention. By adding emotion and vividness to the delivery, speakers can create a more engaging and memorable experience for listeners [4].

CONCLUSION

In the realm of public speaking, the role of expressive reading cannot be overstated. It is the linchpin that transforms mere words into a captivating, emotional, and persuasive experience for the audience. K.S. Stanislavsky noted: “To speak is to act. This activity is given to us by the task: to introduce our visions into others. It doesn't matter if someone else sees it or not. Mother Nature and Father subconsciousness will take care of this” [7]. Expressive reading elevates communication, engages the listeners, and leaves a lasting impact. It infuses speeches with authenticity, emotion, and connection, turning them into memorable and influential moments. To excel in public speaking, one must recognize that it is not just about what is said but how it is said. Harnessing the power of expressive reading is the key to becoming an effective and compelling speaker who can truly connect with their audience.

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THE CONTENT AND PEDAGOGICAL CONDITIONS OF THE ORGANIZATION AND DEVELOPMENT OF THE EDUCATIONAL PROCESS ON THE BASIS OF DIGITAL TECHNOLOGIES

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Annotation. In this article, the pedagogical conditions for the organization and development of the educational process based on various digital technologies have been studied, and the necessary conditions have been studied in our country.

Keywords: education, digital technology, pedagogical conditions, strategy, motivation, digital tools.

Introduction. Digital technologies, namely IT (Information Technology), are a set of technologies that enable the collection, storage, analysis, transformation and distribution of information through technical means such as computers, the Internet, smartphones, tablets, programming languages, systems and other interconnected devices. Digital technologies are used in many fields today, such as business, politics, culture, education, medicine and others. Digital technologies are widely used in the field of education, because they provide opportunities to facilitate the learning process, create experiences for students, and greatly structure the learning process [1].

Educational processes organized through digital technologies provide interactive and effective learning for students around the world. This gives them the opportunity to easily learn global information and knowledge. Moreover, these technologies promote personal development of students, as they have the opportunity to choose their own personalized learning paths.

Educational processes organized on the basis of digital technologies on an international scale create an opportunity to bring the educational systems of different countries closer to each other and to share the experiences they have learned from each other. This will expand innovative development in the field of education and help to implement global goals.

Relevance of the topic. The President of the Republic of Uzbekistan Shavkat Mirziyoev ordered the establishment of the company "Uzbekistan-ICT" in order to provide a step aimed at the expansion of digital technologies in the educational system and the successful implementation of their learning process. This company provides services such as expanding digital technologies in the field of education, creating and distributing educational materials, creating curricula, and more. "Uzbekistan-ICT" company cooperates with local and international networks to provide digital services in the educational system in order to manage the educational process based on digital technologies.

On March 17, 2021, with the decree No. PD-5187 "On the development of the educational process and the implementation of educational programs based on digital technologies", measures were established for the development of the educational process and the implementation of educational programs based on digital technologies.[3] Through this decree, additional organizations were introduced for the development of educational processes based on digital technologies, computer textbooks and online platforms.

All this is of great importance for the high policy of the President of the Republic of Uzbekistan Shavkat Mirziyoev in the field of education, as well as, the future of organizing and developing the educational process on the basis of digital technologies.

Materials and research methods. In order to organize and develop the educational process based on digital technologies, it includes the creation of new learning methods for students, interactive textbooks and programs, online platforms and mobile applications. These technologies make it easier for students to participate in classes, help them turn information into practice, and ensure the consolidation of acquired knowledge.

Educational processes organized on the basis of digital technologies give students the opportunity to collaborate with others, exchange information and discuss. This will develop their social and communication skills.

Educational processes organized on the basis of digital technologies provide an opportunity to collect, analyze and create individual programs based on data to monitor and evaluate the personal development of students [2]. This ensures that each student receives education based on his own development path and requirements.

Thus, educational processes organized on the basis of digital technologies ensure that students receive a mastered, effective and appropriate education and help them turn information into practice. This develops students' independent thinking and inspires them to solve innovative problems.

In order to organize and develop the educational process on the basis of digital technologies in the education, the following pedagogical conditions are necessary:

- Means the need to prepare and provide students with technological tools, textbooks, and other resources necessary to ensure a comfortable and effective learning environment for all participants in the process of student learning through digital technologies.
- Students should have the general knowledge and skills necessary to be able to use digital technologies. These knowledge and skills may include information about basic technologies that students need to use and be comfortable with digital technologies, such as computers, the Internet, software and other digital tools. Pedagogical personnel should be ready to help and ensure the use of digital technologies by students. This means that teaching staff must be prepared to learn, support, and teach students how to use digital technologies. In addition, it should train teachers to organize the educational process with digital educational tools. Courses and research should be organized to help these teachers better understand digital learning tools.
- The content of the educational process should be changed with digital educational tools. This requires the development of new textbooks, curricula and other materials that help students learn the necessary knowledge and skills. Pedagogical conditions for the preparation and development of lectures, textbooks and other resources for the organization of the educational process on the basis of digital technologies are in the main place. These pedagogical conditions may consist of information about pedagogical knowledge and skills necessary for the preparation and development of lectures, textbooks and other resources for organizing the educational process on the basis of digital technologies.
- It requires supporting pedagogical methods and research, developing students' acquisition and discussion skills, monitoring the learning process, and learning other methods that support student acquisition. [5] Additionally, to organize the educational process with digital educational tools, it is necessary to adapt to the teaching methods of students.

Attention should be paid to the technological conditions for the development of the educational process with digital educational tools. This requires the development of the IT infrastructure in our education, the provision of educational tools necessary for the convenience of students, the monitoring of the educational process and the improvement of information systems.

Result and analysis. The following pedagogical conditions are necessary for the organization and development of the educational process based on digital technologies. They can achieve effective and efficient development of the educational process based on digital technologies by studying the following conditions.

1. Pedagogical strategies: Pedagogical strategies are important for making the use of technology practical in the educational process, motivating students and ensuring safe and effective learning outcomes.
2. Teacher readiness: Teachers must be prepared to effectively use digital technologies and integrate them into the educational process. They need to change the way they use technology, engage students, engage them, as well as, change their mindsets.
3. Student motivation: It is important to get students interested in participating in the educational process through technology, to attract their attention and increase their motivation to learn.
4. Familiarity with Technology: Students, teachers and administrators need to understand technology and learn the pros, cons and advantages of using it.
5. Practice of fair educational tools: Technological tools are important in learning. Education systems need to be better structured and protected, provide useful applications, and provide teachers and students with convenient ways to use technology effectively.
6. Independent learning: Independent learning should be encouraged in the educational process organized on the basis of digital technologies. Students will have the opportunity to use the topics of their interest and information related to them.

Conclusion. Based on the conditions mentioned above, the education can effectively use digital technologies and further develop the pedagogical process. Technological development and self-growth related to digital technologies and artificial intelligence, development of external cooperation and the like in various fields are interconnected. Further development of digital technologies and development in society is a positive situation.

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FEATURES OF PHRASEOLOGICAL UNITS USED IN ENGLISH TO IMPROVE SPEAKING SKILLS

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Annotation: This article discusses the importance of Phraseological units are the lexicalized word groups of the language. They are called “phraseological units” (PU) because of their polylexical form and single meaning. They make up a heterogeneous group, with different degrees of frozenness and are lexico-syntactic in nature. A Phraseological unit (PU) can be defined as a non-motivated word-group that cannot be freely made up in speech, but is reproduced as a ready-made unit. It is a group of words whose meaning cannot be deduced by examining the meaning of the constituent lexemes.

Keywords: Lexemes, phrase, idiom, word combination, speech synonym, colloquial phraseology.

Phraseologism is an integral and organic part of both the language system and culture. It is also called a phraseological turnover, a speech turnover -this is a stable combination of words characteristic only of a given language, the meaning of which is not determined by the meaning of the words included in it, taken separately. That is, words that are part of phraseological units more or less lose their own lexical meaning. Thus, the phraseological unit is used as a whole, ready-made phrase. The combination of the meanings of the words included in it is the lexical meaning of the entire phraseological unit. The following article is devoted to the role of phraseology in the English language. Phraseological units, also known as idioms or fixed expressions, can be helpful in improving speaking skills in several ways. Enhancing fluency: Using phraseological units can make speech flow more smoothly and naturally. They provide ready-made chunks of language that can be used in various contexts, helping learners avoid pauses and hesitations while speaking. Improving accuracy: Learning and using phraseological units can enhance the accuracy of spoken language. These units have specific meanings and collocations, and using them correctly demonstrates a deeper understanding of the language. Conveying meaning effectively: Phraseological units often carry cultural connotations and are commonly used by native speakers. Incorporating them into speech can help learners express themselves more effectively and convey nuanced meanings. Developing natural-sounding language: By incorporating phraseological units into speaking, learners can sound more like native speakers and develop a sense of idiomatic language usage. Expanding vocabulary: Phraseological units expose learners to new vocabulary and expressions, enabling them to enrich their linguistic repertoire and extend their range of expression.

To improve speaking skills using phraseological units, learners should actively study and practice these expressions through exposure to authentic spoken and written materials. They can create flashcards or lists

of common phraseological units, practice using them in conversations or presentations, and gradually incorporate them into their everyday speech. Phraseological units include phrases of the following types: idioms, collocations, proverbs, sayings, grammatical phraseological units, phraseological schemes. The world of English phraseology is large and diverse. Every aspect of his research certainly deserves the attention it deserves. Classification of phraseological units of the English language.

Phraseology means the branch of linguistics dealing with stable word combinations characterized by certain transference of meaning. Despite differences of opinion, most authors agree upon some points concerning the distinctive features of phraseological units, such as: Integrity (or transference) of meaning means that none of the idiom components is separately associated with any referents of objective reality, and the meaning of the whole unit cannot be deduced from the meanings of its components; Stability (lexical and grammatical) means that no lexical substitution is possible in an idiom in comparison with free or variable word-combinations (with an exception of some cases when such substitutions are made by the author intentionally). The experiments conducted in the 1990s showed that, the meaning of an idiom is not exactly identical to its literal paraphrase given in the dictionary entry. That is why we may speak about lexical flexibility of many units if they are used in a creative manner. Lexical stability is usually accompanied by grammatical stability which prohibits any grammatical changes; Separability means that the structure of an idiom is not something indivisible, certain modifications are possible within certain boundaries. Here we meet with the so-called lexical and grammatical variants. For examples: "as hungry as a wolf (as a hunter)", "as safe as a house (houses)" in English, «как (будто, словно, точно) вводу опущенный», «оседлать своего (любимого) конька», «раскидывать умом (мозгами) Раскинуть (пораскинуть) умом (мозгами)» in Russian. Expressivity and emotiveness means that idioms are also characterized by stylistic colouring.

On the whole phraseological units, even if they present a certain pattern, do not generate new phrases. They are unique. Phraseology deals with a phraseological subsystem of language and not with isolated phraseological units. Phraseology is concerned with all types of set expressions. Set expressions are divided into three classes: phraseological units (e.g. red tape, mare's nest, etc.), phraseomatic units (e.g. win a victory, launch a campaign, etc.) and borderline cases belonging to the mixed class. The main distinction between the first and the second classes is semantic: phraseological units have fully or partially transferred meanings while components of, phraseomatic units are used in their literal meanings. Phraseological and phraseomatic units are not regarded as word-equivalents but some of them are treated as word correlates. Phraseological and phraseomatic units are set expressions and their phraseological stability distinguishes them from free phrases and compound words. Phraseological and phraseomatic units are made up of words of different degree of wordness depending on the type of set expressions they are used in. (cf. e.g. small hours and red tape). Their structural separateness, an important factor of their stability, distinguishes them from compound words (E.g. comparing blackbird and black market). Stability of use means that set expressions are reproduced ready-made and not created in speech. They are not elements of individual style of speech but language units.

Lexical stability means that the components of set expressions are either irreplaceable (e.g. red tape, mare's nest) or partly replaceable within the bounds of phraseological or phraseomatic variance: lexical (e.g. a skeleton in the cupboard - a skeleton in the closet); grammatical (e.g. to be in deep water – to be in deep waters); positional (e.g. head over ears - over head and ears), quantitative (e.g. to lead somebody a dance- to lead somebody a pretty dance), mixed variants (e.g. raise (stir up) a hornets' nest about one's ears- arouse (stir up) the nest of hornets). Semantic stability is based on the lexical stability of set expressions. Even when occasional changes are introduced the meaning of set expression is preserved. It may only be specified, made more precise, weakened or strengthened. In other words in spite of all occasional phraseological and phraseomatic units, as distinguished from free phrases, remain semantically invariant or are destroyed. For example, the substitution of the verbal component in the free phrase to raise a question by the verb to settle (to settle a question) changes the meaning of the phrase, no such change occurs in to raise (stir up) a hornets' nest about one's ears. An integral part of this approach is a method of phraseological identification which helps to single out set expressions in Modern English. When as a result of a change in the semantic structure of a polysemantic word some of its meanings disappear and can be found only in certain collocations.

In Modern English, however, it has lost all connection with puppet-shows and therefore cannot also be observed in the phraseological unit to stick to one's guns, which can be traced back to military English, etc. Sometimes extra-linguistic factors may account for the loss of motivation, to show the white feather - 'to act as a coward', e.g., can be traced back to the days when cock-fighting was popular. When a word group making up part of a proverb or saying begins to be used a self-contained unit it may gradually become non-motivated if its connection with the corresponding proverb or saying is not clearly perceived. A new broom, e.g., originates as a component of the saying new brooms sweep clean. New broom as a phraseological unit may be viewed as non-motivated because the meaning of the whole is not deducible from the meaning of the components. In Modern English, however, it functions as a non-motivated self-contained phraseological unit and is also used to denote the T.V. set. Achilles heel - 'the weak spot in a man's circumstances or character' can be traced back to mythology, but it seems that in Modern English this word-group functions as a phraseological unit largely because most English speakers do not connect it with the myth from which it was extracted.

Phraseological units can perform the functions of different parts of speech, for example: – noun (essential phraseological units): Kazan orphan, dog in the stable (dog in the stable); verb: to beat buckets, to drink to all s blue (to drink to a green snake), to drink smb. Under the table (to drink one), to light a candle at both ends (to burn the soul),; – adjective: (adjective phraseological units): drunk like a violinist (drunk like a white, like a boiled owl - drunk stuffing); – word: have mercy on me! (like this!); – envelopes (envelope phraseological units): one s cups (drunk), without fatigue; over the head and so on. The main features of phraseological units are: complex in composition, semantically indivisible, characterized by the stability of the composition (although some phraseological units have variants, for example, from my heart), repetition in speech (the word "bosom" includes the word "friend") , the impermissibility of the structure (you can't add or remove any elements), the stability of the grammatical form (each part of the sentence has a certain

grammatical form that cannot be changed), for example, "thumbs" (you can't say "thumbs"), word order is stable. Like words, phraseological units are: stylistically neutral or general (used in various speech styles without any restrictions): periodically keep the word in a stylistic color (characterized by belonging to some functional style speech): do not pour water from a duck's back like water - speech style, center of gravity - scientific style, well-meaning people - journalistic style, presumption of innocence - formal work style). The use of phraseological units gives speech brightness, vitality, expressiveness; often, especially in journalism, there is a revision of phraseological units, their renewal, which is a special style tool. When using phraseological units in speech, it is necessary to be sure of the correctness of its reproduction and to know its meaning. Scholars approached the development of the basic concepts of English phraseology in different ways. According to the theory of Academician V.V. Vinogradova "Phraseology, unlike free, syntactic expressions, is a branch of linguistics that studies fixed word complexes, such as ready-made language combinations that are not created but repeated in speech." Thus, based on the above interpretation of phraseology, free word combinations should be distinguished from fixed word combinations. So, free expressions are called stable, and ready-made, stereotypical expressions are called stable.

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THE ROLE OF TECHNOLOGY IN TEACHING ENGLISH

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Annotation: Technology has revolutionized the way languages are taught and learned, particularly in the field of English language learning. This annotation explores the multifaceted role of technology in teaching English, highlighting its benefits, challenges, and considerations for effective implementation. By leveraging its benefits while addressing the challenges and implementing it thoughtfully, technology can be a valuable tool for educators to create engaging and effective learning environments and empower students to reach their full potential in English language acquisition.

Key words: technology, lack of personalized learning, online learning platforms, mobile apps, AI-powered tools, gamified learning, virtual reality experiences, online communities, potential equity issues, real-world experiences.

For centuries, the art of language acquisition relied heavily on traditional methods: textbooks, grammar drills, and classroom lectures. While these methods remain valuable, the rise of technology has ushered in a new era in English language teaching, transforming the learning process into a dynamic and engaging experience. This technological revolution has not only redefined how teachers deliver instruction but also empowered learners to take charge of their own language journeys.

The integration of technology into English language teaching offers a plethora of benefits, catering to diverse learning styles and fostering personalized learning paths. From interactive apps and online platforms to virtual reality simulations and language exchange programs, technology provides a plethora of resources and tools that enhance student engagement, promote deeper understanding, and facilitate real-world application of language skills.

This paper delves into the transformative role of technology in teaching English, exploring its impact on various aspects of the learning process. We will analyze advantages of using technology:

- Enhances engagement and motivation through interactive activities, gamification, and personalized learning experiences.
- Provides access to authentic materials and resources, expanding exposure to diverse cultures and real-world language usage.
- Promotes collaborative learning through online forums, language exchange platforms, and virtual classrooms.
- Offers opportunities for personalized feedback through adaptive learning programs and AI-powered tutoring tools.

- Empowers learners to take control of their education by providing self-paced learning opportunities and promoting self-directed exploration.

By examining the various applications of technology and its impact on the learning experience, we aim to demonstrate its immense potential in revolutionizing English language teaching and ensuring that learners around the globe are equipped with the necessary skills to navigate an increasingly interconnected world.

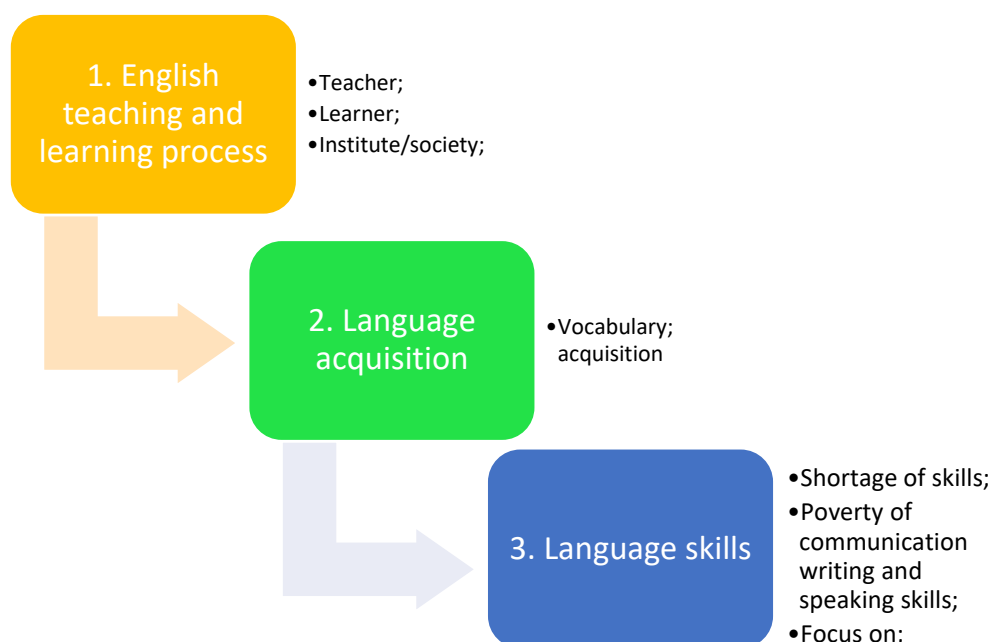
In today's rapidly changing world, technology has infiltrated every aspect of our lives, including the realm of education. The field of English language teaching has not escaped this transformation, witnessing a surge in the use of technology to enhance and enrich the learning experience. This introductory section delves into the evolving landscape of English language learning, focusing on the pivotal role technology plays in shaping its future.

As the world becomes increasingly interconnected and globalized, the ability to communicate effectively in English has become paramount. Whether navigating international business, pursuing higher education, or simply connecting with people from diverse cultures, mastery of the English language opens doors to countless opportunities. However, traditional methods of English language teaching often face challenges, such as limited access to resources, lack of personalized learning, and difficulty in engaging students.

Enter technology, a powerful tool with the potential to revolutionize English language learning. Through innovative applications, interactive platforms, and immersive learning environments, technology is transforming the way English is taught and learned. This transformative power lies in the diverse ways technology can be leveraged to enhance the learning experience:

- **Accessibility:** Technology has made learning English more accessible than ever before. Online learning platforms, mobile apps, and language learning software provide access to a wealth of resources and learning materials, regardless of location or time constraints.
- **Personalization:** With the help of AI-powered tools and adaptive learning algorithms, technology can tailor the learning experience to individual needs and learning styles. This personalized approach ensures that students receive the most relevant and effective instruction, leading to faster progress and improved outcomes.
- **Engagement:** Technology offers a plethora of interactive and engaging learning activities, such as gamified learning, virtual reality experiences, and interactive simulations. These immersive experiences capture students' attention, motivate them to participate actively, and make learning English a fun and enjoyable experience.
- **Collaboration:** Technology facilitates communication and collaboration among students and teachers, both within and beyond the classroom walls. Online communities, language exchange platforms, and collaborative tools enable students to connect with native speakers from across the globe, practice their

language skills in real-world contexts, and learn from each other's experiences.



The integration of technology into English language teaching is undoubtedly a significant step forward. This introductory section has only scratched the surface of the immense potential technology holds. As we delve deeper into this topic, we will explore the various ways technology is being used to enhance different aspects of English language learning, analyze the challenges and opportunities associated with its use, and ultimately, gain a deeper understanding of how technology is shaping the future of English language education. This burgeoning role of technology in English language learning necessitates a critical examination of its impact on the teaching and learning process. This paper delves into the multifaceted ways in which technology is transforming English education, exploring both its potential benefits and inherent challenges. We will analyze how technology can empower teachers to create engaging and interactive learning environments, personalize instruction to cater to individual needs, and provide access to authentic language materials and diverse learning resources. Additionally, we will address concerns regarding overreliance on technology, potential equity issues, and the need for effective pedagogical integration to maximize its learning potential.

Ultimately, embracing the power of technology offers immense potential for revolutionizing English language learning, paving the way for a more personalized, engaging, and accessible learning experience for individuals across the globe. By harnessing the power of technology and employing it strategically within a well-defined pedagogical framework, we can empower learners to reach new heights in their English language acquisition journey. In teaching a foreign language, multimedia technologies have become widely used, the main means of which are sound, text, video. It is impossible to imagine the educational process without multimedia presentations. It is project activity that is a significant aspect of using information technology in foreign language lessons. One of the

most significant contributions of technology is its ability to enhance student engagement. Interactive platforms offer a dynamic learning environment where students can actively participate in activities, collaborate with peers, and receive instant feedback. Gamification elements, such as points, badges, and leaderboards, further enhance motivation and encourage exploration of the target language. This shift from traditional, passive learning to an interactive and engaging approach fosters a deeper understanding and appreciation for the language.

Interactive White Boards or Smart Boards: Interactive white boards allow projected computer images to be displayed, manipulated, dragged, clicked, or copied [1]. Simultaneously, handwritten notes can be taken on the board and saved for later use. Interactive white boards are associated with whole-class instruction rather than student-centred activities [2]. Student engagement is generally higher when ICT is available for student use throughout the classroom [3].

Technology also allows for personalized learning, tailoring the educational experience to individual needs and learning styles. Adaptive learning platforms assess student progress and adjust the difficulty level of tasks in real-time, ensuring continuous learning and maximizing individual potential. Additionally, a plethora of online resources cater to specific learning goals, allowing students to focus on areas requiring improvement or explore niche interests within the language.

One laptop per child: Less expensive laptops have been designed for use in school on a 1:1 basis with features like lower power consumption, a low cost operating system, and special re-programming and mesh network functions [4]. Despite efforts to reduce costs, however, providing one laptop per child may be too costly for some developing countries [5].

Tablets: Tablets are small personal computers with a touch screen, allowing input without a keyboard or mouse. Inexpensive learning software (“apps”) can be downloaded onto tablets, making them a versatile tool for learning.[6][7] The most effective apps develop higher order thinking skills and provide creative and individualized options for students to express their understandings [8].

Furthermore, technology facilitates access to authentic resources that enrich the learning experience. Learners can now immerse themselves in the target language through authentic audio-visual materials, podcasts, and interactive websites. This exposure to real-world language use improves listening comprehension, vocabulary acquisition, and cultural understanding. Additionally, online platforms facilitate communication with native speakers, providing opportunities for real-time practice and promoting cultural exchange. Many researches and studies show that technology can have a great impact in addressing reading comprehension and vocabulary skills.

Technology also empowers teachers to personalize the learning experience. With the help of data analytics tools, teachers can track students' progress and tailor their instruction to individual needs. This personalized approach allows students to focus on areas requiring improvement and accelerate their learning progress. Additionally, technology facilitates collaborative learning through online forums and discussion boards, enabling students to learn from each other and engage in peer feedback.

However, the integration of technology also presents certain challenges. One concern is the potential for distraction and reduced focus as learners navigate the diverse online environment. Additionally, the digital divide can exacerbate inequalities, with access to technology and internet connectivity remaining a barrier for some learners. Furthermore, the overreliance on technology can lead to a dehumanization of the learning process, diminishing the importance of personal interaction and real-world experiences.

It is crucial to acknowledge that technology is merely a tool, and its effectiveness depends on its pedagogical integration. Educators need to be equipped with the necessary training and skills to utilize technology effectively within their teaching practices. Moreover, it is important to strike a balance between technology and traditional methods, ensuring that learners develop not only digital literacy but also essential communication and interpersonal skills.

In conclusion, technology has undoubtedly revolutionized the field of English language teaching, offering numerous benefits for both teachers and learners. It promotes accessibility, increases engagement, and personalizes the learning experience. However, it is essential to acknowledge the potential challenges associated with technology and ensure its responsible and effective integration into the classroom environment. By embracing technology thoughtfully and strategically, educators can create a dynamic and engaging learning environment that empowers students to become confident and successful English language learners.

As a summary, technology plays a crucial role in transforming the landscape of English language teaching. It enhances the learning process by:

Increased engagement and accessibility:

- Technology makes learning more interactive and engaging, transforming students from passive recipients to active participants.
- Educational apps, games, and multimedia resources provide a fun and immersive experience, fostering deeper engagement with the language.

- Online platforms and digital tools make learning accessible anytime, anywhere, catering to diverse learning styles and schedules.

Personalized learning:

- Technology allows for personalized learning paths, accommodating individual needs and learning pace.
- Adaptive learning platforms tailor content and exercises to each student's progress and skill level.
- Self-paced learning platforms enable students to learn at their own convenience and revisit challenging concepts.

Enhanced communication and collaboration:

- Technology provides opportunities for authentic communication with native speakers and other learners around the world.
- Video conferencing, chat rooms, and online communities facilitate real-time interaction and collaboration, fostering intercultural understanding.
- Language learning apps and platforms allow for peer feedback and collaborative learning activities.

Exposure to authentic materials:

- Technology grants access to a vast array of authentic resources, such as news articles, podcasts, videos, and social media content.
- This exposure helps students learn the language in real-world contexts and stay updated on current events and trends.

Improved teaching and assessment:

- Technology supports teachers in creating engaging lesson plans, delivering interactive activities, and providing immediate feedback.
- Online tools and platforms facilitate efficient assessment, tracking student progress, and identifying areas for improvement.

Accessibility for diverse learners:

- Technology enhances learning for students with special needs by providing assistive tools and resources.

- Audiobooks, text-to-speech software, and closed captions make learning accessible for visually and hearing-impaired students.

Overall, technology plays a transformative role in English language teaching, making learning more engaging, accessible, personalized, and effective. It equips students with the skills and confidence to communicate effectively in a globalized world.

However, it is essential to remember that technology is a tool, and its effectiveness depends on its integration with sound pedagogical practices and teacher expertise. The key lies in finding the right balance between technology and traditional teaching methods to create a dynamic and effective learning environment. Technology has revolutionized English language teaching, moving beyond its traditional role and becoming an essential tool for both teachers and learners. It offers numerous benefits, transforming learning into a more accessible, engaging, and personalized experience.

For learners:

- Authentic immersion: Technology grants access to diverse and authentic materials like news articles, podcasts, movies, and videos, exposing learners to the target language in real-world contexts.
- Interactive learning: Learners can actively engage with language through apps, games, and online simulations, boosting motivation and retention.
- Personalized learning: Technology allows for individualization based on learning pace and style. Adaptive learning platforms tailor content and activities to each student's needs.
- Global collaboration: Learners can connect with native speakers and other learners worldwide, enhancing communication skills and intercultural understanding.
- Independent learning: Online resources, mobile apps, and learning platforms provide 24/7 access to learning opportunities, making English language acquisition more flexible and convenient.

For teachers:

- Enhanced teaching methods: Technology facilitates the creation of interactive and engaging lessons, incorporating multimedia elements and fostering active participation.
- Improved feedback: Tools like language analysis software and online quizzes offer immediate feedback to both teachers and students, allowing for better evaluation and targeted support.
- Differentiated instruction: Technology helps cater to diverse learning styles and needs by providing various learning materials and activities.

- Time management: Technology streamlines administrative tasks and reduces grading time, freeing up valuable time for teachers to focus on individual student needs.
- Accessibility: Online learning platforms provide opportunities for students with disabilities to access English language learning resources and participate actively in the learning process.

Overall, technology in English language teaching:

- Increases accessibility: Makes learning English possible for learners anywhere, anytime.
- Engages learners: Provides interactive and personalized learning experiences.
- Personalizes learning: Adapts to individual needs and learning styles.
- Enhances communication: Fosters collaboration with native speakers and other learners.
- Supports teachers: Provides tools for effective lesson planning, feedback, and differentiated instruction.

While technology is a powerful tool, it's important to remember it's not a replacement for effective teaching methodologies or human interaction. Integrating technology seamlessly with traditional classroom practices and prioritizing meaningful learning experiences is key to maximizing its potential in English language teaching.

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PREPARING YOUNG GENERATION FOR FUTURE

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Abstract: 100 years ago, if young people started a family at the age of 16-18, by that time they had reached all the levels of maturity necessary for family life and successful marriage, which served as a basis for eliminating problems that may arise in their family life.

Key words: family, young people, family life, acceleration, maturity period, social relations, psychological situation, interpersonal relations.

It is known that as human society progresses, both people themselves and their relationships with each other, especially family relationships, which are the most intimate and closest among interpersonal relationships, become more complex in their own way. The reason: modern science and technology development, production relations, development of tools, agriculture, industrial production, the rapid introduction of new technology and technical processes in all aspects of the national economy directly affect the human factor, the creator and participant of these processes, and the human personality itself. Special, new demands. On the one hand, industrial relations, the development of society, social psychological, physiological and other changes that are happening in people are the basis for limiting the

scope of human interaction to a certain extent, the naturalness observed in them by our ancestors, and as a result, the emergence of emotional and emotional stress in the human psychology is getting The impact of these is also reflected in family life and the psychological climate in it.

In order to create a clearer picture of this issue among our youth, we will compare the differences between their peers 90-100 years ago and today's 15-16-year-old boys and girls. It is written in special literature and observed in the results of researches that according to the process of acceleration observed in people in the last 100 years, their reaching of sexual and physiological puberty has been advanced by 2-3 years. About 100 years ago, the period of puberty of young people was 15-16 years old, and now it is 12-13 years old on average. Now let us look at the readiness of these young people for family life. As your former peers reached sexual maturity and puberty at the age of 15-16, which is one of the requirements of maturity for family life, in most cases, by this age, they almost knew the secrets of farming, animal husbandry, handicrafts, which were typical and necessary for those times, and were not so complicated (because at that time the children generally, they were apprenticed from the age of 13-14), the production relations and technological processes of that period did not require special or higher education from them, the apprentice, who had been tutored for 3-4 years, at the age of 16-17 became a master who could do a little independent work, an expert who could do a little work. Therefore, if he was going to start a family at this time, he could work and support himself and his family members economically by working in small trades. In addition, the 18-20-year-old young man at that time was accepted as a socially mature person in the neighborhood and among the public, he could participate in various events and ceremonies as a rightful participant, that is, he was socially mature. This process imposed a unique responsibility on the individual in front of the family and society, and the feeling of responsibility served as one of the signs of his psychological maturity. Now let us look at these characteristics in today's youth. They reach sexual (physiological) maturity at the age of 12-13 (we will talk about this later), but in order for them to be able to have a profession, work independently, and provide for themselves and their families economically, they must first graduate from school, or he must attend a vocational college or lyceum and acquire a profession. For this, it is necessary to spend 9 years in school, 3 years in college or high school. After 11 years of compulsory education for all, a certain part of our youth continues to study in higher educational institutions. It can be seen from this that the economic independence of our youth comes at the age of 20-21 for some of them, and 23-25 for others. In addition, along with the development of people's lifestyle, the daily life of their families changes, and their need for clothing, household goods, and the level of material well-being also increases. The socio-economic development of the society leads to the cultural improvement of the individual, which leads to an increase in the demands of individuals to each other and a refinement of interpersonal relations. As a clear proof of this, it can be recognized that the number of divorces is higher among people with family education compared to those with general secondary education. Family members in societies with low socio-economic development do most of their family chores by hand. All family members, and first of all children, are involved as much as possible. The general activity of doing family work allows young people to determine certain skills, including the performance of appropriate roles in the family, the skills of how to communicate with each other in the family, the rights

and duties of each person in the family according to the hierarchical position. Material security and high cultural level increase the demand of a person to another person, including in the family. Reduces the amount of time family members spend together. This leads to the fact that for many young people, the parental family cannot serve as a role model for their own family. It can be seen from this that if young people 100 years ago started a family at the age of 16-18, by that time they had reached all the levels of maturity necessary for family life and successful marriage. Served as the basis for the elimination of problems that may arise in their family life. Today's young people reach sexual maturity at the age of 12-13, and in most cases, after 7-8 years, that is, girls are 19-20 years old, and boys are 21-22 years old. At this time, they are neither economically, socially, nor psychologically ready for family life. Such situations undoubtedly cause problems in their family life that were not observed in the lives of their previous peers. In addition, the current state of society's development imposes new social tasks on the modern family, all of which require special preparation of our youth for family life to be one of the most urgent issues.

In conclusion, for 20-25 years in all developed countries of the world, including our republic, since the first years of independence, special attention has been paid to family issues, preparing young people for family life, and forming a perfect personality in families. As the human society in general is progressing more and more, the relevance of family issues will increase accordingly, and the attention paid to the family will be higher tomorrow than yesterday and today. Because the family is a small form of society.

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THEORETICAL BACKGROUND OF EUPHEMISMS AS AN OBJECT OF IMPROVING LEARNERS FORMAL COMMUNICATION SKILLS

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Abstract: The purpose of this work is to study the specifics functioning of euphemisms in linguistics. Euphemisms in most cases are not only stylistic synonym or substitute for some linguistic unit, but also offer a new interpretation of a certain phenomenon, a new perspective on its consideration, contain a new moral and ethical assessment of the phenomenon. Emergence a large number of euphemisms in various types of discourse can indicate a change in social guidelines in certain spheres of human life.

Key words: phenomenon, euphemisms, lexical system, processes, linguistic unit.

Euphemism is a linguistic phenomenon used to replace words or phrases that are considered too direct, explicit, or offensive with milder or more socially acceptable alternatives. It is rooted in the social and cultural conventions of a particular language or community.

Theoretical background of euphemisms as an object of improving learners' formal communication skills involves understanding the concept of euphemisms and their role in language use. Euphemisms are indirect or mild expressions used to replace harsh, offensive, or sensitive words or phrases. They serve various purposes, such as maintaining politeness, avoiding taboo topics, or softening the impact of certain messages. In the context of formal communication skills, euphemisms can be valuable tools for learners to navigate sensitive or delicate situations while maintaining professionalism. The theoretical foundations for using euphemisms in improving learners' formal communication skills come from sociolinguistics, pragmatics, and discourse analysis. Sociolinguistics examines how language is used in social contexts,

including the role of politeness and face-saving strategies. Pragmatics focuses on how meaning is conveyed through context and implicate, which includes the use of euphemisms. Discourse analysis investigates how language functions within specific communicative settings.

By incorporating euphemisms into language learning and teaching, learners can enhance their ability to communicate effectively and appropriately in formal situations. This involves developing an understanding of cultural norms, social expectations, and appropriate language choices. Learners need to grasp the nuances of when and how to employ euphemisms to achieve their intended communicative goals and avoid causing offense. Ultimately, the theoretical foundation of using euphemisms in improving learners' formal communication skills lies in recognizing the importance of politeness, tact, and cultural sensitivity in achieving successful communication outcomes. By equipping learners with this knowledge and providing them with opportunities to practice using euphemisms in context, educators can enhance learners' ability to navigate formal communication settings with finesse and proficiency.

The theoretical background of euphemism can be traced back to various linguistic and sociocultural theories. One such theory is politeness theory, which suggests that people use euphemisms to maintain positive social interactions and avoid causing offense or discomfort. Euphemisms can help speakers navigate sensitive topics, such as death, bodily functions, or taboo subjects, by using less confrontational or emotionally charged language. Another relevant framework is Grice's Cooperative Principle, which proposes that communication relies on mutual cooperation between speakers and listeners. Euphemisms can be seen as a way to adhere to this principle by employing indirect or veiled language that allows listeners to infer intended meanings without violating social norms or taboos.

Moreover, cognitive theories of metaphor and conceptual framing shed light on the cognitive processes underlying euphemistic language. Euphemisms often rely on metaphorical mappings and conceptual associations to create alternative meanings. For example, using "passed away" instead of "died" frames death as a gentler or more peaceful experience. The theoretical background of euphemism encompasses politeness theory, cooperative communication principles, and cognitive frameworks related to metaphor and conceptual framing. These perspectives offer insights into why and how euphemisms are used in language to convey sensitive or delicate meanings while maintaining social harmony. Euphemism is a heterogeneous in its structure and linguistic phenomenon that is quite significant in the lexical system of a language. A euphemism is not only a trope consisting of an implicit expression negative assessment, but also an element of the structure of the language that plays an important role in its historical development, since euphemization is understood a continuous process of replacing some names with others, based on constant evaluation and revaluation by man of forms of expression, based on desire for successful communication. Currently, there is a significant number of scientific- research work, the object of study of which was the processes euphemization. The study of euphemism was started by such prominent scientists as I.R. Galperin.

Euphemism as a way of indirect, periphrastic and at the same time mitigating definition of an object, property or phenomenon is also associated with other stylistic devices - with litotes, understood as a device

expressiveness, which is based on double negation or displacement negations from the affirmative part of the statement to the modus and with meiosis, understood as a technique of expressiveness based on intentional downplaying the intensity of the properties of the subject of speech, actions, processes and etc.[1]

The following points are essential for the euphemization process:

- 1) the speaker's assessment of the subject of speech as such, the direct designation of which may be qualified in a given social environment or specific by the addressee as rudeness, harshness, indecency, etc.;
- 2) the speaker's selection of such designations that do not simply soften certain other words and expressions that seem rude, but mask, veil the essence phenomena;
- 3) the dependence of the use of euphemism on the context and on the conditions of speech: how stricter social control of the speech situation and self-control of the speaker own speech, the more likely the appearance of euphemisms; and, on the contrary, in poorly controlled speech situations and with high automaticity of speech "direct" designations, or dysphemisms, may be preferred to euphemisms; [2]
- 4) social conditioning of the idea of what can be euphemism: what is regarded as a euphemism in one environment is considered a euphemism in another may receive different assessments.

The speaker evaluates the subject of speech as such, direct designation which can be qualified - in a given social environment or by a specific addressee - as rudeness, harshness, indecency, etc. and from here desire to reduce possible negativity. Only certain objects, realities, spheres of human activity and human relations can cause similar assessment - others are "neutral" from this point of view, therefore not all speech is euphemized, but speech associated with certain topics and areas of activity.

Having considered this classification of euphemization motives, can be concluded that it is prohibited, unacceptable or tactless to direct.[3] The name of something depends on the following factors:

- the existence at this stage of development of society of certain linguistic taboo. Essentially, these are social, moral, ethical, religious, etc. aspects of euphemization.

- a specific communication situation, and thus we can talk about communicative aspect of euphemization. If we take these two factors as a criterion, then we can imagine the following classification of euphemization motives:

1) Social motives for euphemization associated with the need to express respect for various social groups, which include: names, related to racial, age, gender and other characteristics; names of concepts related to poverty; names of mental and physical disabilities of a person; names of some professions, institutions, etc.

2) Moral and ethical motives for euphemization associated with the desire not to violate certain moral and ethical prohibitions established society include: names of human vices; names related to the field of

physiology; names associated with concepts of death; names related to the field of family and marriage; names of animals and animal meat; coarse curse words. [4]

3) Euphemization motives associated with religion and superstitions are connected with the names of supernatural forces.

4) Communicative motives of euphemization associated with the desire to express respect for the interlocutor, making an impression include some names related to the field of business, commerce, as well as to the field politicians.

5) Communicative motives of euphemization associated with desire mask the unpleasant truth contain names related to military sphere; names related to the field of politics; names related to the criminal sphere; some names, related to business and commerce; names associated with special educational institutions.

This classification of euphemization motives shows that in the phenomenon euphemism has four aspects (social, moral and ethical, religious, communicative), all subject-conceptual spheres modern taboos are somehow ordered within these aspects. [5]

Euphemism is a linguistic phenomenon characterized by the use of indirect or less offensive expressions to replace direct or potentially taboo or sensitive terms. It serves as a way to convey a particular message while mitigating its potential negative impact or discomfort. Euphemisms can be employed in various contexts, such as polite conversation, political discourse, and delicate topics like death, bodily functions, or controversial subjects. They often reflect cultural norms, societal taboos, and sensitivity towards certain topics, allowing individuals to communicate tactfully or avoid causing offense.

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MODIFYING THE CLASSROOM LAYOUT AT PRIMARY SCHOOLS: ZONES LAYOUT VERSUS TRADITIONAL SITTING

Abstract: Students' seating arrangements, classroom ecology, aisle distances, and window placement are all factors in the classroom environment [7]; however, the effect of zone layout¹ classrooms at primary schools have yet to be fully observed. This study focuses on using a zone layout in an English course in Miracle Academy in Tashkent. 10 students were conducted and their layout split in to two different arrangements. Research shows that the students' sitting position is important while working with them on tasks.

Key words: zone layout, classroom environment, traditional seating

Introduction

Classroom management techniques refer to a key component of the teacher's interactions with the students. In this case, "classroom management" entails building relationships with the students in addition to the ideas of making sure that they sit in the front rows, paying attention to the teacher, or following directions when it comes to sitting in a row [9]. The classroom layout is the basis of the teacher's interaction with the pupils, their acceptance of the lesson, their development, and the assurance that what they learn will be useful to them [1]. Although it is somewhat difficult to determine a regular seating arrangement suitable for students, it is acceptable to use a variety of seating arrangements [3]. The teacher should therefore consider how well the pupils "participate" in the lesson by modifying their seating layout and their comfortability to roam throughout the classroom's corridors [8]. Their placement in the front and back rows is important in ensuring student participation [1]. However, according to Marx's [4] research, pupils gain more from sitting in "T zones" and "triangle-shaped action zones" in the classroom than those who sit in other arrangements [4]. This paper aims to shed light on comparing the effect of a zone seating arrangement for primary children on the traditional sitting position on the pupils' language acquisition.

Literature Review

¹ **Zone layout:** Tribal-style seating arrangements on several sides of the classroom, the tables and desks have been modified for small groups of students.

It is crucial to choose a classroom layout based on the theories of how knowledge reaches students' minds and their interactions with one another [5]. The following paragraphs discuss classroom design and appropriate seating positions in the classroom for students to gain knowledge.

Foremost, it is important to use appropriate seating arrangements for students in order to build their knowledge potential in the classroom environment. In this regard, Güven [2] identified the elementary and department classroom faculty pre-service teachers' views on the flexible classroom as an alternative to the national style of sitting with the students by open-ended questions at the University of Turkey. 65 pre-service teachers' drawings on flexible classroom design as a full answer to questions are collected. The findings indicated that the u-shaped classroom layout, which has a lot of drawings of teachers, is more beneficial than zone-type seating arrangements for teaching efficacy. In contrast, Marx et al. [4] conducted an observational study of fourth grade students in Malaysian public schools on the relationship of seating arrangements to student behavior change. It was tested by changing the seating order of students in classes into zones, row-columns, and semi-circles by asking questions. As a result, students ask more questions and achieve mutual active participation in the lesson on zone layout. Similarly, Rogers [6] also conducted research by observing the performance of Louisiana elementary school students when the classroom seating arrangement was changed to horseshoes, pairs, and small groups. During three weeks of being requested to rearrange students' seating into three different layouts, a survey was given to find out their feedback on the arrangement. The result showed that the students benefited more from the horseshoe seating arrangement; it was more beneficial to change the layout into a group of zones to help them work together with other students with active engagement.

Method

Participants

Ten primary students in the English language course of Miracle Academy in Tashkent were enrolled in a test experiment. Those students were classified according to their age. Their age is 9-10 years old. Their proficiency level of English is elementary. They were all given a test after observing the lesson. The duration of the study was two weeks.

Instruments

Test was used in this experiment. 10 multiple choice questions were included in it. In this regard, questions were asked from the students. The questions were about their feedback of students of their arrangement.

Questionnaire

Questions were created to collect input from the students regarding their views of the seating arrangement during the test. The questions included 2 questions that served to investigate students' response to using the zone layout during the lessons. The questions were given to the students directly. This data was analyzed, along with the implementation of the descriptive analysis.

Observation

Five lessons with ten students were chosen as an observational experiment to examine the impact of zone layout on students' learning. The course is 3 days a week, each lesson is 60 minutes long. The students were seated in two lessons in the traditional layout and two lessons in zone layout during the observing process. During the observation, students were assigned individual activities in accordance with the traditional sitting. Following a modification to the zone arrangement, students worked in groups. The focus of the lessons for the students is to learn grammar.

Test

The test includes 10 multiple-choice questions based on the students' topics covered in four days. Students' test performance process consists of two parts, the first part is individual work in traditional sitting arrangement and group test in zone layout. The tests given to students in both parts are the same.

Data Collection and Analysis

Data is analyzed using post-test content. Firstly, the students' lesson was observed for four days before the post-test experiment. There were ten pupils in total, and they were seated in traditional layout for the first two days. (Appendix 1) The teacher covered grammar concepts such as Present simple and Past simple to the students over these days. In the observation, the effect of the traditional sitting style on their learning and participation in the class was studied. During the observation of the next two days, the teacher changed the sitting position of the students, that is, the lesson was held in the zone layout. Topics of these following two lessons were Future Simple on the remaining two days. The pupils were split up into three groups. Three chairs and a desk are provided for each group. But because there were ten pupils in total, only four students were included in the third group. Although they seated close to the middle of the classroom, there is a significant distance between each group desk. It can be seen in Appendix 2. The pupils were taught the theme "Future Simple" during these two days. The teacher encouraged students to work on the assignments in groups, based on their zone layout. According to the observation, the zone layout based on the lesson proved to be more beneficial for the students than the traditional one, as they demonstrated active participation in completing the work by group discussion. On the last fifth day, a post-test was taken on the topics covered in order to determine how extension the sitting position in the zone layout benefits for the students' learning than the traditional layout. Test questions are based on topics covered in the last 4 days and consist of 10 multiple-choice questions. The form of the test consisted of two parts, the first students completed the test in individual, traditional sitting. In the individual testing, students had 15 minutes for complete it. In the second part, they changed their places to zone layout and completed the test in group working. In the zone seating position, students had 15 minutes to complete the test similar with traditional layout. After completing the task, the results of the students were determined.

Results

Data of the benefits of students' seating arrangements to their learning was determined through the results of a test on the topics they learned during the lesson. The following tables display the test results in two sections.

The first table shows each student's test results individually according to their traditional seating arrangement. Ten tests are included. The average number of correct answers from students ranged from 3 to 8. (Table 1) According to the results, 1 student answered 8-10 correctly. The number of those who answered 7-5 correctly was 4 students. The number of those who marked 4-3 correctly was 5 students. In general, findings showed that 50% of students performed poorly, scoring only three to four correct answers.

Table 1.

TRADITIONAL LAYOUT				
Total number of the students	CORRECT ANSWERS			
	10-8	7-5	4-3	1-0
10	1	4	5	0

The second table summarizes the results of students in groups in zone layout. There are three groups, and the number of their correct answers in the test is shown in each row (Table 2) There are 10 tests. Eight of the ten multiple-choice questions in the first group's results were correct, and the results of the second group's exams also showed the same eight correct answers. Seven of the answers from the third group were correct.

Table 2

Groups	Correct Answers
<i>Group 1</i>	8
<i>Group 2</i>	8
<i>Group 3</i>	7

According to the general results, the test results of the students sitting in the traditional style are lower than the results of the students sitting in the zone arrangement. It can be seen that the effect of the zone layout on the students' learning, during the group work, they discussed the questions among themselves, and made comments, and this helped them to achieve a high result on the test.

Conclusion and Future Implications

Consequently, zone seating is more beneficial than seating in the traditional manner. Nonetheless, for group work activities and games, this seating configuration is frequently employed. Pupils are supposed to be noisy. However, the trial revealed that when students were seated together in various locations, their active participation during the lesson was increased. Effective results were anticipated and obtained while employing this approach. Students' test results provide information about the test's actual outcome. It shows that one of the factors influencing the students' increased attention to the lesson is the implementation of the zone layout. The pupils' level of activity in the same class increased when the active and passive roles were blended. If this sitting approach is used in the future, both the teacher and the pupils will benefit equally from the knowledge that is imparted. By doing this, the instructor can teach the material to every student rather than only concentrating on a single passive one. Every student collaborates within their group.

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DEVELOPING THE MEMORY OF YOUNG CHILDREN

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Annotation: This article explores the age characteristics, individual characteristics, memory, and ways of developing memory of primary school students.

Key words: Memory, small school age, periods, features, methodologies and methods.

When a person comes into the world, he gradually begins to recognize and learn about the whole world. His response to external influences will become stronger. All these processes do not happen at once, but are caused by the interaction of various factors. That is, cognitive processes of a person, emotional and volitional sphere, and external changes accumulate and begin to introduce a person to the world, and the world to a person. As long as such processes are taking place, the place of memory is certainly a part of it. Because, if the images, symbols and their traces of the external world that are formed in the shell of the large hemispheres of the brain disappear, it would be absolutely impossible to preserve experience, enrich knowledge, complicate it, come to a certain order, and revive it. We know that the process by which an individual remembers, remembers, and then recalls his experience is called memory. Memory is a process that reminds a person of his future, his history, and the entire process of living. Memory begins to develop from the moment an individual is born. Various methods, exercises and games are used in its development.

Today we will talk about the methods used in the development of memory of children of junior school age and their importance. The period of junior school age includes students of primary (I-IV) grades 6-10 years old. A child is prepared for school education while being raised in kindergarten. In this way, he will get acquainted with the various demands placed on students at school, he will be biologically and psychologically ready to learn the basics of science. The memory of children of small school age has the ability to remember, remember, and recall interesting, surprising, and surprising information. If until now he has been learning this or that information under the direct guidance of adults, he tries to collect the necessary information of his own free will, to set a clear goal and task for himself. This activity of the child means that his memory has developed to a certain extent. He often repeats poems, stories, and fairy tales to remember them, and uses the most convenient means of memorization, which is very useful for him in the educational process. However, this does not rule out other types of working memory, rather, learning requires verbal memory. The presence of word-logic memory creates an opportunity to increase the efficiency of the process of understanding and remembering the meaning. It is known from experience that a child has the ability to remember meaningful concepts faster and more firmly than meaningless words. One of the most important characteristics of the memory of students of junior school age is the increase in the weight of verbal memory and meaning. Many methods are used in the development of memory. In the field of psychology of age

periods and ontogenesis, the method of comparison is used to study cognitive processes, personal characteristics, possibilities of acquiring knowledge, uniqueness and differences of mental abilities of people of different ages. Intellectual tests are used to determine the productivity or unique characteristics of memory. The properties of direct recall can be studied through the method of pictographs, that is, pictorial associations. The test taker has to recall the exact word through the picture. The R.Maili test was developed in 1961 and is used to study visual and auditory memory of children and adults aged 7-14 years. Through this methodology, the tester's ability to remember is studied. These studies are not done in one day. One of the other methods is focused on remembering images and is called "Memory method by images". It is recommended to study the pictures (12 pictures) in the methodology within 20 seconds.

In conclusion, we can say that memory is the most important mental process in human life. The foundation of his development is the elementary school age starts at this stage, if special attention is paid to the development of the logical memory along with the mechanical memory of the child, I definitely think that it will show an effective result. It is necessary to remember the images and insert them in the form within 1 minute. The method of retrieving what is remembered by D.Veksler (1945). This method is one of the subtests of learning the memory scale. In addition, among the exercises that develop memory: "Say the words", "Find the sequence of numbers". Find the place of objects" is, also used to develop the memory of children of primary school age. In general, there are various methods and exercises that develop children's memory. The use of methods in their development will certainly give good results. Also, it is used not only to develop memory-developing exercises, but also to strengthen the memory of children of small school age.

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CLASSROOM SEATING ARRANGEMENTS AND THEIR IMPACT ON STUDENTS

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Abstract: The research aims to investigate the impact of cluster seating, horseshoe seating, and row seating arrangements on students' behavior, participation, and overall learning outcomes. The primary objective is to explore how various classroom seating configurations affect students' academic performance and social interactions. The study employs a survey that was conducted and aimed to question 20 teachers; furthermore, it includes observation of three classes where diverse samples of classrooms and seating arrangements will be observed and analyzed at Kimyo International University in Tashkent. The research summarizes that all selected seating arrangements promote positive learning outcomes and create a conducive classroom environment.

Keywords: classroom seating arrangements, seating configurations, classroom dynamics, classroom environment, cluster seating, horseshoe seating, row seating

Introduction The arrangement of a classroom significantly affects students' learning experiences. According to instructional communication theory, seating organization influences communication between instructors and students, as well as interactions among students, impacting engagement, motivation, and concentration [1]. Educators aiming for an environment that supports active engagement and academic success should understand the implications of various seating configurations. This study examines how classroom seating arrangements influence student behavior and academic performance. Through a mixed-methods research design, three classrooms with different seating arrangements were observed, and teachers were surveyed to explore the correlation between seating choices and student outcomes [2].

Literature Review The classroom environment is a crucial factor impacting students' academic experiences. Research suggests that the conditions of educational buildings affect both students and teachers [3]. Among these factors, seating arrangements play a pivotal role in shaping student interaction, teacher-student relationships, and overall behavior, thereby influencing academic performance. Sharon Faur and Brett Laursen (2022) emphasized the importance of seat proximity in their research, highlighting its relevance to student interactions, communication dynamics, and factors influencing the learning environment [4]. Additionally, Simmons, et al. (2015) explored three distinct seating arrangements—cluster seating, horseshoe seating, and row seating—emphasizing their importance, utility, and popularity in shaping the learning environment [5].

Cluster Seating: Simmons, et al. recognized cluster seating as a configuration where equipments are grouped [5]. The seating arrangement known as cluster seating, proves effective in promoting student collaborative learning. However, it comes with the caveat of an increase in off-task behaviors among students. In the study by Rosenfield et al. (1985), cluster seating demonstrated a positive impact on social interaction, leading to more active student participation in class discussions [6]. The authors acknowledged the potential trade-off, stating that while small clusters could heighten student interaction, they might also limit teacher control and encourage social interactions that are not conducive to learning. Papalia (1994) supports the idea that cluster seating provides opportunities for students to engage in activities, fostering an environment that encourages peer assistance [7]. Marx et al. (2000) observed that the proximity resulting

from cluster seating facilitated student interaction [8]. Atherton (2005) further emphasizes that cluster seating can contribute to creating an active and engaging learning environment [9]. Despite its benefits in promoting collaboration and active participation, the literature suggests a need for careful consideration of potential challenges associated with off-task behaviors and teacher control when implementing cluster seating.

Horseshoe Seating: According to the article "Classroom Seating Arrangements" in "Poorvucenter.yale.edu" (2021), the horseshoe seating arrangement, characterized by equipments arranged in a semi-circular shape with the open end facing the instructor, stands out as an influential and valued configuration in educational settings [10]. This layout is particularly esteemed for its adeptness in promoting engagement and facilitating effective communication within the classroom. By providing each student with a clear view of the instructor, the horseshoe arrangement encourages open dialogue, creating an environment conducive to interactive teaching methods and fostering a strong sense of inclusivity. In support of this, TEE XUE TING (2019) emphasizes the departure from the linear mold that the circle or horseshoe configuration represents [11]. This departure is pivotal in creating an inclusive setting that nurtures open dialogue. Every student, visible to their peers, is subtly encouraged to participate, making this arrangement especially favorable for group discussions and collaborative learning activities. The visibility afforded by this configuration contributes to a sense of community within the classroom.

Row Seating: Row seating, characterized by desks or tables aligned in straight rows, offers a structured and organized layout [5]. The main focus is on row seating, a prevalent classroom arrangement. Research indicates mixed effects on student behavior. Atherton contends that row seating relegates students to passive roles, merely "seen and not heard in the classroom" [9]. Hastings & Schweiso (1995) report improved on-task behavior and a positive impact on disruptive students in row seating [12]. Wheldall & Lam (1987) note a doubling of on-task behaviors among students in rows [13]. Conversely, Rosenfield, et al. found increased off-task behavior in a fifth-grade class with row seating, labeling it the least effective arrangement [6]. They stress that row seating discourages enhanced teacher-student interaction. Marx et al. discovered higher question-asking rates among students in row seating [8]. Wannarka & Rual (2008) propose aligning seating arrangements with specific activities and recommending row seating for independent assignments to minimize peer interaction [14].

Methodology

This study, titled "Classroom Seating Arrangements and Their Impact on Students," employed observation and surveys to thoroughly investigate the subject. The study was conducted at Kimyo International University in Tashkent, involving three classroom observations and a survey administered to teachers. Four classes with approximately 35 student participants were selected for observation. Baseline data was collected by documenting existing seating configurations, including cluster seating, horseshoe seating, and row seating. Classes were then randomly assigned to different seating conditions, and discrete observations were conducted over a set period. Key variables such as on-task behavior, engagement levels, and

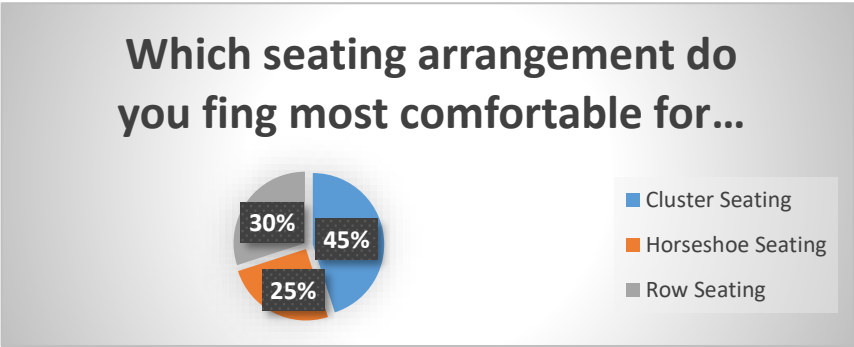
interactions were analyzed quantitatively using statistical methods to assess and compare the impact of diverse seating arrangements on student behavior. Twenty teachers participated in the survey, which utilized a Google Forms questionnaire with five questions designed to gather qualitative insights into teachers' perceptions of the influence of various seating arrangements on student learning and behavior. Responses were automatically analyzed using Google Forms to identify common patterns and recurring themes regarding the perceived impact of seating arrangements on student outcomes. The synthesis of observational and survey data aimed to offer a comprehensive understanding of the nuanced relationships between classroom seating arrangements and student performance.

Data Collection and Analysis

Observation: In this study, three distinct seating arrangements—cluster seating, horseshoe seating, and row seating—were observed in three classrooms at Kimyo International University in Tashkent, providing unique perspectives on their impact on student engagement, teacher-student interactions, and overall classroom dynamics. Regarding horseshoe seating (Observation 1), its positive impact on student engagement is notable, facilitated by clear visibility, proximity to the teacher and peers, and a conducive space for active participation. Effective teacher-student interactions are fostered, on-task behaviors prevail, and minimal off-task instances suggest a focused learning environment. Horseshoe seating actively supports student collaboration during group projects. For cluster seating (Observation 2), students within each cluster interact effectively, positively influencing engagement, especially during hands-on experiments. The arrangement supports effective teacher-student interactions and robustly fosters student collaboration, creating a sense of teamwork and peer support. In contrast, row seating (Observation 3) has a mixed impact on student engagement, with front-row students more engaged than those in the back rows. Challenges arise in teacher-student interactions due to the linear setup, leading to limited communication with students in the middle or back rows. On-task behaviors are more prevalent in the front rows, while occasional off-task behaviors, like side conversations, are observed in the back rows. Row seating presents challenges for student collaboration, with limited interaction across rows during group activities.

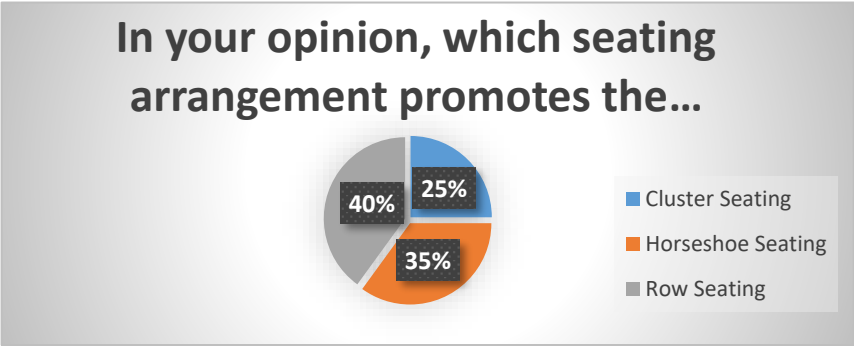
Survey: Commencing the analysis of the survey responses, this investigation delves into the perspectives of 20 language educators at Kimyo International University, focusing on three distinct seating arrangements and their perceived impact on students. Regarding preferred seating arrangements for learning styles, 45% favored "Cluster seating," while 30% opted for "Row seating." Notably, an additional 25% also selected "Row seating" (refer to picture 1).

Picture 1



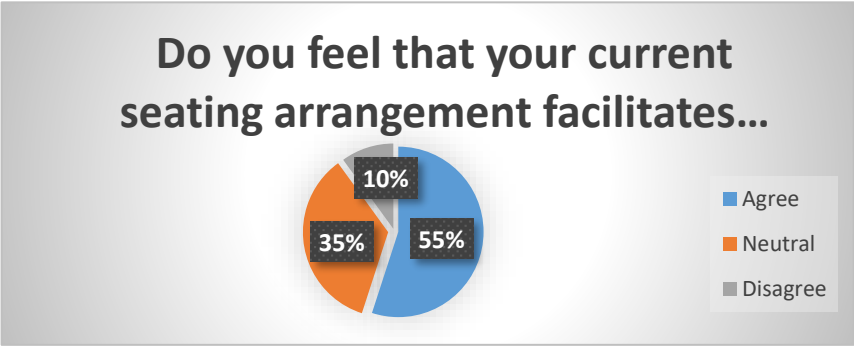
In the context of seating arrangements promoting the highest level of student engagement, 25% favored "Cluster seating," and 35% chose "Row seating." Additionally, 40% of participants also expressed a preference for "Row seating" (refer to picture 2).

Picture 2

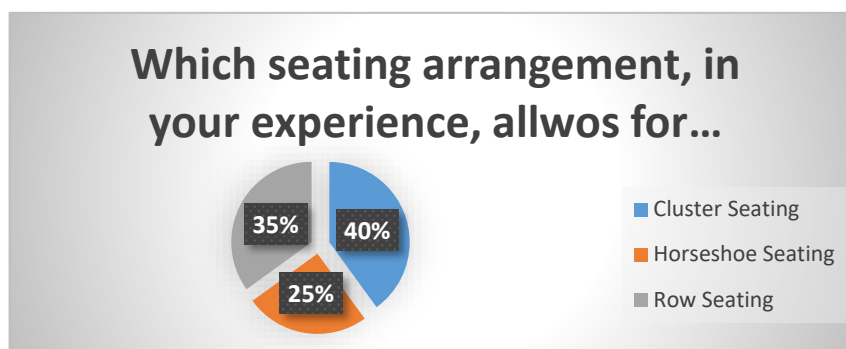


Furthermore, participants shared opinions on their current seating arrangements, with 55% agreeing that it facilitates positive interactions with their peers. A significant but smaller proportion, 35%, held a "Neutral" stance, while 10% expressed disagreement (refer to picture 3).

Picture 3



Finally, the survey results indicated that among participants sharing experiences with seating arrangements and teacher-student interaction, 55% favored "Cluster seating," 35% chose "Horseshoe seating," and 10% indicated a preference for "Row seating" (refer to picture 4). This comprehensive examination provides valuable insights into educators' perspectives on seating arrangements and their varied impacts on student learning and interaction.

Picture 4

Results

The analysis of both classroom observations and survey responses provides insights into the nuanced impact of different seating arrangements on student engagement, teacher-student interactions, and overall classroom dynamics. Horseshoe seating proved effective in fostering active student participation, supporting on-task behaviors, and facilitating personalized feedback. Cluster seating demonstrated positive outcomes for student collaboration and engagement, especially during hands-on activities. Row seating had a mixed impact on student engagement, with front-row students more participative than those in the back rows, and faced challenges in teacher-student interactions and collaboration. Survey responses from 20 language educators revealed varied preferences, with 45% favoring cluster seating, 30% opting for row seating, and 25% selecting both. While 55% agreed that their current seating arrangement facilitates positive interactions, 35% were neutral, and 10% disagreed. In sharing experiences, 55% favored cluster seating, 35% chose horseshoe seating, and 10% preferred row seating. These findings highlight the importance of considering diverse perspectives when selecting seating arrangements, emphasizing the need for flexibility in classrooms to accommodate students' varied needs and optimize their learning experiences.

Conclusion and Further Implications

In conclusion, this research emphasizes the crucial role of classroom seating arrangements in shaping various aspects of student learning. The study aims to contribute practical insights for educators to optimize classroom layouts for improved student engagement and academic success. Both classroom observations and survey responses provide valuable insights into the diverse impact of seating arrangements on student engagement, teacher-student interactions, and overall classroom dynamics. Horseshoe seating emerged as highly effective, fostering active participation and conducive learning environments. Cluster seating showed positive outcomes for collaboration and engagement in group activities, while row seating had a mixed impact on student engagement and collaboration. Survey responses from language educators at KIUT revealed varied preferences, emphasizing the importance of considering individual choices when selecting seating arrangements. The study highlights the absence of a one-size-fits-all solution, emphasizing the need for flexible seating configurations to cater to diverse student needs and learning styles. Delving deeper into students' specific learning styles and preferences in relation to different seating setups is essential for future research. Long-term effects on academic performance and

well-being, as well as exploring innovative seating configurations aligned with modern pedagogical approaches, could be valuable areas of investigation.

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METHODS OF TEACHING IN THE CIS COUNTRIES

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Abstract. There are different approaches and methods available in teaching English. It is important to consider new ways to stimulate students' speech when teaching a foreign language. However, many traditional schools always stick to old methods and use outdated textbooks. This can cause problems and prevent you from achieving a good level of English proficiency. But if you use new methods, you can easily master spoken English and gradually improve it. Eventually you will be able to speak English as well as a native speaker.

Keywords: methodology, English, immersive language learning, classical method, use of modern technologies, linguosociocultural.

INTRODUCTION

Nowadays we have passed the point in which the study and purpose of a foreign language was reduced to the inactive selection of new vocabulary words and phrases. Monotony, boring memorization of grammatical rules and, at best, the ability to translate a Russian sentence into a foreign language - this is the maximum of superiority in mastering a non-domestic means of communication. And even if a large number of approaches to teaching a foreign language and methods have been known for a long time, a real revolutionary change in methods of teaching English

A revolution took place in our country only in the twentieth century. Approaches and goals have changed. All people today study a foreign language. The number of techniques has increased in proportion to the number of people. However, each technique has its pros and cons. Today, the operating principles of the old school are criticized, despite the results achieved with the help of the "classics". The question is what price was paid for these results. Usually, to master a language, you need to spend a long time reading books.

LITERATURE ANALYSIS AND METHODS

The formation of the grammatical base of the language being studied is the main task of the classical method. Its goal is to understand the intricacies and details of the principles of a foreign language, and not just study it. To achieve this goal, a lot of time is required, which must be spent on translations, reading texts, memorizing new words and performing various exercises and retellings. To change the activity, tasks are offered, such as writing essays or dictations. The classical method is one of the oldest methods, which is intended for people who are interested in understanding the subtleties and details of the principles of a foreign language.

Many language universities in Uzbekistan and neighboring countries prefer the method of learning English "from scratch", from the basics, which is well known to those who started learning English at school. Studying grammar and basic rules, which are then applied in specific examples and reinforced with exercises, the author of the famous textbook "Bonk", is the most popular representative of the traditional method.

This book remains the standard, which, together with other representatives of the traditional methodology, creates a kind of template. He went through tough competition with new techniques from the West. However, the classical technique has a disadvantage in colloquial speech. We can correct this by adding communicative techniques to the classical technique.

The principles of the linguo-sociocultural method make it possible to study English not only as a set of lexical and grammatical rules, but as a means of communication that helps self-expression. Proponents of this method argue that without extra-linguistic factors, learning a foreign language becomes boring and pointless. They prioritize not only speaking, but also the ability to express themselves. Thus, the linguo-sociocultural method offers a new approach to learning English.

A foreign language, a kind of mirror, has become a means of reflection of the way of life, the history of language, traditions and culture. The communicative method is a leader among other methods of teaching foreign languages, enjoying success in America and Europe. This technique, continuing its global expansion, has reached our country and has taken a strong place in leading language universities. It is based on the fusion of two key approaches.

As the name suggests, communication plays a key role in the communicative approach. The main goal of this technique is to overcome the language barrier. It is important to help people overcome their fear of an unfamiliar language and learn to speak it while developing other skills such as writing, reading and listening. It is worth noting that grammar is studied in the context of spoken language.

Students in the communicative method of communicating in a foreign language first study and memorize language formulas, expressions and phrases, and then become familiar with grammatical structures that are found in memorized phrases. Thus, we can say that the principle of oral advance is applied in this technique.

The name of the technique itself indicates that the main focus is on the practice of communication. The communicative technique is aimed at developing the skills of oral speech in a foreign language. It should also be noted that the use of this technique may have an impact on students

The use of game situations, group work and the development of tasks for finding errors and comparisons play an important role in the classroom, as they force the active use of not only memory, but also logic. It helps develop analytical thinking and imaginative thinking, and stimulates the expression of thoughts.

Currently, the modern IT industry provides the latest interactive resources for learning English, such as the latest generation computers and the Internet.

In practice, it is important to use all media, such as TV programs, newspapers and magazines. This helps students develop an interest in the history, culture and traditions of the country they are studying, and develops skills necessary for the future. Learning is an active interaction between teacher and students and cannot be one-sided. The success of the learning process depends on the teacher and his personal experience.

Result and discussion

Increasing the effectiveness of teaching grammar occurs through the use of a variety of techniques within the framework of communicative, inductive and deductive methods. The results of the experimental and practical work confirm this statement.

We note that the methods of teaching English have undergone significant changes over time. From a passive and monotonous process, language learning has turned into an exciting, technologically driven and communicative experience. These achievements have not only made learning a foreign language more effective, but also more enjoyable for students.

1. In order to master a foreign language, it is extremely important to invest a significant amount of time and effort in various types of language learning activities. These classes may include translation, reading texts, learning new words, as well as performing various exercises and retelling tasks.
2. To improve language learning, it is also important to diversify the types of activities and tasks offered to students. For example, writing essays or dictation can be very useful for developing language skills and consolidating knowledge.
3. Among the numerous methods of language learning, one of the oldest and most traditional is the classical or fundamental method. This approach aims to go beyond simple learning and emphasizes understanding the subtleties and nuances of a foreign language. The main goal of the classical method is to create a solid grammatical basis for the language being studied.
4. Giving priority to the formation of a solid grammatical base, the classical method aims to give students more
5. It is important to note that the classical method of language learning is suitable for a wide range of students. Regardless of whether you are a beginner or an advanced student, this method can significantly contribute to your language development.
6. Thus, mastering a foreign language requires spending enough time on a variety of language learning activities. The inclusion of various tasks, such as writing essays or dictation, can further improve the learning process. In addition, the classical method offers a valuable approach for creating a solid grammatical foundation and understanding the subtleties of the language.
7. The inclusion of communicative teaching methods enriches the classical approach, improving the ability to produce and understand oral speech.

8. By integrating various teaching methods, language learners can develop both fluency in spoken language and an understanding of its cultural significance.

9. This collaborative approach bridges the gap between traditional language teaching and the changing needs of learners in a globalized world.

Conclusion

Approaches and goals in the field of learning foreign languages in the 20th century have changed significantly. In the modern era, it has become almost necessary for everyone to speak at least one foreign language. Consequently, the number of language learning methods has increased in proportion to the growing interest. Despite this, it is important to note that each method has its own advantages and disadvantages. It should be noted that the field of foreign language learning has come a long way in the 20th century. Although traditional methods have been criticized, they have undoubtedly produced positive results. Today, the availability of diverse approaches and the integration of technology have made language learning more accessible and enjoyable. The key is finding the right approach that suits your individual learning style and goals.

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THE USE OF PERSONALIZED TASKS FOR MOTIVATING ESP UNIVERSITY STUDENTS TO WRITE

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Abstract

This study focuses on the effect of using personalized activities for motivating ESP university students in the context of Kimyo International University in Tashkent (school of business) to write. Personalized tasks were applied to 7 “Accountant” faculty students in English classes and their effectiveness was observed. The research revealed that most students like to write about themselves; however, there are some learners who do not want to reveal information about their life.

Key words: EFL (English as a Foreign Language), L2 (second language), personalized activities, motivation, ESP (English for Specific Purposes), English language.

Introduction

In many countries of the world, the need for learning English is increasing year by year. Uzbekistan is also among these countries. The fact that not all students enjoy learning English; they will not have appropriate tasks that motivates students in the learning process. ESP students may not be especially interested in learning English because this subject is not compulsory for them. Before dealing with this problem, first it should be identified: what “personalized task” itself is. According to the British Council (Teaching English), a personalized task is using language in order to give information about the individuals’ own ideas, feelings,

opinions and experiences [2]. Another similar definition for personalized activity is given by Swift [3]. He mentioned that personalized activities are activities which do not focus on the topics in the coursebook, but they focus on learners' experience and opinions. These kinds of activities increase students' motivation and language learning becomes interesting to them [3]. This paper aims to shed light on why personalization is good for language learning and effective techniques to personalize English language lessons.

Literature review

Why is personalization good for language learning?

As reported by Hughes [1] there are three main advantages of personalization in language classes:

Firstly, it helps to build strong rapport between teacher and students. Teachers use different ways to build rapport with students. For example, greeting students, smiling, calling students by their name and being enthusiastic. However, teachers can have greater rapport with their students by personalization of the learning process [1]. In order to build better rapport between students and teachers, pedagogues should try to integrate some of the learners' interests into choice of topics for the course.

Secondly, personalized tasks encourage students to use target language authentically. When students talk or write about themselves, they will have greater emotional effort [1]. It helps learners in several ways. For instance, to create a positive learning environment in the classroom and to memorize the topic better.

Thirdly, personalized tasks help to design more motivational classroom activities. As activities are related to students' experience, it does not take a lot of time to think, but these kinds of activities motivate students to speak or write. On the other hand, personalized activities may not work for everyone effectively, because there are some students who do not want to reveal their problems and experiences [3]. Sometimes it simply depends on students' cultural background.

Effective techniques to personalize English language lessons

There are some techniques to personalize language lessons [4]. First, try to find out about students from the first day. Later, it helps teachers to prepare appropriate tasks according to the learners' needs and interests. Second, personalize the coursebook. Teachers can use concepts from the book and personalize given tasks. Third, give students a choice of topics. For instance, teachers may ask students to suggest interesting topics they would like to discuss. Then, teachers can relate the target language which they want to teach to the topics that were chosen by students. Next technique is called "Take your own photography". Students can take their own photo that is relevant to the topic, for example, if the topic is past simple learners bring their photo and tell to their peers about the memorable event in the past. The last technique is making your own video. This technique helps teachers to personalize assignments. Mostly, it can be a short monologue about the covered topic or shooting the film by using target language.

Methods

Participants

The study was conducted on Kimyo International University students whose major was accounting. The subjects are first year students and they belong to the 17-18 age range. At the time of the study, they were at elementary level. For the research, 7 students were selected out of 15. In order to identify their level, the teacher of that group was consulted beforehand, and some guidelines were obtained. The rationale is that the group is a mixed-level learners, and the aim of the study was to focus on one level. All subjects were Uzbek students, whose first language is also Uzbek. The duration of observation and the teaching process was two weeks.

Integration of Personalized tasks in teaching

First course of the accounting group at Kimyo International University was observed. After reviewing the coursebook, it was noticed that there were no personalized writing activities. According to the British Council's webpage, a personalized task is the use of language to give information about a person's own feelings, experiences and ideas [2]. Therefore, students were given to write a short story on the topic "My last birthday" as a personalized activity. As a non personalized activity, students were given certain words, pictures and names of characters (See the Appendix 1). Learners had to make up a story and write it by using simple past tense. At the end, students were given a questionnaire (See the Appendix 2) to find out which task was interesting to them. The writing output was obtained and students' writings were analyzed.

Data Analysis and Findings

The given tables demonstrate the comparison of effects between personalized and non personalized tasks in terms of grammar, spelling mistakes and number of words that were used.

Personalized task

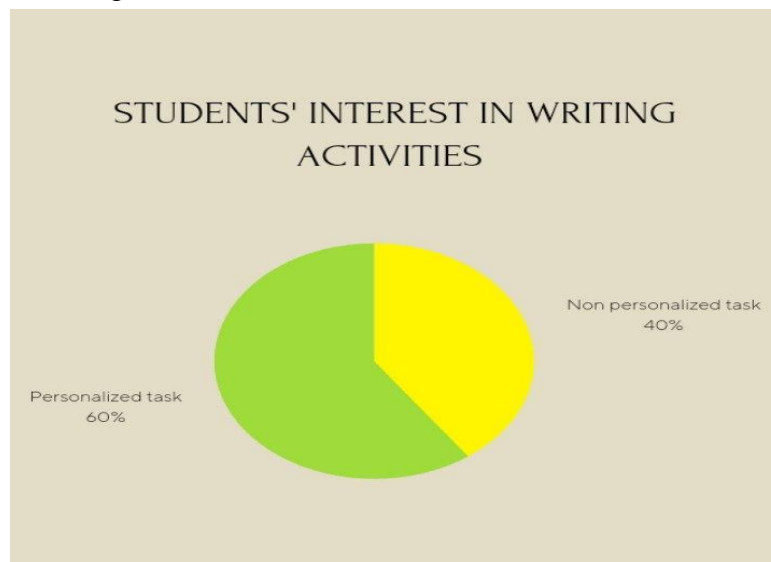
#	Grammar mistakes	Spelling mistakes	Word count
1st student	no mistakes	no mistakes	37 words
2nd student	no mistakes	3 mistakes	52 words
3rd student	1 mistake	no mistakes	81 words
4th student	1 mistake	2 mistakes	88 words
5th student	1 mistake	no mistake	46 words

6th student	no mistakes	1 mistake	50 words
7th student	1 mistake	5 mistakes	76 words
Overall	4 mistakes	11 mistakes	430 words

Non personalized task

#	Grammar mistakes	Spelling mistakes	Word count
1st student	1 mistake	no mistakes	30 words
2nd student	1 mistake	no mistakes	22 words
3rd student	2 mistakes	1 mistake	66 words
4th student	5 mistakes	2 mistakes	42 words
5th student	7 mistakes	no mistakes	41 words
6th student	no mistakes	no mistakes	81 words
7th student	1 mistake	1 mistake	47 words
Overall	17 mistakes	4 mistakes	329 words

When a personalized task was used for writing, students made fewer grammatical errors than in a non-personalized task. Overall, grammatical mistakes were 4 and 17, respectively. Interestingly, in the personalized task which was used for research students made more spelling mistakes (11 mistakes) compared to a non-personalized task (4 mistakes). It is assumed that it is because of the number of words. Students showed more results in the personalized task in terms of word usage. In total, students used 430 words in the personalized task and 329 words in the non personalized task.



The given pie chart shows students' interest in writing activities. When they were asked about their emotions about the tasks, sixty percent of students responded that a personalized task was interesting for them (See the Appendix 3), while forty percent of students answered that they do not like to reveal information about themselves. Interestingly, one of the students mentioned in the given questionnaire that she did not like personalized tasks, but she gave a positive comment on using personalized tasks (see the Appendix 4).

Overall, using personalized tasks in ESP classes showed a positive effect on students' writing.

Conclusion and Further Implication

To conclude, the results of this study revealed that using personalized tasks positively affects students' writing skills because according to the research that was done at Kimyo International University in Tashkent, the majority of students were interested in a personalized task and this type of task showed positive results in students' writing skills. Despite the fact that there are several such interesting researches, more studies should be conducted in the future on a wider scale. In the future, if research is conducted on the relationship of personalized tasks with personality, the impact of personalized tasks on other English language skills, it would be necessary and useful information for EFL teachers to use during the lesson.

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THE ROLE OF MYTHOLOGY AND LEGENDS IN FORMING NOTIONS OF CHINESE CULTURE

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Abstract. This paper explores the history and origin of legends and myths in Chinese culture. By studying this aspect, we can look deeper into and learn more about the Chinese people and the traditions of this country.

Key words: Chinese culture, traditions, legends, beliefs, China, symbolism, features, importance of myths

The fascination with Chinese mythology has captivated scholars from China and around the world, although it may not possess the same level of recognition as the mythologies of the ancient Greek, Roman, or Indian civilizations. Within this passage, we shall delve into the significant aspects pertaining to Chinese mythology, a subject that has received extensive scrutiny and definition.

Chinese mythology boasts of an ancient and profound lineage that stretches across centuries. Within its vast assortment, one can encounter a multitude of revered deities, valiant heroes, and enigmatic mythical creatures that have played indispensable roles within the tapestry of Chinese culture and religion. A distinguishing characteristic of Chinese mythology lies in its deep connection to Chinese philosophy and history. Numerous myths and legends serve as symbolic reflections of profound concepts such as the interplay between yin and yang or the harmonious balance depicted by tai chi, holding meaningful ties to pivotal events and legendary personas. Mythology not only holds significant sway over China's cultural and religious milieu, but it also serves as a rich source of creativity for literary works, fine arts, and the silver screen.

The lunar legend, a renowned and ubiquitous tale in diverse cultures worldwide, revolves around the moon's portrayal as a celestial and enigmatic entity, unravelling its genesis, distinct qualities, and profound impact on our planet.

In ancient times in China, there were ten suns that burned the earth. The brave archer Hou Yi 後羿 shot down nine of them and left only one to create day and night. For his feats, he received the elixir of immortality, which he gave to his wife Chang E. However, one of his disciples, Peng Meng, tried to steal the elixir and threatened Chang E with his sword. Instead of giving him the drink, she drank it herself and transformed into a moon goddess. Chang E settled on the moon, where a moon hare who grinds cinnamon bark in a magic mortar accompanies her. On the fifteenth day of the eighth lunar month, the Chinese make sacrifices to the moon goddess and ask for her blessing [3].

The analysis of the moon's legend enables us to comprehend the immense importance and significance that this celestial body holds in various cultures and societies. By delving into the mythical and religious aspects portrayed in the moon's legend, one can gain a deeper understanding of the belief systems surrounding the creation and structure of the world. This exploration allows us to appreciate how individuals perceive and establish connections between the natural world and the divine forces that govern it.

Moreover, a study of the moon's legend provides invaluable insights into the symbolic connotations that the moon embodies within different cultures. The moon often symbolizes femininity, motherhood, enigma, and enchantment. It serves as a representation of the night, dreams, hope, and romance. Analysing these legends permits us to comprehend the intricate interplay and amalgamation of these symbols within the portrayal of the moon.

The role of the moon in Chinese culture since ancient times is also determined by the fact that the lunar cycle is associated with the measurement of time. It is known that in ancient China the calendar was connected with the change of lunar phases, each month was divided into six periods. Despite the fact that now in China the Gregorian calendar is considered official, the older generation continues to live by the lunar calendar. The most important Chinese calendar holidays are also timed to it. Summarizing the above, I would like to emphasize that the images of the moon and the sun in Chinese traditional culture and Russian culture are perceived differently. The image of the sun is less popular in China, while the image of the moon occupies a special, sacred place in the hearts of Chinese people [4].

In addition to this, there are other interpretations of the moon that can be explored:

1. Celestial guardian: The moon is revered as a celestial guardian in many cultures, watching over and protecting humanity. It embodies virtues such as tranquility, serenity, and inner peace.
2. Symbol of transformation: Another significant aspect of the moon is its representation of transformation and renewal. In Chinese culture, the ever-changing phases of the moon symbolize the cyclical nature of time and the constant evolution of life.
3. Auspiciousness and abundance: During various Chinese festivals, particularly the Lunar Festival, the moon holds immense symbolic value as a harbinger of good fortune and prosperity. People sing songs, dance, and offer their praises to the moon, seeking blessings and happiness.

The dragon holds a profound significance in Chinese mythology and is regarded as one of the most revered symbols. It embodies a multitude of characteristics and symbolisms deeply ingrained in Chinese culture and art.

Within Chinese mythology, the dragon is perceived as a benevolent, noble creature, embodying traits of strength, wisdom, longevity, and prosperity. Its close association with water and rain is evident, often depicted in artwork near rivers and lakes, symbolizing abundance and fertility.

Dragons could transform into any object or take on human form. As one Chinese myth says: Liu-Gang saw a black horned dragon. Time passed, and one-day Liu-Gan's house was illuminated by a bright yellow cloud. Liu-Gan read ancient books about dragons and interpreted the incident as a good omen. He went to the imperial palace and proclaimed himself Emperor Shu (White Emperor). The Chinese people respected and loved him. However, when Shu fell ill, the doctor prescribed him a medicine - dragon liver. Only it could cure the emperor. The dragon was ordered to be killed. A terrible storm broke out and the dragon guarding the castle flew away. The enemy took the castle, left unprotected. In addition, Liui-Gang - Emperor of Shu - soon died...

So says the myth, which symbolizes that the slaying or death of a dragon. It is a very unlucky sign, portending disaster and death. In the myth, there is an image of a pregnant woman. This is not a coincidence. The dragon is the personification of the life-giving Yang.

The dragon is the personification of the cosmos; it is believed that the universe emerged from the body of the cosmic dragon. This is also reflected in myths. Chinese dragons are guardians of treasure. They symbolized fertility, life, light, strength, wisdom. The patron saint of China is the Heavenly Dragon, and the Golden Dragon is the emblem of the Chinese imperial family. The Emperor's throne was called the dragon's throne, the Emperor's face - the face of the dragon, and the emerging dragon was a symbol of happiness.

This is the harbinger of the birth of emperors and great saints. So one of the myths tells that on the night when Confucius was born, two azure dragons descended from the sky and entered the house of his mother. But if the dragon appeared at the wrong time - it symbolized trouble. It appeared untimely and when the emperor does not comply with the Tao [5].

The analysis of the dragon in Chinese mythology provides insights into its role and importance within Chinese culture. Serving as a symbol of national identity and pride, the dragon embodies the innate human aspiration to conquer challenges and reach new heights. Furthermore, it represents the harmonious relationship between humankind and nature.

Delving into the realm of Chinese mythology reveals the profound influence of mythological depictions on various aspects of Chinese society, including art, architecture, and philosophy. The dragon's imagery is frequently encountered in Chinese temples, palaces, and other historical structures, leaving a lasting impression on their design. Moreover, artists and designers draw inspiration from the dragon's powerful symbolism, incorporating it into their creative works.

Overall, the dragon in Chinese mythology is a powerful symbol that reflects important aspects of Chinese culture and ideals. Its imagery and symbolism continue to play a significant role in modern China and beyond [2].

Traditional Chinese mythology plays an important role in the formation of Chinese identity. From childhood and throughout their lives, heroes of ancient tales and legends, who become the embodiment of traditional festivals and important elements of Chinese culture, surround them. Learning the basic ideas that are conveyed through mythological stories contributes to the formation of the way of thinking and personality of the Chinese. They associate themselves with the exemplary heroes of antiquity and relate their actions to the norms that are presented in the myths. This is a key factor in shaping their self-image [5].

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STRUCTURAL-SEMANTIC FEATURES OF INTERNET MEMES IN ENGLISH AND UZBEK

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Abstract: This article explores the structural-semantic features of internet memes in two distinct languages, English and Uzbek. Internet memes are more than just entertainment; they are a rich source of insight into how language, culture, and humor intersect in the digital realm. While memes often follow a similar visual

structure, they are also heavily reliant on the subtleties of language, making them a dynamic medium for cross-linguistic and cross-cultural analysis.

Keywords: Structural-Semantic Features, Internet Memes, English, Uzbek, Language, Culture, Cultural References, Humor, Semantic Analysis, Sociopolitical Commentary, Cross-Cultural Exchange, Cultural Identity.

In the digital age, the internet has become a global playground for cultural expression, fostering the creation and dissemination of humorous, satirical, and thought-provoking content. One of the most fascinating and prominent forms of online expression is the internet meme. Memes are more than just funny images and captions; they serve as a reflection of contemporary culture, encapsulating the sentiments, values, and attitudes of their creators and consumers. In this era of digital communication, internet memes are a potent means of transmitting ideas, opinions, and emotions across linguistic and cultural boundaries. This article explores the structural and semantic features of internet memes in two distinct languages, English and Uzbek, shedding light on how memes adapt to different linguistic and cultural contexts. The contrast between these two languages serves as an intriguing case study, as English is one of the most widely spoken languages on the internet, while Uzbek represents a lesser-known but growing online presence. Memes, often characterized by their humor, wit, or social commentary, are a hybrid medium that combines text and images, and sometimes even video or audio elements. Understanding the structural aspects of memes involves analyzing their visual design, textual content, and the interplay between the two. Moreover, memes are heavily dependent on context and cultural references, making the examination of their semantic features essential to comprehend their deeper meanings and implications. This comparative analysis aims to discern how memes in English and Uzbek differ and converge in their form and content, offering insights into how internet users adapt meme culture to their linguistic and cultural settings. By exploring the structural-semiotic aspects of internet memes in these languages, we can gain a deeper appreciation of the role memes play in shaping online discourse and their potential to bridge linguistic and cultural gaps in our digital world.

The choice of English and Uzbek as the focus of this study is particularly intriguing. English is a dominant global language and is widely used on the internet. It plays a central role in shaping the memesphere. On the other hand, Uzbek, a Turkic language, represents a unique perspective. The juxtaposition of these two languages allows us to investigate how internet memes are adapted to different linguistic and cultural contexts, offering insights into how humor and cultural expression are encoded within memes. This examination of structural-semantic features will delve into the visual and linguistic components of internet memes, shedding light on how the humor, cultural references, and social commentary embedded in these digital artifacts differ across languages and cultures. By analyzing a selection of popular memes from both languages, we aim to uncover the shared and distinct features that characterize internet memes in English and Uzbek, ultimately contributing to a deeper understanding of how memes bridge global and local communication in the digital age.

The way we communicate and share information has evolved dramatically. Internet memes have become a prominent form of communication, combining humor, wit, and cultural references to convey ideas and emotions. This article delves into the structural and semantic features of internet memes in two distinct languages, English and Uzbek. While memes transcend linguistic barriers, their effectiveness can vary significantly depending on the cultural and linguistic context.

Understanding the Structural Features of Memes. Internet memes, often described as digital folklore, are characterized by their inherent structure. They typically consist of three key elements:

Visual Component: Memes often feature a visual image or graphic. This component is critical in conveying the message and setting the tone of the meme. In English memes, the imagery is usually drawn from popular culture, movies, TV shows, or internet phenomena. In contrast, Uzbek memes may incorporate visual elements that resonate with the local audience, such as famous Uzbek personalities or symbols.

Text Overlay: Memes commonly include text superimposed on the visual component. This text adds context, humor, or commentary to the image. In English memes, text is predominantly in English, while in Uzbek memes, the text is typically in the Uzbek language. The choice of language influences the meme's accessibility and appeal to its target audience.

Cultural References: Memes often reference cultural elements, such as famous quotes, catchphrases, or current events. In English memes, these references may relate to Western culture, while Uzbek memes draw on the specific cultural context of Uzbekistan. The effectiveness of these references relies on the audience's familiarity with them.

Structural Differences in English and Uzbek Memes. Despite sharing a common meme structure, English and Uzbek memes exhibit notable structural differences. These distinctions can be attributed to linguistic, cultural, and societal factors:

Language: The most apparent structural difference between English and Uzbek memes is the language of the text overlay. English memes predominantly use the English language, enabling them to reach a global audience. In contrast, Uzbek memes rely on the Uzbek language, limiting their accessibility to a narrower, primarily Uzbek-speaking audience.

Cultural References: English memes often incorporate references from Western popular culture, which can include famous movie lines, song lyrics, and iconic images. These references resonate with a diverse, international audience that shares exposure to Western media. Uzbek memes, on the other hand, draw from the unique cultural landscape of Uzbekistan, including local celebrities, traditions, and events. This makes them more relatable to Uzbeks but less comprehensible to a global audience.

Humor Styles: The humor found in English memes may rely on sarcasm, irony, or wordplay, aligning with the Western sense of humor. In contrast, Uzbek memes often employ humor that is specific to Uzbek culture, including wordplay, puns, and references to local idiosyncrasies. The humor in both languages is tailored to their respective audiences, reinforcing the cultural divide.

Semantic Aspects of Internet Memes. The semantics of internet memes play a crucial role in their impact and meaning. While the structure provides the framework, it is the semantic elements that carry the message and provoke a reaction. In both English and Uzbek memes, the following aspects are fundamental to understanding their semantics:

Intertextuality: Memes are rife with intertextuality, referring to the practice of referencing or incorporating elements from other texts, such as movies, songs, or famous speeches. In English memes, intertextuality may involve references to global pop culture, while Uzbek memes draw from the Uzbek cultural context.

Ambiguity: Memes often incorporate elements of ambiguity, allowing for multiple interpretations. In English memes, this ambiguity can be more pronounced, given the diverse cultural backgrounds of the audience. Uzbek memes rely on the audience's shared cultural knowledge to reduce ambiguity.

Social Commentary: Memes serve as a platform for social commentary and critique. In English memes, this commentary may focus on global issues, while Uzbek memes tend to address topics more relevant to the local community. The cultural context heavily influences the nature of the commentary.

Emotional Expression: Memes are an effective means of expressing emotions, whether it's humor, frustration, or empathy. The emotional impact of a meme can vary between languages, reflecting the cultural differences in how emotions are conveyed and received.

Cultural Significance of Memes in English and Uzbek. Internet memes are not merely digital amusements; they hold cultural significance in both English and Uzbek-speaking communities:

Cultural Identity: Memes contribute to the shaping of cultural identity in the digital age. English memes reflect the cultural diversity and global reach of English-speaking communities. Uzbek memes, on the other hand, are a reflection of Uzbek cultural identity, preserving local traditions and expressions in the online sphere.

Sociopolitical Influence: Memes have emerged as powerful tools for sociopolitical commentary. English memes often engage with global sociopolitical issues, while Uzbek memes focus on matters relevant to Uzbekistan. They enable people to voice their opinions, mobilize movements, and provoke discussions.

Conclusion

Internet memes have emerged as a fascinating medium of communication, blending humor, culture, and language. English and Uzbek memes, while sharing a common structure, exhibit distinct cultural and linguistic features. English memes reach a global audience with references to Western culture, while Uzbek memes resonate with a more local audience, relying on the Uzbek language and cultural context. The structural and semantic features of these memes are influenced by language, cultural references, and societal factors, making them unique to their respective communities. Understanding these features is essential to appreciate the cultural significance and impact of internet memes in both English and Uzbek-

speaking communities. Memes, as a form of digital folklore, continue to evolve, reflecting the ever-changing landscape of the internet and global culture.

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THE ROLE OF MOTIVATION IN TEACHING LEXICAL UNITS RELATED TO TOURISM IN ENGLISH LANGUAGE TEACHING METHODS

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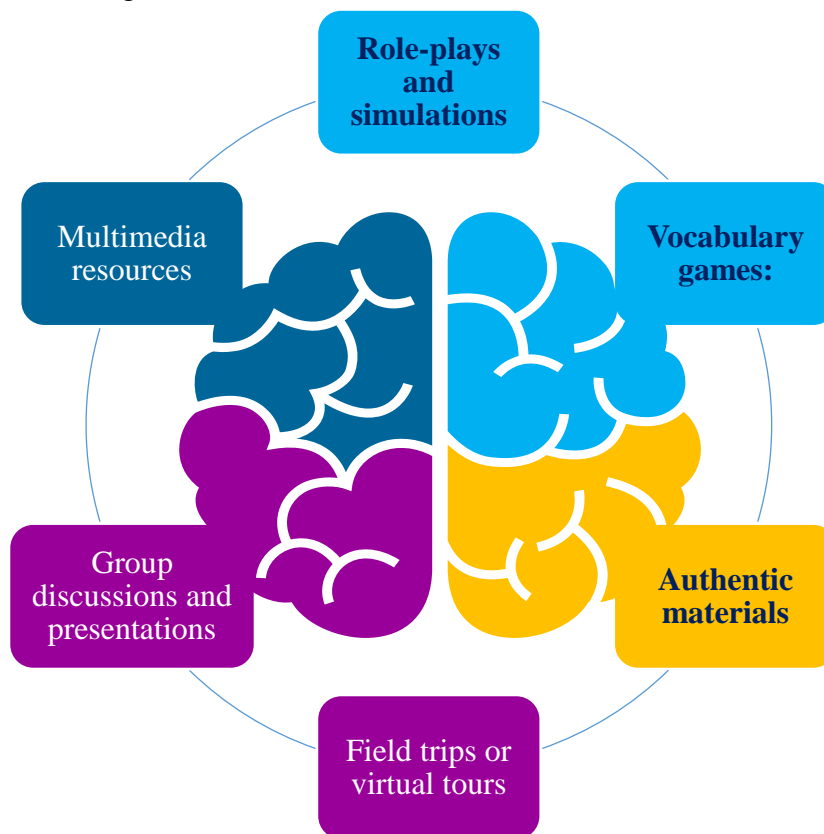
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Abstract: The purpose of motivation in teaching lexical units related to tourism in English language teaching methods is to engage and inspire learners to actively participate in the learning process. Motivation plays a crucial role in facilitating language acquisition by creating a positive learning environment and fostering learner engagement. When learners are motivated, they are more likely to be attentive, retain information better, and apply their knowledge effectively. In the context of teaching lexical units related to tourism, motivation can be enhanced by incorporating relevant and interesting materials, real-life examples, interactive activities, and meaningful tasks that connect language learning with the practical application of vocabulary in tourism contexts.

Key words: tourism terms, communication skills, travel vocabulary, interactive methods

Lexical items related to tourism play an important role in the teaching of English, especially when teaching communication skills. The inclusion of such vocabulary items allows students to master specific terms and phrases used in the tourism industry, and also develops their ability to interact and communicate in English in the context of travel and tourism. Use of such vocabulary items may include learning travel vocabulary, such as words and phrases associated with booking hotels, buying plane or train tickets, ordering food at a restaurant, and describing attractions. This may also include learning the expressions and grammatical structures used to describe places, reviews, travel stories and travel planning. This focus on tourism vocabulary helps students develop listening, speaking, reading and writing skills within real-life tourism situations. It also contributes to the creation of an authentic and motivating educational environment where students can put their acquired knowledge into practice and improve their communicative competence. In the methodology of teaching English related to tourism, lexical units play an important role.

They help students master specialized vocabulary and improve communication skills in the tourism sector. Here are some features of lexical units related to tourism as specialized vocabulary: The tourism industry has its own specific terms, for example, "hotel", "booking", "excursion", "guide", etc. Teaching methods should include the study of such terms to ensure students' understanding and use in the tourism context. Phrasal verbs: Phrasal verbs are often used in colloquial speech in the tourism sector. These are verbs that take on new meaning when used with certain prepositions or adverbs. For example, "check in" (check in), "check out" (check out), "take off" (take off), "pick up" (pick up), etc. They can be important for communication by employees of hotels, airports and other tourism establishments. 3. Place names: Tourism often involves traveling to different countries and regions, so knowledge of place names is essential. These can be countries, cities, attractions, parks and other places of interest that tourists visit. Adjectives and adverbs to describe places and services: It is important to teach students the use of adjectives and adverbs to describe places and services in the tourism industry. For example, "beautiful" (beautiful), "luxurious" (luxurious), "conveniently located" (conveniently located), "effectively organized" (effectively organized), etc. Expressions and phrases for communication: Teaching phrases and expressions used in the tourism industry helps students learn how to communicate with tourists and staff of hotels, restaurants and other establishments. This includes greetings, thanks, requests for information, and other common colloquial expressions. English teachers should use a variety of methods such as games, role-playing, reading and discussion of texts, audio and video materials to help students master this specific vocabulary and improve their tourism communication skills. There are several interactive methods that can be used to teach lexical units related to tourism in English language teaching. Some effective techniques include:



1. **Role-plays and simulations:** Engage students in role-plays where they act out scenarios related to tourism, such as booking a hotel or giving directions to tourists. This allows them to practice using the vocabulary in real-life situations.
2. **Vocabulary games:** Use interactive vocabulary games like word puzzles, matching exercises, or online quizzes to reinforce tourism-related terms. These games make learning more enjoyable and engaging for students.
3. **Authentic materials:** Incorporate authentic materials, such as brochures, travel guides, or online resources, into your lessons. Ask students to analyze and extract relevant vocabulary from these materials, enabling them to learn tourism-related terms in context.
4. **Field trips or virtual tours:** Organize field trips to tourist attractions or arrange virtual tours to famous destinations. This provides students with firsthand experiences and opportunities to encounter tourism-related vocabulary in authentic settings.
5. **Group discussions and presentations:** Divide students into groups and assign them topics related to tourism. Encourage them to discuss and present their findings, utilizing the targeted vocabulary. This promotes collaborative learning and boosts communication skills.
6. **Multimedia resources:** Utilize videos, podcasts, and online interactive platforms that focus on tourism themes. These resources offer visual and auditory stimulation, allowing students to learn vocabulary through different mediums.

Remember to adapt these methods to suit the proficiency level and needs of your students. By incorporating interactive approaches, you can create a dynamic and engaging learning environment for teaching lexical units related to tourism in English language classes. Motivation plays a crucial role in teaching lexical units related to tourism in English language teaching methods. Here's why:

- **Relevance:** Motivation helps create a connection between the learners and the content being taught. By making the vocabulary and phrases relevant to the learners' interests, goals, and needs in the context of tourism, they are more likely to engage with and retain the lexical units.
- **Engagement:** Motivated learners are more likely to actively participate in the learning process. Engaging activities such as role-plays, simulations, and real-life scenarios can be used to teach tourism-related vocabulary. This active involvement enhances comprehension and improves retention.
- **Goal-oriented learning:** Setting clear learning goals related to tourism vocabulary can enhance motivation. When learners have a specific purpose, such as improving their communication skills for tourism-related professions or travel, they are more motivated to learn and apply the lexical units effectively.
- **Authentic materials:** Using authentic materials, such as tourism brochures, menus, travel blogs, and videos, can spark learners' interest and motivation. Exposure to real-world examples strengthens their understanding of the vocabulary in context and encourages them to engage with the subject matter.
- **Positive reinforcement:** Providing positive feedback and recognizing learners' progress can boost their motivation. Celebrating achievements, whether big or small, reinforces their confidence and encourages continued learning of tourism-related lexical units.

Overall, motivation helps create an engaging and learner-centered environment, making the teaching of tourism-related lexical units more effective and enjoyable for English language learners.

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SYNCHRONY AND DIACHRONY IN MILITARY TERMINOLOGY: A REFLECTION OF THE PROCESS OF DEVELOPMENT OF SCIENCE AND POLITICAL SITUATION IN THE WORLD

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Abstract: *This article explores the relationship between synchrony and diachrony in military terminology and how it reflects the evolving process of science and the political landscape worldwide. By examining the linguistic changes in military terminology over time, we can gain insights into the development of military science and the prevailing political circumstances. Through this analysis, key patterns and correlations emerge, shedding light on the dynamic nature of language and its connection to global events.*

Keywords: synchrony, diachrony, military terminology, development, science, political situation, linguistic changes, patterns, correlations, language, global events.

Introduction

Language is not static; it evolves and adapts to the changing needs and circumstances of society. Military terminology, in particular, serves as a reflection of the development of military science and the political situation in the world. By examining the synchronic and diachronic aspects of military vocabulary, we can uncover valuable insights into the evolution of warfare and the global geopolitical landscape.

Synchrony and Diachrony in Military Terminology

Synchrony refers to the study of language at a specific point in time, focusing on its internal structure and relationships. In the context of military terminology, synchrony involves analyzing the vocabulary used within a given timeframe. This analysis provides a snapshot of the language

employed by military professionals during a particular era, revealing the prevailing concepts, strategies, and technologies of warfare. On the other hand, diachrony examines the historical development of language and how it changes over time. By tracing the evolution of military terminology, we can observe shifts in terminology, conceptual frameworks, and military strategies. Diachronic analysis enables us to understand how scientific advancements, political events, and cultural influences shape the language of warfare.

The Development of Science and Technology

The development of military science and technology has a profound impact on military terminology. As scientific knowledge advances, new concepts and technologies emerge, necessitating the creation of new terms or the adaptation of existing ones. For instance, the introduction of aerial warfare in the early 20th century led to the emergence of terms such as "dogfight," "bombing run," and "air superiority." These terms reflect the technological advancements and changing nature of warfare during that period.

Furthermore, military terminology often mirrors broader scientific developments. For example, advancements in fields like information technology and cybernetics have given rise to terms like "cyber warfare," "hacker," and "electronic warfare." These terms reflect the increasing reliance on technology and the emergence of new battlefronts in the digital age.

Political Situation and Military Terminology

The political situation in the world also influences military terminology. Language serves as a tool for communication, persuasion, and power projection, making it susceptible to political dynamics. Changes in geopolitical alliances, conflicts, and military doctrines are often reflected in the terminology used by military organizations.

For instance, during the Cold War, terms like "deterrence," "mutually assured destruction," and "proxy wars" emerged, reflecting the ideological and strategic rivalry between the United States and the Soviet Union. In contrast, the post-Cold War era witnessed the rise of terms like "peacekeeping," "humanitarian intervention," and "counterterrorism" as the global political landscape shifted.

Patterns and Correlations

Analyzing the synchrony and diachrony of military terminology reveals patterns and correlations that provide valuable insights into the development of military science and the political situation. By identifying linguistic shifts and trends, researchers can gain a deeper understanding of the underlying factors that shape military language. For example, the increasing use of terms related to asymmetric warfare, such as "insurgency," "counterinsurgency," and "guerrilla warfare," reflects the changing nature of conflicts in the modern world. These terms highlight the rise of non-state actors and unconventional tactics that challenge traditional military strategies.

Conclusion

The study of synchrony and diachrony in military terminology offers a unique lens through which to examine the development of military science and the political situation in the world. By analyzing

linguistic changes, patterns, and correlations, we can gain a deeper understanding of the dynamic relationship between language, science, and global events. This knowledge enables military professionals, historians, and policymakers to adapt to evolving geopolitical challenges and devise effective strategies for the future.

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THE FUNCTION OF SUPERSTITIONS IN UZBEK AND ENGLISH LITERATURE, AS ILLUSTRATED IN ABDULLA QAHHOR'S "BEMOR" AND SHAKESPEARE'S "MACBETH"

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Abstract: The current article is about a current topic in linguaculturology: the use of superstitions and their impact on people. In two literary works by Qahhor and Shakespeare, more emphasis is placed on the comparative pragmatic analysis of superstitions. Examples from both works of literature are compared, and differences are discovered.

Keywords: superstitions, beliefs in supernatural things, Qahhor, Bemor, magic, nescience, Macbeth, omens

Introduction

For centuries, superstitious expressions have prevailed in all cultures. Perhaps not enough attention has been paid to their use among language users, but there are enough peculiarities in this sphere to study. Only a few superstitions used by heroes can be found in the works of well-known authors. Meanwhile, some of them are still there, with plots organized around them. In this article, we attempt to present our preliminary findings based on two masterpieces by authors from two different cultures: "Bemor" (Patient) by Abdulla Qahhor and "Macbeth" by William Shakespeare. A comparison and contrast analysis of these two works reveals that belief in supernatural powers existed at any time in history and had a significant impact on people's lives, or at least the main plots of the stories were focused on them. Shakespeare depicted various scenes in his work where superstitions controlled human beings and their destiny as he described the 17th century's royal problems. The same parallel occurs with the heroes of Qahhor's Uzbek story, where the main heroine was a victim of illiterate superstitious beliefs.

Materials and methods

While analyzing these two works, it was discovered that only a small number of researchers shed light on the literal side of superstition use, whereas there have been some investigations in the worlds of athletics, academics, and economics by Bleak & Frederick (1998), Dudley (1999), Wright & Erdal (2008). Superstitions are prevalent in all walks of life when it comes to their work. Certain expressions used by authors, such as "Tell me, thou unknown power-" Macbeth said" in tragedy, Macbeth, or in "Bemor" - "...for not feeling after remorse, Sotiboldi made her wife be quilted by one old woman for wishing recovery," appear to point out that people in the past were seemingly powerless in difficult situations, but only hoped for help from mirage. We discovered similarities and differences between these two masterpieces using the deductive method. Even if the chosen Uzbek story is brief in content but profound in meaning, and has been studied by many Uzbek and Russian scientists, including.... According to the author, Abdulla Qahhor, "Like many others, I struggled with "writing" until I realized that my own experiences and personal impressions were the most valuable material for a literary work" [1, p. 2-3]

The story, according to his descriptions, was inspired by his own life experiences. Once depicting his life condition he recalled "My mother was in labor in the dark, and I could hear her moaning and groaning inside. At such times, an elderly woman would be called from the neighborhood. She didn't have to be an experienced medical practitioner, her old age was enough to believe that she can heal people" [12, p.36]. Similarly, in English drama, Palestinian researcher - Jamal Subhi Ismail Nafi studied the tragedy comparatively, revealing some superstitious elements in the work; Namibian researcher, Emilia Amuthenu critically analyzed some works of Shakespeare, including Macbeth, and stated that "...Shakespeare uses superstition and visions such as dreams, omens, apparitions and ghosts in his plays to bring in some dramatic effects, chaos and also to bring in some confusion amongst the characters"[2, p.17-18]

Discussion

In terms of similarities between the two literary works, it is fair to say that both works' main heroes were influenced by their beliefs and faith in supernatural powers. The main plot changes are generally based on superstitions. Without a doubt, the use of superstitions demonstrates how difficult life was during that primitive period. When people were afraid or helpless, they turned to prevalent superstitions or were made to believe in them unconsciously [10, 2-3]. It is clearly shown in "Bemor" that when someone is ill, it was common at the time to call "an old woman" because she can heal the sufferer or at least aid in recovery. Some processions were performed, for example, an old lady sacrificed any animal (usually a cock or sheep in Uzbek culture) and an ill person was anointed with the blood of the sacrificed animal. In "Bemor," when Sotiboldi's wife is in pain, "a woman came and beat him with a piece of string, butchered the chicken, and anointed." The author of "Macbeth" describes how the main hero believes in the "three witches" and how he speaks when he needs to in the work. Specifically, "an old lady" or "three witches" appear to be the same

root of a superstition in both works - believing in old women or asking something from them. There were no proofs of their assistance in solving the problem, but heroes continued to believe in them. Another parallel between the works is the terrifying consequences of believing in supernatural powers. The main victim of heresies in "Bemor" is Sotiboldi's wife, who did not receive proper assistance or was even left alone. Eventually, she died of that disease, but we believe that the main reason for her death was deep-rooted superstitions and people's blindness; another major contributing factor for a bad ending is people's ignorance; in the meantime, other members of the family became victims of those beliefs; one of them was a four-year-old little girl, and the other was the family's sole breadwinner, who was rarely feeding his family-Sotiboldi.

Similarly, in *Macbeth*, the main character, believing in the three witches and their future prophecies, commits murder. Macbeth murders the King of Scotland, possibly as a result of his constant addressing and conversing with witches who only exist in his mind. However, the dramatist describes the witches as if they were real, which could be due to his intention to create dramatic effect in the tragedy. It was clear all along that the root and foundation of the ongoing tragedies were rooted in the belief in supernatural forces. Despite the fact that he did this, Macbeth felt guilty. It is evident in his and his own dialogues. What is more, in Act 1, Scene 5: "the raven is a hoarse that croaks the fatal entrance of Duncan" [13, p.21-22], in this part Lady Macbeth believes that the croak of the raven is a bad sign of the death of Duncan King. In Act 2, Scene 2, Lady Macbeth says, "it was the owl that shrieked, the fatal bellman", referring to another interesting superstition related to birds. As a result, it has been demonstrated once more that superstitions and people's belief in them never result in a happy ending. There are several differences between these works, one of which is the location of the works. There are euphemisms for *Macbeth* play among English dramatists, actors, and artists, such as "Scottish play" or "the Bard's play." According to a theatrical superstition known as the "Scottish curse," saying the word *Macbeth* inside the theatre will result in disaster. It is undoubtedly the result of the effect of a masterpiece on people; even though the work was written centuries ago, its heft is still felt by the audience. To avoid saying the names of the main characters, they are referred to as the Scottish king, Scottish Lord, Scottish Lady, or Mackers, and MacB refers to Macbeth and his wife [5, p.294].

Unlike English tragedy, Uzbek short story has no ongoing superstition-related background, but that does not mean it is not being studied. It is possible that there is a difference in the rate of superstitious nations. One of them still believes in superstitions, while the other may have abandoned them. Furthermore, some distinguishing characteristics between works emerge in the origins of superstitions. The plot of the Uzbek story makes it clear that the people in the story were poor, illiterate, and largely helpless. While the writer describes the story of a soldier who is thirsty for power in *Macbeth*, his overpowering ambition causes him to be more devoted to various superstitions. The writer employs the concept of "prophecy by witches" to empower the main hero, with the role of supernatural power highlighting the main hero's pre-existing intention. However, it is understandable and vivid that *Macbeth* misinterprets the prophecy (if it exists), unable to understand that witches are untrustworthy and have no good intentions, and only realizes the hidden reality while facing his death. Apparently, he has already done enough to be described as a tyrant up to that point.

Result

Omens, ghosts, witches, prophecy, and signs were used to determine the lives of heroes in both works. Again, it is unmistakably stated that in the past, people were sufficiently naive to allow unbelievable features to control their lives. As a result of comparing the works, it was discovered that there are two significant similarities and two significant differences. Their differences are primarily due to their cultural backgrounds. Both works show that heroes were victims of prevalent superstitions in their time, but the heroes of *Macbeth* suffered a lot more and more tragic situations occur due to their belief. Based on our research on these literary works, we discovered that there is a significant cultural factor in how nations address superstitions. Literature, without a doubt, is a reflection of a nation, beliefs, and faith, and as such, it can be analyzed from both a linguistic and a cultural standpoint. We attempted to study two parts of the literature in the fields of linguaculturology and pragmatics in this work.

Conclusion

To summarize, this article provides a brief discussion of the use of superstitions in two literary works by two different cultures and nations. We examined the reasons for the use of superstition, their impact on people, their role/meaning, and the differences and similarities of beliefs in supernatural power between works while studying. The comparison and contrast of works has been demonstrated using examples from works. Our small study is very likely to be one of the foundations for larger research projects in the future.

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INTEGRATION OF MODERN TECHNOLOGY IN LANGUAGE LEARNING

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Abstract: Technology in education has a dramatic impact on how new and creative types of assistance are presented to language instructors, students and learning process as a whole. With the integration of technology, language learning becomes more meaningful and engaging creating student-friendly environment to foster student's language skills.

Key words: Method, information technology, immersion, social media, self-study atmosphere, language learning journey.

Technology must also seek to reach the established intelligence area of the ESL students in order to build upon that intelligence. Once again though one must be aware of culture. Because all societies value different types of intelligences, the value placed upon the ability to perform certain tasks influences the type of intelligence mastered (Brualdi, 1996, p. 3). Howard's Theory of Multiple Intelligences implies that there are eight intelligences. These intelligences are not just specific to the racial majority but to everyone. Internet access (and technology in general) is becoming increasingly important for full participation in the economic, political, and social life of the all countries. Computers and the Internet are revolutionizing the ways people learn, communicate, and earn a living. Therefore, the "digital divide"--the separation between those with access to new technologies and those without--is seen by many to be one of this country's leading equity issues (Lonergan, 2000, p. 2). Understanding the direct relationship of success and the widening disparity between those who do and those who do not have access to new technologies, schools have to provide the hands-on usage of the technology to help students acquire the skills needed to be productive contributors to society. The support and action taken to ensure technological usage in the classroom confirm this idea's validity. According to President George Bush, "schools should use technology as a tool to improve academic achievement" (Bush, 2001, p. 22). President Bush is "stream lining duplicative technology programs into a performance-based technology, send(ing) more dollars to schools for technology, and focus(ing) funds on proven means of enhancing education through advanced technology" (Bush, 2001, pp. 22-23). Moreover, the United States Department of Education developed national goals for technology in education such as, (1) all students and teachers having access to information technology, and (2) teachers effectively using technology to help students achieve high academic standards (Department of Public Education, p. 35).

One advantage of some technological elements, such as programmed learning packages, that they are stand-alone. "Stand-alone programs are completely self-contained in the sense that they do not require the presence or involvement of an on-site teacher" (Monk, 1989, p. 2). Therefore, not only will it "be relatively easy to enlarge curricular offerings," (Monk, 1989, p. 2) but the teachers individual interaction with students can be increased while students are working independently on the computer. An area of technology, which fosters benefits is telecommunications (ie. Internet, classtalks, phone lines, etc.). Technologies "make it possible to join geographically separated students and teachers" (Monk, 1989, p. 3). This commune "provides students with access to a vast array of information and resources far greater than could ever be provided within the four walls of a classroom, (while) allow(ing) students to retrieve and analyze primary documents" (Department of Education, 2000, p. 29). The information is not only from textbooks and diagrams but also from professionals in the specialty areas. Telecommunications also allows the creation of virtual communities to aid teachers and students. The communities extend education "in places where there is none and extends resources where few exist" (Web-Based Education Commission, 2000, p. 3). The Internet, for example, is making it possible to connect teachers to each other for mentoring, collaboration,

and learning (Web-Based Education Commission, 2000). The teachers are now afforded the ability to increase knowledge and strategies to address the individual learner. Participation in the communities "forces the developer (teacher) to rethink curriculum that may be static: it forces the question of how people learn and to further consider the relationship of teaching and learning" (Dial-Driver & Sesso, 2000, p. 2). Students also gain from online communication. According to the study by the Center for Applied Special Technology, online access helps students become more independent, critical, organized, and evaluative, which are qualities needed for success (Department of Education, 2000, p. 23). Students are able to correspond, share, and critique with their peers, thereby, collaborating and structuring a cooperative learning environment. Studies have shown that this same type of collaborative environment increases the academic success of students, especially African Americans and Mexican Americans--two minority groups facing disparities in the "digital divide" (August & Hakuta, 1997, p. 96).

Ultimately, the numerous types of technology greatly address learning on an individual basis. It provides a means to actively engage the students. "Technology can help to create an active environment in which students not only solve problems, but also find their own problems, which is very different from the typical school classrooms. Technology offers powerful tools for addressing (the school's physical) constraints, from video-based problems and computer simulations to electronic communications systems that connect classrooms with communities of practitioners in science, mathematics, and other fields" (Bransford, Brown, & Cocking, 1999, p. 3). "Writers characterize technology as a tool that can help teachers and students become colearners who collaboratively construct knowledge. When integrated effectively, digital content enables students to seek and manipulate digital information in collaborative, creative, and engaging ways, all of which fosters learning" (Reed & McNergney, 2000, pp. 2-3). There are a plethora of programs that are able to address all learners and even provide individual tutoring. Technologies provide a means to understanding higher order problems and difficult subjects ordinarily unreachable to teachers by recognizing the fact that "for many students, the lack of visual representation of many higher-order concepts makes learning them difficult. Teachers have been limited in what they can teach by the tools to which they have access. New technologies allow teachers to teach complex ideas and address intellectual challenges more easily" (Department of Education, 2000, p. 48). To individually address those who have difficulties understanding text, "multimedia resources in real-time through the Internet or standalone software help the students understand the underlying principles" (Department of Education, 2000, p. 27).

In a study involving kindergarteners, Durost and Hutchinson (1997) concluded that "children made new friends via e-mail tasks, which were supplemented by more traditional friendmaking activities." "E-mail provides chances for learning literacy skills in two ways: (1) students interact socially and (2) they actively use literacy in meaningful ways. E-mail allows students to use language by getting to know their new friends, by obtaining cultural knowledge, and by finding out their own social roles and voices in class discussions" (Tao, & Reinking, 2000, p. 169). They also reported that a closely associated and important aspect of e-mail is that it can create an authentic situation for reading and writing. Such authentic experiences are motivations for learning important and relevant facts (Baugh & Baugh, 1997). A wide variety of learning

experiences can be enhanced through e-mail communication. E-mail can bring the outside world into the classrooms. As a result, students can be exposed to other cultures and broaden their perspectives. Communicating with other people, whether they are peers or experts, can be motivating when they are known to be listening and responding to one's e-mail. In addition, e-mail communication can provide students with opportunities for critical thinking and reflection. E-mail can provide students and teachers with the opportunity to become familiar with a mode of communication that is increasingly a part of what it means to be literate. With e-mail communication becoming a popular mode of communication today, e-mail use in classes can be an important part of efforts to prepare our students and teachers for tomorrow (Tao, & Reiking, 2000, p. 165). Clayborne (2000) reports that research has shown that students learn best when they use the language in context, not just repeating the language. One type of e-mail correspondence program is keypal exchanges using the Internet. Through keypal correspondences, students' messages can be written in the language of the recipient, such as Spanish for a keypal in Chile or French for a keypal in Paris. Students share their stories about their cultures, values, and daily routines. By sharing their personal stories, students not only learn foreign languages, but compose sentences in another language as well. If teachers want to incorporate keypal correspondences in the classroom, they can utilize the following websites:

Blue Web'n Update (www.kn.packbell.com/wired/bluewebn)

Kidproj (www.kidlink.org/KIDPROJ) Global School Net (www.gsn/project/index/html)

Teachnet. com (www.teachnet.com)

Intercultural E-mail Classroom Connections (IECC) (www.stolaf.edu/network/iecc)

SchoolWorld (www.schoolworld.asn.au/projects.html)

Software Designed to Cater specifically to ESL students.

In order to engage students into language learning teachers should promote technology based language learning. Simply by recommending them listening to podcasts on a daily basis on various topics, reading articles from Internet and watching movies could help students and teachers achieve desired level and make progress in language learning journey.

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THE IMPORTANCE OF CULTURE SHOCK IN SOCIETY

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Annotation. In this work, understandings were given about culture and the condition of people in different countries, i.e. cultural shock, its importance in society, its stages and how to overcome it. This paper also considers issues concerned with the “overseas” student, of which there are ever more, travelling abroad to study. They can have serious culture shock difficulties. Implications of this research are considered. It is recommended as a guide for students who want to study in a foreign country.

Key words: culture, culture shock, honeymoon stage, frustration stage, acceptance stage, adaptation stage.

“Culture shock is often felt sharply at the borders between countries, but sometimes it doesn’t hit fully until you’ve been in a place for a long time” Harry Cartier-Bresson.

Culture shapes the way people see the world and can be thought of as the way in which people preserve societies and meet a range of human needs. Shared belief systems, behaviors, and traditions are only a few factors that make up a culture. It is easy to be unaware of the tremendous impact culture plays in our lives when we are surrounded by individuals who share the same assumptions and shared values. We may experience “culture shock” when we find ourselves in a culture different from the one we are accustomed to [2; p 46]

What Is Culture Shock?

“Culture shock” is a normal process of adapting to a new culture. It is a time when a person becomes aware of the differences and/or conflicts in values and customs between their home culture and the new culture they are in. Common feelings may be anxiety, confusion, homesickness or anger. It's common to experience culture shock when you're transplanted into a foreign setting. This is a normal reaction to a new environment where you are no longer in control as you have been at home. You may experience a range of emotions when adapting to a foreign culture, from excitement and interest to frustration, depression and fear of the unknown. Culture shock is a term used to describe what happens to people when they encounter unfamiliar surroundings and conditions. Culture shock can be described as consisting of at least one of four distinct phases: honeymoon, negotiation, adjustment, and adaptation[1; p 72].

Common problems include: information overload, language barrier, generation gap, technology gap, skill interdependence, formulation dependency, homesickness (cultural), boredom (job dependency), ethnicity, race, skin color, response ability (cultural skill set). There is no true way to entirely prevent culture shock, as individuals in any society are personally affected by cultural contrasts differently.

Culture shock is a common phenomenon and, though it may take months to develop, it often affects travelers and people living far from home in unexpected ways. Culture shock is more than simply being unfamiliar with social norms or experiencing new foods and it tends to impact travelers even after they've become familiar with and comfortable in new cultures. Culture shock generally moves through four different phases: honeymoon, frustration, adjustment and acceptance. While individuals experience these stages differently and the impact and order of each stage varies widely, they do provide a guideline of how we adapt and cope with new cultures [4;p 54].

1. The Honeymoon Stage

The first stage of culture shock is often overwhelmingly positive during which travelers become infatuated with the language, people and food in their new surroundings. At this stage, the trip or move seems like the greatest decision ever made, an exciting adventure to stay on forever.

2. The Frustration Stage

Frustration may be the most difficult stage of culture shock and is probably familiar to anyone who has lived abroad or who travels frequently. At this stage, the fatigue of not understanding gestures, signs and the language sets in and miscommunications may be happening frequently. Small things — losing keys, missing the bus or not being able easily order food in a restaurant — may trigger frustration. And while frustration comes and goes, it's a natural reaction for people spending extended time in new countries.

3. The Adjustment Stage

Frustrations are often subdued as travelers begin to feel more familiar and comfortable with the cultures, people, food and languages of new environments. Navigation becomes easier, friends and communities of support are established and details of local languages may become more recognizable during the adjustment stage.

4. The Acceptance Stage

Generally — though sometimes weeks, months or years after wrestling with the emotional stages outlined above — the final stage of culture shock is acceptance. Acceptance doesn't mean that new cultures or environments are completely understood, rather it signifies realization that complete understanding isn't necessary to function and thrive in the new surroundings. During the acceptance stage, travelers have the familiarity and are able to draw together the resources they need to feel at ease [2; p 55].

Overcoming Homesickness in a New Country

1. Learn as much about your host country as possible

Read through travel forums, guidebooks, news reports, or novels. Talk to people who have been there or -- better yet -- are from there.

2. Ask your program's organizer for advice

Whether you're studying, volunteering, or working abroad, you'll likely have a point of contact. Don't hesitate to ask them what others have had a hard time adapting to and what they've done to cope.

3. Set learning goals for your trip abroad

This may be obvious, but make sure you have goals for your trip abroad, and make sure they include learning about your host culture.

Conclusion. Culture shock affects everyone differently and can manifest itself in a variety of ways culture shock can be a good opportunity for international students to know about the new culture. International students avoid the new culture; therefore, knowing about, respecting on, and being flexible with culture shock is the best way to overcome culture shock. Additionally, figuring out how we can solve problems of culture shock helps international student become stronger. Culture shock is a process that every foreign student participating in an experience outside his or her cultural environment of origin will suffer to some extent. We consider it essential to implement lectures and workshops on culture shock and adaptation process in every international department; they will improve the quality of the international experience of our students.

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COMPARATIVE ANALYSIS OF UZBEK AND ENGLISH PROVERBS

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Abstract: This exploratory study explores the fascinating realm of proverbial wisdom with the goal of comparing proverbs from Uzbek and English literature. This article aims to decipher the underlying ethos and common human experiences contained within these concise phrases by utilizing both cultural and linguistic perspectives. This research aims to shed light on the universal truths and differing viewpoints ingrained in the two vibrant traditions by methodically analyzing representative proverbs from each tradition. It also aims to shed light on the cultural, historical, and linguistic dimensions that support these aphorisms.

Key words: sayings, pragmatism, metaphors, syntax, idiomatic expressions

Introduction

As distilled forms of accumulated wisdom, proverbs offer intriguing glimpses into the linguistic, social, and cultural fabric of various communities [3]. This paper sets out on a comparative analysis trip, concentrating on the different but related domains of Uzbek and English proverbs. By contrasting these two traditions, we hope to reveal more about the intricate web of human experience, illuminating the universal principles that are shared by both traditions as well as the distinct cultural viewpoints that are reflected in their metaphorical representations.

Owing to the nation's rich history, customs, and cross-cultural interactions along the Silk Road, Uzbek proverbs offer a wealth of material for comparative study. English proverbs, which are a fascinating contrast, also show the legacy of Anglo-Saxon, Norse, and Norman influences.

The purpose of this article is to draw conclusions from the comparative analysis of proverbs in order to promote mutual understanding and appreciation across linguistic and cultural barriers. It does this by placing its investigation within the larger framework of cross-cultural communication. Through the utilization of multidisciplinary viewpoints from the fields of linguistics, cultural studies, and folklore, our aim is to offer a thorough comprehension of the tremendous profundities contained in these seemingly straightforward yet culturally abundant manifestations.

Materials and Methods

The study of proverbs and sayings from many cultures in comparison is a fascinating subject! The reason proverbs and sayings are interesting is that they frequently capture the ideals, convictions, and customs of a community. Now, let's begin our comparison of proverbs and sayings from Uzbekistan and England.

1. Similarity and differences

We can examine the parallels and discrepancies between proverbs and sayings in two different languages. Certain proverbs might have clear translations or underlying meanings, while others might have quite different meanings because of language, historical, or cultural differences.

2. Cultural context

Understanding the cultural settings in which these proverbs are utilized is necessary for an analysis of them. Proverbs from Uzbekistan, which have their origins in Muslim and Eastern cultures, frequently express ideas about respect, hospitality, family, and community values. Conversely, English proverbs may represent the Western worldview by encapsulating ideas of independence, individualism, tenacity, and pragmatism [1].

3. Linguistic analysis

An examination of language is also essential when contrasting these proverbs. Examining the linguistic patterns and metaphors employed in the two languages is fascinating [2]. The ways that syntax, idiomatic expressions, and metaphorical language vary throughout cultures can reveal insights into how each thinks and communicates knowledge and experience.

4. Historical Importance

It is critical to comprehend the historical background. Proverbs and sayings within a culture can be influenced by its historical narrative. English proverbs may retain elements of ancient Norse, Celtic, and Latin influences [2], among other influences, whereas Uzbek proverbs may show influences from the Silk Road, Persian culture, and nomadic customs.

Results and discussions

These two cultures' proverbs could be far from each other according to their origins, cultural backgrounds and linguistics. In that case, we could not find their exact meaning while translating them from Uzbek language into English, so finding their equivalency and adequacy in target language is better. There are some examples of Uzbek and English proverbs with comparative analysis.

Uzbek proverb:

“Zahar til suyakni yorar”

English proverb:

“The tongue is not steel, yet it cuts”

These proverbs highlight the powerful influence of words. They give a word of caution about the harmful potential of speech and stress the importance of sensitive and mindful communication. These statements reaffirm the widespread knowledge of the potential harm caused by thoughtless speech and the eternal importance of verbal moderation.

Uzbek Proverb:

“Onasini ko`rib, qizini ol”

English Proverb:

“Like father, like son”

The concepts of familial likeness and the impact of parental example are expressed in both proverbs. They stress the importance of parental guidance as well as the innate qualities that are passed down through the generations. This demonstrates a common understanding of the significance of family role models and the transmission of values within a family.

Uzbek Proverb:

“Kimning aravasiga minsang, o`shaning qo`shig`ini ayt”

English proverb:

“When in Rome, do as the Romans do”

Both proverbs stress the importance of flexibility in many social and cultural settings. They emphasize how crucial it is to follow accepted norms when in strange places. This indicates a mutual understanding of the value of cultural sensitivity and the capacity to adapt to various environments.

Conclusion

In conclusion, comparing and contrasting Uzbek and English proverbs and sayings provides a wealth of opportunities to investigate the linguistic, cultural, and historical aspects of these two very different traditions. Through analyzing these statements in the context of their respective cultures and languages, we can learn important lessons about the common and unique wisdom held by people all across the world [1]. It's a beautiful approach to recognize the diversity of human expression and experience.

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PROS AND CONS OF USING THE GAME METHOD IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

Abstract: Today, the use of game methods in effective teaching of foreign languages is widespread. This article discusses how correct it is to use this method in teaching foreign languages and what are its advantages and disadvantages.

Key words: foreign languages, pros, cons, increased motivation, encouragement of teamworks, time-consuming, potential for distraction.

Introduction

Nowadays, knowledge of foreign languages is of great importance in our rapidly developing country. Therefore, great attention is paid to teaching foreign language to the young generation from pre-school to higher education. If we look at our last years and summarize them, we will notice that we are experiencing a period of complete renewal and adaptation in the field of education.

In rapidly developing education, one of the important tasks for pedagogues is to increase students' interest in language learning and to develop students in all aspects. Learning and teaching foreign languages is a long and perfect process. Modern pedagogues use many advanced technologies and various methods, mainly the game method, to facilitate this process and teach effectively [1]. They believe that it is appropriate to use educational games in the lesson in order to increase the richness of students' speech in a foreign language and its effectiveness. They also believe that the use of various interactive methods in the process of teaching foreign languages makes language learning an interesting and enjoyable activity, expands imagination, and re-recalls forgotten words in memory. According to them, it is possible to develop oral and written speech in students by creating communication situations in games, and all games or exercises in the style of games open the way to the magical world of words and free speech. This, in turn, raises the following questions. How effective and appropriate is the use of such methods? What are the disadvantages and advantages of this method? After all, there are advantages and disadvantages of using games and interactive methods in teaching foreign languages, just like everything has its advantages and disadvantages. Now we will consider what are the harmful and beneficial aspects of them together with their successive causes.

Discussion

Those arguing against this proposal point out the resources needed. On the one hand, there are several harmful aspects of using the game method and various interactive methods in teaching foreign languages. For instance,

1. Time-consuming: Some language games may require a significant amount of time to set up and play, which can detract from the time available for other learning activities.

2. Lack of focus on specific language skills: Some games may not target specific language skills or learning objectives, which can make it difficult to ensure that students are making progress in their language learning. In addition to language learning, some games can distract children's attention.

3. Potential for distraction: Some students may become overly focused on winning the game rather than on learning the language, which can detract from the educational value of the activity. Some students are more likely to focus on winning the game instead of learning the language by playing the game.

4. Limited applicability: Some language games may not be easily transferable to real-life language use, which can limit their long-term effectiveness in helping students to develop practical language skills.

5. Varied effectiveness: The effectiveness of language games can vary depending on the preferences and abilities of individual students, making it challenging to ensure that all students benefit equally from the activity. Students can participate in some games as they wish, that is, they participate as volunteers, and the rest of the more shy students remain shy and do not want to volunteer. This in itself shows that those students did not master that lesson well.

6. Loss of interest. Complex games may make the students be more inclined towards learning the rules of game due to which, their interest may divert from the actual topic.

Martin in Brewster and Ellis (2002) state that, "Games is any fun activities which give young learners the opportunity to practice the foreign language in a relaxed and enjoyable way. In playing a game students can relax, not as in doing exercise in the textbook. Without being forced by the teacher, students are willing to practice the language because they enjoy the game"[2].

However, on the other hand, it can be beneficial to use game and game design methods in foreign language lessons. We can answer the question of how as follows.

For example,

1. Increased motivation: Games can make learning more enjoyable and engaging, which can help to increase students' motivation to learn the language. We can see this especially in younger language learners because they love the game because they are still young. Learning new words through play and developing oral speech is not a problem for them.

2. Active participation: Games encourage students to actively participate in the learning process, which can help them to retain new vocabulary and grammar structures more effectively. Because play activities for young children are very interesting and effective. That is, they may not be able to devote time to the game due to their many classes. It will be appropriate for them to use the game method in language teaching classes. Because they manage to learn a language as an addition without giving up the game. And all students try to be active in class [3].

3. Reinforcement of learning: Games can provide a fun way for students to practice and reinforce their language skills, such as vocabulary, grammar, and pronunciation. In this case, the students strengthen their acquired knowledge by being interested in the rest of their peers or accompanying them, and we can observe significant improvements in pronunciation.

4. Development of communication skills: Many language games require students to communicate with each other, which can help to improve their speaking and listening skills. For example, using a series of games with multiple dialogues and requiring speaking in language classrooms requires students to construct sentences correctly, translate correctly, and avoid grammatical errors. Which, in turn, shows how good the students are in listening and speaking, and how well they know grammar. And also, allows to determine which type is not well developed in them [4].

5. . Encouragement of teamwork: Some language games involve working in teams, which can help to foster a sense of cooperation and collaboration among students.

In this process, students also develop the ability to work with a team. At the same time, they learn to understand, listen to their interlocutors, and summarize the ideas and correct answers from each teammate, sort them, and summarize them. The more students work in teams, the more they develop these skills. This will certainly affect them in their future lives. Even if there are students who have quarrels with each other and they are in the same group, they can get along well with each other and forget their quarrels. How do you say because they are in the same group, they are forced to work together for their group to win. They forget that they fought with each other.

On the teacher's side, if the winning group or participant in the game is given some kind of prize or stickers for good grades and good participation, the rest of the students also want to win those prizes and so on. They try to come to class better prepared than others. Which also ensures more effective and interesting passage of our games. It also increases students' interest in learning foreign languages. This is definitely a great success for every teacher [5].

Conclusion

In conclusion, the use of games and various interactive methods in the process of teaching foreign languages shows its effectiveness and useful aspects, unfortunately, it also shows its harmful aspects. Just as good and bad, day and night are always side by side, the beneficial and harmful aspects of a work are always side by side. Each method has advantages and disadvantages, especially the use of games during language teaching.

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PERCEPTION OF TEENAGE STUDENTS TOWARDS RECEPTIVE AND PRODUCTIVE ACTIVITIES AS HOMEWORK

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Abstract

This study describes in detail the usefulness of choosing the right kind of homework. The research involved two students, with whom six classes were conducted over two weeks. The study reveals that homework does not burden students only when they are interested in it, and also that the productive type of tasks is the most effective. It is easier for a teacher to show the importance of homework based on the results of the students themselves, so it is essential to know which kind of homework is more engaging and effective for them to do at home.

Key words: homework, receptive task, productive task, assignment, skills

Introduction

Doing homework is an integral part of learning, especially in learning a particular language. Everyone remembers how hard they did their homework, but few people understand the reason, as well as the importance of doing homework. Most often, study hours at an educational center are insufficient, so consolidating, revising, or finding additional information is necessary to support productive learning [1]. Some researchers reported that assignments given to students as homework by teachers were positively associated with student academic performance [8]. He found that schools in which learners have constant homework assignments had better outcomes than schools in which students are rarely assigned homework [8].

Nevertheless, more importantly, what kind of homework is more effective to give to students. Here the question arises, what types of homework are there? There are plenty of types of tasks, but this study examines only two types - productive and receptive, as well as which of these types is more effective. Krashen [3] claimed that learners' productive ability will arise naturally from receptive knowledge, so more attention should be devoted to receptive tasks. However, there is no reliable data that confirms the efficiency of the method since each student has their individual preferences. Since the two types of tasks

mentioned above include reading, listening, writing, and speaking activities, it is to say which one to focus more on, much less give students as homework. This study aims to find out the predisposition of students to a variety of types of tasks.

Literature Review

What are receptive skill activities?

Receptive skill activities are the very activities where people learn, get, and absorb information. Listening and reading are receptive skills, because when doing them, students do not create or say something, but on the contrary receive information. That is why tasks in which students have to read or listen to something are called passive tasks, where students mainly work individually.

What are productive skill activities?

Productive skills tasks are when a person produces something, that is, either writes or speaks. In the past, as now, to spread exact information, it is necessary to say or write it, that is, to do something physically. This type of task is also referred to as active skill activities.

Which activities are more effective?

Can you imagine your classes where you only talk, write, read, or listen? The idea is not a bad one, but in reality, it is a completely ineffective way of education, since all learning processes include both perception and production of information [6]; [7]. Motohashi Saigo and Hardison [5] conducted research to compare the rates of improvement in perception and production among participants in their studies. In both cases, no exact results were found, due to individual preferences and perceptions of students.

Moreover, in the process of learning a new language, learners begin with a receptive understanding of the new data, and later move on to productive use, one set of skills naturally supporting another [2]. For instance, while working on a literature project it is essential to integrate both receptive and productive skills. To conclude, sources claim that the two types of tasks are interrelated, and none of them can be more effective than the other, also due to the different variations in student learning, there is no exact answer.

Methods

Participant

This study was conducted online for two weeks three times a week via the usage of Zoom application. The research participants were two students of two genders in secondary school aged 16. The first and second languages of the students are Russian and Uzbek, born and educated in Uzbekistan. The level of the students is between elementary and pre-intermediate. However, the students have been learning the English language intensively for more than 3 years.

Instruments

Written essays, speeches, and listening, and reading tasks for homework were used as a method of data collection in this study.

Essays: Writing an essay is a productive activity that was assigned as homework. After learning the present simple, the teacher asks students to write a short essay of 150 words about their daily routine and what they like most. Next time as the students have already learned some grammar rules such as past, present, and future tenses; they were given to write two essays of 150 words about themselves using covered materials for reinforcement.

Speeches: Students were asked to prepare a 4–5-minute speech about their life where they will apply covered grammar.

Authentic video material: The video material included true and false questions, closed questions, as well as open questions. The video material with some tasks was given to see if the students could differentiate and identify the learned grammar materials. To make students do tasks more enthusiastically, the videos were given in a personalized way according to the student's interests.

Reading passages: According to the reading materials, students were assigned two passages to read and complete several tasks. Tasks such as matching, putting events in the correct order, and answering the questions were given to get students' comprehension of the content.

The reasons for using essays, speeches, listening, and reading tasks are the collection of data on the effectiveness and impact of two types of learning on the student's English language acquisition.

Data collection

Six trial classes were held, and five assignments were given. Since homework should be relevant to the topic covered, a special plan was created that will eventually show the result of the material learned. Since it is almost impossible to go through all the sections of the language in 1.5 hours, one of the skill sections was set as homework. As a result, it will be revealed which type of activities is better to give as homework.

The first lesson was on the topic of present simple, students were given to read a text and do exercises as homework. The first task is to match gaps with sentences. The second is choosing the best summary of the text ([See Appendix](#)).

In the second lesson, the students passed Present Continuous. This time, it was important to find out whether students understood the difference between Present Simple and

Present Continuous. Therefore, the best solution was to give homework in the form of an essay in which students need to write about their day, daily routine, and what they like to do.

The third lesson was on the topic of Past simple. The homework was to read the text and do matching, put events in the correct order exercises, and answer the questions on it ([See Appendix](#)).

In the fourth lesson, students learned Future Simple. The homework was writing an essay about childhood dreams, dreams, and plans for the future. At this stage, the students need to practice not only in the use of the material covered but also in differentiating them.

In the fifth lesson, students solved a lot of tests to reinforce the material they had learned. There were two homework assignments this time. The first was to watch a video where seventy-three questions were asked from a singer named Taylor Swift. The students must write down four questions that were asked to the singer in an exact tense. For example: What was your dream in your childhood? (past simple) This task is not only useful for enhancing listening but also for distinguishing all three tenses. Moreover, because one of the interests of students is watching shows and listening to songs, this task will be exciting for students. The second homework task was to prepare a speech for four to five minutes about themselves, their plans for the future, about their achievements in the past. At this stage, students can confidently and easily use everything they have covered.

In the sixth lesson, students gave their speeches. The students were able to cope with the task.

Results

The students were asked a question - 'After which of the tasks did you feel progress?'. The students gave different answers; one student replied that it was writing an essay, and the second replied that it was a speaking task where they should give a speech. In both, students can use the topic they have covered. The ability of using the language shows progress in language learning since students do not need a teacher's feedback, they can already recognize it themselves.

According to the results of the survey, the students' preference towards one type of homework was found. One of the students reported that he would like to receive listening assignments more often as it helps him to get used to the language, another student replied that the progress in speaking tasks awakens her greater willingness to receive exactly these types of tasks. (See the Figure 1)

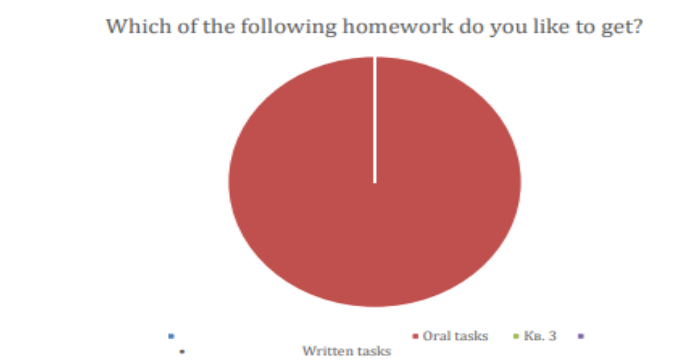


Figure 1

The questions where students had to evaluate the effectiveness of different types of tasks that they completed over 2 weeks revealed that the most effective assignments were such tasks as speaking, listening, and writing tasks. Nevertheless, the most futile tasks were those in which students did only grammatical tasks. (See the Figure 2)

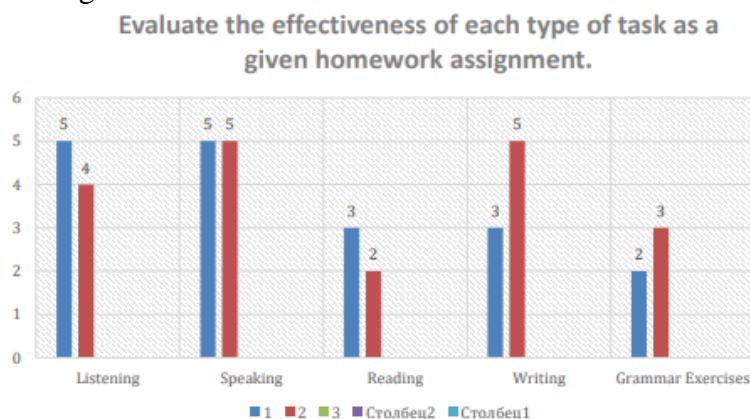


Figure 2

As a result, it was discovered that assignments such as writing and speaking, which are considered productive tasks, are the most effective tasks for students.

Another controversial result was that both students opted for different practices ways of measuring their progress.

Findings

Based on the results of a questionnaire conducted with students, students need to receive homework, but in a format that is interesting to them. For the word interesting, students have many definitions: efficiency, passion, and difficulty. Since homework is something that a student does without the help and supervision of a teacher and mostly not for points, it is important to think about the amount of homework, as a large amount of homework can be demotivating and frighten students.

Furthermore, the results show that students prefer listening and speaking tasks, because of the ease and greater attraction. According to a study conducted by Shahid [9], speaking and listening tasks create a unique atmosphere in the language that the student learns. It is crucial for students to create and experience the atmosphere of language in order to understand the importance of language and their advantages in life with knowledge of the language they are learning.

Conclusion and recommendations for further research

Learning a language requires students to give full attention so it is inadequate to allocate only a few hours to study. The importance of doing homework does not depend on the age or level of knowledge but does depend on the preferences of students. In most cases, homework is done with less desire and pleasure, so it is necessary to understand what students want to receive and do as homework, as well as what they are willing to work on.

As stated in the research conducted by Manaj [4], the four skills of the language are never remarked as individual areas but they form a chain cycle, where you break one ring of the chain and the whole chain collapses. However, this research shows that from the perspective of the students, there are less and more effective kinds of activities. Conducted research shows that the most effective homework assignments are productive activities, and receptive activities are not effective enough.

Further research should be conducted on the effectiveness of various homework formats as oral, written, reading, and listening tasks, since resources on these topics are quite outdated and insufficient.

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COMMON MISTAKES (METHODS AND OTHERS) IN LEARNING FOREIGN LANGUAGES (ENGLISH)

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This report includes information about some methodological mistakes that language learners make in terms of language acquisition. In this article, solutions and suggestion are given to the problems that language learners encounter in order to learn foreign language, as an example of English in a comfortable and easy way. Today, as the demand for learning foreign languages is increasing, this paper will help you to be aware of common mistakes in the process of language learning and how to avoid them.

Key words: foreign language, learning process, language learners, language acquisition, language learning, common mistakes

In today's contemporary world, learning foreign languages is one of people's essential requirements. It is obvious that we may face lots of people who are trying to be master at new languages. Our government also tries to improve the process of learning foreign languages (English). Therefore, in order to popularize learning new languages, organize systematic work and projects to develop the field of language learning, providing the young generation with state-of-the-art technologies to educate the foreign languages, and thanks to other reasons our government established several rules. For example, in 2020 a new rule called "Measures to improve foreign language learning process" was established. The main reason of creating new rules related to learning new languages is that our republic wants the citizens of it should be well-educated and aware of the world. There is a saying among people, those who know foreign languages know the foreign nations as well. So those, in order to keep up with the world, the latest news, and science, people try to acquire skills in foreign languages. Learning a new language seems like a new challenge that you should experience. While studying new languages people often feel overwhelmed, anxious, excited, and even proud of themselves in some situations. The key to master new language is go outside of one's comfort zone and dedicate oneself until being excel at this new language. The process of studying foreign languages becomes easier and understandable when you avoid several common mistakes. People and their approaches towards studying foreign languages are different, while some of the methods of learning new languages are the same, namely these methods often work similarly for every person and this leads to some common mistakes of studying English. There are several ways of avoiding these kinds of mistakes.



Both qualitative and secondary data analysis methodologies were used in this investigation in order to identify common mistakes of learning English language. Here we can analyze some of these mistakes and find some solution to avoid them:

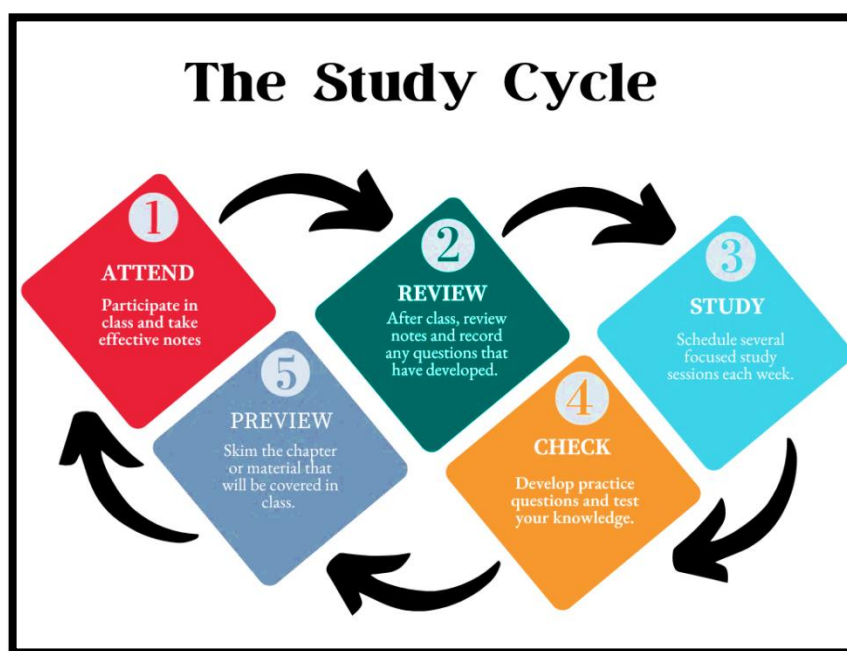
- **People often compare the new language that they are learning with their mother language.**

It is true that sometimes some grammar structures and rules of the new language that we are trying to learn are just the same with our mother language. However, there are other lots of things which totally differ from each other. It is natural that most of us are accustomed to think a statement in our primitive language and then we try to make a sentence according to what we thought. This is biggest mistake we may make during talking in English and it does not help us to study this language in depth. The main reason is that this kind of approach sets some limits to our brain, the way of thinking, namely our brain struggle to think and express ideas. To sum up, learning the new language (English) through comparing it with your native language makes the process of learning harder.

- **Leaners always try to memorize all the new words.** Obviously, memorizing words is not equal to learning a new language. Because memorizing is the process which is on-the-spot and temporal. As opposed to the procedure of memorization learning is totally different process that often requires methods. In order to avoid this mistake we should attempt to understand the meaning of the word, not memorize it when we come across a new word. Furthermore, to become more familiar with this new word we ought to use these words in sentences or we should try to make a new sentence by ourselves using the new word.

- **People are afraid of making mistakes.** This is the most common mistake learners make while acquiring knowledge in English. Most of people do not like speaking or writing process, as they are afraid of making mistakes. However these two skills are the most important aspects of learning a new language. English language learners should understand that making mistakes is the part of language learning process. Many people get overwhelmed by the mistakes they made and become discouraged. As they feel fearful of making mistakes they miss the opportunity of participating in several speaking events. In fact, language learners should understand their mistakes and learn something from them.

- **People do not review and practice what they have learned.** Many people say that they often struggle to remember what they learned during the English lesson. They may learn ten new words and analyze them deeply today, but tomorrow they do not repeat them, practice them, and review them. The best way being the master of a language is review the new rules you have learned and practice it as much as possible.



- **Language learners focus on grammar too much.** It is true that grammar is one of the most important aspects of learning a new language. However, focusing on perfect grammar too much sometimes makes the learners feel overwhelmed. This may interrupt the language learning process. There are plenty of grammar rules to learn and some of them are really confusing that, honestly, only professional linguists can know these specific grammar rules. That is why language learners should try to avoid them in order not to ruin their learning process. These recommendations are for the learners who begin learning English recently. For these people increasing vocabulary is more important than being good at grammar and spending hours to study it. Beginners can improve their grammar skills in the next stages of their learning a new language adventure.
- **Many people attempt to learn a new language in a way that they do not enjoy.** It is clear that learning and mastering a new language takes lots of time-even years, dedication, and hard work. So it is very essential to learn and study a new language in ways that you do enjoy. Everyone has different taste: some people prefer to learn foreign languages through watching films that are dubbed in these languages, somebody wants to learn a new language by the help of some textbooks, but others are not in favor of these methods. So that try to do what you really enjoy, but avoid reading books that you do not like, stop using textbooks that you do not find interesting, do not watch movies that you think useless for you to improve your learning process. Find some ways that encourages you to learn this new language perfectly.



As acquiring a new language is a challenging process, full of several hardships that you should experience, it is normal making these kinds of mistakes. However, so as to learn a foreign language deeply and fluently learners have to work on these inaccuracies very attentively. Since these errors are not associated with grammar, pronunciation, structure of the sentence, or others, they are basically connected the ways and methods that students use to study a new language. Therefore, it is an essential responsibility to be aware of these mistakes and correct them with the solutions and recommendations mentioned above.

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ENGLISH LANGUAGE IN THE DIGITAL ERA: HOW LANGUAGE HAS EVOLVED UNDER THE INFLUENCE OF MODERN TECHNOLOGIES

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Abstract: This article explores the changes that current digital technologies are bringing about in the English language. The author analyzes how vocabulary, grammar, and public perception of language are influenced by the Internet, social networks, messengers, and other digital platforms.

Key words: global network, linguistic processes, internet neologisms, Web search browsers, abbreviations

Sometimes it is quite hard to imagine how we lived without the global network since it is so deeply rooted in our lives. These days, practically anything can be done online, including purchasing, finding the correct information, working and communicating! It seems logical that it has an impact on all aspect of our lives, including linguistic processes.

English has been establishing itself as the universal language of online international communication, connecting a vast number of individuals worldwide, mostly in terms of friendly and business relationships. English has changed significantly since the World Wide Web was founded, including the appearance of Internet neologisms and changes in communication.

New terms emerged as a result of the development of new web search browsers. For example: *surf* (to navigate the Internet), *gun* (to disconnect), *download* (to transfer information from the network to your computer), *log* (to register, write, log). And also the emergence of abstract concepts related to the world of the Internet, for example: cyber sickness (feeling pain caused by prolonged use of the Internet) [1; p. 273].

The internet has changed words themselves as well as the way we use language. A register known as "elanguage" includes the following phrases, acronyms, and spellings: Facebook, Instagram, iPad, iPhone, Twitter, Alexa, blog, email, and website. Every word in this list has a meaning. Consider the term "app," which is a kind of representation for the revolution in technology.

With the advent of such social networks as Instagram, Facebook and Twitter, in the English language appeared a lot of neologisms. One of the most popular neologisms is such words as:

Selfie: Self-portrait made by itself, usually with the help of a mobile device. Example of usage: "Just took a quick selfie before heading out."

Troll: A troll is an individual who engages in trolling behavior. To troll means to post provocative or disruptive content with the intention of inciting reactions.

Follower: an individual who subscribes to or tracks the updates of another user, typically on social media platforms such as Instagram, Twitter, or Facebook. Example: "I gained a new follower on my Instagram account."

As the internet became embedded in pagers, cell phones, and other smaller devices, people found it increasingly difficult to type on smaller keyboards. They soon realized that the less they had to type the more they could say, and the quicker they could say it. There was a definite need for a shortcut.

Internet slang is the broad definition given to almost any acronym or abbreviation created to eliminate keystrokes online (whether it is IM, email, chat, or text message). Such method of texting changed English language, so nowadays people use abbreviations because it is easy and faster to type [2; p. 6]. For instance:

LOL – Laugh Out Loud

BF/GF- Boyfriend/Girlfriend

B4- Before

BF4E- Best friends forever

BTW – By the way

CMON – Come on

CUZ - Because

We can also see how many new terms that were created through word formation have entered the English language as a result of modern technologies. As an example: *Bitcoin* is a decentralized digital money that can only be used online. Its symbol is bit + coin.

Clickbait, a combination of the words "click" and "bait," is a tactic used to draw attention to one's website by utilizing deceptive headlines and images.

Hashtag: hash + tag - a hashtag (a message's keyword or multiple phrases, a tag used in social networks and microblogs to make messages on a topic or material easier to locate, and begins with a grid sign).

Paywall: pay + wall = paid access (online publications or any other system where a portion of the material is available for a limited time only)

It is also worth noting that many English speakers switched to a more formal style of communication, which contributed to a reduction in the use of traditional English. On the Internet, you can observe how very popular it is to write a sentence in a shorter form, as well as using only phrases, which very much changes the grammatical structure of the sentence.

For example:

"I received your package yesterday. And I would like to thank you for this beautiful gift."

"I received the package yesterday. Thanks."

In this example, you can see how the first sentence is written more formally with a more polite tone. While the meaning of the second sentence was more informal, many words were omitted. At the same time, it can be stressed that in the vastness of social networks many English words are replaced by emoji (emoji) or short videos (GIF), which convey emotions without the need to use words.

English is one of the most important languages in the world that is used on the world web. New technologies and digital means have created a lot of neologisms that people use almost every day. The creation of social networks such as Instagram, Facebook and Twitter has contributed to the formation of new words and slang. The development of smaller devices created the need to create smaller words for quick and easy printing which contributed to the appearance of abbreviations in the English language. Moreover, in the future, the more technology will evolve, the more changes will be in the English language. Many new words will appear in the vocabulary, informal communication will gain more popularity than formal. Thus we can see how the English language is changing and adjusting to the influence of new modern technologies

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THE USE OF MNEMONIC TECHNIQUE IN EDUCATIONAL SYSTEM IN TASHKENT

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Abstract: Many mnemonists and researchers have strongly advocated the use of mnemonic technique in the education system [2]. Previous reviews of mnemonics, however, reached different conclusions about whether it should be used in the classroom. Some reviews were supportive [3] while others were mixed [2]; [5] and others have been critical [1]. This study focuses on determining the effectiveness of mnemonic techniques in the education system. This was a randomized trial involving 10 teachers who were eligible to participate.

Key words: mnemonics, education system, vocabulary

Introduction

Why is mnemonic technique not widely used in the education system? There is not a considerable amount of research directly exploring the issue. Although the results of survey studies have depicted that student ranging from 8th grade to college usually know about the mnemonic techniques; however, they prefer to use other techniques [4]. In addition, an online survey of 481 undergraduates revealed that students rated mnemonics as less useful than other techniques, such as rereading notes, relating the materials to themselves, doing practice problems and self-testing or spacing [4]. These studies found that mnemonic technique is an effective way to learn vocabulary; however, it is not preferable to use in the learning process. This research paper investigated the scope of mnemonics technique in terms of its usage and teacher's perspectives on this technique.

Literature review

Using mnemonics in the classroom has been addressed in the literature by many studies on various aspects of language teaching [1]; [2]; [3]. The following paragraphs discuss several of them in line with the context of this study. First study was conducted at the inaugural Extreme memory tournament. Simon Reinhardt, who won in the eventual tournament, memorized the order of a pack of playing cards in 26.32 seconds. During the 2-day event, all of the competitors displayed identical impressive feats of memory. Therefore, in this event every spectator and competitors practiced using mnemonic technique for 2 years, such as visual imagery, rather than any innate memory abilities. If using mnemonic methods gives an opportunity for memorizing large amounts of information, why are they not used as a central part of the classroom in education nowadays? Many mnemonists and researchers preferred the use of this technique in the classroom [2]. Second reviewed research was investigated in England with national college students, who were preparing for Psychology exams. After practicing the content from each chapter, students visited a café and learned the layout design of the café to serve as a memory palace. In the next step, they wrote keywords for the essential terms, from each section of a subject, and the data of these keywords in the mental version of the café, which turned into an outline for their essay. During the exam students felt less test anxiety, because of spending time jotting down ideas from the memory palace. In sum, mnemonics do not replace the learning material; however, mnemonics provide a retrieval plan that students could use to access what they already know [3]. Third investigated research was opposite for using mnemonic technique in the learning environment. They had an experiment on students, using mnemonic technique and retrieval practice and spacing. Students were given German vocabulary with the keyword method and retrieval practice or combination of two methods and mnemonic technique. In general, keyword method and retrieval practice led to the same result. Critically, these two combination methods were easy to practice for students rather than using mnemonic technique. In a classroom these combination techniques could be easy to teach students a peg list to learn the 50 U.S. presidents and immediately give them a recall quiz [1].

Methods

Participants

Nine female and one male teachers, who teach various subjects such as, Biology, English language, Math and Literature at school number 158 in Tashkent participated in this research. Participants' ages ranged from 45 to 55 years. The duration of the study was approximately one week. Ten teachers were given a paper-based questionnaire. It consisted of closed ended questions that served to investigate teacher response to using mnemonic technique in the classroom at school. This data was collected and analyzed, along with the implementation of descriptive analysis.

A sample of questionnaire

1. What kind of technique do you use to memorize the data?
2. Do you know about the mnemonic technique?
3. Do you use this technique to recall things
4. Do you use this technique in the classroom?
5. What do you think is helpful for recalling information?
6. What do you think it is easy to implement to the course?
7. What do you think is an effective technique?
8. What do you think should be used in the educational system?

Instruments

The use of mnemonic techniques by teachers in the lesson and determining the effectiveness of these techniques for students. A paper-based questionnaire (see Appendix 1) was used in order to realize how vastly it is implemented to the classroom. Some opinion-based questions were used in order to realize the approach of teachers to mnemonic techniques in the educational system. The main idea of these questions is to determine the implication of mnemonic technique in the learning process and identify the point of view of teachers about this technique. In addition, this questionnaire is intended to clarify the development of mnemonic technique in the education system.

Data collection and Analysis

To evaluate the use of mnemonic techniques in improving students' memory skills in the classroom, data were collected through questionnaires which were given for teachers. These questions are based on the benefits of mnemonic technique to recalling a large amount of information and the use of implementing to the classroom in the teaching process. The questionnaire was administered to gather teachers' perceptions

of the mnemonic technique. The questionnaire included questions about their experiences, challenges faced and suggestions for implementing. The collected data was analyzed using a quantitative method to gain insights into the effectiveness of mnemonic technique. Quantitative analysis: The questionnaire used to determine the use of mnemonic technique in the classroom by the teachers and opinions about mnemonic technique. This analysis helped to quantify how often mnemonic technique is utilized by the teachers from different subjects in the classroom and clarified teachers' opinion about this technique. Using quantitative analysis assists to figure out a comprehensive understanding of the effectiveness of mnemonic technique. The results from the data analysis were used to evaluate the use of mnemonic technique in the lessons from a variety of types of scientists by the instructors.

Results

The result showed that the mnemonic technique is not used in the classroom and considered as a long-term process by the teachers. Seven out of ten teachers do not prefer to teach this technique to students, two other teachers do not know how to use it, only one teacher uses it for himself to remember information, but does not use it in class. Despite the effectiveness of mnemonic techniques noted in previous studies, they are not considered as a productive way of learning in the educational field.

Conclusion and Further Implications

The result of this study determined that the use of mnemonic technique in the classroom is considered as the long-term process and teachers prefer to use another technique instead of it. Previous investigations confirmed that the mnemonic technique is the most effective way to recall large amounts of data and it is helpful for students in the classroom; however, the current research's result did not confirm the previous research's results.

This study was conducted with ten randomized teachers at primary school and the result based on the teachers' opinions. The scope of this study was not large and did not involve a significant number of participants' points of view.

Further research can explore the use of mnemonic technique among learners and clarify the beneficial sides of it in the learning process. In addition, with the aim of defining the effectiveness of mnemonic technique the future research should be conducted in different schools and should include a considerable number of participants.

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Appendix 1

Questionnaire

1. What kind of technique do you use to memorize the data?

- Mnemonic
- Keywords
- Retrieval practice

2. Do you know about the mnemonic technique?

- Yes
- No

3. Do you use this technique to recall things

- Yes
- No

4. Do you use this technique in the classroom?

- Yes
- No

5. What do you think is helpful for recalling information?

- Yes, it is helpful
- No, it takes a long time
- I do not know

6. What do you think it is easy to implement to the course?

- Yes, it is easy to use to the course
- No it is difficult to use it
- I do not know

7. What do you think is an effective technique?

- Yes, it is an effective technique
- No, other techniques effective than it
- I do not know

8. What do you think should be used in the educational system?

- Yes, it should be used in the classroom
- No, it is useless
- I do not know

THE ANALYSIS OF GAMIFICATION FOR STUDENTS: PRIVATE HIGHER INSTITUTION IN KIMYO INTERNATIONAL UNIVERSITY IN TASHKENT

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Abstract

The main purpose of this study is to understand KIUT (Kimyo International University in Tashkent) English monitors' attitudes toward gamification and teachers' gaming habits and preferences according to level, age, and gender in higher education. Among English language teachers, a survey was conducted about their attitude toward gamification. The findings reveal that there are differences in gamification use by age, gender, or kind of institution. The data were collected from most KIUT English teachers, and the results show that there is a more positive attitude towards gamification among teachers.

Key words: gamification, collaboration, social engagement, GBL (game based learning)

Introduction

Gamification during the teaching process is effective for learners; games could not only improve the learner's knowledge but also help to create the imaginary world of children. In addition, games play an important role in encouraging students toward the lesson. As language study can be seen as difficult and boring, students frequently struggle to stay motivated and interested [6]. However, the introduction of game-based learning (GBL) in English language teaching has created great opportunities for developing engaging and interactive learning experiences. Depending on the setting and goals, gamification can take many forms. Digital platforms, mobile applications, internet platforms, and even actual classroom activities

can be used to apply it. Additionally, the new generations of students who have grown up in the video game era may find the use of video or other games in the classroom engaging and encouraging [3]. Other reasons are that games help students to be confident, free, and fair toward the study target language, resulting in fewer failures by students. Moreover, not only outcomes, which are mentioned above, but also teaching roles to conduct the class with effective techniques, methods, and new practices play a key role in achieving the target language. To fill this research gap, this study's main goal is to analyze teachers' attitudes towards gamification, their techniques, and their use of games.

Literature review

In the modern day, technologies that help with the planning and execution of gamification as well as the elements of the educational process have grown in importance [5]. According to Dewantara [2], "Game-based learning" is defined as a type of learning that employs games or applications created expressly to support the learning process, whereas "gamification" refers to a method of learning that uses game elements exclusively in non-gaming contexts. In addition, gamification differs from games in that the former "the main aim is to please users," but the latter employs game elements to influence players' behavior and attitudes toward a specific objective. Accordingly, gamification is widely regarded as a method or approach for enhancing current systems and/or services by providing "affordances for knowledge that are similar to those found in normal games." Moreover, Deterding [1] claims that essentially similar to game design principles, game design aspects serve as the foundation for gamification applications. Werbach et al [7] suggested several components such as self-representation through avatars, storyline, feedback, competition, badges, leader boards, points, and teams. Moreover, the usefulness of employing gamification apps to support learner vocabulary training outside of the classroom has been the subject of multiple scientific studies over the past ten years. For instance, in a university-level English course in Thailand, Waluyo and Bakoko [6] studied the integration of gamification into vocabulary acquisition lessons supplemented by vocabulary lists.

Method

Participants

Overall, fourteen English monitors participated in a questionnaire at Kimyo International University in Tashkent. They were all native Uzbek teachers who were conducting language teaching and language learning classes. The ages of the participants varied from 25 to 40 and no distinction was made between those educators based on their gender. The duration of the study was approximately one week.

Questionnaire

The study included closed-ended questions to examine teachers' reactions to gamification through the use of mobile assistance. Questions made by Google forms and were sent to teachers' emails. The questionnaire includes five items related to teachers' attitude toward the gamification. The application of the descriptive

analysis was combined with the analysis of this data. The primary objectives of this study are to examine English teachers' perspectives on the application of gamification in language instruction and to determine how gamified language exercises help students develop their social skills. Furthermore, participation in the survey was entirely voluntary for the individuals.

Data collection

The data collection instrument was a survey tool. The survey had five sections. The pie chart demonstrates the attitude of teachers toward gamification. It can be seen that only 14.3 percent of teachers, which means two in 14 teachers, have a negative attitude toward the games. Besides that, the highest proportion of instructors preferred games, at 85.7 percent.

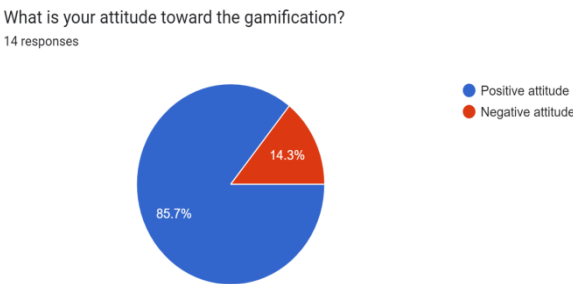


Chart 1

The aim of the second step was to know how often they used games during the lesson. Just over a fifth of teachers chose the option always, which means they use games frequently, and just under three-quarters of them know the balance of using games during the classes. In addition, it is observable that a negligible percent of instructors almost never uses games while conducting the lesson

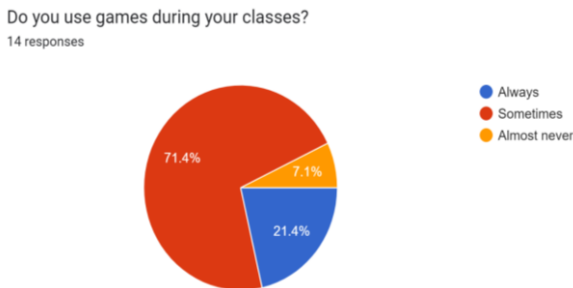
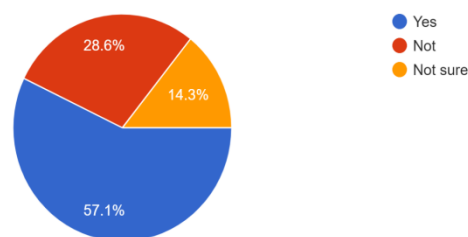


Chart 2

From pie chart 3, it can be concluded that the use of games in every lesson is effective because 57.1% of voters confirm it. As opposed, just over one-quarter think that it is not helpful for learners to conduct games each lesson, and only a tiny percent of teachers is sure about the effectiveness of games every lesson.

Is it effective to use games in every lesson?

14 responses



Results

As part of the study, teachers were first asked about their attitude toward the games during the EFL course. If their attitude is positive, they were also asked if they use games while conducting classes. In addition, teachers were asked “Can gamification methods improve learners' engagement and motivation’ ’and “Is it effective to use games every lesson?” The results of the survey of the English language teachers are presented in Table. Most teachers' attitude toward the games are positive: 85.7 % of the respondents. Among them, 14.3 % of teachers were found to have their own teaching methods without using gamification during classes.

Variables	Category	F	%
What is your attitude toward gamification?	Positive attitude	12	85.7%
	Negative attitude	2	14.3%
Do you use games during your classes?	Always	3	21.4%
	Sometimes	10	71.4%
	Almost never	1	7.1%
Are games helpful for learners' progress?	Yes	11	84.6%
	No	2	15.4%
	Not sure	0	0%
Can gamification improve learners' engagement and motivation?	Yes	13	92.9%
	No	1	7.1%
	Not sure	0	0%
Is it effective to use games in every lesson?	Yes	8	57.1%
	Not	4	28.6%
	Not sure	2	14.3%

Table 1 shows that most teachers (71.4%) use gamification in their courses. One teacher indicated that he or she does not use gamification in their course. Three of the teachers (7.1%) use games all the time. On the other hand, most of the teachers (21.4) use games, sometimes not in every lesson. Some educators stated that they routinely employ gamification in their courses and that it is highly significant and beneficial for their instruction. Gamification is a technique used by teachers to engage their pupils, make the lesson enjoyable, and guarantee their attendance. Teachers also include gamification in their lessons since it inspires pupils, boosts their curiosity, and facilitates the acquisition of new skills. If we compare this research

with previous research by several scientists, the result is positive. Using games while conducting lessons helps to motivate and engage students. In addition, by using games, teachers can increase the learners progress in learning English because, according to previous research and this research, both gamifications have positive consequences for learning languages.

Conclusions and future research

Gamification is an innovative and captivating approach to inspire students and improve their educational experience. Through our exploratory study, we were able to shed light on the attitudes of educators regarding gamification and the real applications of gamification in higher education. The primary finding of this study suggests that there may be a gamification attitude-use gap: although educators have a favorable attitude toward gamification, there isn't much usage of it in their curricula. The results of both quantitative and qualitative analysis reveal that games can be used to improve students' motivation and learning abilities, as well as their readiness to apply what they learn in training to their future teaching. However, this research is not finished because it was conducted only by KIUT English teachers, and future research can be conducted by all EFL teachers in Uzbekistan. In addition, in the future, it can observe research by observing EFL teachers while conducting the lesson and know how games are really effective for learners' engagement and motivation.

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PROBLEMS THAT ARISE IN THE DEVELOPMENT OF WRITING SKILLS IN STUDENTS IN ENGLISH

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Abstract: The article is practical significance of written speech communication in connection with the active development of modern means of communication students. Like any other academic subject, it should be a significant, personality-forming factor that is necessary for the comprehensive development of students and the full realization of their capabilities.

Keywords: interactive, creative, methodological, method, training, game.

Modern theory and practice of training specialists of a new type, possessing high professionalism and capable of creative activity, are faced with the need to improve and systematize students' independent work in all academic disciplines. Its significance is supported by such trends in the modern educational process as dynamism and differentiation of learning.

The development of speech activity of foreign students involves developing the skills of listening, speaking, reading and expressing their thoughts in writing. From a methodological point of view, writing for a long time was considered the "Cinderella of methodology" and was almost completely eliminated from the learning process, which, according to E.I. Passov [2], was a strategic miscalculation. Recently, the role of writing in teaching a foreign language is gradually increasing, and, in a sense, writing is beginning to be considered as a reserve in increasing the effectiveness of teaching. It is also necessary to take into account the practical significance of written speech communication in connection with the active development of modern means of communication, such as e-mail, the Internet, etc. Studying for foreign students and graduate students requires the ability to take notes in Russian, fill out questionnaires, write applications for

admission to study or work, write a short and detailed autobiography, write personal and business letters, using the necessary form of Russian speech and business etiquette.

Writing and written speech in the methodology of teaching a foreign language act not only as a means of teaching, but also as the goal of teaching a foreign language. Writing is the technical component of written language. Written speech, along with speaking, is a so-called productive (expressive) type of speech activity and is expressed in the fixation of certain content in written signs. The psychophysical basis of written speech is the interaction of the motor, visual and auditory and speech-motor analyzers. Relying on all analyzers in training gives a significantly better effect. According to psychologists, the material heard

Absorbed by 10%, seen by 20%, heard and seen by 30%, written down by 50%, when spoken by 70%, when teaching another by 90%. Psychologists believe that the basis of written speech is oral speech. Both speaking and writing can be traced from the idea (what to say) to the selection of the necessary means (what words are needed, how to combine them in a statement) and to the implementation of the idea by means of language, orally or in writing.

As you know, writing is closely related to reading. Their system contains one graphical language system. When writing, thoughts are encoded or encrypted using graphic symbols, when reading, thoughts are decoded or deciphered. If you correctly determine the goals of teaching writing and writing, taking into account the role of writing in the development of other skills, use exercises that fully correspond to the goal, and perform these exercises at the appropriate stage of training, then oral speech gradually becomes richer and more logical.

Teaching writing includes various types of exercises: speech exercises for learning to compose a written message; written and speech exercises for working with printed text; written and speech exercises based on the process of reading, listening and oral communication. Written and speech exercises for working with printed text, in addition to the well-known exercises, may contain, as E.A. believes. Maslyko, the following:

- rewrite the text, excluding minor words and sentences from it;
- compose a written message to a potential, real or imaginary addressee, using the contents of the letter;
- prepare an outline of an oral presentation using a selection of texts on the topic or problem of the message.

At the second stage, you can suggest creating a letter plan using sample phrases and keywords. Forms of address and other clichés must correspond to the content, structure and style of the letter.

At the next stage of work, students are asked to compose a collective letter, then thematic letters on given situations, letters of a varied nature (personal, family, business), a letter in response to a request or wish of the addressee. It is possible to compose letters to different recipients with different goals, but with the same content or with changes made to the same message text. You should work on composing questions for the addressee and determining their place in the letter.

Thus, to teach how to record oral speech, including how to write personal and business letters, fill out questionnaires, write a short and detailed autobiography, an application for admission to study or work. For instance, exercises in writing should encompass tasks like rewriting texts by excluding unnecessary elements, crafting letters to real or hypothetical recipients, outlining oral presentations based on given texts, and creating structured plans for composing different types of letters. These activities aim to refine written expression while simultaneously enriching oral communication skills.

In conclusion, the significance of written speech in the modern educational landscape cannot be overstated. Teaching writing is not an isolated task; it is intricately linked to other language competencies and serves as a cornerstone for effective communication. By employing a diverse range of exercises and approaches, educators can enhance students' written communication skills, enabling them to proficiently engage in various forms of written expression and communication.

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METACOGNITIVE LISTENING STRATEGY IN LISTENING COMPREHENSION

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Abstract

Listening plays a vital role in the process of language acquisition and development. This skill is one of the complicated skills for ESL. Without active listening skills, a person cannot receive or interpret the information. In order to overcome this difficulty, researchers have studied the metacognitive listening strategy in comprehension [2]; [3]. Listening strategy for ESL can be defined as the ways in which listeners manage real time interactions with a spoken text to achieve comprehension. For this study, contain 10 listening test questions. This research was conducted in an education centre among intermediate students and the study was conducted for two weeks. The results show that Metacognitive strategy is effective for listeners and can assist to improve their comprehension.

Key words: metacognitive strategy, comprehension, direct, regulate.

Introduction

Metacognitive listening strategy assists how well one understands and can control mental processes and these processes contain thinking about the learning process, planning for learning, monitoring learning tasks and evaluating how well one has learned [3]. In these circumstances, listeners are asked to make a plan for a learning task and think about the learning process. This strategy helps listeners to understand what they need to do when they encounter issues in learning. Besides, these strategies have been recognized as supportive to the development of foreign or ESL learners. It is believed that the importance of the learning strategy in second language learning and teaching is to be indicated by the successful learners in enhancing their comprehension, insight and new experience during and after having a language learning process [3]. Learning strategy is the advantageous key for leading the way to do language learning process effectively [6]. Likewise, strategy research classifies metacognitive strategies into the following: planning, directed attention, selective attention, self-monitoring, and self-evaluation [3].

Metacognitive strategies are classified into three main parts: planning, monitoring and evaluation [4]; [2]. The particular metacognitive strategies for listening instruction for instance (MALQ) metacognitive awareness language questionnaire and most listening researchers have utilised MALQ as the main direction to measure listeners' capability in listening comprehension.

Research questions:

1. What is the level of metacognitive awareness among language learners in relation to their listening skills?
2. What are the most commonly used (MLS) amid language learners?
3. How do language learners comprehend the effectiveness of metacognitive listening strategy in improving their listening comprehension?

Literature review

Listening skills are complicated to emphasise for it is an invisible mental process. Listening plays an important role in the process of L2 acquisition. Metacognitive strategies contain an ability of consciously

using metacognitive knowledge to plan for, monitor, regulate and evaluate the learning process and learning circumstances. Metacognitive strategies in listening refer to the conscious awareness and control that individuals have over their own listening processes. There are some key metacognitive strategies used in listening: these strategies involve monitoring and regulating one's understanding and comprehension while listening to spoken language.

Setting goals: Before listening, individuals can set specific goals for themselves, such as identifying main ideas, understanding specific details, or recognizing the speaker's tone or attitude. This helps focus their attention and guide their listening process.

Activating prior knowledge: By activating relevant background knowledge on the topic or subject matter before listening, individuals can better connect new information to what they already know. This aids comprehension and helps make sense of the content being presented.

Predicting: Based on the title, context, or any available information, individuals can make predictions about what they expect to hear. This engages them actively in the listening process and helps anticipate the content, making it easier to follow along and understand.

Monitoring comprehension: While listening, individuals can continuously monitor their understanding by checking if the information aligns with their predictions, identifying areas of confusion or lack of comprehension, and taking note of any gaps in their understanding.

Note-taking: Taking brief notes keywords and main ideas during the listening process can help individuals retain information and organise their thoughts. This aids in comprehension and serves as a reference for later review.

Asking questions: Individuals can generate questions related to the content being presented. This promotes active engagement and encourages deeper processing of the information.

Reflecting and evaluating: After listening, individuals can reflect on their performance, evaluate their comprehension, and identify areas for improvement. This metacognitive reflection helps develop self-awareness and guides future listening strategies.

By consciously employing these metacognitive strategies, individuals can enhance their listening skills, improve comprehension, and become more effective and efficient listeners.

Listening comprehension

Listening comprehension is a passive activity, the learners should distinguish between sounds, understand grammatical structure and vocabulary in Listening Comprehension, interpret stress and intonation.

While learning language many students encounter issues with listening comprehension because of some reasons for instance they have problems with understanding, concentration and enhancing learning habits [5]. Besides, there are other factors, which have difficulty for foreign learners in listening comprehension, such as a lack of knowledge of vocabulary and grammar or misunderstanding about listening skills.

Methods

Intermediate level students who have been studying in 'Globe' language centre were selected for this study. The duration of the research was a month of teaching and observations. It includes 8 students who [participated throughout the study process. The members were all at the age of 15-17. Learners were encouraged and recommended to participate in this study. All students have English learning experiences. At the beginning of the experiment, students were divided into two groups: the experimental group which received explicit instruction on metacognitive listening strategies, while the control group did not receive this instruction. During the process handout was shared and these materials are based on a book which is showed in Appendix.

Instruments

Firstly, listening test questions were taken from students. These questions were utilised to identify strategies how supportive and effective for listeners.

The test was chosen for Intermediate level. The test includes 40 listening tests. The best way to enhance listening is practising listening tests. Similarly, this book' all section 1 tests are brought from Cambridge Books. This test is not adapted and it is designed according to the level of the students.

Data Collection and Analysis

To identify the effect of the Metacognitive Listening Strategy for enhancing learners' listening skills. Information was collected throughout the listening test questions and these questions assist to identify areas for improvement.

No.1	Ones' style.				Metacognitive strategy.			
Groups	S1	S2	S3	S4	S1	S2	S3	S4
1 Test	1	1	0	0	7	2	2	8
2 Test	6	2	1	1	1	3	6	4
3 Test	3	3	0	2	2	3	4	3
Overall result	10	6	1	3	10	8	12	15

According to the table overall 8 students anticipated and divided into two group, first group members have done test according to their own style, second one is by strategy. The results of the former group were given for each group, labelled as S1, S2, S3, S4. The results were organised in columns with each row representing a different category.

The category of listening comprehension of students provided satisfied results which used a metacognitive listening strategy. Similarly, the second group's result was three times higher than the first group. Besides, the result of one's style was not higher than 2 groups.

Result

The result of the metacognitive listening strategy provided a satisfied result to students in listening comprehension. This strategy represents that metacognitive listening strategy considered sufficiently for students' listening comprehension. Besides, many researchers conducted studies Goh [1] found that using metacognitive strategy was successful at listening comprehension.

Conclusion and Further Implications

In conclusion, metacognitive listening strategies were conducted between Uzbek English learners. Research on metacognitive listening strategies in comprehension highlights their potential to significantly impact the effectiveness of listening processes. Researcher's goal is to optimise the use of these strategies to enhance listening comprehension. This study was conducted among teenagers and Intermediate levels and the result represented satisfaction. However, among the students can be visual learners which were anticipated in this research. These strategies should be conducted among the older people.

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THE IMPORTANCE OF TEACHING WRITING TO UZBEK EFL LEARNERS

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Abstract: The article presents an analysis of the historical foundations of the development of writing teaching skills, examines an integrated approach as the leading approach to teaching foreign languages, and provides an overview of active and interactive teaching methods.

Keywords: communicative competence, written speech, exercise, method, computer technology.

Communicative competence is the ability to use the language being studied to carry out speech activity in accordance with the goals and situation of communication (Weiner, 2001). The goal of teaching writing is to develop written communicative competence in students, which includes mastery of written signs, content and form of written speech. The level of development of communicative competence in writing depends

not only on the level of proficiency in a specific foreign language, but also on the general level of education of the writer since it is based on the general ability to work with information.

With the transition from primary to secondary school, the position of children in the system of business and personal relationships with people around them changes. During adolescence and adolescence, the process of cognitive development is actively underway. At the middle stage, the center of gravity in working on writing shifts to spelling and written speech develops as a means of facilitating the formation of oral speech skills (Andreev, 2000). Teenagers and young men can already think logically, engage in theoretical reasoning and self-analysis.

A characteristic feature of adolescence is the readiness and ability for many different types of learning, both in practical terms (labor skills) and theoretical ones (the ability to think, reason, use concepts) (Abramova, 1999). During middle school age, changes in memory development are most significant. It is adolescence that introduces qualitative changes in the structure of memory. "Average performance" of memory increases to 14 years. At the age of 15, a decline in memory development begins: at this age it is lower than that of 14-year-olds. All methodologists have similar opinions and cite identical goals and skills that a student should have upon completion of the basic course. Skills that the student must possess:

- provide a foreign friend with information about yourself, your family, school, city, your interests and hobbies;
- request information about the same from your addressee;
- write a note/letter to a newspaper or magazine, observing the norms accepted in the country of the language being studied;
- provide basic personal information in the questionnaire/form;
- make working notes after reading a printed text (make a plan, write down key words, etc.) for the purpose of subsequently using them in a written statement .

The most significant difficulties that arise during teaching writing:

- the process of teaching written speech is constantly complicated by discrepancies between sound and graphic plans for expressing thoughts in a foreign language;
- if during oral communication something can be omitted by the speaker and filled in with facial expressions, gestures, intonation, then when communicating in writing, the statement must be specific and complete, as detailed as possible in order to fulfill its communicative function;
- the inability to expressively intone one's speech requires a more careful selection of syntactic means, and the inability to use facial expressions and gestures requires a more strict grammatical design of written speech;

- formation of skills in the field of graphic-spelling system of the language being studied, the presence of such features as unreadable letters, homophone words, variable forms of grammatical spelling, which appear only in writing and do not entail changes in the sound form of the word;
- mastery of written language presupposes that the student has a certain level of sociocultural competence.

Conclusion.

Thus, a survey in the control group showed that during the period of the experiment, students did not clearly formulate the rule, use terms or explain why this particular rule is used in this case. Students in the experimental group became more active in the discussion, stopped “sitting back” during the survey, and more often gave correct answers, both during frontal and individual surveys. During the last lesson, individual testing was carried out. These tasks were completed by students of both the control and experimental groups online using the resources of the Native-English website. The results in the experimental group were significantly better.

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A CREATIVE APPROACH TO TEACHING FOREIGN LANGUAGES TO PRESCHOOL CHILDREN

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Abstract: Methods of a creative approach to teaching foreign languages to preschool children are explored. The effectiveness of using various games, storytelling, multi-sensory experiences, music, cultural celebrations and technology in English lessons is presented.

Key words: play music and movement, story and storytelling, cultural holidays and festivals.

Introduction. The early years of a child's life are a time of remarkable development, and learning foreign languages during this critical period can open the door to a world of cognitive benefits. A creative approach to teaching a foreign language to preschool children not only lays the foundation for language skills, but also fosters a love of cultural diversity and global communication [1,2,3,4]. In this article, we explore innovative and engaging methods that teachers can use to make language learning an exciting adventure for the youngest learners.

Methods. *Gaming immersion.* Preschoolers are naturally curious and thrive in an environment that encourages exploration [5]. Incorporating foreign language learning into playful activities creates an immersive playful experience that captures the attention and enthusiasm of young learners. Simple games, interactive songs and hands-on activities can make language learning an enjoyable adventure.

Tutors can use props, such as toys or dolls, to introduce basic vocabulary in the target language.

Through creative play scenarios, children can learn to associate words with objects, actions and emotions. The goal is to create a positive and engaging environment that fosters a love of learning while laying the foundation for language learning.

Story and narration. Preschoolers have a natural affinity for stories and narratives[1,2]. Incorporating storytelling into foreign language lessons provides a structured yet creative platform for language learning. Teachers can use picture books, visual aids, and gestures to tell stories in the target language, making the learning experience both enjoyable and educational.

To improve comprehension, teachers can use repetition, rhythm, and rhyme that match young children's cognitive patterns. Using familiar stories or creating simple narratives allows preschoolers to learn new words and phrases in context, promoting a deeper understanding of language.

Multisensory Learning Preschoolers are tactile learners who benefit from a multisensory approach to education [5]. Integrating touch, sight, sound and movement into language lessons creates a rich learning experience suitable for a variety of learning styles. Activities such as finger painting, crafts and sensory play can be adapted to include foreign language vocabulary.

Educators can set up sensory stations where children interact with materials related to the target language, expanding vocabulary through hands-on exploration. For example, a station about colors might involve sorting objects of different shades while practicing the names of the corresponding colors in a foreign language.

Music and movement. Music is universal, and for preschoolers it is a powerful language acquisition tool. Incorporating songs and movements into language lessons improves retention and pronunciation [3]. Teachers can offer age-appropriate songs in the target language, accompanied by gestures and simple dance moves.

Interactive music activities not only make language learning fun, but also help develop rhythm, coordination and auditory discrimination skills. Additionally, incorporating cultural elements through music exposes

children to a variety of languages and promotes early understanding of different cultures. For example: *The ABC and Clap your hands songs*. The ABC Song is meant to help children learn the English alphabet and recognize the letters and sounds that go with each letter. Learning the alphabet is one of the most crucial phases in a child's journey towards literacy. Clap your hands song used to instruct students acquiring word formation skills in phonological awareness. They often clap out syllables in an attempt to learn how to break words down into their component sounds. Additionally children usually use clapping to determine a sound's rhythm that musicians can use it to count out rhythms.

Cultural holidays and festivals. Learning a foreign language is not just about vocabulary; it is an introduction to a new way of thinking and understanding the world[3,4]. Integrating cultural holidays and festivals into language lessons provides preschoolers with a holistic learning experience. Educators can explore age-appropriate customs, traditions, and holidays associated with the target language, allowing children to connect the language with its cultural context.

Creating themed activities and crafts related to cultural holidays provides a tangible connection to language. Whether it's making Chinese lanterns during Lunar New Year or making papel picados for Mexican Independence Day, these hands-on experiences deepen cultural knowledge and understanding of language.

Technology as a learning tool. In the digital age, technology can be a valuable ally in teaching foreign languages to preschoolers. Educational apps, interactive games and animated videos designed for young learners offer a fun and interactive platform for language learning. These resources can reinforce vocabulary, pronunciation and basic language structures in a fun format.

However, educators should view technology as a complement to hands-on, interactive learning experiences rather than a replacement. A balance between screen time and real-world experience provides a well-rounded and developmentally appropriate language learning environment.

Result. First, the control and experimental groups were randomly assigned to the chosen students. In addition to structure principles, book sentence kinds were taught to the Control group. Sentence structures were taught to the experimental group using activities, educational apps, and various musical genres. Students who learned sentence structures through language games and music listening were shown to outperform the control group in terms of accomplishment and to retain the learned structures longer. It is believed that playing language games helps students learn a foreign language more successfully than using more traditional teaching techniques.

Conclusion. A creative approach to teaching foreign languages to preschool children lays the foundation for lifelong language and culture learning. By bringing playfulness, storytelling, multisensory experiences, music, cultural celebrations, and technology into language lessons, teachers can create an environment that fosters a love of learning while promoting the development of core cognitive and language skills. By celebrating the diversity of languages and cultures, we empower the youngest members of our global community to embrace the world with open minds and open hearts.

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PYTHON PROGRAMMING LANGUAGE WITH THE USE OF SIGNIFICANT INDENTATION

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“Modern scientists think deeply instead of thinking clearly. To think clearly, you need to have a sound mind, but you can think deeply even if you are completely crazy.”

Nikola Tesla

Abstract. Python is a high-level interpreted programming language that has become one of the most popular languages in the programming world. It was developed in the late 1980s by Guido van Rossum and was named after the Monty Python TV show.

Keywords: Python, programming language, AI, code, C, C++, Java, machine learning.

INTRODUCTION

One of the main features of Python is its philosophy of “code readability”, that is, code written in Python should be easy to read and understand. This makes it especially attractive to novice programmers and contributes to the development of a community of developers willing to share their knowledge and experience. Python supports various libraries and frameworks that allow developers to create a variety of applications. For example, Django and Flask are popular frameworks for developing web applications, numpy and pandas are libraries for working with data and scientific computing, and TensorFlow and PyTorch are libraries for developing and working with artificial intelligence and machine learning [4].

Python is also known for being cross-platform, which means programs written in Python can be run on different operating systems such as Windows, macOS, and Linux without having to make major changes to the code.

Python is widely used in many fields, including web application development, scientific research, data analysis, task automation, game creation, and more. Moreover, its widely accessible and diverse ecosystem makes it an ideal choice for people of all experience levels - from beginners to professional developers.

BENEFITS OF PYTHON

Easy to Learn and Understand: Python has a simple and straightforward syntax, making it easy to learn and write code. It emphasizes code readability and a clean programming style, making it a great choice for both newbies and experienced developers [3].

Large and active community: Python has a large and active community of developers who contribute to its development. This means that there are many resources, tutorials, and libraries available to help programmers with their projects. The community also provides support through forums, discussion groups and conferences.

Cross-Platform Compatibility: Python is platform independent and runs on major operating systems such as Windows, macOS and Linux. This allows developers to write code once and run it on multiple platforms without significant changes.

Scalability and Integration Capabilities: Python is highly scalable and can handle projects of any size. It is often used to create small scripts as well as complex large-scale projects. Python also has excellent integration capabilities and can easily integrate with other languages such as C, C++, and Java.

Bottom line, Python's simplicity, readability, extensive library ecosystem, cross-platform compatibility, and active community make it a great programming language. Its flexibility and wide range of applications make it a popular choice for a variety of projects across industries.

RISKS AND APPLICATIONS OF PYTHON

Errors in the code: During the process of creating Python programs, errors, both logical and syntax, can occur. Incorrect code can lead to unexpected program results or problems in its functioning. Constantly reviewing and testing code helps minimize the risk of problems and ensure that programs function correctly.

Data Security: Data security is an important aspect of Python software development and the digital realm in general. Insecure storage and use of personal data can lead to privacy violations, information leaks, or cyber attacks. It is important to follow appropriate security standards and use good programming practices to minimize risks [6].

In general, there are no specific illnesses or risks associated with using Python in software development. A programmer's health may be at risk due to factors specific to working with a computer and spending long periods of time in a sitting position [2]. It is important to take steps to improve physical and mental health, monitor workplace ergonomics and maintain data security.

CONCLUSION

Fast development: Python's simplicity and extensive library ecosystem greatly speed up the development process [6]. It allows programmers to write code faster, reducing the time it takes to take a project from concept to completion. This makes Python an ideal choice for prototyping and agile development.

Wide Range of Uses: Python is a versatile language used in various fields such as web development, data analytics, scientific computing, artificial intelligence, machine learning, automation, etc. Its flexibility allows developers to work on different types of projects without any hassle. move from one to another.

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ENGLISH LANGUAGE EDUCATION & PEDAGOGY

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Abstract

The article talks about the importance of using new pedagogical technologies in the teaching of the English language, and all the possibilities of the student are analyzed, taking into account the complexity of mastering the subject. Also, examples of new methods in language development are given, and their importance is revealed.

Key words: English language, methodology, science, method, lesson, student, pedagogue, education.

Work in partnership with ministries of education and education authorities worldwide to raise standards in the teaching, learning and testing of English as a subject. Experts in teacher development, assessment and curricula, we use our experience to improve English teaching and learning opportunities for both teachers and learners, and expand access to high-quality professional development. Our work enables more informed decision making about curriculum development, learning standards and teacher development needs, supporting countries to build sustainable education systems and introduce more effective and inclusive practices into everyday teaching. This leads to teachers empowered with the confidence, knowledge, and tools they need to improve their own practice and transform outcomes for all learners [1; pp-25].

We break down barriers to learning in contexts where students are taught in English rather than in their home language. We know that many young learners in low- or middle-income countries learn best in their own or a familiar language, so we advocate for language policy and practices that leave no child behind. We use our experience in multilingual approaches to teaching and the medium of instruction to support governments where this is appropriate. We also work with primary school teachers to help young learners build the English foundational skills they need to transition to English-medium education. This enables all

learners to enjoy their right to education and to show case their knowledge and skills to their fullest potential [2; pp-223-224].

Education is an engine for the growth and progress of any society. It not only imparts knowledge and skills and inculcates values but is also responsible for building human capital, which breeds, drives, and sets technological innovation and economic growth. English, the official language of the entire world, is a very tricky language to teach. In fact, every language varies to teach. English is a very old language and has undergone many forms of changes from Proto English derived from the Latin and the German culture to Modern English, which was established after in the post Renaissance period. Each version was simpler than its previous. As an immediate off shoot of this scenario, the demand for communicative skills in English has been on the rise in all fields. Obviously, the demand has brought a lot of pressure on English teachers to perform and produce good results. Consequently, English teachers and classroom practices in teaching English have come into sharp focus for the assessment of the state and stage of teaching English in Indian classrooms. English Language Teaching is now at a crucial juncture as a number of methods, approaches, and innovations have been discussed in series of seminars and conferences arranged at various colleges and universities in India [3;pp-191]. A few of them have already been in practice for a considerable time but found to be short of expectations in improving the language skills of the stake holders.

There is no doubt that basic teaching is needed. Teaching the alphabet and the formation of the words is essential and a must. But there is something that is even more important. The children must be able to speak the words and understand their meaning before writing them down. The foundation to teach English can only be taught using the orthodox methods of teaching the and the words and the rules. But then teaching only the rules is found to be boring by most students and it is because of this that they lose interest in learning the language. Although there is no way other than the traditional one to teach the basics of the language these , those must be the weakened a bit so as to appeal to the students. When it comes to teaching English to students of higher classes who already know the basics the traditional methods generally tend to yield poorer results than innovative methods. This has already been proven by methods implemented like use of the stories, poems, movies, books and newspapers etc. The methods help the students learn the language better without them actually realizing and also it their interest [4; pp 444-445].

Language Teaching and Learning is a term that used to level up the language in social a context. It is a way through which the rules of a language have been brought and made easy in communication an active manner. The student can understand what the teacher tries to convey in their own native language and will be able to format those thoughts into the target language. This method helps both the teacher and the student to understand as well as to accumulate and acquire the language as their own native language. The techniques and methods used in Language Teaching and Learning enhance the teacher to convey the language in a better way. Curriculum also plays a role in Language as it not only emphasizes it but also facilitates the students to learn alphabetic symbols, grapho – phonemic relationship (sound-letter) relationship. This method will also train the students to develop all the four skills reading, writing, listening, and speaking, in a cohesive way.

Makes the class more lively and enthusiastically as it involves the participation of every individual in class. Demonstrational classes give the students to inculcate the com grammatical sentences in easier. Bilingual method used to make the learning process smooth and comfort to the students as it reduces the difficulty in learning a new language. This will also train them in multi-skill approach as it gives work to reading, writing, listening, and speaking skills. Language Teaching and Learning as it engages both teacher and student in a learning process as it engages on a learning of the whole language rather than concentrating only on the skill instructed activities. The learner could acquire discipline in learning a language as he/she puts forth the rules and fundamentals that language. Various kinds of tasks were conducted to improve the interest of learning a language without any hesitation or anxiety, and also having class discussion in groups make the classroom more interactive than a monotonous manner.

Prof. C. J. Dodson Wales improved the bilingual method of foreign language teaching , as a , the part of the audio-visual method and, he out to make progress to the audio-visual method. In this method , the mother tongue holds a vital role and, it is used only by the teacher while elaborating the content and its meaning. Here oral training is more emphasized , so the children have greater practice .In Bilingua three are main stages : Presentationic Productionally the students have to present the material , then practice and they are expected to discover something new .[5;pp- 17]

It is only by the usage of their mother tongue , the children can understand the words and sentences in foreign language. To simply say, Bilingual is closely associated with that of the Direct Method, Translation Method. This method does not need any teaching aids and is applicable to all kinds of students. Bilingual method is able for both rural and urban schools and paves pavesay for an en an ed educational input.[6;pp- 172-73]

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THE SIGNIFICANCE OF TEACHER FEEDBACK IN THE DEVELOPMENT OF ENGLISH AS A FOREIGN LANGUAGE (EFL) WRITING SKILLS

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Abstract: This article delves into the pivotal role of teacher feedback in shaping the development of English as a Foreign Language (EFL) writing skills. In the realm of language acquisition, EFL learners encounter unique challenges, particularly in mastering written expression. The study investigates the impact of various feedback models on enhancing linguistic competence and overall writing proficiency. By analyzing quantitative and qualitative data, we uncover patterns and correlations, offering insights into the nuanced dynamics between teacher feedback and EFL writing improvement. This exploration contributes valuable perspectives to the pedagogical discourse, emphasizing the indispensable nature of constructive feedback in fostering effective communication skills among EFL learners.

Keywords: EFL writing, teacher feedback, writing skills development, constructive feedback, pedagogical approaches, cultural considerations, academic writing

Introduction

The acquisition of writing skills in English as a Foreign Language (EFL) is a multifaceted journey, marked by diverse challenges and complexities. In an era where English serves as a global lingua franca, proficiency in written expression is crucial for effective communication and academic success. This study delves into the integral role played by teacher feedback in nurturing and refining EFL learners' writing abilities. Leki's exploration of cultural dimensions in feedback (1991) emphasizes the necessity of aligning feedback practices with the cultural background of EFL learners.

Cultural nuances impact the reception and interpretation of feedback, making it imperative for educators to adopt culturally sensitive approaches in their instructional strategies. Vygotsky's Zone of Proximal Development (ZPD) theory (1978) provides a theoretical foundation for understanding the role of feedback in language learning. According to Vygotsky, learners benefit most when engaged in tasks slightly beyond their current level of competence. In the context of EFL writing, constructive feedback operates as a scaffolding mechanism, guiding learners toward higher levels of proficiency. Hyland and Hyland (2006) contribute to the discourse by emphasizing the importance of considering various feedback models. Their

research highlights that effective feedback goes beyond error correction, encompassing aspects such as task-related guidance and positive reinforcement. This study builds upon their insights, aiming to explore the nuanced impact of diverse feedback approaches on the development of EFL writing skills.

Methodology and results

In addressing the research question on the impact of teacher feedback on EFL writing skills, a mixed-methods approach was employed. The study involved a diverse sample of EFL learners across various proficiency levels, ensuring a comprehensive exploration of feedback dynamics. The research design integrated both quantitative and qualitative data collection methods.

Quantitative data was gathered through pre- and post-feedback writing assessments, allowing for the measurement of tangible improvements in writing proficiency. Qualitative insights were derived from semi-structured interviews with both teachers and students, providing a deeper understanding of the subjective experiences and perceptions related to feedback.

Quantitative analysis revealed statistically significant improvements in EFL learners' writing performance following the implementation of teacher feedback. The pre- and post-assessment scores demonstrated a notable increase, affirming the positive impact of feedback on writing proficiency. Qualitative findings unveiled the nuanced aspects of teacher feedback that contributed to the observed improvements. Participants highlighted the importance of personalized feedback addressing individual linguistic challenges, aligning with the principles of task-related guidance emphasized by Hyland and Hyland (2006).

Discussion

Drawing on Vygotsky's ZPD theory (1978), the findings support the notion that teacher feedback operates as a scaffold, guiding learners through the Zone of Proximal Development. This aligns with the work of Ferris and Roberts (2001), emphasizing the role of timely and meaningful feedback in language acquisition. Cultural considerations emerged as a crucial factor in the qualitative data. Leki's insights (1991) were validated as participants emphasized the importance of culturally sensitive feedback that respects individual linguistic backgrounds.

The discussion also explores the practical implications of the study for EFL educators. It advocates for a diversified feedback approach that goes beyond error correction, encompassing positive reinforcement and task-related guidance, consistent with the models proposed by Hyland and Hyland (2006). The study advocates for a paradigm shift in EFL writing instruction, emphasizing the transformative potential of constructive feedback in fostering critical thinking and analytical skills. This aligns with the work of Hattie and Timperley (2007), highlighting feedback's potential to not only enhance task performance but also contribute to broader cognitive development.

Additionally, the discussion acknowledges the dynamic nature of feedback and its potential evolution over time. Longitudinal studies could provide valuable insights into the sustainability of the observed improvements and shed light on the enduring influence of teacher feedback on EFL writing skills.

The Pedagogical Foundation

At the core of understanding the role of teacher feedback in EFL writing development is the pedagogical foundation upon which it is built. Constructive feedback acts as a scaffolding mechanism, guiding students through the complexities of grammar, vocabulary, and sentence structure. Through targeted comments and suggestions, teachers facilitate a deeper comprehension of linguistic nuances, ultimately contributing to a more refined and sophisticated writing style. A noteworthy aspect of teacher feedback in the EFL context is its capacity to provide individualized guidance. Acknowledging the diverse linguistic backgrounds and learning styles of EFL students, personalized feedback enables educators to address specific challenges faced by each learner. This tailored approach not only accelerates the learning process but also instills a sense of confidence and autonomy in students as they navigate the intricacies of English writing. Beyond its instructional function, teacher feedback acts as a powerful motivational tool. Positive reinforcement and encouraging comments inspire students to persist in their writing endeavors. Conversely, constructive criticism, when delivered effectively, stimulates a reflective process, prompting students to actively engage with their writing weaknesses and seek improvement. This motivational aspect underscores the transformative potential of teacher feedback in shaping EFL learners into proficient writers. While recognizing the positive impact of teacher feedback, this article also addresses challenges and considerations inherent in the process. Balancing corrective feedback with positive reinforcement, managing diverse student needs, and navigating cultural sensitivities are among the complexities that educators must navigate to maximize the efficacy of their feedback.

Conclusion and Recommendations

In conclusion, this study illuminates the pivotal role of teacher feedback in advancing English as a Foreign Language (EFL) writing skills. The integration of both quantitative and qualitative methodologies revealed significant improvements in writing proficiency, affirming the positive impact of personalized and culturally sensitive feedback. As educators navigate the complex landscape of EFL instruction, the findings advocate for a transformative shift, positioning feedback not only as a corrective tool but as a catalyst for critical thinking and cognitive development. Emphasizing the dynamic nature of feedback, the study calls for continuous research and adaptive pedagogical practices. Educators should seize opportunities for professional development to refine feedback delivery skills, aligning with the evolving needs of diverse EFL learner populations. This study contributes to the ongoing discourse on EFL writing instruction, paving the way for future research to explore collaborative learning approaches and the transferability of writing skills in varied contexts.

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MODERN APPROACHES AND INNOVATIVE TEACHING MODELS

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Abstract: This article deals with the most effective approach to improve teaching and learning outcomes is through advanced pedagogy. Globally, various cutting-edge teaching techniques are presently in use. E-learning is incorporated into hybrid teaching in addition to traditional face-to-face instruction. On top of that, there are some challenges, which most of EFL/ESL learners encounter. In order to address these challenges in EFL/ESL, important methodologies, techniques, teaching curricula and strategies are discussed in this research paper.

Keywords: Methods, innovative teaching and learning, EFL/ESL, learning process, teacher's strategy.

Introduction

Incorporating technology into instructional methods is the goal of this effort in order to give students rich learning opportunities and faculty members fulfilling teaching experiences. The two educational models that are most widely used are face-to-face instruction and hybrid instruction. Synchronous instruction, or just instruction that takes place in real time and space in a classroom, is the conventional method of teaching and learning. Synchronous learning is the name of this instructional strategy. The hybrid educational approach, according to students, they can interact with teachers and peers more effectively. Students' problem-solving, critical thinking, and soft skills have improved. Students' technical and computational

capabilities advance. From the standpoint of faculty, they can more effectively teach the course material and reassess the course assignments. The efficiency of in-class exercises improves and encourages learning outside of the classroom. When using technology to teach, students are exposed to a variety of stimulation that support activity-based learning. Material becomes more intriguing thanks to technology. It improves the media literacy of both educators and students. Technology has evolved into a seamless extension of the curriculum in the classroom and serves as a way to support the composition outcomes [1]. Even though, modern approaches and techniques can create the facility, there are still some problems among EFL/ESL learners.

When it comes to modern approaches to tech and learn English language, they are:

Podcast in Classroom

Decoding is the most crucial skill for very young students; however, with older students (middle school and upwards), decoding becomes more automatic, and listening comprehension becomes the primary component for learning language. Podcasts allow students to practice their listening comprehension of complex texts that are both conversational and formal, and the corresponding transcripts enable students to confirm their success. In addition, students learning ESL report that they like how they can read the words and promptly “hear how they’re supposed to sound.” Pronunciation and prosody — the patterns of stress and intonation used when people are speaking — aid in understanding, especially for English-language learners

Screencast

On the Internet, screencasts have become a popular teaching resource. Screencasts are an efficient approach to communicate concepts, present material, and get student input. Screencasts can allow you to deliver content outside of class, which means that class time can be spent on more productive and interactive learning activities. This is called flipping the classroom.

Screencasts also allow instructors to deliver course content that they don't want to cover during class. For example, after giving your students a test, you might not want to spend an hour going over the test questions to explain the correct solutions. Instead, you could create a screencast that explained the solutions, which your students could watch (and re-watch) at their convenience. Using screencasts in this way can also help students catch up on remedial content. For example, the instructor of a history course might find that many of their students don't know how to properly reference sources. Instead of covering this remedial content in class, it is delivered via a screencast that is accessed by those students who need it

A smart board

By making course material interactive and visually appealing, smart goods let students experience a deeper degree of engagement and understanding. Each product's ease of use improves the effectiveness of education. With just a touch of a finger or a pen, instructors can start presenting course material. They can also record comments and notes made in digital ink and send the saved information directly to students.

Products that are smart are adaptable, complementing, and developing. This implies that when your technology requirements change, the products you purchase today will continue to function properly.

Breaking down any potential barriers to teaching and learning is indispensable. For EFL/ESL learners experiencing their first encounter with an English-medium school or British International School, there are many obstacles to successful integration, above and beyond simply learning a new language. Aiming of avoiding this kind of obstacles, educators and learners should follow some tips. For example, it is fundamental to keep new-to English students in a class with those who have higher language proficiency as much as we can. Additionally, playing games at the beginning of lessons to allow these students to interact at a social level with their ESL peers is a great way to foster friendships amongst all. Starting lessons with fun discussion is also helpful to generate conversation in order to enhance interests speaking in English language between beginner and advanced ESL students. According to the Dee Maouf's notion, "Instead of making class look like a lesson, start off by asking questions and getting others to ask each other questions. Pretend it's just a conversation and it should get the student to speak naturally. Allow student to pick their own relevant topic so that they are excited to speak about it". The tips mentioned above are especially appropriate for improving interaction among ESL student. So, there are also challenges in learning new things such as specialist vocabulary for different subjects. Each subject has its own specialist vocabulary or curriculum-specific English. For compulsory subjects such as Science and Math, it is essential that students understand the terminology that is used. Some ESL students may excel in Math when taught in their first language (L1) and may be able to transfer this over or they may struggle to learn new content due to a language barrier. Also, with Math there can be a complicated vocabulary for ESL learners to pick up, for example, words such as 'addition' or 'subtraction' even though the functions of these words will be the same universally.

There is also the problem of having more than one term for the same mathematical operation; for example, 'add' or 'the sum of' or 'plus' all mean the same thing but could get confusing to keep track of for the ESL student. In addition to this, there are also words in the English language that are phonetically similar (they sound the same) but are spelled differently and have different meanings. For example, 'sum' in a math lesson could be mistaken for the word 'some' by an ESL learner, both having completely different meanings. Therefore, it is crucial that beginner ESL students are supported in order to avoid this confusion. For the purpose of overcome these challenges we can use visual aids in lessons to help new ESL or EFL learners and we should grasp the concepts being talked about. For example, if teachers are talking about an addition question, include the '+' symbol somewhere on the board so that the students can link terminology with that function. Furthermore, giving new-to English students extra materials and resources as homework is also beneficial, so that they can prepare themselves for the next lessons, becoming more familiar with the content and ultimately catching up with their peers [2].

In the case of EFL, learning new language as a foreign language is obviously not easy, The Foreign Language learners must find it hard to master. Therefore, there must be challenges that Foreign Language teachers face in classroom. Several strategies are used by the teacher such as encouraging the students through

verbal motivation as well as providing joyful activities such as conducting different kind of games to build positive mood and interest of students in leaning a new language. The use of proper teaching strategies is demanded in order to have English learning become students' habit. Therefore, implication of language teaching methodologies must be discussed [3].

A set of challenging matters are ready to beat both teachers and students when English teaching and learning in classrooms takes place. Those barriers include mother tongue interference, cultural background and teachers' experiences, students' lack of motivation, teachers' lack of preparation. In addition, poor performance of teachers including lack of mastery when using a set of technology that can support teaching and learning process are also potential to trigger unsuccessfulness of English language acquisition of student. Therefore, the role of teachers become very urgent to fix all of those matters by utilizing certain strategy to particular condition happened in a classroom [4]. So, we have to pay attention to what strategy that we can use to teach EFL students, since every student needs different needs, as well as every class also needs different kind of strategies with others. By using only several strategies is not enough to work out with students' problems in learning English. The fact that every student have their own different capabilities with others drives teachers to apply many plans because certain strategy may work to some students but not for others. Therefore, in transferring knowledge to students, it is highly recommended for teachers to use different types of strategies to handle this kind of matter. Fortunately, there are strategies to solve EFL learners' problem. Specifically, students prefer to learn English with ICT such as the use of music and computer. Moreover, English teachers can use various types of means to help them to teach English such as flashcards, maps, sound recordings and video. Every educator needs to use proper textbook that is suitable with student's level. Sort of authentic materials also can be used to support the English learning. At lower level of education, teachers are suggested to do several activities such as applying repetition in order to have students' correct pronunciation, providing interesting stories, as well as questioning. Furthermore, the use of certain method such as audiolingual method can be one of solutions in solving students' problems [5].

Conclusion

From research findings above, it can be concluded that it is very natural for teachers to face certain challenges when teaching English to EFL and ESL students. By the use of suitable language teaching method, teachers can bring students to right learning stimulation with more relax atmosphere as well. In addition, having the students stimulated in learning new language is always be the important part to take by teachers at first time they teach students. It is advised that teachers integrate language learning into daily activities to establish an environment in which learning a new language is similar to learning one's native tongue. Since memorization techniques are boring and ineffective for teaching unmotivated students a foreign language—in this case, English—this method can be students' attempt to have reinforcement for their language learning. This will strengthen the students' language acquisition more on context than memorization.

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THE EFFECT OF USING ACTIVITY (CHAIN STORY) TO HELP MIXED-LEVEL STUDENTS IMPROVE SPEAKING SKILL L2 IN THE CONTEXT OF KIUT

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Abstract

This study focuses on how chain games affect speaking skill among higher education students at private universities. Thus, Kimyo International University in Tashkent is selected for observation. 20 English for specific purposes students were observed in a survey, in which to rate effectiveness of using in English speaking classes. All observations were collected offline, and results were analyzed. The research revealed that some students have problems while playing a chain game in speaking and the learner's language achievement was low.

Key words: chain game, L2, speaking skill

Introduction

Speaking is considered as an important feature of language learning that learners must be good at. Speaking skill is crucial in the language-teaching curriculum, because the main point of learning English is for students to be able to communicate in a real-world setting [2]. Students are able to communicate and express their ideas, experience and basic information with others through speaking. On the other hand, proficiency in English speaking skill will help to be part of society in the future. However, many students think that speaking is one of the difficult skills in learning a language. It is considered as one of the big problems in learning the English language. Hence, in order to solve problems with learning speaking, there are several ways to solve problems that students face a lot. One of the best ways to tackle these problems,

teachers may give different interesting activities to encourage students. Chain games are a good activity to catch student's attention and put in communication in the lesson. It is one of the possible ways to create a communicative atmosphere among students. Besides, the teacher checks student's creativity and how students use their speaking skill without any preparation in class. Nuraeni [3] stated speaking is the process of delivery information from the speaker to listener for the purpose evidence for changes knowledge, attitude, and skills of listener as a result of information they received. Sari and Erawati [4] states that the basic rule for chain games is very simple. Every player adds another link of the "chain" in his turn. These links may consist of letters, words, or sentences.

Literature Review

Speaking is an interactive process of construction meaning that involves producing, receiving and processing information [1]. Speaking is a very important tool of communication in human nature. It means that communication expresses people's ideas, thoughts and feelings to others. Spoken language differentiate with other communication ways in context of fragmentary utterances in a range of words. Widdowson [5] states that an act of communication through speaking is commonly performed in face interaction and occurs as a part of a dialogue or rather form of verbal exchange. In his further discussion, Widdowson [5] proposes the term of speaking for the manifestation of language as usage refers to the realization as talking. There are six components of speaking skill, which is estimated as an essential aspect in being master at that skill. The six components of speaking are; pronunciation, vocabulary, grammar, fluency, accuracy and comprehensibility. These aspects are taken seriously in learning to speak any language in the world. These six aspects are fundamental to arrange our speaking perfectly all the time if you use them appropriately. These aspects sound difficult to learners when they start to learn a new language. Therefore, teachers should be aware of teaching speaking to students in order to motivate them to learn effectively. The importance of teaching speaking as one of attempts to enhance the ability of spoken language for students, researchers found out several ways techniques to learn easily. One technique, which researchers used to teach speaking, is chain story. This activity was expected to motivate them, to develop the capability to think and imagine. The application of this technique chain story intended to arouse students' courage in speaking, if students have shown their courage, the ability in speaking is expected to rise. The activity can be started from the teacher's implementation of a task and continued by students in order. After receiving information from the teacher, students inspired each other with different new ideas which they made up during the activity. Chain story is one of the techniques in teaching speaking that narrates a story to the first student, then the first student tells it to the second student, and so on then the story is returned to the first student. Chain story can be applied as follows:

1. Teacher started the activity by telling students the beginning of the story.
2. Then, students continue the story with words which the teacher shows during the activity.
3. One by one students should tell their sentences using a given word.
4. Students should be creative when they make up sentences.
5. At the end, students finish the story with the last word.

To apply these activities appropriately, teachers should control students during activity and give clear instruction before the task. It is crucial to manage students when they are doing tasks and how they attend in activity. Chain story is a kind of game where the members of a group in sequence to continue the story become an exciting story. Consequently, the story passed along students from another student and finished in that way.

Methods

Participants

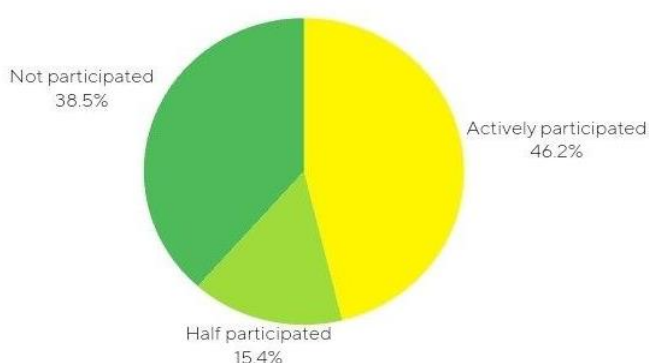
The study was conducted at Kimyo International University students whose major was accounting. These subjects are first year students, and they belong to the 17-18 age range. At the time of study, they were at elementary level. For the research, 15 students were chosen. In order to identify their level, the teacher of that group was consulted beforehand, and some guidelines were obtained. The rationale is that the group is a mixed- level learners, and the aim of the study was to focus on elementary till pre-intermediate. All subjects were Uzbek students, whose first language is also Uzbek. The duration of observation and teaching process was two weeks

Freshmen students of the accounting group at Kimyo International University were chosen for observation. Observations focus on the effect of chain story in teaching speaking. During the observation period, the teacher did not use any chain story activity with students. Students were asked to stay in a circle. Then, certain words were given to each student during the activity in order to make sentences for the chain story.

Data Analysis and Findings

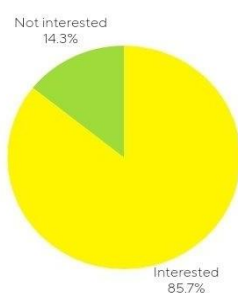
The given pie chart shows the participation of students in a chain story activity with an accounting group which was conducted at Kimyo International University. According to the first chart, the greatest proportion of students (46.2%) participated actively in this activity. The second highest percentage shows that almost a third of all students (36.5%) could not join because of their low level in this activity. The lowest percent is taken by students who tried to participate with some difficulties while giving answers.

CHAIN STORY ACTIVITY



The pie chart demonstrates the interest of students to chain story activity which is observed during the lesson. A very large proportion of participants are interested in chain story activity. Over a tenth of students are not engaged in this activity which seems difficult to do for them. Overall, most students engaged in chain story activity during the lesson. Observations show that almost three-quarters (71.4%) of participants want to participate in chain story activity again in their other lessons. Over one quarter of students agree to not participating in this activity in further lessons.

CHAIN STORY ACTIVITY



These charts give data about difficulties and helpfulness of chain story activity to improve speaking skill. Results demonstrate that almost one quarter of participants had difficulties while the process but the other three quarter had no difficulties in this activity. It demonstrates that over half of students benefit from this activity to improve speaking skill. Less than half of the students claimed that this activity had no useful side to improve speaking skill. Overall, the majority of students claimed that chain story activity helped to improve speaking skill and had no much challenge to do that activity in the class.

Conclusion and Further Implication

The findings of research imply different effects of chain story activity to improve speaking skill. There were three different levels of students in the observed group. The highest level was pre- intermediate and lowest was beginner level students in that group. Pre-intermediate level students participated actively in chain story activity. Beginners faced many challenges to speak and make up sentences in this activity. Hence, results show that chain story activity is not working well with mixed-level students. Students who are of low-level background are unmotivated to speak while high level students dominate during the activity. Chain story activity had less positive influence to improve speaking skill. Teachers should pay attention to the level of students in order to not to kill students' motivation. In the future, if research is conducted related to chain story activity, it would be crucial to pay attention to the level of the students in English general classes.

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THE USE OF MODEREN DIGITAL TOOLS IN TEACHING ENGLISH LANGUAGE

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Abstract: Digital tools are essential to modern education, especially when it comes to language acquisition. They make it possible to study grammar, pronunciation, speaking, reading, writing, and listening in-depth without being constrained by time or place. New learning options are offered by websites, interactive online resources, games, podcasts, video lessons, online courses, and gamification. This article emphasizes the value of digital tools for language learning, particularly in the context of learning English, and how they enhance the process.

Keywords: BBC podcasts, Wordwall, TED talks, Quizlet, Kahoot, Bamboozle, Flipgrid.

Digital technologies are becoming more significant in modern education. Digital educational technologies are a novel approach to structuring the educational process that relies on electronic devices that enable visibility. The goal of implementing digital technology is to increase the quality and efficiency of the educational process, as well as students' effective socialization.

Languages are no exception to the use of technology in fields such as science, biology, and history instruction. In today's environment, when knowledge can be accessed by anybody in the globe with a few mouse clicks, digital technologies offer a unique opportunity for in-depth study without the constraints of place and time. Online video lectures, video tutorials, gamification, interactive online resources, and websites provide new avenues for more entertaining and productive historical research. The goal of this article is to discuss the significance of employing various digital technologies in language instruction, particularly English education, and how they contribute to improving the learning process.

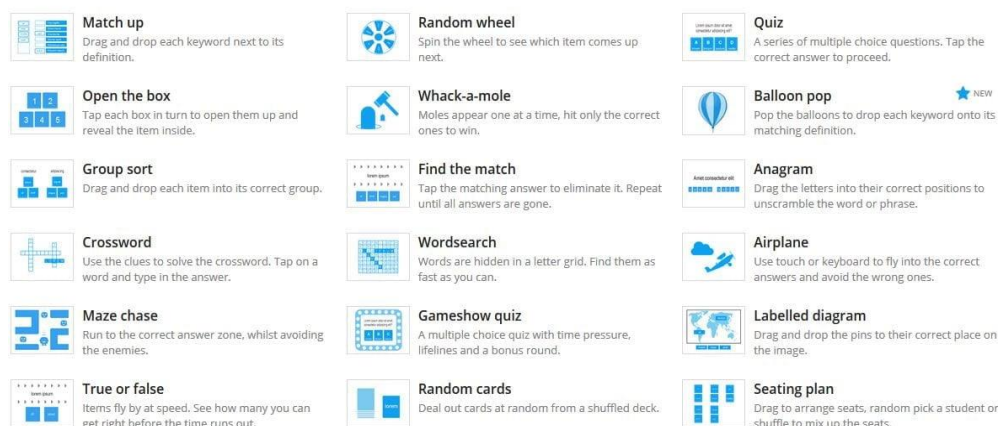
Gamification and the use of games:

In her research, Lyudmila Petrovna Varenina, Candidate of Philological Sciences, Associate Professor, stated that "gamification refers to the application of gaming techniques in non-gaming situations [1]." Using this strategy has been found to considerably boost the effectiveness of the instructional process. When it comes to gaming technology in education, the first developing association is with preschool and primary school children's education. However, this is not entirely correct. Games have surged into adulthood from kindergarten and elementary school, and today it is becoming increasingly fashionable for organizations to use games to train their students. The increased interest in gamification can be explained by the need to find a means to boost employee engagement and provide more transparency to the incentive and reward system in businesses. Game features like as problem-solving, feedback, levels, and creativity are used in gamification. "All technologies are to improve the quality and efficiency of the educational process, as well as the successful socialization of students [2]."

Languages are no exception to the use of technology in fields such as science, biology, and history instruction. In today's environment, when knowledge can be accessed by anybody in the globe with a few mouse clicks, digital technologies offer a unique opportunity for in-depth study without the constraints of place and time. Online video lectures, video tutorials, gamification, interactive online resources, and websites provide new avenues for more entertaining and productive historical research. The goal of this article is to discuss the significance of employing various digital technologies in language instruction, particularly English education, and how they contribute to improving the learning process. Gamification uses game elements such as problem setting, feedback, levels, and creativity and players gain points and points, which, in turn, is an incentive for further mastery of the subject and material [4].

Creating interactive online resources and useful websites: Online education is becoming more and more popular and used. Having the opportunity to learn languages from different parts of the world opens doors to all possibilities. The creation of interactive online resources plays an important role in education, allowing students to access additional materials, put their knowledge into practice, and develop critical thinking. Interactive resources can include various elements such as podcasts, audiobooks, video tutorials, assignments, tests, graphics, and games. They contribute to the active involvement of students in the learning process, providing a deeper understanding of the material and contributing to its memorization [6]. The English instructor can gain professional experience with classroom technology by downloading video teaching tutorials from You Tube and then practicing in the classroom. The instructor can learn many useful things from You Tube, such as how to make a movie creator so that he or she can utilize his or her own movie maker as a teaching tool. This practice is part of practice-based learning for English instructors' professional development. They can practice with native speakers without meeting in person. It might be the source of the teacher who taught in a rural region (in this case, a lack of electricity and internet connectivity). According to (Sung et al., 2016), the technology is not widely used in this scenario, a rural area (lack of energy and internet connectivity) [7]. According to (Sung et al., 2016), the technology is not widely used in state schools in Ecuador's southern region. In addition, the teacher can learn how to use an online learning application and technologies to help teaching and learning in the digital age.

In today's educational world, there are many useful sites offering interactive online resources and various sites for learning languages in more depth. Some of them include: BBC podcasts: This resource from the BBC offers a rich selection of interactive materials, including articles, videos, audio clips, and games, that will help students immerse themselves in the atmosphere of the

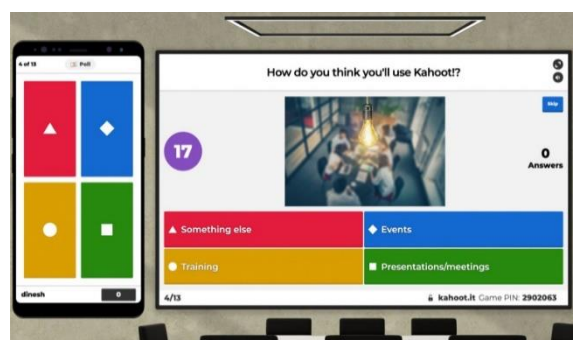


language being studied and create an aura for learning it.

TED Talks (ted.com/talks): The website of the American-Canadian non-profit media organization, which places international reports on the Internet for free distribution under the slogan "ideas worth spreading." It is worth noting the fact that native speakers of different languages spread motivational, scientific, and various instructive stories that can be useful for listening and improving spoken language. You can also use subtitles to create convenience and understanding. Moreover, there are many other platforms and sites that provide interactive learning opportunities.[1] For example, WordWall offers the formation and improvement of lexical skills as well as the development of speech skills when learning English. With this website, you can create various useful games, maps for memorizing words, and various exciting ways to learn the language.

Quizlet offers, along with flashcards and tests, other features such as games and a study mode to encourage memorization and knowledge enhancement. Kahoot!

It offers an exciting form of quizzes and surveys that allow students to compete and test their knowledge.



Bamboozle turns learning into an interactive quiz game with the ability to create your own questions. Flipgrid offers video feedback, where students can express their thoughts and share knowledge through

video responses. Liveworksheet and Classkick are tools for creating interactive worksheets and assignments, allowing students to actively interact with content.

Conclusion:

The use of digital technologies in language learning opens up new opportunities to improve the learning process. Online lessons from anywhere in the world, games and gamification, audio podcasts, video lessons, interactive online resources, and various sites and platforms allow you to immerse yourself more deeply into the atmosphere of the language being studied, improve skills and knowledge, practice the language, and develop critical thinking skills. Awareness of the importance and prospects of using digital technologies in language learning is key to providing high-quality education and preparing a new generation for the complexities of the world.

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TEACHING YOUNG LEARNERS

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Introduction

English language is entering every country very fast. There are many language teachers and students. Parents are also in favor of their children learning languages from a young age. In this paper we will learn about the characteristics of children. We reviewed many articles and studies and found 6 characteristics of children. By knowing these characters, to teach child can be easy.

Key words: energetic and physical active; spontaneous and not afraid to speak out or participate; curious and receptive to new ideas; imaginative and enjoy make believe; easily distracted and have short attention spans; egocentric and relate new ideas to themselves.

English is becoming as a global language. The role of English is great in education, international meetings, and also business. Parents are also choosing English

as a second language for their children. The last survey, EYL (English young learners) teachers from 55 countries around the world, 60 percent of these countries have mandatory English subject for 3rd graders (Shin and Crandall, 2011). Memory and energy of children's are full, they can learn even foreign language fast and effectively. To teach them is not a piece of cake. Nevertheless, teachers are trying teaching them effectively. At first, to teach them teachers must know all information about their characters, interests, behavior. In this paper we discuss about their characteristics. There are 6 characteristics of young learners.

1. Energetic and physically active
 2. Spontaneous and not afraid to speak out or participate
 3. Curious and receptive to new ideas
 4. Imaginative and enjoy make believe
 5. Easily distracted and have short attention spans
 6. Egocentric and relate new ideas to themselves (Crandall)
1. Children are energetic and physical active. Their energy and memory help to effective learning. The teacher must work with the children all the time. There was 3 Hong Kong primary school. Drawing, student engagement, noisy in the class, use the mother tongue during the lesson proved that, the teacher and student can cooperate well (David Carless, ELT journal 56, 389-396, 2002).
 2. Children are spontaneous and not afraid to speak out or participate. Young learners are neither shy nor afraid. They do not concern with how people judge them. The research was conducted among 254, 6th grade students in South Korea, students learning English as a second language, they were asked to assess their level of English language learning through a test during a semester. As a result,

with this self-assessment test their individual attitudes and language comprehension were increased (Yuko Goto Butler, Jiyoony Lee, 2010).

3. Children are curious and receptive to new ideas. They are enthusiastic and lively, they imitate the teacher. They begin to perform the task given by the teacher, even if it is difficult (Octaviana, 2017)
4. Children are imaginative and enjoy make believe. Imagination helps boost kids' social, emotional, creative, physical, linguistic and cognitive development. Seminar (Cameron, 2001) with teachers, telling a story takes a lot of energy and teachers think it's impossible. 3 stories combining the theme of family, friends and animals were told to encourage children to pay attention to their daily activities. Story telling or use music or picture books help to children understand the main meaning of the lesson.
5. Children are easily distracted and have short attention span. Children have short attention spans and pay attention to interesting things. Therefore, the teacher should use exercises that attract the child's interest and attention with use the audio video games. As the child grows up, he will develop his ability to pay attention, but until then, he should be engaged in age-appropriate activities. For 5-7 year students, you should try to make activities around 5-10 minutes. For 8-10 age students, between 10-15 minutes, depending on the type of activity (Shin, 2006).
6. Children are energetic and relate new ideas to themselves. Always ask question from yourself how are my learners. Teachers should prepare accordingly. Children see a foreign language from the inside, not from the outside. And through action and application they seek meaning (Cameron, 2003).

Literature Review

Children should be given material, spiritual and psychological encouragement and support. Because it is not easy to memorize unfamiliar words and adjust them in that language. parents, parents, children, teachers and the environment are inextricably linked. Nowadays, even the internet is mostly in English. in fact, 7 out of 10 people now want to improve their English.

Barcelona Age Factor (Munoz, 2006). Second language learners over 8, 11, 14 and 18 years old were observed. Tested after 200, 416 and 726 hours of lessons as a result. It is known that , children who start learning late can learn quickly. This is a sign that we do not have enough skills in working with children and do not know their character.

Case study

Every child is different and so are their levels of acceptance. It is necessary to work with the child taking these into account. According to Vanessa de Wilde (18 February,2019), an experiment among 780 Holland children, the English is the second for them. They were tested on their English vocabulary, listening, speaking skills. By using questionnaires' their aim was to know about learner characteristics. The results show that

many children prefer to organize by playing games or videos. Others pay attention to classroom design and other aspects.

The questionnaire "Student Characteristics as a Learner" in Hungary in 10-14 year olds, Language learning strategies and approaches are different for everyone. Students who willingly use language learning strategies set their learning goals more confidently. It can be seen that the character of the child also affects to learn language. For this reason, the teacher should work based on the child's individuality. (Anita Habok, 01 June, 2020)

Discussion

Digital educational games are developing very fast. Even professor want to use this games for younger. German university students, at the beginning they explain the rules of game. The group's level of interest in the game increased after 1 hour of learning and continued accordingly. As a result, English language and digital skills were taken as two important aspects for success with educational games (Klaus Dieter Stiller, 19 marches, 2019).

Even research shows that play can increase children's interest by generalizing their interests. You cannot pay attention each student during the class. Therefore, teacher need to maximum generalizing students interests and characters in terms of small group.

Conclusion

At first to teach young learners, teacher should know their characters. With this it is easier to know in what way this child can learn well and efficient. Everyone is different. Therefore, it is necessary to work with them in different ways. In this paper we have had some researches and articles showed it. The quality of the lesson depends on the teacher's work with children, taking into account the children's characters. Therefore, the teacher should learn the children well.

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STRATEGIES FOR TEACHING VISUALLY-IMPAIRED AND BLIND STUDENTS

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Abstract: As education plays crucial role in everyone's life, each person has to study, but some people have problems with their eyesight that causes problems to be educated. In order to tackle this issue scholars, scientists, pedagogics are trying their best. As a result of this, using different methods and techniques for people with a low level of eyesight or blind has become more popular in the decades. In this article, mainly Braille and print methods will be discussed and differ from each other in what ways. There are plethora of strategies that can help blind people to read and write without any difficulties, like students whose eyesight is normal. Many scientists and specialists had experience dealing with this issue, and most created news for blindness. New experiments and perceptions were suggested and experienced with students, and most of them have positively influenced and gave best results. Article deals with the question: "How visually-impaired and blind students can study equally with other sighted students".

Keywords: Braille, LMA, e-text, auditory, SET-BC, tactile, Inclusive Education, paper, blind, labeling, note-taking.

Introduction

Literacy occurs throughout the day in every field of life in both formal and informal ways. Everyone has one's right to learn and explore. However, some educators have recently narrowly defined, "Inclusive Education" to espouse the perception that all students with disabilities can receive their total Education within a regular education atmosphere. Teaching students who are blind and visually impaired have been the primary teaching problem. Creating a literally-rich environment for blindness and visual impairment is one of the crucial aims of pedagogics. Most scientists found different methods for such students and experienced them in use. This research aims at several ways of teaching and improving the learning system.

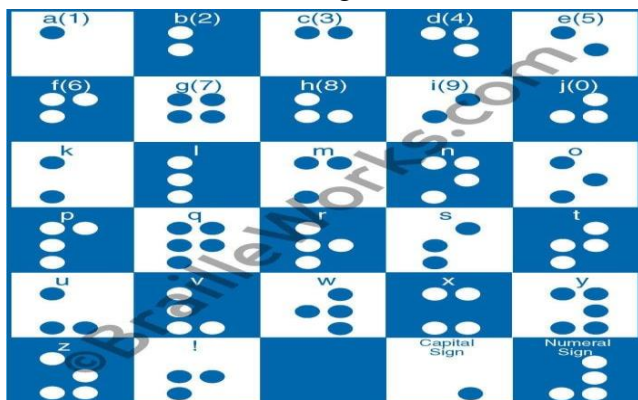
Materials and Methods

There are several reading methods to promote literacy for children. Usually, a single student uses a variety of strategies for a specific purpose in a particular situation. In this modernized world, mainly electronic gadgets such as computers, smartphones, and notebooks are typically used by students. **A Learning Media Assessment (LMA)** is the initial step for identifying the most productive approach. The LMA allows one to select appropriate literacy media, including braille, print, audio strategies, tactile symbols, and objects. **SET-BC (Special Education Technology British Columbia)**, a provincial resource program of the BC Ministry of Education, divides them into three parts:

1. Paper strategies, including print, magnification, and braille;
2. E-text strategies such as tracking, auditory support, and refreshable braille;
3. Auditory approaches, including readers and acoustic books, and tape recordings.

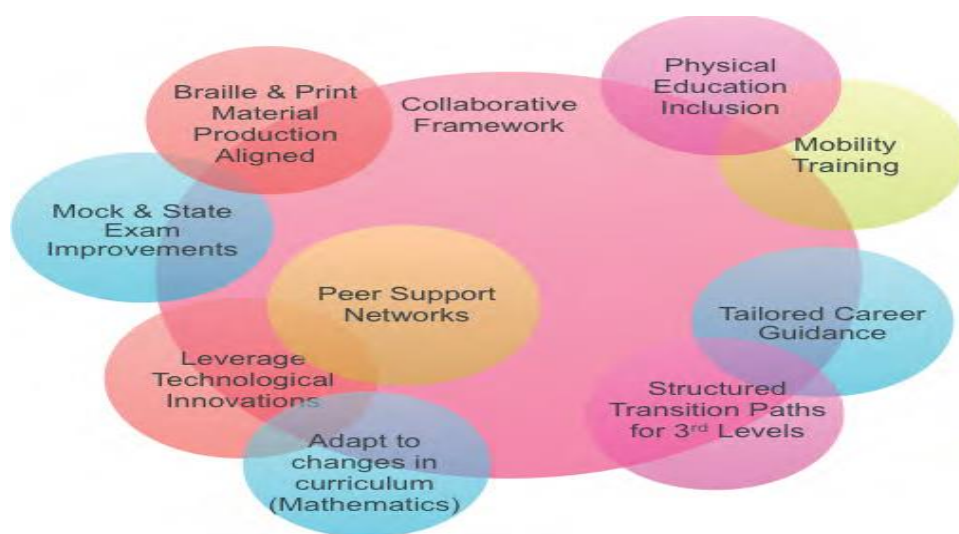
Chok Seng, an English specialist in Malaysia, emphasized that he has utilized talking books and taped dialogues for reading comprehension lessons. Additionally, he has used natural objects. For instance, he brought kites when reading passages about kites. He took his students to the kitchen, where they had a lesson on preparing a sandwich and making tea. The process was only in English, which helped students to imagine an atmosphere in their minds.

Braille alphabet – a system of touching which is intended for reading and writing in order to help blind people. Dots and signs mean the letters of the alphabet invented by Enter Louis Braille. It also includes equivalents for punctuation marks and provides symbols for letter groups.



The Braille Cell

1 ● ● 4
2 ● ● 5
3 ● ● 6



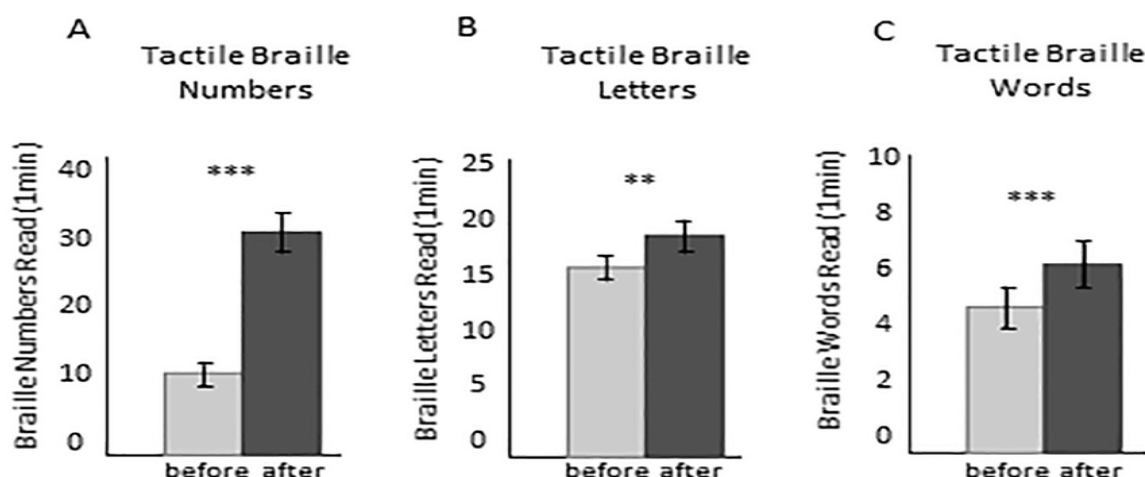
Braille are read by moving the hand or hands from left to right along each line. The process of reading generally involves both hands, and the index fingers usually accomplish the task. The reading speed is about 125 words per minute on average. Even 200 words per minute are also possible in a more incredible rate. Following tips are for teachers recommended by experts:

- *Never gesture; always verbalize
- *Use descriptive language as much as possible
- *Pay more attention to contrast while speaking
- *Utilize actual objects
- *Keep interaction with students to avoid misunderstanding
- *Provide clear, detailed information (verbal and written) about the structure of the course.
- *Making arrangements for tactile examinations during a year, if touch is not typically- permitted (for instance, in a museum).

Results

According to Chok Seng, his teaching tips, understanding degrees of blindness, classroom management, and both working individually and teamwork positively impacted students. Even one of his blind students

was the top student in graduating class with honors. The results of Braille were so excellent that it has also influenced the employment rate in America.



Discussion

Regarding the latest statistics, only 10% of the world population can discern light, shapes, and colors to one degree. The President of the Monadnock Chapter of the National Federation of the Blind of New Hampshire, Jody Ianuzzi: "Literacy has become a fashionable issue in the United States today. Most people have slipped through the education system, who are unable to read, that it has become an embarrassment to their students and educators. Most of these people hid their illiteracy from their teachers, friends and public or dropped out the school early. This situation covers all across the country, but what will be to the one student who is illiterate due to the decisions and actions of their teachers? These students are unfortunately the children of America who have loss of eyesight". (Ianuzzi, Winter 1996, Vol. 15 No. 1) She always wishes she had learned Braille as a child, as reading print is like listening to music on a distant radio station; in comparison, reading Braille is more like sitting in a symphony hall for them. When selecting a reading method among many applications, we must consider the primary use for which we put it. Taking notes in class, doing research, labeling, maintaining recipes, and filing addresses: all of them are types of reading methods. Thus, because of time, someone who can read print with a limited degree does not prefer print for note-taking. In this example, Braille would be speedier and faster.

Conclusion

Based on the data obtained, the Braille alphabet, invented for a specific purpose, has succeeded rather than just reading print books. Even Americans have also proven and have been using it for many years. Results showed that students who worked with Braille had seen significant growth in numbers, letters, and words. Therefore, teachers had better use it to teach their students in order to succeed in the education field nowadays, which totally supports Inclusive Education. Based on the findings and discussions highlight that researchers, educators, peers, and parents of blind students should understand the difficulties they are facing and practice the methods mentioned above in order to ease their life and education system.

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EXPLORING STRATEGIES AND CHALLENGES IN TEACHING WRITING TO FOREIGN LANGUAGE STUDENTS

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Abstract. This article delves into comprehensive methods for teaching writing to foreign students, offering an array of strategies aimed at nurturing and enhancing written skills. It explores diverse groups of exercises meticulously designed to facilitate the development and refinement of writing abilities among non-native speakers. Additionally, the article delves into the intriguing realm of memory storage, elucidating its relevance and impact on the process of learning and mastering writing skills in a foreign language context.

Keywords: interactive, creative, methodological, method, training, game

Teaching writing has become difficult because of the challenges faced by the students in learning writing skills. Some of the challenges that are faced by the EFL students are lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials. Three main types of written speech activities are developed in foreign language teaching. Writing under control: a) writing letters, b) writing words, c) making sentences. "This can be filling out questionnaires, personal cards, filling out autobiographical information. Such tasks introduce an element of creativity into the process of learning to write. Classification of objects or Word-webs"[1]

Writing plays an auxiliary role in the development of grammatical skills, when performing written tasks from simple copying to tasks requiring a creative approach, which creates the necessary conditions for memorization. Without time to write, it is difficult for students to retain lexical and grammatical material in their memory. The entire system of language and conditional speech exercises performed in writing refers to educational writing. Written speech is considered as a creative communication skill, understood as the ability to express one's thoughts in writing. To do this, you need to have spelling and calligraphy skills, the ability to compositionally construct and arrange in writing a speech work composed in inner speech, as well as the ability to choose adequate lexical and grammatical means.

When reading (viewing, familiarizing, studying), they are of interest, according to E.A. Maslyko, written exercises like:

- find in the text and write down the necessary information;
- make a written review of a topic or problem, using a variety of sources;
- compose annotations on articles of a special journal;
- By analogy with the article (its structure), prepare material for the proposed publication in a special journal;
- while reading literature (texts), make written notes for subsequent work with the material [2].

When perceiving foreign speech by ear (listening), students can make notes: 1) make a summary of the audio text according to a pre-proposed plan (using keywords);

2) make notes on the printed reference signals while listening to the audio text;

3) following a given communicative situation, select information from the audio text and write it down.

You can use free dictation. In this case, the teacher reads the audio text paragraph by paragraph, students write down what they remember. To make it easier to complete the task, a plan and keywords are given in advance.

The ability to express your thoughts in writing in a foreign language should be developed consistently and constantly. To solve this problem, there are a number of exercises of a reproductive and productive nature. The exercises proposed, for example, by the German methodologist Gerhard Neuner, are compiled in a certain sequence from simple to complex, from reproduction to forming your own opinion and position.[3] All exercises are performed in writing. In our opinion, the following tasks are of interest:

- restore the beginning and end of the story;
- restore the dialogue based on individual “guiding” remarks;
- change the type of text (message to conversation, dialogue to description);
- respond to the letter with a letter, telephone conversation, conversation, etc.

In modern Western methods of teaching writing and written speech in a foreign language, the so-called “creative writing” has become widespread. “Creative writing” refers to productive exercises of varying degrees of complexity, varied in form and content, often in a playful form. The distinctive features of these exercises are that they are necessarily performed in written form, the content is of a verbal creative or semi-creative nature, and they are interesting and exciting for both students and teachers. In them, poems by famous poets are played out, monograms are used, funny stories are written collectively, and letters are written to fictional characters.

We should not forget the three most important conditions when introducing creative writing in the classroom: learning objectives, principles, methods and techniques of teaching, as well as educational control.

In language learning and teaching The role of modern technology is immeasurable. Foreign language using technological toolsevery aspect of learning, reading, writing, listening, and speaking. For example, to listen and understand this process without a computer, player, or CD cannot be done

Writing a letter is a very successful form of exercise that is multifunctional in nature. To learn to write a letter, you need to start with a series of speech exercises. In the first stage, exercises may be offered to memorize speech formulas, clichés used in writing, forms of written address to the addressee, ways of expressing gratitude, etc. This is followed by viewing the texts of the letters, identifying the patterns of various letters, and highlighting individual phrases, supporting thoughts, and keywords. Students analyze the texts of letters, characterize their authors, determine the nature of the letter (personal, family, business, problem; a letter expressing gratitude, congratulations, invitation, etc.), analyze the means of expressing thoughts in letters of different styles, means of transition from one thought to another, etc.

The challenges encountered in teaching writing to foreign language students are multifaceted, encompassing issues related to vocabulary limitations, grammar deficiencies, inadequate exposure to reading materials, and varying degrees of readiness among learners. Despite these challenges, a structured approach to writing instruction has been established, focusing on controlled writing activities, including letter composition, word formation, and sentence construction.

Written exercises not only reinforce grammatical skills but also contribute significantly to memory retention. Writing tasks facilitate the memorization process, rendering it challenging for students to retain lexical and grammatical elements without consistent writing practice. Written speech, regarded as a creative communication skill, demands mastery of spelling, calligraphy, compositional construction, and selection of appropriate lexical and grammatical means.

In the realm of language perception, exercises involving reading and listening offer valuable learning opportunities. Activities such as summarizing audio texts, note-taking during listening exercises, and free dictation play a pivotal role in honing written skills. Additionally, structured exercises provided by methodologists like Gerhard Neuner progress learners from simpler reproductions to forming independent opinions.

Moreover, modern Western teaching methods have popularized "creative writing" exercises, promoting verbal creativity through playful and engaging tasks. However, the integration of creative writing necessitates adherence to learning objectives, teaching principles, methods, and educational oversight. The integration of modern technology in language learning has revolutionized the learning process, impacting every facet of learning, be it reading, writing, listening, or speaking. Technological tools have become indispensable in enhancing language learning experiences.

Conclusion

In conclusion, teaching writing to foreign language students demands a structured approach, encompassing controlled exercises, creative tasks, technological integration, and a focus on multifunctional activities like letter writing. Adherence to modern teaching methods, creative engagement, technological integration, and consistent practice are pivotal in nurturing proficient writing skills among foreign language learners.

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QUICK AND EASY METHODS OF LEARNING ENGLISH TO CHILDREN IN PRIMARY CLASSES

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Abstract. This article gives you a brief overview on how to teach English quickly and easily in elementary school. In this article, you can learn about meaningful and fun ways to teach English to children.

Keywords: elementary, English, children, teaching, fun, song, action, explanation, quick and easy, young children, mental, physical, teacher, voices.

Introduction. In the last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional pre-school educational institutions.

The demand for a foreign language in society, on the one hand, as well as parents' understanding that language is not only a factor in the education of a modern person, but also the basis of his social and material well-being in society, on the other hand, make early learning of a foreign language especially popular and relevant. If 20 years ago knowledge of a language was required only in certain fields of work, now it is necessary to master at least one.

The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable to learn. Until recently, teaching methods were aimed at school-aged children, now parents are trying to start learning a foreign language as early as possible. The main goals of teaching preschool children a foreign language:

- formation of children's basic communication skills in a foreign language;
- the ability to use a foreign language to achieve one's goals, to express one's thoughts and feelings in life communication;
- creating a positive attitude to further study of foreign languages;
- arouse interest in the life and culture of other countries.

Preschool age is especially favorable for starting to learn a foreign language. Children of this age are distinguished by their sensitivity to language phenomena, they are interested in understanding their speech experiences, the “secrets” of language. They easily and firmly remember a small amount of language material and multiply it well. With age, these favorable factors lose their power.

There is another reason why an early age is better for learning a foreign language. The younger the child, the less. Vocabulary is in the local language, but at the same time, his needs for speech are small: a small child has fewer areas of communication than an adult, he does not yet have to solve complex communication problems. This means that when he learns a foreign language, he does not notice such a big difference between the opportunities in his native and foreign languages, and his sense of success is brighter than that of older children. Teaching children is a very difficult issue that requires a completely different methodological approach than schoolchildren and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When faced with methodologically inefficient lessons, children can long-term hate the foreign language and lose confidence in their abilities. Only experienced professionals should work with preschool children.

In the preschool age, during the teaching of English, children gradually develop the basics of communicative competence, which includes the following aspects at the initial stage of learning English:

- the ability to correctly repeat English words from a phonetic point of view behind the teacher, native speaker or speaker, that is, the gradual formation of listening attention, phonetic hearing and correct pronunciation;
- acquisition, consolidation and activation of English vocabulary;
- mastering a certain number of simple grammatical structures, making a coherent statement.

The methodology of conducting direct educational activities should be built taking into account the age and individual characteristics of the structure of children’s language skills and should be directed to their development. Communication in a foreign language should be motivational and directed. It is necessary to create a positive psychological attitude towards a foreign language in a child, and the way to create such a positive motivation is to play. The game is both a form of organization and a method of conducting lessons in which children gather a certain amount of English vocabulary, learn many poems, songs, count rhymes, etc.

Results: This form of conducting lessons creates favorable conditions for mastering language skills and speaking skills. The ability to rely on game activity allows you to give a natural impetus to speech in a foreign language, to make even the simplest phrases interesting and meaningful. Playing in the teaching of a foreign language does not contradict the educational activity, but is organically connected with it.

Games in direct educational activities should not be episodic and isolated. An end-to-end game technique that integrates and integrates other activities is needed in the language learning process. Game

methodology is based on creating an imaginary situation and assuming a certain role by the child or the teacher.

Rhythmic music games are any traditional games, such as dances with a choice of partners, which help not only to master communication skills, but also to improve the phonetic and rhythmo-melodic aspects of speech and immerse yourself in the spirit of the language, for example: “ Nuts and may “, “What are you? Name “,” I like my friends “,” Heard, shoulders, knees and toes “and others.

Artistic or creative games. This is a type of activity that is on the border between play and artistic creativity, and the path to it lies with the child through the game. They, in turn, can be divided.

The peculiarity of teaching English to preschool children is that it is not just sitting at the table and flipping through books and notebooks. The process should not be boring and children should strive for knowledge themselves. Children think clearly, take everything literally, speak in simple sentences... If the teacher explains something, he should be clear, give an example. Therefore, English is a game for preschoolers. Only through this form, you can achieve positive results and form a positive attitude towards a foreign language in a child.

Forms of education should be able not only to master as many lexical units as possible, but also to cultivate interest in the subject, to develop the child's communication skills and to express his thoughts. In the child's competence, it is important to achieve certain qualities of mastering the material, which will allow the child to take on the further growth of language units with a minimum amount, their situational and meaningful use.

From the beginning of the training, it is necessary to develop a certain style of working with children in English, to introduce rituals that correspond to the most common situations of communication. Such ceremonies (greetings, farewells, short exercises, use of politeness formulas accepted in English) allow children to establish a foreign language connection, facilitate the transition to English, let children see that the lesson has begun, and now a certain stage of the lesson is passing. Shows.

The most important condition for successful training is to activate children's speech-thinking activities and involve them in foreign language communication. It is necessary to constantly change the order of speech actions (order of questions, addresses, names of objects, etc.) so that children relate to the meaning of the word and do not mechanically remember the sound sequence. Different children must be leading, active participants in the repetition of games, so that at least once all children perform the speech actions provided for in the educational task.

Primary school students in rural areas usually grow up far away from the English language environment, and children's thinking remains abstract, and the process of acquiring new knowledge is always based on emotions. Therefore, English teachers of kindergarten age make full use of materials around students, flashcards, and other learning aids in teaching through easy methods.

When teaching words like “banana” and “apple,” teachers can simultaneously teach new color words by showing fruits like bananas and apples. Children use classroom objects to organize learning activities and teach them how to use them in a foreign language.

Of course, the teachers’ methodology plays a big role in the use of materials during teaching. For example, when teaching related words, you first show the object to the child and prompt the child to say it, the students pronounce the words, and repeat the new word again using the pictures on the cards to reinforce the word they said. Pronounced. In the teaching of words, teachers can determine the content of the text, and in order to attract the attention of students, the educator can draw their picture on the board by pronouncing the words together with them.

Therefore, currently in China, a teacher is required to have drawing skills. This not only reduces the difficulty of teaching, but also helps students to gradually consolidate the knowledge they have learned. In order for students to feel their progress in the process of learning the English language, it is necessary to have a perfect approach to each educational activity. That is the only way children are motivated to learn. Nowadays, Chinese kindergarten-aged children are more receptive to new knowledge, so the curriculum in kindergartens has been intensified accordingly.

Using songs and action games to improve the classroom environment.

Creating a flexible classroom atmosphere is sometimes more important than any teaching method. In the class, at the beginning of the lesson, with a nice English song, all the children, led by the teacher, sang together and danced a little to the tune. This in itself will help them exercise their bodies, become more energetic and memorize the lyrics of the song faster. The English environment, importantly, allows for a natural entry into a good learning atmosphere. Children’s self-control is weak, and it is difficult for them to concentrate and hold their attention during the whole lesson. Therefore, the teacher should provide songs that children like to listen to, poems or quick sayings to practice the language, or if not, an animated cartoon that children like.

Cartoons. While learning a foreign language, children do not understand the words in the cartoon, but they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn the language.

Currently, all kindergartens in China are equipped with multimedia devices. Children are taught English through songs, poems, stories, and videos. It turns boring language lessons into an interesting daily game. In Chinese kindergartens, there are about 10 students in one group, and the teacher regularly uses the method of education based on the psychology of each child. This requires the educator not only to be an educator, but also to be an artist, musician, foreign language teacher, and a good psychologist mother. Of course, in today’s developing era, the Chinese are creating great facilities for the younger generations in this regard.

Teaching through multimedia gives the educator great opportunities. In this way, it is possible to increase the interest of children to a high level and to attract their attention for a long time. Through this, we can see

that children's language skills have increased. If our topic is "Animals", we first use their sounds to teach the names of different animals.

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THE ROLE OF TECHNOLOGY IN TEACHING ENGLISH

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Abstract: In this article, the several kinds of newest techniques produced specific for educational purposes, the core basics of English language, and some educational methods related to high-tech tools can be referred.

Key words: technology, English language, reading, listening, speaking, writing, lesson, internet, student, education, using, e-learning.

It is no secret that, in our developing world, information technology is getting more and more popular and affecting our daily lives. In fact, this can offer several advantages in the sphere of teaching languages, including English.

Learners of the English language are usually faced with the need for various contemporary tools to solve the challenges they have, like lack of vocabulary and grammar skills in order to their benefit sides like easy to understand and effective.

While utilizing the new technologies in learning English, the students have an opportunity to engage with not only personal computers but also other beneficial programs and techniques that each have specific value to acquire the most significant English skills that are reading, listening, speaking, writing, vocabulary and of course grammar. As a result, they can be familiar with capable of using intelligent programs, computers, and the internet.

The effect of technology has become huge in teaching and learning the language in addition to the instructor's role. In other words, the role of the instructor, together with the role of the technology, can lead to advanced learning results [7].

Beyond the times, teaching and learning English was difficult because of lack of information and aiding tools in lessons. When teachers wanted to have an instruction and some new methods about how to give an effective lesson to the scholars, they had to spend their valuable time to go to the busy libraries, search the books they need and learn them on their own properly. But now they should just go to the internet by their mobile phones or computers, and they can be updated with experienced and well-known foreign instructors and native speakers' videos uploaded on their social media websites. Furthermore, during the lessons, teachers always needed some audio-visual aids in order to organize more successful lessons, especially listening in the past. Nowadays, that problem is solved with modernist techniques such as projectors and loudspeakers.

It is known that the most important English language skills are listening, reading, speaking, and writing, in some cases, vocabulary and grammar, as a foundation to them. Various kinds of new technological devices have been used to develop these each spheres of a language in recent years. The main language skills that are listening, reading, speaking, and writing are categorised into 2 groups, which are **input** and **output**. In the following chart, it is described properly:

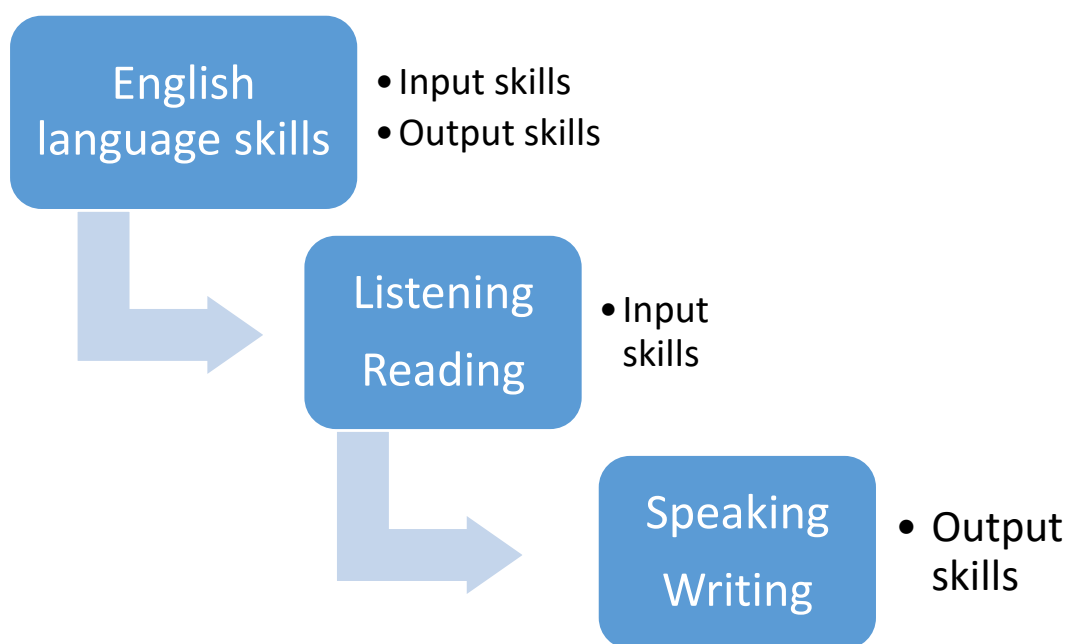


Figure 1. Classification of English language skills

The paragraphs below will be about the effect of using technology in each English language area.

In **listening**, a listener should understand the grammar and vocabulary of a speaker, pronunciations, and accent of each word used in a speech and the meaning of a context as well at the same time. Listening is considered as a principal language skill. Through listening, people can acquire a large portion of their

education, their information, their ideas, and their understanding of the world. As an input skill, listening plays a vital role in student's language development [5]. The importance of technical tools in listening skills can be defined as follows. Initially, utilizing computers, especially artificial intelligence, may assist in developing listening skills. You can interact with native speakers on the net by voice chat or video chat in order to differ in their accent while speaking and make new foreign friends as well. Furthermore, there are several websites that are made up for exercising and improving this skill through varying games or tasks. You can find learning not only uncomplicated but also amusing with CD-ROM based films on the internet or TV. Moreover, usage of radio or TV to listen to the various kinds of academic broadcasts and programs about the sphere a learner interested in makes the learning progress faster besides expending student's world-view. And surely, listening to delightful English music can help to relax in exhausted times or just walk on the street. In addition, CD-PLAYERS and earphones play the main role in listening. This is because while doing listening exercises in a lesson, it might be better to turned on CD-PLAYERS by teacher, and when a scholar is alone, headphones may help to not disturb others around him or her.

Regarding **speaking**, during the period of learning English language, speaking is described a key of communication. Because students should be capable of not only understanding speakers but reply to them in a particular way. Some developed technological instruments are available to build this skill correctly. Such as online voice or video chats are really popular among the learners of English. They are able to communicate with people who native or other learners in every country. As a result, they will be brilliant at speaking English and introduce with e-pals who can inform them about some English knowledge they know and the traditions they own around the world. Despite this, today speech synthesis applications and websites exist to check the answers to the given questions and find mistakes like grammar or pronunciation while speaking. These tasks are done by artificial intelligence, and it can give some suggestions and comments to users regarding their speech.

Reading is also one of the essential parts of learning English. In this sphere, students have to understand the meaning of context and have a stock of vocabulary in written text. To improve this area, students can use technologies too. Firstly, computer based programs' utilisation makes the beginners' interests to learn more about the language by straightforward texts suitable for their level. A wide range of reading-based software applications are created to advance vocabulary, fluency, and comprehension skills in a student. Also, computers could examine the tasks done by students on the programs and run them from simple to advanced according to their abilities. Computers can also be used to correct answers for the learners and to simulate tests in an easy to understand manner [1]. Additionally, software programs can encourage the students in the process of learning by heart new words and improving reading abilities through a mixture of multimedia, which includes text, sound, video, graphic, and animation. Furthermore, in modern inversions, the internet has its own special position because of online websites and information on it. There are also a huge number of resources available in the form of newspapers, magazines, journals, electronic libraries, dictionaries, encyclopedias, and newsletters [4]. Surfing these facilities can surely enhance the users' abilities of the English language. Another way to make progress is the specially designed electronic dictionaries, which is really important in reading to make better the vocabulary of the learners the students.

In these tools, several functions can not be found paper based dictionaries like searching and showing special grammar of the willing word. Moreover, because of the significance of reading articles to improve reading skills, the CDs, which one of them can include the whole year's articles of newspapers, has its role. Besides, a searching computer program can locate any subject or article on the CD within a few seconds [6]. Electric newspapers could bring effective and easy ways to look for and read the statistics to develop the learners' background of education and lexicon.

The fact that **writing** is the toughest field for language learning students of English in order to define perfect, usually factual ideas found by students through appropriate grammar and vocabulary in a structure of essay. Firstly, computers are used to grow this skill in the correct way. English language structures and describing paragraphs of writing tasks by using accurate grammar may be the most challenging for learners. The learner can highlight a specific part of the written text through underlining, bolding, italicizing, or changing the font size and color of the text with the aid of these programs which have the capability of automatically checking the spelling and grammar. So, the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil [8]. The next method of using intelligent technologies in the process of writing skills is done by electronic mails, which is a contemporary way of conveying messages digitally. Students are able to communicate with people who have been learning English language or native speakers regardless of how remote their distance formally and expressively. Finally, to text-chat with friends on the internet can be useful for users because of its speed and availability of transferring opinions in English besides enjoyable situations.

As technology has developed, learning possibilities have widened. Currently, during the action of giving a lesson to scholars, teachers may use flexible technological ways like online education. This is a developing educational system that is getting more and more popular among learners as adaptable in any remoteness and situations between students and tutors. Especially in the pandemic period of Covid 19 virus that stopped any process, including face to face based instructional organizations, e-learning has developed. The result of e-learning is the same sometimes, more than successful for students.

Some statistics about using technology in teaching English:

- Education technology is becoming a global phenomenon and a market expected to grow at 17% per year, to \$252 billion by 2020 as distribution and platforms scale.
- 86% of teachers think it's essential to use EdTech in the classroom, while 96% believe its use increases student engagement.
- 65% of teachers reported using digital learning tools in their classroom every day. 87% said they used them at least a few days a week. Only 7% said they did not use them at all [2].
- In April 2020, 73% of households in the United States had permanent access to the internet for online learning. This statistic is only increasing over time. (USAFacts).
- 81% of teachers in the United States said that their ability to use EdTech improved during the Covid-19 school closures in 2020 (EdWeek). Since then, EdTech has become an increasingly

prominent and important part of learning. After Covid-19, 58% of education professionals have developed a more positive opinion of EdTech (EdWeek).

- United States students who have over 60 minutes of device use per week have been reported to achieve higher academic results. This is a metric that changes between countries (McKinsey).
- Face-to-face learning remains the best solution for education, although technology can help to improve this. 58% of educators confirmed that they want to teach lessons in person wherever possible, with a blend of digital and analogue resources (Promethean).
- 49% of global students reported that they had taken an online course in the last 12 months in 2015. One year later, 81% of college students believed that digital learning technology helped them improve their grades (Statista). Since 2016, digital learning technology has become an increasingly important part of daily educational activities [3]

The importance of language learning especially English is getting more and more higher and the number of learners has been expanding in current times. In this work, how recent technology is utilized in the sphere of language of English, various strategies of acquire the skill in the language, the latest facts about using technological devices were discussed thoroughly. As a consequence of the researches the following statement can be a conclusion:

- ❖ Nowadays, the association between teaching and high-tech tools has vital effect.
- ❖ Today, modern techniques developed and made easier learning and teaching process rather than the past.
- ❖ Operating newest technologies while advancing the main four English language skills is urgent.
- ❖ Online learning has been widened especially in pandemic period and it has several pro sides.
- ❖ According to the factors usage of technical object has been spreading in the globe.

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THE ROLE OF COMMUNICATIVE APPROACH IN ENGLISH LANGUAGE EDUCATION

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Abstract

Communicative approach has been accepted as one of the teaching methods by myriad language teachers due to its major focus on developing learners' communicative competence. This article discusses the significant role of communicative approach in teaching English to students. The issue of increasing language learners' speaking skills is connected with the interacted communication during the lessons. What's more, it analyzes the effective ways of achieving above mentioned objectives. A number of suggestions have been included to apply the most advanced methods of interaction into the teaching process. Furthermore, communicative language teaching has included different activities, they are pair and group work, speaking and act.

Keywords: method, communicative, CLT, pair and group work, information gap task, Europe, approach.

INTRODUCTION

What is the communicative approach?

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. Communicative Language Teaching originated in Europe in the 1970's with the aim of making language instruction responsive to the communicative, functional demands of learners. When students are involved in real communication. Their natural strategies for language acquisition will be used and this will allow them to learn to use the language. And the advantages of communicative language teaching approach to language teaching are increasing student engagement and lesson variability and creativity as well as developing all core language skills. Every day, people use language to provide and to ask information, to make requests, to give and to ask for permission and for a long list of other function. In other words, they use language to communicate. Every decade, the approach to teaching English has changed gradually. This helps to improve approach' quality. The communicative approach to english language education is a teaching method that focuses on developing student's ability to communicate effectively in real-life situations. This approach emphasizes the importance of using language for meaningful communication rather than simply memorizing grammar rules and vocabulary. In this method, students are encouraged to engage in authentic language activities such as discussions, role plays and problem solving tasks, which help them develop their speaking, listening, reading and writing skills. Furthermore, second main principles of communicative approach are:

When collecting a communicative methodology for teaching english from the very first lesson, the student begins to speak english. This helps to quickly get rid of tightness and language barrier as well as subsequently, has positively changed in the vocabulary [2].

THE COMMUNICATIVE LANGUAGE TEACHING METHODS.

Communicative teaching methods are important and essential in english language education. If teachers know different communicative teaching methods, this helps to develop students' speaking skills. Moreover, It is necessary to know the important methods in teaching communication, and the teacher should learn how to teach communication to students in a faster and better way. Besides, these methods should be interesting and useful and different from other methods. As in many other classrooms, some of the interaction in the CLT classroom consists of the teacher talking to the whole class while the students listen or respond to the teacher's questions, particularly when the teacher is explaining a language point. However, CLT is based on the idea that in order to improve students' communication skills, most of the interaction that teachers need to provide for their students should be classroom tasks that require and develop communication skills. In particular, CLT makes use of role plays, pair work and group work tasks. These forms of interaction provide some important benefits. The advantages of working with a group are many compared to other methods, and the role of the teacher is also distinguished, for example, when working with a group, you need to pay attention to the words they use in communication and make sure that they are used by the students, encourages free thinking and speech. Pair and group work provide opportunities to focus more on fluency and on content than on accuracy, which often means that students

are able to speak more freely than when they are asked to respond to direct questions from the teacher in front of the whole class. These interactions provide a safer space to practise communication skills.

COMMUNICATIVE ACTIVITIES

Communication exercises are also important, they help to reduce hesitations and communicate freely. Communicating with more people and doing various exercises also gives students many opportunities to communicate freely. For example, we organize more online games with our teacher in English to develop communication in the university and we use these words in our daily life. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities. Learners must have constant interaction with and exposure to the target language.

In addition, a speaking club is organized in our university, where we discuss various topics, which helps us to express our opinions. And after the discussion, we watch a movie or a cartoon together and learn to use new words by explaining their meanings to each other.

1. Pair and group work: Students work together in pairs or small groups to complete tasks, solve problems, or discuss topics, allowing them to practice their language skills in a collaborative and interactive setting.
2. Role-plays: Students take on different roles and engage in simulated conversations or scenarios, such as ordering food in a restaurant or negotiating a business deal, to practice using language in context.
3. Information-gap tasks: Students work in pairs or groups to share and gather information to complete a task, such as filling out a form or solving a mystery, which requires them to communicate and exchange information effectively.

CONCLUSION

The communicative approach plays a crucial role in English language education by focusing on the development of students' communicative competence and language skills in authentic and meaningful contexts. By engaging in communicative activities such as pair and group work, role-plays, simulations, and information-gap tasks, students have the opportunity to practice using language for real-life communication purposes and to develop their ability to understand and produce language in various social and cultural settings. Overall, the communicative approach in English language education is important and these ways enhance students' worldwide.

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THE DIFFERENCE AND SIMILARITIES BETWEEN ENGLISH AND UZBEK FOLKLORE

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Abstract: Folklore is regarded as the most basic literary genre because of its long history of influencing human culture, customs, and history. There are many ways in which folklore and other literary genres complement one another and are intrinsically linked. However, there are a few minor variations among the folk genres of various countries. Examining the significant differences between Uzbek and English folklore is the main objective of this research paper, which will also offer examples to bolster its conclusions.

Keywords: epic, tradition, idea, folklore, and poetics

Introduction

Almost all folklore genres have descriptions of their main heroes, who embody the ideal in a number of ways, such as their actions, personalities, uniqueness, and life events. The hero's well-known status throughout the nation as a result of his vast life experiences may help draw readers in. This kind of description is common in writing from all over the world as well as English folklore.

Pre-Islamic times are when the concept of the cooperating divine person heroes first appeared. Their base is found in ancient animistic, totemic, and shamanistic religious mythology. They are referred to as "epic sponsor" and "epic helper" as a result [1]. Talking animals, such as foxes, horses, or birds, help the adoptive

parents of Pixie. In Uzbek society stories and epics, animals like wolves, lions, tigers, snakes, foxes, and rams are frequently translated as groups and helpful humans with interesting traits. The epic assistant too soon comes into direct contact with the hero in these places because the ancient people believed that mountains, streams, seas, deserts, and wooded areas might be places where spirits might discover their homes.

Rather than only being motivated by the need to survive, longevity was a significant factor in prehistoric fighting. This is why certain folk genres, such as the material found in *alla*, trash, fairy tales, and riddles, were created with the goal of giving people a strong, wise, and flexible upbringing [2]. Youngsters are taught people's opinions about the world and the information that has been gathered. During research, books on folk ballads and fairy tales are carefully read to look for unexpected changes. The parallels and similarities between English and Uzbek folklore date back to the prehistoric era, as human development has been and is predicted to continue to be relatively constant in all spheres of existence, including literary genres. European travelers, diplomats, and scientists were the first to document, analyze, and publish some examples of Uzbek folklore in the latter part of the 1800s and early 1900s [3]. People have since found happiness and hope to overcome their problems or carry on living despite their adversities. They continued to sing several songs and continued to be happy. The increasing numbers that some startling similarities are also discovered when comparing Uzbek and English folklore. Take Beowulf and Alpomish as an example. These two individuals are incredibly brave, courageous, and dedicated to protecting their nation from harm. The description given for these two characters is similar. The sequence in which the events transpired was nearly identical. The majority of fairy tales usually end with good triumphing over evil.

No matter the language, culture, or religion of a nation, educating kids to be decent people is always the first priority. The fact that every child can recount at least one fairy tale serves as evidence of this. Consequently, presenting the lesson and plot of these

Methods

During research, literature on folk ballads and fairy tales are carefully reviewed to look for unexpected alterations. The parallels and similarities between English and Uzbek folklore date back to the prehistoric age, as human growth has been and is predicted to continue to be relatively constant in all spheres of existence, including literary genres. European explorers, diplomats, and scientists were the first to document, analyze, and publish certain examples of Uzbek folklore in the later part of the 1800s and early 1900s [3]. People have since found happiness and hope to overcome their problems or carry on living despite their adversities. They continued to sing several songs and continued to be cheerful. The protagonists of tales and narratives of tails served as the evolving role models and sources of knowledge for them.

Results

Some startling similarities are also discovered while comparing Uzbek and English mythology. Take Beowulf and Alpomish as an example. These two individuals are incredibly brave, gutsy, and dedicated to protecting their nation from harm. The description given for these two characters is similar. The sequence in which the

incidents transpired was nearly identical. The majority of fairy tales usually end with good triumphing over evil.

Teaching kids to be decent individuals should always come first, regardless of a nation's language, culture, or religion. The fact that every child can recount at least one fairy tale serves as evidence of this. Consequently, another inevitable resemblance between these stories is how they illustrate their moral and plot. This hypothesis is supported, among other fairy tales, by the pleasant endings of "Cinderella," "Zumrad and Qimmat," and "Beauty and the Beast," which all share human sentiments like love, kindness, respect, and love for the motherland. Fairy tales impart to us the elegance and traditional knowledge of our mother tongue.

After reading a great deal of Uzbek fairy stories, it is clear that there are certain similarities with English fairy tales. We're interested in their distinctions and similarities. The historical and cultural features of the two societies' different cultures can be seen in both the similarities and contrasts between Uzbek and English fairy tales. Fairy tales originate from oral traditions. Their tales usually end happily and depict interesting conflicts between luck and magic, as well as between good and evil. Common fairy tales depict universal human emotions such as courage, kindness, brutality, hate, and love. They portray various stages of the country's growth in a particular way.

Conclusion

In conclusion folklore is human creativity that has made a singular contribution to the expansion of world literature. A significant place for oral art issues exists in peoples' and nations' history. The fundamental parallels across the many folklore genres, the connections between the tenets, and the resemblance of the folklore all indicate the genre's inherent enrichment. Most people agree that the characters in English and Uzbek folk tales have a single function: they represent the of their people and communicate it in a way that allows one to talk about how a specific stereotype came to be. It's crucial to keep in mind that the Uzbek folk tale is built on fabrication, an unexpected turn of events, mthinkingagic, and transformation while contrasting the plots of Uzbek and English fairy tales. The core of English fairy tales contains specific information about certain everyday realities. The relevance of their narrative, which masterfully conveys the feelings and perspectives of a nation, lies in the fact that they are critical to the development of all nations.

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EFFECTIVE WAYS OF IMPROVING LISTENING SKILLS IN PRIMARY EDUCATION

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Annotation: The purpose of work of teaching listening skills in primary education is to develop students' ability to effectively receive, interpret, and understand spoken language. By focusing on listening skills, educators help students become active listeners, enabling them to comprehend instructions, follow directions, engage in meaningful conversations, and acquire knowledge from oral sources. Developing strong listening skills also promotes critical thinking, empathy, and effective communication, laying a foundation for future academic success and social interaction.

Key words: Primary school, learning, communication skills, reading books, teaching, developing,

Listening is an important component of learning .In primary school, children's ability of actively listen has a major impact on building the communication skills needed both inside and outside of the classroom. Helping children to listen and not just hear what someone's saying is incredibly important .And having good listening skills for children means they are more likely to become good communicators, tackle school easy and build deeper personal relationships .And while it may sound simple, like with many others things, improving listening skills takes time and energy. But with practice, dedication and fun works, ones can master the art of active listening and benefit from it for the rest of their lives. According to the research of scientist, 16 fun ways to improve listening skills for children alongside ready -to-use primary school resources. Listening skills

are crucial in primary education as they form the foundation for effective communication and learning. Developing strong listening skills helps students comprehend and retain information, follow instructions, engage in classroom discussions, and interact with peers and teachers. Teachers can foster listening skills by creating a conducive learning environment, using clear and concise language, employing visual aids, incorporating interactive activities, and providing regular opportunities for active listening and response. Strategies like active listening exercises, storytelling, group discussions, and audiovisual resources can enhance students' listening abilities and promote their overall educational development.

Show the difference. Start by simply showing children the difference between hearing something and listening to it. Tell them the same story but in two different scenarios. First, let them walk around the room, play with their toys, or look out the window to explore the outdoors. Then sit them down and make sure they look at you truly listen to the story. They will instantly see the difference between the two. Lead by example. We all know that children tend to copy what adults are doing to improve their areas of development. So, why not show them how active listening is done right? When talking to them, make sure you pay attention, look into their eyes, ask questions or repeat what they have said. Change the story. Tell a short story multiple times, but change a small detail in it. See if the wee ones can pick up on the changes. They can either let you know right away if they think something has changed. Do craft activities. Craft activities are great for children to follow instructions. Make sure you detail every step of the creative way so that you improve their listening skills alongside their concentration and fine motor skills. Read together it is no bother if the children can read yet or not, looking at the pages together as you get along with the story, will help them focus on it and understand it better. Repeat the story is one super handy way to reinforce active listening skills is to ask children to repeat what they have just heard. You can have them repeat certain details or full parts of the story to truly challenge them.

Summarize the story is similar to the above, asking the wee ones to retell the story in a shortened version will aid listening skills development, since they need to pay attention to summarize what's been said or read by you. Listen and color activity. Turn your session into a fun, creative activity that will improve both children's listening and fine motor skills at the same time. Print a simple or more intricate coloring page (depending on the age of the child), and give instructions as to how they should be colored. You can have one ready to use as a reference in the end. It will be exciting to see whose final picture looks the same as yours.

Story chain game. Start a story and get children to add a sentence each after one another, but do not have an order as to when they get their turn. Make it playfully random, so everyone needs to pay attention the entire time. You can spice things up by asking your wee ones to come up with unexpected turns and surprising twists. Predict the story. Read a book or watch a short animation together, but stop after each page or every 20 seconds to see if learners can predict what is going to happen next. Try role play. Role play is so much fun as it is, but it can also be used to improve listening skills since children need to be present and react to what the others do and say during the play. Improvisation is one of the best ways to improve listening skills. What is that sound. Another good way to develop listening skills is to have children listen to

various sounds or noises, and guess what they can hear. It will help them focus on one sound and shut the world out a bit around them. The game could be about sounds made by animals, household items, or the traffic outside.

List of questions. While you are reading or telling a story to the wee ones, ask them to write a list of questions about the characters, places, or the storyline itself. It will have them pay more attention. Play “Simon Says” A true classic for a good reason. “Simon says” is a super game that will sharpen children’s listening skills while they have a lot of fun. You can change the name “Simon” to anything more suited to your little ones. And if you would you like to put a spin on it, use various names with the rule that children only need to follow instructions when the chosen one says them to. It is also a great way to reinforce left and right, colors, shapes numbers and more.

Fill in the gaps. Choose a less popular children’s rhyme or song that the wee ones are likely to not yet. Print the lyrics, but leave some of the words off. Children need to fill these gaps as they listen to pieces. Repeat and add the story. Take children to the market and see what they would like to buy there. Start the list with one item, and then the next child needs to repeat yours and add theirs to the list. The game goes on and on until someone forgets one of the items off the list. From my point of view, in primary school it is necessary to use more pictures and music for the development of auditory skills, because the processes attract their attention better, especially hand movement combined with music, remain well in children’s memory. Here are some effective ways to improve listening skills in primary education:

Active Listening: Teach students to actively engage in the listening process by focusing their attention, maintaining eye contact, and avoiding distractions. Clear Instructions: Provide clear and concise instructions when giving directions or explaining concepts to ensure students understand what is expected of them. Visual Aids: Utilize visual aids such as pictures, diagrams, or gestures to support verbal instructions, making it easier for students to comprehend and retain information. Pair and Share: Encourage students to work in pairs or small groups to discuss and summarize what they have heard. This promotes active engagement and reinforces understanding. Storytelling and Audiobooks: Read aloud engaging stories or play audiobooks to cultivate students' interest in listening. Afterwards, ask comprehension questions to assess their understanding.

Active Response: Encourage students to respond actively through discussions, asking questions, or providing feedback. This enhances their comprehension and helps develop critical thinking skills. Listening Centers: Set up listening centers with audio materials and accompanying activities that require students to follow along, answer questions, or complete related tasks. Role-Playing: Engage students in role-playing scenarios where they need to listen carefully to understand their roles, follow instructions, and respond appropriately. Music and Rhymes: Incorporate music and rhymes into lessons to enhance listening skills. Singing or reciting rhymes can help students focus on rhythm, pronunciation, and comprehension. Reflective Listening: Teach students to summarize or paraphrase what they've heard to demonstrate their understanding. This technique improves listening comprehension and memory retention. Remember, practice and consistent

reinforcement are key to improving listening skills. It's important to create a supportive and inclusive learning environment where students feel encouraged to actively participate and communicate effectively.

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CHALLENGES IN INSTRUCTING ENGLISH WRITING AMONG UZBEK EFL LEARNERS

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Abstract: This academic exploration delves into the intricate challenges encountered in the pedagogy of writing in English, particularly in the context of English as a Foreign Language (EFL). By synthesizing existing literature and empirical evidence, the paper identifies pervasive issues stemming from both pedagogical methodologies and learner-related factors. The study elucidates the multifaceted nature of these challenges and proposes potential solutions to augment the efficacy of teaching strategies.

Keywords: EFL writing, pedagogical challenges, learner factors, language acquisition, writing proficiency, pedagogical strategies, linguistic interference, authentic writing tasks.

Introduction

Teaching writing in English classes where it's not the main language comes with lots of challenges. It's not just about language barriers. There's also the tricky part of understanding different cultures, how much students know English outside class, and juggling between writing rules and being

creative. Technology has changed how we teach writing a lot. Cool tools can help students learn better, but teachers need to learn how to use these tools well. Grading writing is hard, especially in another language. Teachers have to figure out how to judge fairly when some parts, like being creative or thinking deeply, are more subjective. Every student learns differently, so teachers have to find ways to help each one. What works for some might not work for others, so teachers need to be flexible. Teaching writing in English to students who speak other languages needs a big-picture plan. It's not just about language or culture or tech—it's about all those things together, and teachers need to think about each student to make it work well. As Brown (2011) aptly notes, writing proficiency constitutes a fundamental cornerstone of language acquisition, necessitating a nuanced understanding of the challenges inherent in its pedagogy. However, the EFL milieu introduces a unique set of obstacles, ranging from the dominance of native language interference to the intricate interplay of cultural nuances in writing conventions (Silva, 1993; Zhang & Wu, 2009).

Literature Review

A comprehensive survey of scholarly works underscores the myriad challenges permeating the domain of teaching writing skills in EFL classrooms. Cumming's (2006) examination of feedback strategies illuminates the deficiency in constructive critique, hindering the developmental trajectory of writing skills. Hedge (2005) and Matsuda (2003) echo concerns about the motivational deficit among students when confronted with writing tasks, pointing to the imperative of cultivating an intrinsic drive for written expression.

Furthermore, the impact of technology on writing skills, as delineated by Warschauer (2006) and Kern (2006), emerges as a focal point, elucidating the challenges posed by integrating digital literacy into the traditional fabric of EFL writing instruction. The insufficiency of authentic writing opportunities beyond the classroom, underscored by Hyland (2003), compounds the predicament, limiting exposure and practice.

Challenges of Teaching Writing Skills in EFL Classrooms

In the realm of EFL, instructors grapple with an array of challenges emanating from diverse linguistic backgrounds, limited exposure to English, and the confluence of varied writing conventions. Ferris (1999) accentuates the pervasive influence of native language interference, leading to syntactic, lexical, and structural errors in the written output of EFL learners. Matsuda (2012) and Hedge (2000) draw attention to the dearth of a conducive writing environment and the inadequacies in teacher training, accentuating the need for a pedagogical paradigm shift.

Moreover, Leki's (2001) exploration of the psychological dimensions of writing proficiency unveils the inhibitive impact of students' fear of making mistakes on their willingness to experiment and evolve in their writing endeavors. The amalgamation of these challenges contributes to an intricate tapestry that demands a holistic and adaptive approach to EFL writing instruction.

Solutions

Mitigating these challenges necessitates a nuanced approach entailing both pedagogical adaptations and learner-centric strategies. Byrnes's (2009) advocacy for task-based writing activities emerges as a pivotal pedagogical adjustment that fosters engagement and instills a sense of purpose in writing tasks. Matsuda's (2015) proposition of culturally relevant writing tasks aligns with the imperative of acknowledging and incorporating diverse writing conventions, thereby fostering a more inclusive and effective instructional environment.

Conclusion

The pedagogy of teaching writing in EFL classrooms is marked by intricate challenges that warrant a tailored and innovative approach. The synthesis of diverse methodologies, coupled with an astute consideration of learner-specific factors, serves as the cornerstone for an effective enhancement of EFL writing proficiency. As educators grapple with these challenges, the imperative for creative and adaptive instructional strategies becomes paramount.

Recommendations

In navigating the complex terrain of EFL writing instruction, educators are urged to engage in continuous professional development, honing their pedagogical acumen and adapting to the evolving landscape of language education. Additionally, an emphasis on creating a supportive and dynamic learning environment, coupled with the integration of technology and authentic writing opportunities, is pivotal for addressing the diverse challenges inherent in the teaching of writing skills in EFL contexts.

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INNOVATIVE ONLINE TEACHING STRATEGIES

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Annotation: Innovative Online Teaching Strategies have become increasingly important in the modern educational landscape. This theme explores the various innovative approaches and techniques that educators can utilize to enhance the online learning experience. From interactive multimedia resources to virtual simulations and gamification, these strategies aim to engage students and improve their understanding and retention of course material. Additionally, the theme also delves into the use of social media, collaborative platforms, and other digital tools to foster a sense of community and collaboration in online classrooms. By embracing these innovative strategies, educators can create dynamic and effective online learning environments that cater to the diverse needs of today's learners.

Key words: innovative strategies, interactive sources, digital tools, virtual stimulation, flipped classroom, collaborative platforms

Innovative online teaching strategies are important for several reasons. Firstly, they can provide access to education for individuals who may not have had the opportunity to participate in traditional classroom settings, such as those with physical disabilities or those living in remote areas. This can help to promote inclusivity and equity in education. Additionally, these strategies can be cost-effective, reducing the financial burden associated with traditional classroom materials and facilities. This can make education more affordable and accessible for both students and institutions, ultimately contributing to the democratization of education.

Furthermore, online teaching strategies have the potential to reach a global audience, allowing for cross-cultural exchange and collaboration. This can provide students with a broader perspective on various subjects and issues, fostering a more comprehensive and diverse learning experience. Moreover, the data-driven nature of online teaching strategies allows for the collection and analysis of data on student performance. This data can inform instructional decisions and help educators tailor their teaching to better meet the needs of their students, ultimately enhancing the quality of education. Lastly, online teaching strategies promote lifelong learning by providing opportunities for individuals to continue their education

at any stage of life. This fosters a culture of continuous personal and professional development, contributing to the overall advancement of society [1; p. 5].

The traditional model of education has been flipped on its head with the introduction of the flipped classroom. This innovative online teaching strategy has gained popularity in recent years, as it allows for a more student-centered approach to learning [2; p. 33]. In a flipped classroom, students are responsible for learning lecture material at home through online videos or other resources, while class time is dedicated to working on projects, assignments, and engaging in peer collaboration.

The concept of the flipped classroom is based on the idea that students can learn basic concepts and information outside of the classroom, freeing up valuable class time for more interactive and collaborative activities. This approach not only allows students to take control of their own learning, but also provides teachers with the opportunity to take on a more flexible and personalized role in the classroom [3; p. 5].

One of the key benefits of the flipped classroom is the increased opportunity for peer collaboration. When students come to class having already learned the basic material, they are able to work together on projects and assignments, engaging in meaningful discussions and problem-solving activities. This collaborative environment fosters critical thinking skills and encourages students to learn from one another, creating a more dynamic and interactive learning experience.

In addition to peer collaboration, the flipped classroom also allows for more personalized instruction from teachers. With students working on projects and assignments in class, teachers are able to provide individualized support and guidance, addressing the specific needs of each student. This approach allows for a more tailored learning experience, as teachers can adapt their instruction to meet the diverse needs and learning styles of their students.

Furthermore, the flipped classroom provides students with the opportunity to engage in hands-on, experiential learning activities. With lecture material covered at home, class time can be dedicated to applying that knowledge through real-world projects and activities. This approach not only helps students to better understand and retain information, but also prepares them for future careers by developing practical skills and experiences [4; p. 114].

The flipped classroom also has the potential to increase student engagement and motivation. By allowing students to take control of their own learning and providing them with opportunities for collaboration and hands-on activities, the flipped classroom creates a more dynamic and interactive learning environment. This approach can help to foster a love of learning and a sense of ownership over one's education, leading to increased student motivation and academic success.

In order to successfully implement a flipped classroom, teachers must be willing to embrace a more flexible and adaptive approach to instruction. This may involve creating or curating online resources for students to access at home, designing engaging projects and activities for class time, and providing individualized support and guidance to students as they work independently or in groups. Additionally, teachers must be willing to adapt their teaching methods and strategies to meet the diverse needs of their students, providing

differentiated instruction as needed. The flipped classroom is an innovative online teaching strategy that has the potential to transform the traditional model of education. By allowing for more peer collaboration, personalized instruction, hands-on activities, and increased student engagement, the flipped classroom provides a dynamic and interactive learning experience that can benefit students of all ages and abilities. As technology continues to advance, the flipped classroom represents an exciting opportunity for educators to rethink and reimagine the way we teach and learn [5; p. 89].

Besides, there are also a great number of strategies which will be useful in teaching online. They are the followings:

Project-based learning. Project-based learning allows students to take charge of their own learning by identifying real-world problems and developing solutions, while also building key skills such as research, critical thinking, problem-solving, and collaboration. It can help students to develop important 21st-century skills, such as problem-solving, creativity, and adaptability, which are essential for success in today's digital world.

Inquiry-based learning. Inquiry-based learning focuses on developing students' thinking and problem-solving skills by posing questions, scenarios, and problems for students to research and formulate their own answers, encouraging them to present their findings and engage in discussions with their peers. Inquiry-based learning also promotes student autonomy and independence, as students are given the freedom to explore topics that interest them and pursue their own lines of inquiry. This can be especially valuable in online teaching, where students may be learning in a more self-directed manner.

Jigsaw. Jigsaws involve students teaching each other by dividing them into groups and assigning each group different pieces of information to learn and explain to the other groups, promoting a deeper understanding of the material through teaching. In an online setting, jigsaw activities can also help to foster a sense of community and connection among students, as they work together to piece together the full picture of a topic or concept. This can be especially important in virtual learning environments, where students may feel isolated or disconnected from their peers.

Asking open-ended questions. Asking open-ended questions in the classroom encourages students to think critically, communicate effectively, and collaborate with their peers, fostering vibrant in-class conversations and allowing students to express themselves and find their own voice. Open-ended questions in online teaching can be a valuable tool for promoting critical thinking and engagement among students. By asking open-ended questions, educators can encourage students to think deeply about a topic, express their own thoughts and opinions, and engage in meaningful discussions with their peers.

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ENHANCING MEDIA LITERACY IN ENGLISH AS A FOREIGN LANGUAGE INSTRUCTION: STRATEGIES FOR CLASSROOM EDUCATION

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Abstract: This study investigates the integration of media literacy education within English as a Foreign Language (EFL) classrooms, emphasizing strategies to enhance critical thinking and communication skills among non-native English speakers. The exploration delves into the significance of media literacy in a globalized digital era, highlighting its pivotal role in fostering language proficiency, cultural understanding, and critical analysis of media messages. Drawing from pedagogical practices and scholarly insights, this study proposes effective approaches for incorporating media literacy education into EFL instruction, aiming to empower learners with the skills needed to navigate diverse media landscapes proficiently.

Keywords: media literacy, media education, pedagogical approach, curriculum development, classroom practices, interventions

Introduction

In today's digitally interconnected world, media literacy stands as a critical competency essential for navigating the complex and dynamic landscape of information and communication. As English continues to serve as a global lingua franca, integrating media literacy education into English as a Foreign Language (EFL) classrooms holds significant promise in enhancing students' critical thinking, language proficiency, and cultural awareness.

Media literacy, defined as the ability to access, analyze, evaluate, and create media content across various platforms, becomes increasingly crucial as technology continually evolves (Potter, 2014). The pervasive nature of media, encompassing digital texts, online platforms, social media, and multimedia sources,

necessitates a pedagogical shift towards equipping learners with the skills to critically engage with diverse media forms (Hobbs, 2010).

Amidst this backdrop, the integration of media literacy within EFL classrooms serves dual purposes. Firstly, it enriches language learning by providing authentic and engaging materials for linguistic practice, fostering vocabulary development, listening comprehension, and communicative competence (Bax, 2011). Secondly, it cultivates critical thinking skills and cultural understanding by enabling learners to deconstruct media messages, discern biases, and evaluate information authenticity (Hobbs, 2017).

Studies affirm the positive impact of media literacy education on language acquisition and critical thinking. Potter (2014) highlighted the role of media literacy in developing analytical skills, emphasizing its contribution to fostering critical consumption and production of media content. Additionally, Hobbs (2010) underscored the correlation between media literacy skills and informed citizenship, emphasizing the need to empower learners with the ability to decipher, evaluate, and create media content responsibly.

This study aims to explore effective strategies for embedding media literacy education within EFL instruction, leveraging scholarly insights and pedagogical practices. By examining the symbiotic relationship between media literacy and language learning, this exploration seeks to offer practical approaches for educators to nurture students' media literacy competencies within EFL classrooms.

The Significance of Media Literacy in EFL Instruction

In our contemporary digital era, the omnipresence and influence of media necessitate a heightened emphasis on media literacy within English as a Foreign Language (EFL) instruction. Media literacy stands as a pivotal skill set for navigating the vast and dynamic digital landscape, encompassing a wide array of multimedia platforms, social networks, and information sources (Potter, 2014).

Potter (2014) underscores the importance of media literacy, defining it as a critical competency that empowers individuals to comprehend, evaluate, and effectively engage with diverse media forms. Within the realm of EFL instruction, media literacy assumes a multifaceted role, serving as a catalyst for language learning, critical thinking, and cultural understanding.

Firstly, within the ambit of language learning, media literacy offers a reservoir of authentic and engaging materials that facilitate linguistic immersion and comprehension among non-native English speakers (Bax, 2011). Incorporating multimedia resources such as videos, podcasts, news articles, and social media content into EFL classrooms enriches language acquisition by exposing learners to real-life language usage, varied accents, idiomatic expressions, and cultural contexts.

Moreover, media literacy nurtures critical thinking skills essential for deciphering and critically analyzing media messages. Hobbs (2010) accentuates the significance of cultivating critical inquiry and skepticism towards media content, enabling learners to discern biases, evaluate credibility, and differentiate between factual information and misinformation. Through guided analysis of media texts, learners acquire the ability

to deconstruct messages, recognize persuasive techniques, and scrutinize underlying agendas, fostering their analytical capabilities within an EFL context.

Furthermore, Hobbs (2015) emphasize the role of media literacy in promoting cultural understanding and global awareness. Exposure to diverse media content aids learners in comprehending different cultural perspectives, societal norms, and values, thereby enhancing cross-cultural communication skills and intercultural competence among non-native English speakers. In essence, integrating media literacy into EFL instruction proves indispensable in nurturing language proficiency, fostering critical thinking abilities, and promoting cultural sensitivity among learners, aligning with the demands of a globalized and digitally mediated society.

Benefits of Integrating Media Literacy in EFL

Enhanced Language Learning - Media literacy offers a treasure trove of authentic and engaging resources that invigorate language acquisition among EFL learners. Incorporating multimedia elements, such as podcasts, videos, news articles, and social media content, enables students to immerse themselves in diverse language contexts, enhancing listening comprehension, vocabulary acquisition, and overall language proficiency (Bax, 2011). For instance, utilizing English-language films or documentaries in lessons not only exposes learners to varied accents and colloquial expressions but also provides cultural insights embedded within the language context.

Fostering Critical Thinking Skills - Integrating media literacy into EFL instruction nurtures critical thinking abilities essential for navigating today's information-saturated world. Through guided analysis of media texts, learners develop the capacity to evaluate information credibility, discern biases, and identify persuasive techniques employed within media content (Hobbs, 2010). Case studies showcasing contrasting news reports or media coverage on global events allow students to critically examine differing viewpoints, encouraging them to question and engage critically with the presented information.

Promoting Cultural Awareness - Media literacy serves as a conduit for promoting cultural awareness and understanding diverse perspectives. Exposure to a spectrum of media content from different cultures facilitates discussions on societal norms, values, and perspectives, fostering cross-cultural communication skills among non-native English speakers (Hobbs, 2017). For instance, analyzing advertisements or TV shows from various countries can spark discussions on cultural differences and encourage students to explore and appreciate diverse cultural contexts embedded within media representations.

Real-world Application and Engagement - Integrating media literacy into EFL instruction aligns classroom learning with real-world applications, enhancing students' engagement and relevance of language acquisition. By analyzing current events, social media trends, or digital storytelling, learners engage actively with contemporary issues, thereby connecting language learning to their daily lives and enhancing motivation and interest in the learning process (Hobbs, 2010).

Strategies for Integrating Media Literacy into EFL Instruction

1. **Selecting Authentic Media Materials** - Educators can curate diverse and authentic media materials aligned with language proficiency levels and learning objectives. This may include using podcasts, documentaries, news articles, or social media content in the target language. For instance, assigning tasks that involve watching short films or analyzing online news articles in English exposes learners to varied language registers and cultural contexts, fostering language acquisition and critical analysis.

2. **Guided Analysis and Discussion** - Encourage learners to critically analyze media content by employing guided analysis techniques. Educators can introduce structured frameworks or questions to prompt students to evaluate media messages, discern biases, identify persuasive techniques, and reflect on cultural implications (Hobbs, 2010). For example, guiding students through an analysis of advertisements by discussing visual elements, target audience, and underlying messages enhances critical thinking and cultural awareness.

3. **Incorporating Digital Tools and Platforms** - Utilize digital tools and online platforms to engage learners in interactive activities. Platforms offering collaborative features, such as discussion forums, digital storytelling tools, or multimedia creation platforms, enable students to create their own media content, fostering language production and creativity. For instance, assigning tasks where students create podcasts or produce short videos in English enhances language skills while developing media literacy competencies (Bax, 2011).

4. **Contextualizing Language Learning** - Integrate media literacy activities within the broader context of language learning. For instance, using news reports related to global events or societal issues as reading materials not only enhances language proficiency but also encourages discussions on cultural differences and societal perspectives. Engaging students in debates or discussions centred around media content encourages critical thinking and oral communication skills.

5. **Scaffolded Learning Tasks** - Implement scaffolded learning tasks that gradually build students' media literacy skills. Begin with simpler tasks such as vocabulary exercises based on media content and progress towards more complex activities involving analysis, interpretation, and synthesis of media messages. This gradual progression supports learners with varying proficiency levels while fostering critical media analysis (Hobbs, 2017).

6. **Reflective Practice and Assessment** - Incorporate opportunities for reflection and self-assessment within media literacy tasks. Encourage students to reflect on their media consumption habits, biases, and the impact of media on their perceptions. Assessments may include analyzing media artifacts, creating media projects, or reflective essays discussing learned media literacy skills and insights gained (Hobbs, 2010).

By employing these strategies, educators can effectively integrate media literacy into the EFL curriculum, enhancing language proficiency, fostering critical media analysis, and promoting an understanding of diverse cultural perspectives among learners.

Challenges and Solutions in Integrating Media Literacy into EFL Instruction

Access to Suitable Resources - Limited access to appropriate media materials, especially those aligned with language proficiency levels and cultural relevance, might pose a challenge. Collaborate with libraries, online educational platforms, and media organizations to access a diverse range of media resources suitable for language learning. Additionally, encourage students to contribute resources they encounter, fostering a participatory learning environment (Bax, 2011).

Language Proficiency Levels - Variability in language proficiency levels among learners might hinder their ability to engage critically with complex media content. Scaffold learning activities by providing differentiated tasks that accommodate various proficiency levels. Begin with simpler tasks and gradually increase complexity, offering support through glossaries, simplified texts, or peer collaboration (Hobbs, 2017).

Time Constraints - Time limitations within the curriculum may impede educators from incorporating extensive media literacy activities into EFL instruction. Integrate media literacy tasks within existing lessons or syllabi, ensuring alignment with learning objectives. Implement shorter, focused activities that blend seamlessly with language learning goals without significantly extending lesson durations (Bax, 2011).

Technological Barriers - Insufficient access to technology or limited digital literacy skills among students might hinder engagement with digital media. Provide alternative methods for accessing media content, such as utilizing print materials, audio recordings, or conducting activities that do not rely heavily on technology. Offer training sessions or tutorials to enhance students' digital literacy skills (Hobbs, 2017).

Cultural Sensitivity - Media content might contain culturally sensitive or controversial topics that could potentially pose challenges in diverse classroom settings. Pre-screen media materials for appropriateness and sensitivity. Prioritize discussions on diverse perspectives, encouraging a respectful and open dialogue. Ensure cultural inclusivity and sensitivity in selecting media content to avoid potential conflicts (Bax, 2011).

Assessment Methods - Assessing media literacy skills effectively within the framework of traditional assessment methods might be challenging. Design authentic assessment tasks that evaluate students' media analysis, critical thinking, and language skills. Utilize rubrics or checklists aligned with media literacy competencies to assess student performance accurately (Hobbs, 2017). By acknowledging and addressing these challenges through strategic planning, collaboration, and tailored instructional approaches, educators can overcome obstacles in integrating media literacy effectively into EFL instruction.

Conclusion and Recommendations

The integration of media literacy into English as a Foreign Language (EFL) education stands as a pivotal approach in nurturing language proficiency, fostering critical thinking skills, and promoting cultural awareness among learners. Throughout this exploration, we have underscored the multifaceted significance of media literacy in enhancing language learning experiences. Media literacy serves as a catalyst for language acquisition by offering authentic and engaging materials that expose learners to diverse language contexts, cultural nuances, and real-life language usage. Moreover, it cultivates critical thinking skills,

enabling learners to analyze, evaluate, and comprehend media messages critically, fostering informed citizenship and media literacy competencies.

Recommendations for educators, policymakers, and curriculum developers emerge from these insights. Firstly, educators should embrace pedagogical strategies that seamlessly integrate media literacy activities into EFL instruction. This involves selecting suitable media resources, scaffolding learning tasks, and fostering guided analysis and discussions that cater to diverse proficiency levels.

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SKILLS DEVELOPMENT AND JOB PROSPECTS IN IT: CHALLENGES AND OPPORTUNITIES

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Abstracts: The active development of information technology (IT) provides professionals with unique challenges and opportunities to expand their skills and career growth. This article highlights key aspects of the modern dynamics of the IT industry, highlighting the current challenges faced by specialists and discussing the prospects that open up as a result of these challenges. The focus is on the important skills needed for a successful career in IT, as well as strategies for their development[5]. The article also examines the prospects of working in various IT fields, including artificial intelligence, cybersecurity, software development and data analysis.

Keywords: IT industry, skills career growth, challenges, opportunities, artificial cybersecurity, software development, data analysis, information technology, computers, software, processing, storing, transmitting,

websites, applications, internet marketing, e-commerce, financial services, education, information security, banking sector, government organizations, telecommunications companies, cloud technologies, machine learning, natural language processing, computer vision, recommendation systems, data analytic, artificial intelligence, process automation, resource management, trend forecasting, information systems management, technical support[6].

Introduction:

IT is one of the best dynamically developing industries in the world, which never ceases to amaze us with new technologies and innovations. Developing skills in this area can open up many promising opportunities for career growth and personal development. However, there are also challenges associated with the rapid pace of change and competition in the labor market. This article will look at what skills and knowledge are needed for a successful career in IT, as well as what opportunities and challenges await workers in this field. But first, let's go into details about the IT field itself [7].

IT is an information technology, that is, an area related to the use of computers and software for processing, storing and transmitting information[4]. IT includes: creating and maintaining websites, developing applications for smartphones, installing and configuring a computer network, and much more. It would be more correct to say that all types of work and communication related to computers belong to the IT field [2].

Types of IT technologies and its applications:

1. Development of websites and applications - used in the field of Internet marketing, e-commerce, financial services, education and many others.
2. Information security - it is used in the banking sector, government organizations, telecommunications companies, as well as in any organization that works with confidential data.
3. Cloud technologies are used in many areas, including business processes, data storage and computing power.
4. Machine learning is used in natural language processing, computer vision, recommendation systems and other fields.
5. Data Analytics - used to analyze large amounts of data and make decisions based on this data.
6. Artificial intelligence is used in various fields, including process automation, resource management and trend forecasting.
7. Information Systems management - used in any organization that uses computer systems to manage its business processes[8].
8. Technical support and maintenance of computer equipment - used in any organization that works with computers and other devices.

Many people believe that IT is exclusively computer technology, because information technology has begun to develop much faster through a personal computer[2]. However, despite the fact that the concept is the identity of a computer and a computer network, its practical application should by no means be limited to a personal computer.

Computer technologies:

- system and application software;
 - technical means of IT;
 - organizational and methodological support.
- Today there are several main features of IT classification, namely:
- classes of technological operations;
 - the method of implementation in automated information systems;
 - The level of coverage of management tasks;
 - User interface view;
 - methods of application of networks of electronic computers;
 - subject shift and others.

Types of IT products:

- Classic. There were even before the popularization of computer technology. Their goal was to reduce the complexity of users and support them in completing complex tasks.
 - Innovative[9]. Their main goal is to provide effective real-time management.
- As for the degree of coverage of management tasks, it is worth highlighting such types of IT as:
- expert support;
 - electronic office;
 - Decision support;
 - automation of management functions;
 - Electronic data processing.
- Information technologies are divided into the following types:
- working with graphic objects, tables, texts;
 - Database management systems;

- Multimedia and hypertext (computer graphics).

Career Development in the IT industry

1. Programming: knowledge of programming languages such as Java, Python, Ruby, C++, JavaScript, and others is the basis for working in IT. The ability to develop and debug code, as well as use various tools for developing applications and programs, is a key skill for programmers
2. Databases: Knowledge of SQL, NoSQL and other databases, as well as experience working with them, including database design, creation and management, is an important skill for database developers and administrators
3. Artificial intelligence and machine learning: With the development of technology and artificial intelligence and machine learning, these skills are becoming more and more in demand in IT. The development of algorithms, model training and the creation of applications based on artificial intelligence require special knowledge and experience
4. Cybersecurity: With the increasing number and leakage of data, cybersecurity is becoming increasingly important for companies and organizations. Skills in cyber threat protection, vulnerability analysis, and security policy development are key for cybersecurity professionals.
5. Mobile Application development: With the growing number of mobile device users, mobile application development is becoming more and more in demand. Skills in developing applications for iOS and Android, as well as experience working with various tools and frameworks, are essential for mobile developers
6. Cloud technologies: Cloud technologies are becoming more and more popular, as they allow companies to save on infrastructure and increase flexibility in their work. Cloud technology skills such as Amazon Web Services (AWS), Microsoft, Azure and Google Cloud Platform are key for cloud service administrators[1]
7. Agile methodologies: Agile methodologies such as Scrum and Kanban are becoming increasingly popular in IT. Agile development skills, including team work experience, project management and use for Agile development, are key for development and project managers

Prospects for working in IT

1. High demand for specialists: IT is one of the fastest growing industries, and the demand for specialists in this field remains high. This means that career and development opportunities in IT can be very attractive.
2. Flexibility in work: Many IT companies offer flexible working hours and the ability to work remotely. This can be especially attractive for those who are looking for a work-life balance.
3. Innovation: IT is an industry that never ceases to amaze us with new technologies and innovations. Working in IT can be very interesting and stimulating, as you will work with the most advanced technologies and tools

4. High salary: IT professionals earn an average high salary, which makes this industry very attractive for those who are looking for a high-paying job.

Challenges of working in IT

1. Fast pace of change: IT is an industry that is constantly changing and evolving, which can be a challenge for those who do not like to change quickly and adapt to new conditions
2. Competition in the labor market: high demand for IT specialists also means that competition in the labor market can be very high[10]. This can be a challenge for those who are just starting their career in IT
3. The need for continuous training: Due to the rapid development of technology and innovation, IT professionals must constantly train and improve their skills. This can be a challenge for those who do not like to learn and develop
4. Teamwork: Many IT projects require teamwork, which can be a challenge for those who prefer to work alone. Teamwork can also mean the need to communicate with colleagues from different countries and cultures, which can be a challenge for those who do not have experience working in an international environment.

Conclusion

IT is a broad field that encompasses the use of technology to store, process, and transmit information. It includes roles such as software development, network administration, data analysis, cybersecurity, cloud computing, and artificial intelligence. The industry offers many opportunities for career growth and development, but also requires continuous learning and adaptation due to its constantly evolving nature. Do not be afraid of the difficulties and challenges of working in IT. Every minus can be turned into a plus if you approach your work and your development correctly. It is important to learn how to adapt to changes and constantly improve your skills. Working in IT can be very interesting and stimulating, especially if you love technology and innovation. This is an industry where career growth and development opportunities can be very attractive. Competition in the labor market can be an incentive to develop and improve your skills [3]. Don't be afraid to become part of a team and work together with colleagues from different countries to achieve a common goal. Constant learning and self-study is not only a necessity, but also an opportunity to broaden your horizons and gain new knowledge. A high level of responsibility is a sign that your work is important and needed. Monotonous work can be interesting if you find your passion and passion in it. It all depends on your attitude to work and desire to develop. And remember that in IT you can not only earn high, but also create a future that will change the world!

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METHODS OF IMPROVING SPEAKING SKILL

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Annotation: The ability to communicate effectively through oral language is a decisive skill in personal and professional fields, learning different methods and strategies for developing speech skills, methods and ways to develop oral discourse for teachers, students, and individuals seeking self-improvement.

Keywords: speech skills, technology and integration, speech skills, self-improvement, speech and reflection.

It is impossible to say that the culture of speech is to uphold language standards— to acquire a culture of pronunciation, vocabulary, good knowledge of the laws of speech, the ability of the language to use visual tools in accordance with various conditions and purposefully, and to acquire a culture of expressive reading and speech. In a general way, there is a need to avoid phonetic knowledge. It is well-known that the physical and acoustic properties of sound are composed of such qualities as height, strength, timbre (dyeing), and

stretching. These physical and acoustic characteristics also lie based on such concepts as speech mechanics, speech rhythm, speech tone (listing), and speech tempo, which are prosodic elements of intonation that ensure the survival of any oral discourse. In practical terms, speech culture is a science that explores a variety of speech problems and discusses the laws of beautiful speech, secrets, language, language standards, speech, speech qualities, speech styles, shortcomings and mistakes that can be encountered in speech, the appearance of speech works, and problems with the pronunciation of speech. Speech skills play an important role in effective communication. The importance of speech abilities in different contexts, such as business and social interactions, is particular. This sets the stage for further research into methods of developing and improving speech skills. The link between speech and thinking is manifested not only in the deep stages of psychological processes but also at the level of social events. [6][7] The effects of a word on a person, his behavior, are well-known to all. "Although language and thought cannot live without each other, they do not represent the same phenomenon. Thinking is the intentionality of an objective universe, and the language is a method of expression, a means of giving and strengthening ideas to other people. Words and concepts are dialogically forbidden to each other. (Matthew 24:14; 28:19, 20) Today, there are two principles in the relationship between languages in our country: on the one hand, the further development and improvement of national languages, and the increase in the importance of the Uzbek language as the official language. [4;p 73]

Further development of the theory and methodology of developing monologue speech is characterized by a thorough study of the characteristics of children's fluent speech types and different types of expression. Explaining speeches, the characteristics of sentences in the form of reasoning, will be studied, and a methodology will be developed to teach children a variety of monologues.

As a person learns a new language for himself, he first uses language units intelligently in accordance with the customized rules, practices each speech operation and movement. Then it reaches the level of automatic use of the language, that is, the period of qualifications begins. At the level of knowledge of the language, he does not think about how to build any phrase, his focus will be on what he wants to say or what opinion his interlocutor wants to express. At the same time, the rules and abstract grammatical concepts are used in speech unconsciously, automatically. When choosing a grammatical material, the learning phase, the level of familiarization with a new language, is taken into account. The growth of language and other important skills included reading preparation, literacy and accountability. Moreover, the difficulty of communication and language progress now is evidence of the impact of life. Language skills are the best predictor of successful education: the development of the language in the first 2 years of primary school predicts the characteristics of the child. [1] [2]

Basics of Speech Skills

Before you learn skills, it is necessary to understand the basic components of speech skills. It is necessary to familiarize yourself with such main aspects as pronunciation, fluency, vocabulary and intonation. For successful oral communication, a solid foundation in these areas is very important.

Development of speech skills

Teachers play a crucial role in the development of speech skills, based on different class approaches, including interactive activities, group discussions, role-playing and debate. It is also worth creating a supportive and stimulating learning environment to help you actively engage.

Technology and integration in speech skills development

In the digital age, technology offers innovative ways to improve speaking skills. Integrating technology tools such as language learning apps, virtual reality simulations, and online platforms can be explored and with them, it is possible to create an immersive and appealing speech experience. It calls for discussion of the benefits and problems with technology integration in language learning.

Self-improvement strategies

Individuals who independently seek to improve speech skills can benefit from adopting special strategies. It is desirable to use resources such as self-assessment, real goals, regular practice, and podcasts, audiobooks and language exchange programs.

Overcoming difficulties in developing speech skills

Developing speech skills is not without difficulties. There are common barriers, such as the fear of public discourse, language anxiety and cultural barriers. To enable students to overcome obstacles to the development of oral discourse and to enable them to act, strategies to overcome these challenges need to be developed and implemented.

Application of speech skills development in the real world

Providing practical work that emphasizes the successful application of speech skills development methods. Examples of educational institutions, language learning programs and advanced training initiatives have a significant impact on the implementation of effective strategies.

In conclusion, the ability to speak in effective communication is important, it is recommended that you use a variety of methods to develop them and increase more communication with loved ones and friends. Whether in a classroom or in a stream of independent movements, we can take our speech to a higher level by traveling to improve oral discourse, constant learning, and applying it in practice. [3] [5]

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THE PROBLEM OF TEACHING WRITING TO FOREIGN STUDENTS

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Abstract: This article delves into the multifaceted challenges encountered in the process of teaching writing to foreign students. As language educators increasingly engage with diverse student populations, issues such as language barriers, cultural disparities, and variations in writing conventions emerge prominently. The abstract explores these challenges and highlights the necessity for instructors to strike a delicate balance between fostering language proficiency and cultivating cultural awareness. Furthermore, the article provides valuable insights into effective strategies and solutions, offering a comprehensive guide for educators seeking to enhance the writing skills of foreign students.

Keywords: foreign student, assessment, education, problem, methods, writing.

In an era marked by globalization and cultural diversity, the task of teaching writing to foreign students presents educators with a myriad of challenges. This article aims to dissect these challenges and propose effective strategies for instructors navigating the complexities of this educational endeavor. One of the primary hurdles in teaching writing to foreign students is the pervasive presence of language barriers. These barriers encompass not only vocabulary and grammar but also nuances in expression and style. Educators must identify and address these linguistic challenges to facilitate effective communication through writing.

Cultural differences play a pivotal role in shaping writing styles. Foreign students often bring diverse cultural perspectives, which may result in variations in rhetorical strategies, organizational patterns, and even the perception of formality. Instructors must recognize and respect these differences while guiding students toward a proficiency that aligns with the academic and professional standards of the target language. Successful writing instruction involves not only honing language skills but also fostering cultural awareness. Striking a delicate balance between these two aspects is essential for students to communicate effectively and adapt their writing to diverse contexts.

Conduct a thorough needs assessment to identify specific challenges faced by the target group of foreign students. Utilize surveys, interviews, and language proficiency assessments to gather insights into language gaps, cultural preferences, and writing conventions that pose difficulties. Develop a comprehensive curriculum that integrates language acquisition, cultural awareness, and writing conventions. Design modules that progressively build upon each other, addressing identified needs and ensuring a systematic approach to skill development. Implement authentic writing tasks that mirror real-world scenarios.

Teaching writing to foreign students is a complex task that requires a thoughtful and adaptable approach. The challenges identified in the article—language barriers, cultural disparities, and differences in writing conventions—underscore the need for a comprehensive and nuanced teaching methodology. The discussion further explores key points related to these challenges and the proposed strategies:

- Discussion should delve into the intricacies of overcoming language barriers, emphasizing the importance of targeted language exercises and continuous language development throughout the curriculum.
- Highlight the role of language immersion activities and authentic writing tasks in providing practical experience and enhancing language proficiency.
- Explore how cultural awareness activities contribute to bridging cultural gaps in writing. Discuss the impact of cultural immersion experiences on students' ability to adapt their writing to different cultural contexts.
- Emphasize the significance of respecting and integrating diverse cultural perspectives in the writing curriculum.
- Discuss the challenges associated with unfamiliar writing conventions and the role of explicit instruction in guiding students. Explore how technology can aid in familiarizing students with conventions through interactive exercises and examples

Teaching writing to foreign students has been a subject of extensive research, with scholars exploring various facets of this complex educational endeavor. The literature reflects a growing awareness of the challenges posed by language barriers, cultural disparities, and differences in writing conventions. This review examines key themes and findings from existing research, offering insights into effective strategies and approaches employed by educator Scholars such as Cumming (2006) and Silva (1993) have extensively discussed the impact of language barriers on writing proficiency. The works of Matsuda (2013) and Kubota (2001) delve into cultural influences on writing, emphasizing the importance of recognizing and respecting diverse cultural perspectives. Integrating cultural awareness into writing instruction is seen as essential to fostering effective cross-cultural communication. Research by Leki (2001) and Flowerdew (2013) focuses on the challenges associated with differences in writing conventions. Explicit instruction on citation styles, formatting guidelines, and genre expectations is highlighted as crucial for helping foreign students navigate unfamiliar writing going improvement of teaching methodologies in this critical domainns to empower foreign students to navigate the intricacies of diverse writing norm.

In conclusion, teaching writing to foreign students is an evolving field that requires educators to navigate a complex interplay of language, culture, and writing conventions. By embracing integrated approaches, explicit instruction, authentic tasks, continuous improvement, and technology integration, educators can create effective pedagogies that empower foreign students to communicate proficiently and confidently in diverse linguistic and cultural contexts. This synthesis of research findings serves as a foundation for informed practices, ensuring that writing instruction remains responsive and adaptive to the challenges posed by an increasingly globalized educational landscape.

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EFFECTIVE HOMEWORK ACTIVITIES FOR ESP UNIVERSITY STUDENTS

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Abstract

The research aims to identify which types of homework activities that help to improve language learning in universities. The article focuses on how teachers give interesting and effective homework. Among 7 English teachers selected from Kimyo International University for observation a survey was conducted, in that survey they had to explain types of effective homework activities. All surveys were collected online, and results were analyzed. Results show that effective homework activities are a good way to improve students' knowledge and their interests.

Key words: *effective homework activities, students' knowledge, students' interests, EFL (English as a Foreign Language)*

Introduction

The role of homework is hardly mentioned in the majority of general ELT texts or training courses suggesting that there is little question as to its value even if the resulting workload is time consuming. However, there

is clearly room for discussion of homework policies and practices particularly now that technology has made so many resources available to learners outside the classroom [2]. Homework develops study habits and independent learning. It also encourages learners if it will be beneficial and shows the results. For this, students could see the usefulness of homework and tasks should be relevant, interesting and varied. This article discusses methods of teachers according to how they give effective homework for ESP University students.

Literature review

During the lesson teachers usually do not manage to find extra time to give a full explanation of all the concepts in the topic and practice with students within the measured length of a lesson. In refining student skills homework can serve as a useful tool for teachers, improving student persistence, self-discipline and responsibility. That's why most teachers find it a way to deal with students outside the classroom on academics. Buell [1] noted that at-home activities result in the development of decoding skills, advanced oral language development and higher reading achievement in learners. However, which types of activities for home can be beneficial for students?

According to Vatterrot [3; p.2], there are some inefficient traditional tasks consuming a large amount of time to complete but yield little bang for the buck. Furthermore, too large workload and tasks cause students' anxiety, stress and being unmotivated. In the fast-paced world certain principles have been already changed in order for homework to be effective. Tasks for home should be manageable in terms of both time and the level of difficulty. Otherwise, students often feel bored and stop making an effort because of the impossibility of an overload of tasks in a short time. "To ensure homework is doable, teachers must differentiate assignments so they are at the appropriate level of difficulty for individual students" [3; p.10]. Actually, homework should be individualized as it is based on different ability groups. It is essential for home tasks to require recently acquired skills and to keep mastered skills. The most crucial part of being effective is that teachers should evaluate students' work and give detailed and constructive feedback to students. According to Brown University' studies a list of effective home-based activities for students are here:

Case Studies and Problem-Based Learning

They develop students' critical thinking by asking them to analyze the case they are solving, as well as, find the solution. As a result, students put concepts learned in class into practice in "real-life" situations distinguishing between fact and assumptions if they are presented in narrative form focusing on course readings.

Summary writing

Most students find reading materials frustrating and a bit challenging to comprehend the whole paragraph in a time because of their length. Writing a summary from the source material can make this task easier and be helpful for students. They conclude the meaning of the paragraph and write the relevant information in a form, such as introduction, main body and conclusion.

Analyzing a video

Teachers give an educational video or documentary to their students as a home task. Because they seem entertaining and do not take plenty of time. Firstly, they watch it and then may write a summary about how they feel about the video. Students who have interest in politics, education, etc. find useful content on social media.

Making a presentation

There are lots of students who are considered as visual learners. That's why presentations can be found as a rich source to collect data related to the topic and show their mastered skills including turn-taking, organizing and demonstrating. They are a good opportunity to make a speech in public. Teachers can evaluate students in many categories while presenting and give constructive feedback, as well.

Zemelman et al., [4] suggested that writing is not the stage which cannot be waited to complete grammar or reading comprehension first and students can achieve language development with writing. Moreover, when students deal with writing at home, their language production and creativity will yield and discover something that they do not notice in class.

Methods

Research was conducted in higher education institutions in Tashkent. 7 male and female teachers from the International University of Kimyo participated in the research. In this study, an online survey method using Google Forms was used to collect data. Four multiple choice questions were asked. This study uses a descriptive analysis methodology because it summarizes the results of the data analysis and prompts teachers on how to assign homework.

Instruments

Four questions made up the questionnaire filled out by the teachers. They shared their thoughts on how to give useful homework while answering the questions. They were asked four multiple-choice questions.

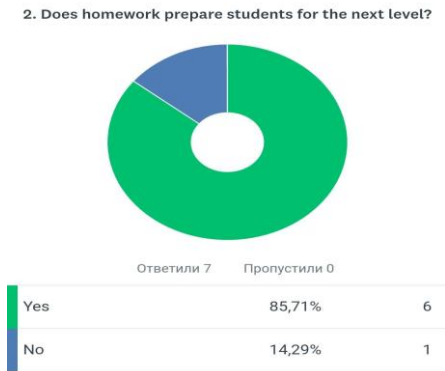
Data collection

First of all, the results of a survey investigating the causes and methods of effective homework assignment at an International Kimyo University are presented.

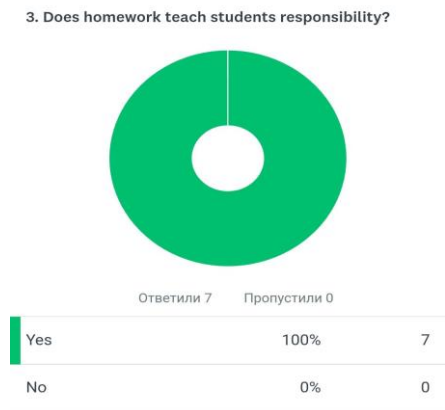
In the first question, teachers had to write about their few ideas and what they know about homework assignments. The questionnaires show that 3 participants answered No, 2 answered Yes, and 2 teachers answered that: yes of course and connecting homework with assignment.

The next survey is about whether homework makes students interested in the language or not. Teachers expressed many opinions in the process of answering questions. From surveys, it should be noted that effective homework helps students to increase their interests. Many teachers answered yes and expressed their opinion that homework helps students to improve their knowledge and learn independently.

The following pie chart shows the effectiveness of homework assignments on students. The results show that it is a very beneficial part of teaching language because 85,71 percent of teachers agreed with this point. As a result, this survey shows that effective homework can prepare students for the next level.



The following diagram shows whether homework helps students to be more morally responsible. The responses indicated that homework made them more accountable as 100% of participants chose yes.



Conclusion

Homework helps students consolidate what they have learned in class. If students do a variety of interesting homework assignments at home, they will do more research on the topic. Effective homework also helps parents because when children prepare homework, parents learn about what their children are learning in school. Students get 50% of their knowledge in class and 100% of their knowledge from homework. Teachers should also assign homework to students in an interesting and grade-appropriate manner that does not deviate from the topic. Research shows that all teachers support effective homework assignments and that diverse self-reported opinions about homework. Homework helps students become more independent and 100% of teachers say that effective homework helps students improve their grades and prepare them for the next level.

According to, effective homework increases students' interest in the lesson and the subject. 100% of the participants expressed their opinion about this. Effective homework is also very useful for teachers because

when teachers check students' completed homework, they know how well the students have understood the subject and what the students' weaknesses and strengths are. However, some teachers answered no to the first question, whether they know effective homework assignments. They need to learn new techniques. Therefore, further research needs to be done.

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THE EPOCH OF RENAISSANCE IN ENGLISH AND UZBEK LITERARY TRADITIONS: A COMPARATIVE EXPLORATION

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Abstract. This article analyzes one of the most significant eras in the histories of Europe and Oriental countries—the Renaissance. Through a detailed exploration, this article depicts how figures like William Shakespeare, Alisher Navoi, and writers of similar distinction are notably acknowledged as exceptional representatives of this transformative era.

Keywords: Renaissance, genre, Elizabethan age, University Wits, King's men, metaphysical school, sonnet, Turkic language, Khamsa.

Introduction. Countries have evolved through multiple stages and have undergone numerous changes over the ages, which is why they are at their current level of development. One of these times is the Renaissance, which is regarded as the pinnacle of art and culture and the cause of significant changes in all spheres of state and people. What does the term "renaissance period" mean? It makes sense that at the outset of the topic, everyone considers this question.

"Of course, the term renaissance occurred first in a European context. The Italian artist Giorgio Vasari (1511–1574) seems to have first used the word to characterize the developments in Italian architecture, painting, and sculpture that he described in the biographical sketches he included in his *Lives of the Artists*. Later writers expanded the meaning of the word to describe a flowering of new knowledge, a vastly expanded European acquaintance with the writings of ancient Greek and Roman authors, and a sensibility that expressed itself in novel artistic and literary forms that were often based on the works of the ancients." [7; p.9-10] The Renaissance, which derives from the Italian word for "rebirth," was a significant cultural movement that began in the early 13th century and continued into the late 1400s and early 17th century, with a focus on art and architecture. [12; p.4]

Methods and materials. The British saw a number of changes during the Renaissance. The English language bears the linguistic imprint of the Renaissance. The change that occurred in the late 1500s is when English speakers and writers started using modern English. [8; p. 10] Uzbek literature experienced the Renaissance twice, in contrast to English literature. These eras correlate to the centuries of the ninth, twelfth, and fourteenth. [11; p. 3] The great figures of the first Renaissance, including scientists Khorezmi, Beruni, Farabi, Alfraganus, writers Mahmud Koshgari, Ahmad Yugnaki, and Ahmad Yassaviy, raised the standard of knowledge in all branches of science. As accomplished scientists of the second Renaissance, Jami, Nizami, Navoi, K. Behzod, and others are still remembered in history.

The English Renaissance period.

The years 1485–1603 are included in the English Renaissance. There were three distinct periods in the English Renaissance. The Renaissance began under the Tudor monarchs (1500–1558), reached its peak under Elizabeth I (1558–1603), and then began to decline under the Stuart monarchs (1603–1649). [12; p. 4-5]

When King Henry VIII united the church and state by assuming the role of head of the Church of England, there was a significant shift in both religion and politics in England (1529–39). As part of a backlash against the Catholic Church in many parts of Europe, he severed all ties with the Pope and the Catholic Church in Rome. Protestantism gained prominence and provided a completely new understanding of the relationship between humans and God. As the head of the Great Chain of Being, which extended down to include the rest of humanity, animals, insects, and so forth, the king or queen evolved into the human being on Earth

who was closest to God. Erasmus, a Dutch philosopher, described humanity as the center of the universe, and most Renaissance thought was based on this humanist perspective. [12; p.4]

The English experienced a great deal of change following King Henry VIII's accession, which fundamentally altered the nation. The new policy caused the central idea of this era to shift, with humanism emerging as the dominant concept of the Renaissance. Literature at that time shifted its focus to humanity, which was expressed quite clearly in the works produced.

Following her accession to the throne, Queen Elizabeth I (1558–1603), who was twenty-five years old and single, is remembered as the most prosperous period of the English Renaissance. The Elizabethan period is regarded as the height of English drama. The young queen's enthusiasm for science and literature, along with her adept management abilities, led to the completion of magnificent projects across the nation.

Styles and writers.

The Renaissance period in English literature is remembered for the discovery of many new genres and writers. The most significant period is Elizabeth I's reign. It is regarded as the golden age of British prosperity in commerce, art, and nationalism. This period is regarded as the pinnacle of English drama, with the discovery of great playwrights such as Shakespeare, Christopher Marlowe, and Ben Jonson. This century is also known for its poetry, and Edmund Spenser is one of the best.

"The term 'Renaissance' frequently conjures up poetry of this self-conscious nature, which may appear to owe more to ancient Arcadia and the courts of Italy than to southern England." However, the British Renaissance transformed those southern landscapes in the same way that it transformed so many poetic conventions borrowed from other cultures." [4; p.14]

The Renaissance period was a time of great change, when many new genres were created, and when the period's main ideas were put forward and revived as a true rebirth in poetry.

Similarly, Renaissance individualism began as a process of imitation, a process of recovering lost voices from the past. The culture of classical antiquity was reborn in the Renaissance in the first instance. Of course, that culture had never been completely lost, and there had been numerous periods of recovery in the past. The Greek texts, however, were studied in Latin translations and overlaid by elaborate commentaries in the medieval academic curriculum, which came to center on Aristotle. [4; p. 14]

Uzbek Renaissance period.

Central Asia produced some of the most enlightened thinkers who went on to make groundbreaking contributions in fields such as physics, chemistry, mathematics, astronomy, geography, medicine, art, and agriculture between the IX and XII centuries, a period known as the Age of the Eastern Renaissance. 9;; p.3]

When compared to the Western Renaissance, the Eastern Renaissance began earlier and was more comprehensive. The eastern world experienced two Renaissance periods. The first renaissance period included the IX-XII centuries, that is, the period following the Arab invasion and the introduction of a new

language, religion, and culture to the east, which is clearly reflected in the literature of the time. The second renaissance period, which corresponds to the XIV-XV centuries, is considered to be the period following the Mongol conquest. [11; p.2]

In the East, the literature of the Renaissance is divided into two periods:

The literature of the early Renaissance (VIII-XIV)

The literature of the Renaissance (XIV-XVIII) [11; p.2]

Early Renaissance literature was heavily influenced by Islam, with Arabic becoming the primary script and a key link between the two Renaissances. Written literature began to emerge in Central Asia during this time period, and the works were primarily didactic in nature, though we can also find works written in scientific and devotional styles to the kings of the time. This period's well-known writers include Mahmud Koshgari, Ahmad Yugnaki, and Ahmad Yassaviy.

Mahmud Koshgari is regarded as the author of "Devoni Lug'ati Turk," which is significant in the history and literature of the Turkic peoples, and this work is a shining example of early Renaissance literature. The work is written in Arabic, which has become the Near Eastern language of science and religion, and it demonstrates how rich and colorful the Turkic language is. The book includes seven epics, love songs, pandnoms, mysteries about the creation of the universe, ancient legends and narratives about the history of Turkic peoples, 300 proverbs, and over 700 lines of poetic fragments.

The Renaissance (XIV-XVIII)¹⁶ was the most prosperous period in the East and in Uzbek literature. As literary genres evolved, mysticism became the primary theme of works. Great personalities such as Alisher Navoi, Abdurrahman Jami, and Zahiriddin Muhammad Babur created works that have a high place in literature during this period.

Alisher Navoi is a great poet and statesman. He is a major figure in Uzbek literature who wrote in two languages (Turkic and Persian) under the pen names Navoi and Foni.

Alisher Navoi's creative range is broad and varied; he wrote poems in 16 of the 21 oriental literature genres. Alisher Navoi's poetry elevated Uzbek literature to new heights. Alisher Navoi wrote "Khamsa" (a collection of five epics) in Turkic for the first time. He entered literary history as the "Khamsa" who wrote these epics in the shortest amount of time (1483-1485) with 50,000 lines (misra). Alisher Navoi wrote poetry in a variety of styles throughout his life. His religious works, such as "Arbain" and "Munajot", have also received critical acclaim. Alisher Navoi is regarded as a figure not only of Uzbek literature but also of the Eastern Renaissance.

Conclusion. To sum up, the Renaissance left an indelible mark on the history of all countries. Although the Renaissances of the West and the East were very different, there were some similarities. In both countries' literature, the Renaissance became a period of discovery of great works and great writers.

The flourishing of drama in English literature, as well as the discovery of new genres and literary directions, has elevated English literature to a new level. Many achievements were made possible by the kingdom's emphasis on science and literature.

The renaissance, which became an indelible stage of Uzbek and Eastern literature, gave the world many writers and works that are still regarded as significant today. Although the periods of the two-stage Uzbek renaissance differ, the main idea of the renaissance has not changed, and science has reached new heights.

The Renaissance, which brought about many changes and developments, is now regarded as an important period in literature.

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INSTRUCTIONAL TECHNOLOGY IN LANGUAGE EDUCATION

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Abstract

This article gives you a brief overview on how to teach English quickly and easily in elementary school. In this article, you can learn about meaningful and fun ways to teach English to children.

Keywords: elementary, English, children, teaching, fun, song, action, explanation, quick and easy, young children, mental, physical, teacher, voices.

Today, the ability to know foreign languages is one of the integral parts of our life is becoming Cooperation with foreign partners in various fields of expertise. Because of the high score, they have a high demand for language learning. Modern foreign languages are becoming an important component of professional education in society. Such knowledge People are first in pre-school educational institutions and later in schools, educational institutions they learn a foreign language in their courses or independently. In achieving this goal success depends on the practical methods and skills of teachers. Information the ability to use technologies and modern teaching methods, new materials helps to understand quickly. The teacher combines different methods of specific education will be able to solve programs. Learner potential in teaching English and A step-by-step training based on the level and age will give good results. According to psychologists, children learn language faster and easier than adults [1; p123].

Traditional and interactive teaching methods are used in the process of teaching foreign language teaching methods in elementary grades. It is envisaged that practical training will be organized in oral and written form. Advanced pedagogical technologies are used in the course of teaching practical classes, in particular, the means of displaying demonstration slides on a computer, displaying electronic materials through a projector. In the practical training of science, it is envisaged to use innovative, interactive methods of education, including express questions, brainstorming, jigsaw, discussion, work in small groups, menu, debate [2].

Knowing the purpose, tasks, subject, research methods, methodical concepts, tools, methods, principles, methods, exercise system of foreign language teaching methodology in elementary grades;

- explaining the methodology of language material (pronunciation, lexicon, grammar) to language learners;
- knowing how to teach listening, speaking, reading and writing skills in a foreign language;
- to know the organization, planning, lesson plan and rating system of the foreign language teaching process.

If the teacher can create that environment depending on the topic, the children will learn the language better they learn. For example: traveling, birthday, in the kitchen, etc. Traveling on the subject, the teacher organizes a trip, by what means of travel (foot, bicycle, automobile, train, boat, airplane) accessibility, where

to travel (Tashkent, Samarkand, Bukhara, England, USA) provides information about the importance. This is the case of students strengthens vocabulary, language capabilities, develops worldview [3; pp-35-38].

Children have a strong interest in finding answers to riddles. Therefore, the teacher when he says the riddle in English or Uzbek, the children say the answer in English should demand. Then children learn words quickly. When the teacher asks the students the English name of the colors, the child is immediately confused he remembers the time he ate, he quickly remembers that it is red-red and green-green. So, from this method use ensures that the learner retains the information in his memory for a long time.

- through gestures, facial expressions;

When the teacher says something to the child or commands when giving, for example, come here, open the book, stand up, to the child if he uses gestures in sentences like look at the blackboard will be clear.

- through visual aids, posters, books;

- writing on things that are visible and often used in everyday life.

For example: door, book, table, blackboard, window, write to the likes. Such things are always visible and there are many in practice because of its use, the child learns these words involuntarily.

- through news;

We know that children are curious. They quickly get bored with the sameness. That's why they always not teaching using one type of methods, but changing and updating such methods it is necessary to study. Otherwise, the children will understand how the teacher teaches and they prepare for it. Teaching with innovative methods raises children's aspirations [4; p-19].

In conclusion language teaching to young children is not an obligation, to be conducted in an interesting training style, to teach using several effective methods can serve as a foundation for their future knowledge. To children how important it is to learn foreign languages properly explained through natural condition needed.

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COMPARATIVE ANALYSIS OF UZBEK AND ENGLISH FOLKLORE

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Abstract. Folklore is the traditional beliefs, customs, stories, songs, and practices of a community or culture. It encompasses the oral traditions and cultural expressions passed down from generation to generation within a particular group. Folklore can include myths, legends, folktales, proverbs, superstitions, and rituals that are often rooted in the history and experiences of a community. The main aim of this research paper is to analyze the differences between Uzbek and English folklore and provide examples.

Key words: Folklore, folk tales and epics, lyrics, tradition, drama.

I. Introduction

Folklore serves as a way for a community to preserve and transmit its cultural heritage, as well as to express its values and beliefs. It can also be a source of entertainment and a means of conveying moral lessons and societal norms. Folklore varies widely from culture to culture, and even within different regions of the same culture. It can be expressed through various mediums such as storytelling, music, dance, art, and crafts. In many societies, folklore plays a significant role in shaping the identity and collective memory of a community. It is often used to explain natural phenomena, historical events, and the origins of traditions and customs [1; p.16-19].

In recent years, there has been a growing interest in the study and preservation of folklore as a means of understanding and appreciating the diversity of human cultures. Folklore studies encompass various academic disciplines such as anthropology, sociology, literature, and linguistics.

II. Methods

During a research, books about fairy tales and folk balladas are read in order to provide clear analysis about differences and similarities of Uzbek and English folklore. The similarity and commonality of these two nations can be seen as the same in prehistoric times due to the fact that the development of humanity is the same and expected nearly identical in all phases of life in terms of literary genres as well. The origins of folklore can be traced back to prehistoric times, when oral traditions were the primary means of transmitting cultural knowledge. Ancient civilizations such as the Mesopotamians, Egyptians, Greeks, and Romans all had rich folklore traditions that included myths, legends, and religious stories [2; p.5].

III. Results

While researching the difference between English and Uzbek folklore some noticeable similarities are identified as well. Let's take Beowulf and Alpomish as an example. Both of these characters are so brave and courageous and dedicated themselves for their nation and motherland to protect it from enemies. The given description of these two characters is similar. Even the sequence of events happened nearly the same order. When it comes to the fairy tales, it is common that most of them end with the victory of a virtue from darkness. Every child knows at least one fairy tale and can retell it, which shows and proves that the teaching children to goodness is always the main priority in every nation despite their language, culture and religion. Hence, depicting the moral and plot of such tales is another similarity that could not be denied. To prove this idea some fairy tales like "Cinderella" and "Zumrad and Qimmat", "Beauty and The Beast" can be mentioned with a happy ending and the same human feelings like love, kindness, respect and love to the motherland [3; p.16-18]. Fairy tales show us the national wisdom and beauty of our mother tongue. While reading a lot of Uzbek and English fairy tales, it is noticeable that they have some similarities. We wonder what they have in common and how they differ. If we make a comparative study of Uzbek and English fairy tales, we can prove that fairy tales have similarities, while at the same time they have certain differences due to cultural and historical features of the people's development. Fairy tales are stories created by oral traditions. Their plots demonstrate strong conflicts between good and evil, with magic and luck and usually have happy endings. One can find universal human feelings such as love, hate, courage, kindness, and cruelty in typical fairy tales. Children should read and learn to understand fairy tales so that they can better realize the national literature as well as the culture of the country in whole. Folk tales reflect people's life, their history, beliefs, mentality. Different stages of nation's development are presented in them in a certain way [5; p.65-67].

VI. Conclusion

In short, folklore works as a creative product of the people have made a unique contribution to the development of world literature. In the history of nations and peoples, the issues of oral art occupy a leading place [6; p.8]. The main commonalities between the genres of folklore, the relations of principles, the similarity if folklore identify the self-enrichment of folklore. The general conclusion is that in English and Uzbek folk tales, the characters perform one function: they represent the mentality of their people and

express it in a language that allows us to talk about the formation of the certain stereotype. Comparing the plots of English and Uzbek fairy tales, it must be said that the main difference between them lies in the fact that the Uzbek folk tale is based on a fiction, an unexpected turn of events, magic and transformation. In the centre of the English fairy tales is specific information about some facts of everyday life. The fact that they are quite essential to the development of every nation is related to the meaning of their plot which depicts the feelings and opinions of a nation clearly.

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ENGLISH LANGUAGE EDUCATION AND PEDAGOGY

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Abstract: Teaching is a crucial aspect of educational planning and management, with a focus on promoting student self-determination and practical, experimental learning. This study explores various teaching methods in higher education and emphasizes the importance of effective teaching strategies. Qualitative research methods were used to analyze data and the results highlight the need for potential teaching strategies. The study concludes with a discussion and recommendations for improving teaching activities in higher education.

Key words: communicate, culture's language, human interactions, connection, linguistic, social knowledge, education system, language skill, teaching methods, emotional skill, technology, cognitive development, job opportunity, Ibrat school, pedagogy, factors, approaches

Learning a language is considered foreign if it is primarily taught in a classroom and not spoken in the society where the teaching takes place. Studying another language allows individuals to communicate effectively and creatively, participate in real-life situations using the authentic culture's language, and gain access to a different perspective. It also helps in making connections across different subjects, promotes an interdisciplinary perspective, and fosters intercultural understanding. Language is essential for effective human interactions and provides a better understanding of one's own language and culture. Studying a language offers learners the opportunity to acquire linguistic and social knowledge

Teaching is a critical part of educational planning and management, focusing on empowering students and promoting hands-on learning. This study explores different teaching methods in higher education and emphasizes the importance of effective strategies. Qualitative research was used to analyze data, highlighting the need for potential teaching approaches. The study concludes with recommendations for improving teaching activities in higher education.

"In our country, it is time to establish a new system that will provide a strong foundation for teaching foreign languages in the future. Since we have set ourselves the goal of being competitive, it is now a requirement for at least two foreign languages to be fully mastered by graduates of schools, lyceums, colleges, and higher education institutions. It is essential for the leader of each educational institution to focus on creating a conducive learning environment for this" [5]

English language proficiency is crucial in today's globalized world for communication, education, and career advancement. Teaching English is essential, especially in regions where English is not widely spoken, to ensure students have the necessary language skills for higher education and job opportunities. The demand for English is increasing, and its importance cannot be overstated in developing a country's education system. And also, in today's interconnected world, being proficient in English is crucial for communication, education, and career advancement. Teaching English is especially important in regions where it is not widely spoken, to ensure that students have the necessary language skills for higher education and job opportunities. English is growing, and its role in developing a country's education system cannot be overstated. Also it is important for people as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunity, as earlier mentioned. Moreover, the use of English as an international language is growing with time because it is the only medium for communication in many countries, Uzbekistan as well. In our country also English language are taught as a second language. Already public, private and universities can create English atmosphere. The government pay attention to pupil's learning foreign languages, and created a lot of opportunity. For example, "Ibrat" school, that is specialized to learn foreign language. In public and private school English taught to pupils on first and second grade.

When children are first exposed to a new language, their reactions vary as it is often very different from their native language in terms of structure, rules, and system. Some children adapt easily, while others need time to develop their skills, and some struggle from the beginning. This study focuses on analyzing the difficulties that young learners at the Secondary Level face in learning English, even if they have not been diagnosed with a learning disability. The purpose of the study is to understand the challenges that these students encounter in the classroom while learning English. Teaching English is not too difficult. It requires some professional methods. Teachers should be practical, well-educated, and creative. Because make the lesson simply discourage students. They should manage the class effectively. For example, managing time, space and students' behavior and using instructional strategies. Also proactively building positive relationship between the teacher, student, and parents fosters a learning environment based on respect and care. Effective time management is crucial for students to achieve their learning objectives and for teachers to create a positive learning environment. However, the allocation of time is often dictated by external factors such as state or district mandates, school policies, and rigid schedules, rather than being based on student's actual needs. The focus on standards and high-stakes assessments also affects time allocation, often resulting in teachers feeling pressure to cover a large number of objectives without sufficient depth, as well as having to accommodate students who may not be ready for the mandated curriculum. And managing the space in the classroom for creating a conducive learning environment, especially for teaching English to young learners. Here are some tips for managing classroom space effectively: organize the layout, utilize visual aids, create designated areas for different activities, use technology effectively. Also paying attention students' behavior is more necessary. When the students make a noisy they do not focus on the lesson. To make them interested in is the main factor on the classroom. For this teacher make a discussion, debate, answer interesting question. And student engagement is a very essential stuff. And it describes an individual's interest and enthusiasm for school, university, which impacts their academic performance and behavior. It is a complex term, making it all the more difficult to understand. Student "engagement involves positive student behaviors, such as attendance, paying attention, participation in class, as well as the psychological experience of identification with school and feeling that one is cared for, respected, and part of the school, university environment" [4]

Pedagogy refers to the methods and strategies used in teaching, specifically for children and young learners. It involves understanding the cognitive, social, and emotional development of students to effectively deliver education. The students are seen as relatively more dependent learners. [2] Also it is time for our country to implement a new system for teaching foreign languages, with the goal of ensuring that graduates from all levels of education are proficient in at least 2 foreign languages. It is crucial for educational leaders to create a supportive learning environment to achieve this. Pedagogy, the study of teaching and learning, plays a crucial role in facilitating communication between teachers and students. It involves the methods used by teachers to deliver lessons and assess students' understanding. Education experts have developed effective pedagogical practices to enhance teaching and learning.

Utilizing successful teaching methods is essential for students to reach their learning goals and fulfill their educational capacities. Effective pedagogy establishes a solid educational base and supports students in

acquiring advanced knowledge and skills. It also allows teachers to monitor students' academic development. The following points emphasize the significance of pedagogy. Importance of pedagogy in teaching:

- improved quality of learning
- students more receptive during learning sessions
- improved student participation
- knowledge imparted effectively across a spectrum of learners
- development of higher cognitive skills in students [3].

Implementing successful teaching methods is crucial in helping students reach their educational goals and maximize their learning potential. A strong pedagogy lays the groundwork for effective learning, facilitating the development of advanced skills and knowledge. Moreover, it allows educators to monitor the academic advancement of their students. The following points underscore the significance of pedagogy.

Factors of affecting pedagogy: learning styles of student, availability of additional resources, educational system, competence of the instructor, field of study. Several factors and teaching methods impact the pedagogy used in the teaching and learning process. These include the subject being taught, the curriculum, student motivation, and the instructor's expertise. The learning styles of students and the resources available also play a role in shaping the pedagogical approach. The following points provide further detail on these factors.

Types of pedagogical approaches:

- constructivist approach
- reflective approach
- collaborative approach
- integrative approach
- inquiry-based approach [1]

Several factors and teaching methods impact the pedagogy used in the teaching and learning process. These include the subject being taught, the curriculum, student motivation, and the instructor's expertise. The learning styles of students and the resources available also play a role in shaping the pedagogical approach. The following points provide further detail on these factors.

Conclusion: The study of English language and its integration into education and pedagogy is crucial for fostering effective communication, critical thinking, and cultural understanding among students. The teaching of English as a second language is particularly important in enabling students to participate in the global economy and to engage with diverse perspectives in an increasingly interconnected world. Moreover,

an emphasis on language proficiency and literacy skills in education is vital for promoting academic success and personal development. Therefore, the incorporation of English language learning and pedagogical strategies into educational systems is essential for equipping students with the necessary tools to thrive in a complex and dynamic society. Additionally, the use of innovative teaching methods and technological resources can enhance language acquisition and foster a deeper appreciation for linguistic diversity and expression. Ultimately, the intersection of English language and education has far-reaching implications for promoting inclusive and effective learning environments.

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THE USE OF OPEN EDUCATIONAL RESOURCES IN HIGHER EDUCATION IN UZBEKISTAN

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Abstract

Open educational resources are available in diverse forms and many arrays. While some teachers around the world manipulate these materials for their purposes. In Uzbekistan, open educational resources have not fully been established yet. The use of open educational resources and their effectiveness have been studied by many scholars; however, this topic should be researched in higher education in Uzbekistan. The aim of the study is to identify types of open educational resources used by teachers at higher education. The results show that most teachers know, use without adapting, or adapt these open educational resources.

Key words: OER (open educational resources), course materials, license requirements, textbook, digital materials, lesson plan

Introduction

Open educational resources (OER) are assets for teaching, learning, and research that are free to use, adapt, and share. Textbooks, course materials, modules, films, photos, simulations, and software are all examples of educational resources. OER are significant because they have the potential to make education more inexpensive and accessible to all. They can also help increase the quality of education by giving educators access to a broader range of high-quality materials. OER are licensed by open copyright licenses, which let anybody use them for free as long as they adhere to the license's requirements. This means that you can use open educational resources to teach your classes, build your own educational materials, and even sell your own educational products based on them.

Literature review

In recent years, open educational resources (OER) have promoted free and open access to educational materials, mainly due to the increasing possibilities of digitalization, expanding access to the Internet, and the proliferation of new flexible intellectual property licenses.

This method is attracting a lot of attention around the world.

Open educational resources are teaching, learning, and research content that is both "free" (openly licensed content) and "free" (free of charge) [5]. OER requires a visible open license, such as a Creative Commons license, or an explicit acknowledgment that the educational resource is free and can be used, shared, remixed, modified, and distributed by others with or without restriction. It depends on the type of open license you choose. Public domain content is also considered OER. OERs can have different granularities, from learning objects (e.g. images with a specific educational purpose) to full courses (e.g. MOOCs or free online courses on Open Libre). The introduction of technological innovation tools into education [6] has led to the rise of new educational models where instructional strategies and assessments are not based on individual interactions between teachers and learners [6]. OER provides new opportunities to access educational resources, many also see it as a way for students and school districts to save large sums of money by eliminating the need to purchase expensive textbooks [2]. For example, Caswell [3] describes an extensive curriculum redesign effort undertaken by the Washington State Commission on Community and Technical Colleges to leverage OER and original content created by faculty. The intended result is that a professor will be able to use her OER in place of traditional textbooks, significantly reducing the cost that students pay for their education.

Although much research has been conducted to create, disseminate, and promote OER, relatively little theory-based, generalizable research has been conducted to examine its use and impact [6]. Important questions remain unanswered about many aspects of OER, which we address as cost impacts, outcome impacts, usage patterns, and perceptions of OER quality. The four components of the COUP framework

include the key aspects of education that are likely to be most affected by the use of OER. In particular, OER has a potential impact on educational costs, as the costs of copying and distributing open licensed materials (particularly digital materials) can be significantly reduced compared to most copyrighted educational materials. may give. In addition to reducing educational costs, keeping OER up-to-date and having access to materials on the first day of class can impact student outcomes. Results may also be influenced by how the teacher and student use the OER in ways that differ from how the teacher uses traditional materials. Finally, students' and teachers' perceptions of her OER may reveal conflicting usage patterns and outcomes.

For these and other reasons, using a framework such as COUP provides a minimal basis for future comparative research on OER.

Methods

First of all, a survey created through Google. questions shared this with the teachers, who recorded what they learned. Through this method, founded out how much teachers use OER methods and how little teachers know about OER. First question was asked what the answer was, and then two teachers wrote the answer: OERs are resources that are open to the public. Especially to teachers. Teachers can freely use those sources without being charged. Teachers are also free to download, print, and share. Teachers are free materials to use. It is helpful both for students and teachers. Teachers can be online open courses, training, or just a bunch of books or topical handouts.

Moreover, they use OER materials a lot during the lesson. I used them as an interactive game or tool to consolidate the content that we had earlier, or I googled any topic and found OER. I can use them without changing. But sometimes they need to adapt. Before I thought about this, I didn't think that many teachers used digital materials in higher education, but from my survey, I found out that they mostly incorporate digital materials into their lesson plans.

Survey

An online survey was conducted using Google Forms and school teachers participated in the survey. Teachers answered the questionnaire and provided their valuable opinions. The survey consisted of 6 questions. We will be able to see how much they use these online plans in class. The Google Forms website automatically displayed and analyzed the received data. Findings were scrutinized to draw meaningful conclusions.

Data Collection and Analysis

Entering the data collection and analysis phase, the study found that most teachers know about OER. The survey shows that teachers sometimes use interactive games without modification when necessary. Later it became known that the teachers have information about OER, use its materials during the lesson and find it convenient. What is the OER? or do you use material from the OER? several questions were used.

Results

According to the results of this survey, it can be seen that teachers have knowledge about OER, and the questionnaire also asks how much information they have about OER, or about the impact of OER and the extent to which they use its materials during class. And the answers are very good because I thought that the teachers don't know about this OER but I was very surprised to see the answers. Due to the convenience of online learning, you can easily download lesson plans or improve your knowledge by collaborating with other teachers. The first question was what the answer was, and then two teachers wrote the answer: OERs are public resources. Particularly for teachers. Teachers are not charged for using these resources. Teachers can also download, print, and share for free.

Teachers are free to use materials. It is beneficial to both students and teachers. Teachers can open online classes, training, or simply a collection of books or relevant handouts.

Conclusion

In conclusion, the widespread adoption of open learning has the potential to democratize education by providing high-quality resources to students and teachers around the world. This allows for greater flexibility, adaptability and customization of learning materials, resulting in a more tailored learning experience for students. In addition, open teaching promotes collaboration, innovation and knowledge sharing, promoting a culture of openness in education. The continued growth of open schools has the potential to disrupt traditional education systems and make learning fairer and more accessible to all.

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IMPORTANCE OF PHRASAL VERBS AND IDIOMS IN ENGLISH

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Abstract: In English, phrases and idioms are widely used, and the use of these units in the speech process expresses the extent to which the speaker is aware of the language capabilities. These make communication less demanding and more enriching. The utilize of phrasal verbs and figures, it is necessary to take into account some of their features and use them correctly. Methods of competently solving the above problems are described in detail in this article.

Key words: phrasal verbs, definition, idioms, language.

Phrasal verbs and idioms are essential components of the English language, offering colorful and expressive ways to communicate. Phrasal verbs are formed by combining a verb with one or more particles, such as adverbs or prepositions, to create a new meaning.

Idioms, on the other hand, are expressions with figurative meanings that differ from the literal meanings of the words used.

Mastering phrasal verbs and idioms is crucial for achieving fluency in English and understanding native speakers. They add nuance and depth to conversations, making language more vivid and engaging. Learning how to use phrasal verbs and idioms effectively can greatly enhance language proficiency and enable more natural and expressive communication.

A phrasal verb is a verb made up of a base verb and one or more particles, which together create a new meaning. For example, the verb "pick" and the particle "up" combine to form the phrasal verb "pick up," which means "to lift or take up." An idiom is a phrase or expression that has a figurative meaning different from the literal meaning of the individual words. For example, the idiom "kick the bucket" means to die. Both are used in spoken and written English, but idioms are often more specific to a particular culture or region and may be more difficult for speakers from other cultures to understand.

Phrasal verbs and idioms are two important aspects of the English language that can significantly enrich your vocabulary and communication skills. Phrasal verbs are combinations of a verb and one or more particles (usually an adverb or a preposition) that together convey a distinct meaning. For example, "give up" means

to surrender or quit, while "turn down" means to reject or decline. Phrasal verbs are commonly used in both informal and formal language, and mastering them can greatly enhance your fluency [4].

Idioms are phrases or expressions whose meanings are not directly deducible from the individual words used. They often carry a figurative or metaphorical meaning that may not be immediately apparent to non-native speakers. For example, "kick the bucket" means to die, and "hit the nail on the head" means to accurately identify or solve a problem. Learning idioms can help you understand and use natural, colloquial English more effectively.

Both phrasal verbs and idioms are integral to everyday English usage, and familiarizing yourself with them can make your language skills more nuanced and expressive. Whether you are learning English as a second language or seeking to refine your language abilities, incorporating phrasal verbs and idioms into your vocabulary will heighten your proficiency and understanding of the language.

Some researchers argue that phrasal verbs and idioms present particular challenges for language learners and can impact language fluency and comprehension. They may also impact cognitive processing and memory due to their non-literal or figurative meanings.

Some studies have concentrated on syntactic and semantic analysis of phrasal verb combinations as Lindner's study focused on 600 verb particle constructions without and 1200 with up to examine semantic structure of verb particle constructions. Framework of Langacker's Space Grammar was employed to see if particles like out and up are meaningful in verb particle constructions and, therefore, these kind of constructions are analyzable. This study rejected the claim made by researchers like Fraser who stated that particles are generally not meaningful and, thus, they should be represented in the lexicon as arbitrary items and unanalyzable idioms. Lindner found that particles like out and up have many meanings and they contribute to the meaning of verb particle constructions [10].

Using phrasal verbs and idioms correctly can add depth and fluency to your English language skills. Here are some tips for using them effectively:

1. Context: Understand the context in which the phrasal verb or idiom is used. This can help you grasp the intended meaning [10].

For example:

"I eat a piece of cake every day." Here "piece of cake" means just one part of cake.

"Driving a car is a piece of cake for me". While here this idiom means something very easy to do.

2. Practice: Familiarize yourself with common phrasal verbs and idioms by reading, listening to native speakers, and practicing their use in conversation. Read English articles, novels, listen English podcasts or speak with natives if it is possible.

3. Fluency: Focus on integrating phrasal verbs and idioms naturally into your speech and writing to enhance fluency and expressiveness [10]. Try to utilize some phrasal verbs and idioms in your daily speaking.

For example:

Just imagine! It is raining strongly outside and in this case say "It is raining cats and dogs" instead of saying "raining heavily"

4. Variety: Learn a wide range of phrasal verbs and idioms to add variety and nuance to your language usage. [10]

Here are a few examples of phrasal verbs and idioms to get you started:

Phrasal verbs:

- "Break down" (to stop working or functioning)
- "Bring up" (to mention or introduce a topic)

Idioms:

- "Bite the bullet" (to endure a painful experience)
- "Cost an arm and a leg" (to be very expensive)

5. Appropriateness: Be mindful of the formality or informality of the phrasal verb or idiom and use them appropriately in different contexts. Understanding the formality or informality of a phrasal verb or idiom is essential for using them appropriately in various contexts. In formal or professional settings, it is best to use more formal phrasal verbs or idioms to maintain a professional tone. In informal or casual conversations, using informal phrasal verbs or idioms can help establish a friendly and relaxed atmosphere [10].

For example, in a formal setting, you might use the more formal "reach an agreement" instead of the informal "come to an agreement." Conversely, in an informal setting, you could use "hang out" instead of the more formal "spend time together."

Being mindful of the appropriate formality for different contexts will help you communicate effectively and accurately convey your intended tone or level of formality. Improving your understanding and proper usage of phrasal verbs and idioms will enrich your English communication skills and help you express yourself more effectively.

Another study on avoidance of phrasal verbs has been done by Liao and Fukuya in relation to learners' proficiency and test effect and type of phrasal verbs. They examined avoidance of phrasal verbs among Chinese intermediate and advanced learners in relation to their proficiency level and test effect. Following Dagut and Laufer, Hulstijn and Marchena, and Laufer and Eliasson, they administered three tests such as multiple choice, translation and recall in relation to literal and figurative phrasal verbs. Liao and Fukuya found that intermediate learners use fewer phrasal verbs than advanced learners. Learners at the intermediate level avoid using phrasal verbs due to absence of structural feature in their own language. They concluded that avoidance of phrasal verbs by ESL learners is related to the level of language proficiency, type of phrasal verb constructions and type of test administered [10].

In conclusion based on the above examples, it turns out that a verb, being part of an idiom, does not always remain a phrasal verb as described in the example for idioms describing emotions or mood and idioms associated with problem situations. Thus, I can conclude that phrasal verbs can be used in speech both independently and in idioms, without changing their meaning. However, students of English at a deep level will still have to memorize idioms in which phrasal verbs lose their meaning and are used literally. Therefore, it will be more rational to first start studying idioms, and only then phrasal verbs.

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SOCIAL MEDIA AS A TOOL FOR LEARNING FOREIGN LANGUAGES

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Abstract. This article addresses the topical issue of using social media as an effective tool for foreign language learning. It analyses the role of popular platforms such as YouTube, Instagram and Facebook in enriching language skills. The article shows advantages of using social media, such as access to authentic content, communication with native speakers and interactive learning methods.

Key words: social media, foreign language, language skills, communication, authentic content, native speakers.

In today's world, social media play a huge role in lives of every person. Not a single day goes by without a minute spent in front of a smartphone or computer screen. There is a huge number of social networks without which we cannot imagine our daily lives. Most people have access to the Internet and have accounts on various social networks. The rapid development of web technologies is changing the way people communicate with each other: quick chat messages have replaced long letters; voice messages have replaced traditional phone calls. The Internet has radically changed people's lives, making the possibility of information transfer more accessible and faster [1; p. 60].

A social network is an online platform or website that enables us to share information about ourselves, locate information about friends, coworkers, or anybody else, connect with one another, talk to people from anywhere in the world without leaving home, establish new social ties or maintain existing ones. But they are not just platforms for socializing, but also really powerful tools for learning foreign languages.

As language is constantly changing, the importance of using social media to learn a foreign language has increased dramatically over the last two decades. Modern language can now be heard on TV and radio, read in newspapers and magazines, but most of all it can be found on the internet. For today's teenagers, and sometimes even children, the language used by their favorite blogger or the phrases used by their favorite characters in a TV series, film or anime are more important than the language that can be found in a textbook. Even though the textbook is the main basis for language learning in schools and other educational institutions, sometimes it is not enough to fully understand the language. That is why we can turn to different social media.

Social media such as Instagram, Facebook, Twitter or Pinterest offer many authentic texts for learning languages. These social networks do not have artificially created dialogues designed for teaching students in schools, universities, they have real language from which you can take real words or phrases to learn any language you wish. There are many bloggers on YouTube who talk about different topics in foreign languages. For each topic, you can find a video in which a young blogger from the country of the target language explains the topic in the actual language. With the help of such social networks, students develop not only communicative competence, but also country knowledge and love for the language [1; p. 61]. The use of social networks helps to make their studies more interesting by visually answering the common question of students: "Why do we need this language at all?" If we look at which internet platforms are most used by people in real life, we will see their activity in the most popular social networks such as Instagram, Facebook and YouTube. We will take a closer look at these platforms in this article.

Instagram

Many people may think that a platform like Instagram can only be used for posting photos, watching meaningless videos and chatting with friends. However, this is not entirely true. Learners can subscribe to an account with educational materials on the language of study. There students can find interesting expressions, examples of word usage, videos, voiceovers by a native speaker. It's worth thinking about the topic a person is interested in (hobbies, work, other activities) and subscribe to an account of a native speaker who writes about that topic. Even just reading about the life of someone from another country and local realities will benefit language skills.

Facebook

I believe that everyone uses Facebook to interact with friends, relatives and colleagues, to post personal photos and videos. However, not everyone knows that Facebook can also be used for other purposes, such as learning a foreign language, whether it is English, German or even Korean languages. Facebook is a multilingual and multicultural social media site. The only thing a person has to do is to search foreign language groups. Selecting "Learn English," for instance, it is possible to get access to hundreds of groups where learners may practice their newly acquired language and interact with individuals from around the globe. Video calls are another feature that Facebook offers. Any person can just talk to his language partner who can teach him general concepts of the language and simply introduce him to their culture and customs [2].

YouTube

An equally popular platform among young people for passive language learning is YouTube. The majority of YouTube videos come equipped with subtitles, and the rare instances where subtitles are absent are usually due to automatic generation by YouTube. Furthermore, certain videos provide multiple subtitle options in different languages. A person can activate subtitles in his desired language along with a transcript in his native language. This allows him to translate unfamiliar words. Another great option is to read comments. Usually, comments are brief sentences with common phrases. Learners can view both the original and

translated remark on the YouTube app. This approach will help them pick up a lot of new vocabulary [3]. Many channels are devoted to teaching languages. Some focus more on grammar, others on reading and listening. Learner can watch interviews with street people on a variety of topics on these channels. Watching videos including native speakers' conversations and expressions will definitely help them boost their language skills.

In conclusion, using social media for learning languages is a great way to make language learning more interesting and enjoyable. Social media platforms provide a fun and interactive way to explore real-life language use. While traditional textbooks are essential, incorporating social media into language learning adds a modern and dynamic touch, making the journey to language proficiency more accessible for all learners.

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Ссылка для книг